

**REPUBLIC OF TURKEY
SAKARYA UNIVERSITY
GRADUATE INSTITUTE OF SOCIAL SCIENCES**

**HIGH SCHOOL STUDENTS' SOCIAL MEDIA USAGE:
AN APPLICATION ON USER BEHAVIORS, PREFERENCES
AND REASONS BASED ON THE USES AND GRATIFICATIONS THEORY**

MASTER THESIS

Burak ACAR

**Department of Institute :Communication Design and Media
Field of Institute :Media and Communication Studies**

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HAZİRAN – 2019

T.C.
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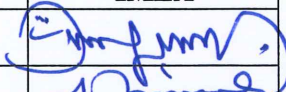
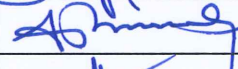
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“Bu tez 27.06/2019 tarihinde aşağıdaki jüri tarafından Oybirliği / Oyçokluğu ile kabul edilmiştir.”

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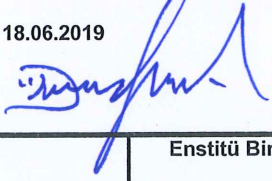
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Sakarya University
Institute of Social Sciences Abstract of Thesis

Master Degree		Ph.D.	
Title of Thesis :High School Students' Social Media Usage: An Application On User Behaviors, Preferences And Reasons Based On The Uses And Gratifications Theory			
Author of Thesis :Burak ACAR		Supervisor : Dr Ekmel GEÇER	
Accepted Date :10.06.2019		Number of Pages : ix (pre tex) + 120 (main body)	
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In today's world, there is an interactive communication process between people and mass media. The type of new media technologies or courses through which individuals interact each other is called social media. In this sense, individuals who spend most of their time on social media courses have constructed an online life apart their daily lives. One of the most influenced groups by social media is high school students. Therefore, this study aims to determine the motivations of social media usage of high school students in Eskisehir within the framework of Uses and Gratifications Theory. In the research conducted with the questionnaire, 445 users prepared scale questions were asked. The questionnaire, which is one of the quantitative data collection techniques, is applied and, the obtained data is interpreted through the Statistical Package for the Social Sciences (SPSS) program. The data obtained were interpreted by coding. Factor analysis revealed 5 different uses and gratifications. These can be listed as Recreation and Relaxation Motivation, Social Interaction Motivation, Observation and Guidance Motivation, Decision-Making-Information Motivation and, Personal Presentation Motivation. Some user demographics and social media usage patterns have been associated with different uses and gratifications.			
Keywords : Social media, high school students, uses and gratifications theory, motivation			

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Sosyal Bilimler Enstitüsü Tez Özeti

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Günümüz dünyasında, insanlar ve kitle iletişim araçları arasında etkileşimli bir iletişim süreci vardır. Bireylerin birbirleriyle etkileşim içinde oldukları yeni medya teknolojileri türüne sosyal medya denir. Bu anlamda zamanlarının çoğunu sosyal medyada geçiren bireyler günlük yaşamlarının yanı sıra çevrimiçi bir yaşam da sürdürürler. Sosyal medyadan en çok zaman geçiren ve etkilenen gruplardan biri de lise öğrencileridir diyebiliriz. Bu nedenle, bu çalışma Eskişehir'deki lise öğrencilerinin sosyal medya kullanım motivasyonlarını Kullanımlar ve Doyumlar Kuramı çerçevesinde belirlemeyi amaçlamaktadır. Anket ile yapılan araştırmada, 445 kullanıcıya hazırlanan ölçek soruları soruldu. Çalışmada, nicel veri toplama tekniklerinden biri olan anket uygulanmış olup, elde edilen veriler Statistical Package for the Social Sciences (SPSS) programı ile yorumlanmıştır. Elde edilen veriler kodlama yöntemiyle çözümlenmiştir. Faktör analizi ile 5 farklı kullanım ve memnuniyet saptanmıştır. Bunlar Eğlenme ve Rahatlama Motivasyonu, Sosyal Etkileşim Motivasyonu, Gözlem ve Rehberlik Motivasyonu, Karar Verme-Bilgi Motivasyonu ve Kişisel Sunum Motivasyonu olarak sıralanabilir. Bazı kullanıcıların demografik özellikleri ve sosyal medya kullanım biçimleri, farklı kullanımlar ve memnuniyetlerle ilişkilendirilmiştir.			
Anahtar Kelimeler: Sosyal medya, lise öğrencileri, kullanımlar ve doyumlar kuramı, motivasyon			

CHAPTER ONE: METHODOLOGY

1.1. Introduction

Communication has been established at the exact moment of the creation of mankind which is one of the most important needs that are shaped and developed according to the structure of society. Communication is not just a verbal process; it is a process that is coded in different languages and formed wherever people meet. It is about the interaction of people. With the development of technology, especially in the 21st century, there has been a change and development in the concept of communication through the understanding of the concept of mass communication tools and its use in communication. As a result of this change and development, the boundaries of the time and space of communication have disappeared, and mass communication has emerged with the development of various communication means. The production and spread of these tools have made it possible to share information with the facilitation of communication between people. With globalization, mass communication tools seem to be among the indispensables of people (Oskay, 2001).

When we look at the development of the mass media, it seems that television has the function of directing the mass media towards different dimensions. The image and sound transmission technology and the function of directing the masses like radio. Nowadays, with the widespread use of the internet and the power of social media, the news stream has been provided much more quickly and efficiently. In addition to the contributions it made to the globalization of popular cultures in the 2000s, the internet has provided different initiatives by organizing in the revolutionary movements in nations. With this communicating masses on the move, as opposed to other mass media that are subjected to strict control and fidelity.

With developing technology, the internet has become one of the most important mass communication tools. Today, almost every house has a computer and internet. People are spending a significant part of their time on the internet in an environment we call social media. Social media is also a fact that is commonly known to young people. The dizzying changes and developments in information and communication technologies over the last

twenty years have made social media one of the invariants of our daily life, depending on the internet.

It is possible to say that the most important development in web technologies in recent years is the transition from Web 1.0 technologies to Web 2.0 technologies. With the possibilities of this new technological infrastructure, individuals have become active users who can contribute to their content and become involved in the process of producing the content, by becoming only passive followers. Thus, the internet has transformed into a more interactive and participatory platform (N. G. Koçak, 2012). Supported by successful Web 2.0-based social applications such as Facebook, Twitter and YouTube in the recent past, Web 2.0 has gone far beyond imagination (Murugesan, 2007, p. 34).

Today, social media is extremely important in terms of mass communication tools. So that social media is the most important platform in which users can freely express their thoughts, knowledge, messages, and sharing and express themselves as free as possible. In this context, there are many sites such as Facebook, Instagram, and etc. with web 2.0 technology that features social media sites. Thanks to these sites, users can express themselves interactively. Facebook, which is a social media tool, comes first among these sites.

People through social media can share their views of any event on the other side of the world as they wish, affect others at the same time, and can also be influenced by these courses. Social networks, which are the result of an internet-based interaction, give freedom to individuals, autonomy, and freedom to create their content (Onat & Alikılıç, 2008). Social media, which has opened its doors to the backdrop of individuals' active presence in the mass media, is, of course, presenting some satisfaction to its users. In this interaction, the aims of the users and the satisfaction they want to achieve are important. All of the social media users do not go to this area to get the same pleasure. People tend towards the media according to what their current needs are, trying to get rid of their current needs such as having fun, getting some information, socializing with their friends, and somehow going to the media in order to get away from the current troubles or stress environment (Akçay, 2011).

The "Uses and Gratifications Approach", first introduced in 1959 by a paper by Elihu Katz, is based on the idea of using mass media to satisfy a certain need. With the thought

put forward by Elihu Katz, this theory came to the fore with the questioning of the researches that were expressed in the form of "What is the media doing to the people?" The use and gratification approach in mass communication theories is about to determine why people use the mass media and which mass media means they choose (Katz, Blumler ve Gurevitch 1973: 510).

In researches that use the Approach of Uses and Gratifications, the question is not 'what mass media do to individuals', but 'what the individual does with mass media.' In this point of research, it has been investigated which needs of individuals are satisfied by almost all communicators and what motivations they have achieved. While searching for ways in which traditional mass communication tools such as newspapers, television, and radio have been used by individuals for what purpose and satisfying their needs. It has been investigated which needs have been satisfied by using social media, which is the most used medium of the internet and together with the spread of the internet.

In this study firstly, communication, mass communication, and mass communication media will be emphasized, and their characteristics will be discussed. In the second part, uses and gratification approaches will be informed; development and basic concepts and uses and gratification of social media will be discussed. In the last section, the findings and interpretations which obtained in the research section of the thesis work will include.

1.2. Statement of the Problem

In recent years, especially in the years 2000 and after, social media platforms that are becoming increasingly effective in every aspect of our lives now attract considerable attention both to academic staff and business people who working in the business environment, and individuals. When it is looked, the number of studies on the social media platforms in Turkey has started to increase gradually. Social media is also important because it provides users with a much wider perspective and usage space, as social media is a widely used communication tool. In this respect, it will be ensured that individuals who use social media, how often they use it, motivations to use it, their behavior according using it, and spent time in social media, so that they can be associated with demographic characteristics of the individual and reveal a more detailed profile of social media users. In addition, the dissertation is important in terms of investigating when social media users spend their time on the Internet and on social media and addressing

different aspects of social media usage motivations. For this reason, in the context of the Uses and Gratifications approach, it is the main problem of this research that what kind of factors is influential in the use of social media by individuals. Because user profile can be revealed by questioning the social media usage behaviors of individuals.

1.3. Purpose of the Study

The aim of this study is to determine what motivations are important for the use of social media by high school students in the framework of the uses and gratifications approach in the example of high school in Eskisehir.

It is inevitable to investigate the use of social media because it is an extension of the internet and the number of users is increasing with each passing day. This study is important for the consideration of the motives for using social media in the framework of uses and gratifications theory and for the study of the high school students in Eskisehir where the motivation of students to use any communication tool has not been studied before.

The results of the study are important in terms of the results, uses and gratifications theories and new researchers in social media. The study will provide useful information for students' motivation to use social media, especially since students with similar characteristics will reveal which motivations they use to reach social media.

1.4. Research Questions

The following questions will be tried to be answered in the context of the findings obtained in the practice section of the study:

RQ1: Does the frequency of use of social media platforms differ significantly by gender?

RQ2: How often do students use traditional mass communication tools and social networking sites?

RQ3: Which social networking site is most used by students?

RQ4: Does frequency of use of mass media differ significantly by gender?

RQ5: How reliable are the social networking sites that students use?

RQ6: In what way are students most connected to social media?

RQ7: How long have students been using social media?

RQ8: How much time do students spend per day in social media?

RQ9: Is there a significant relationship between the duration of social media use by students and the time spent in social media and demographic characteristics (gender, age, education level, monthly spending)?

RQ10: What motivations are influencing the use of social media by students?

RQ11: Do they show a significant difference between social media usage motives and demographic characteristics (gender, age, education level, monthly expenditure, social media usage time, and spending time on social media)?

1.5. Definition of Terms

Mass Communication Tools: Mass communication tools are communication tools that enable information, opinions and ideas to be shared, strengthen social organization, create public opinion, meet basic needs such as understanding, narration, learning and education, change and develop human relations, spread new behaviors and attitudes, and opinions and thoughts.

Social Media: Social Media is a common term for online tools and websites that create mutual interaction by providing users with interests, thoughts and information.

Uses and Gratifications Theory: The view that they use mass media to solve the needs of individuals in various ways is defined as “Uses and Gratifications Approach”.

1.6. Limitations of the Study

The implementation phase of the study is limited to the high school students in Eskisehir. In this context, the questionnaire form is applied to 445 people studied in Eskisehir. The questionnaire is applied to students who study 9th, 10th, 11th and 12th grades in 4 different high schools in Eskisehir. The selection of the students made randomly.

Since application will be done to determine the motivations of social media users, it will be restricted to individuals who are using social media. Individuals who do not use social media will be excluded from the study.

1.7. Significance of the Study

Based on the study, Uses and Gratifications Approach, it aimed to reveal the reasons and habits of social media usage of high school students with different age and gender, economic income and educational status.

Within the scope of the research, it was aimed to measure participants' motivation for using social media, duration of daily social media usage, staying online in social media, factors that affect social media usage preferences, usage frequency of social media networks and usage of social media. It is also one of the aims of the study to determine whether the participants' social media usage patterns and habits differ according to gender.

The significance of studying in this context is that social media networks are used by high school students to understand what purpose and forms they are using. It is also important that the study is done on high school students in terms of being different from the studies done in this subject.

1.8. Research Method

As a method of data acquisition, a survey has been carried out. It is possible to easily collect and analyze a large number of data in comparison through the survey method. Survey studies ensure that the researcher is more dominant in the research process. Both secondary and primary data (results from survey) will be used in the study. It is aimed that the questionnaire application was realized as a modern questionnaire on the internet within the scope of questionnaire types. In this context, the researcher was present in the environment where the questionnaire was carried out before the subjects conduct the questionnaire and gave information about the purpose of the inquiry and how it was carried out. The processing and analysis of the survey results was done through computer programs (SPSS).

1.9. Application of Research and Sample Selection

In order to determine the motivation of high school students to use social media, a survey was carried out on 4 different high schools (Türk Telekom Meslekive Teknik Anadolu Lisesi, Şehit Hasan Önal Teknik ve Meslek Lisesi Gazi Yakup Satar Mesleki ve Teknik Anadolu Lisesi, Ahi Evran Mesleki ve Teknik Anadolu Lisesi) in Eskişehir.

The questionnaire was applied to 445 students in 4 different high schools with the sampling method from the high schools in Eskişehir-Odunpazarı which constitute the universe of the research.

1.10. Research Form and Measurement Tools

In this study, questions were prepared using Likert scale and demographic questions such as age, gender and income level were used.

The questionnaire form, which is prepared as a measurement tool, consists of 63 questions and two pages.

The first 40 questions of the questionnaire were prepared using the Likert scale to measure the motivations and causes of social media use of the subjects and they were asked to value the attitudes stated between 1 and 5 (1= Definitely disagree, 5= definitely agree). These questions, which were prepared to determine the motivation of social media use, were adapted from previous research.

In the other questions of the survey, questions about the demographic characteristics of the subjects, education status, age and gender (the current class), as well as the mass media and social media tools, were asked to measure the frequency of use of social media and social media tools.

1.11. Data Analysis and Used Tests

The questionnaire was applied to the selected sample group from high school students who were studying at Eskişehir-Odunpazarı, which is the universe of the study, between 8 April 2019 and 12 April 2019. The obtained data from the result of the survey application were analyzed in SPSS 23. The following tests were performed to interpret the obtained data:

Frequency, t-test, chi square, anova, factor analysis, arithmetic mean tests were performed.



CHAPTER TWO: INTERNET AND SOCIAL MEDIA

2.1. Internet

The information age, which gives us the name of our return, has started a constant change in the world. This change, of course, aims at reaching more knowledge and sharing the information available. Information technology, which is based on computer technology, has become a communication medium with the emergence of network technologies. Through the discovery of the Internet and the attainment of an independent structure, it has become a center of life by acquiring a global structure.

The Internet consists of two abbreviations of English language, which means international communication in words: Inter: International and Net: Network. Network is a system formed by connecting computers together. There are various purposes for computers to be connected via communication lines. Communication with the use of a public network can be made much easier. While any computer on the network can access shared hardware resources on the network, network users can access the data on other computers. The Internet Protocol Address is a numerical name in which devices connected to IP, Internet, or other computer network; communicate with each other over the network and exchange data. In the simplest case, the computer network that is created by connecting the computers in the same area through the necessary cables is called "Local Area Network" (LAN). A local area network is a group of computers and related devices that share a common communication line within a small geographic area and share resources of a single processor or server (Tassabehji, 2003, p. 40). Using a local area network, it is possible for computers in an office to use the internet, share data, and communicate over a single connection. The computer network, which is formed by connecting computers in different locations and connecting the local networks, is called "Wide Area Network". The wide area network is a geographically dispersed telecommunication network, which is separated from the local area network by a wider telecommunication structure (Tassabehji, 2003, p. 41). The distance between them is provided by the WAN to the networks that are too far away to connect with the LAN. For example, through WAN, it is possible to connect companies in different cities(Geyik, 2010).

The internet, which was originally developed for the military research and development project, is now a network used by a large number of private and public organizations from

the private sector. From the emergence of the Internet, which brings together millions of users today, examining the process of entry into our lives will enable us to better understand our communication tools.

2.1.1. History of the Internet

Internet is the global network of networks defined by a set of open standards for exchanging data and information between computers (Davis & Benamati, 2003, p. 13). The emergence of the Internet dates back to the 1960s. The Advanced Research Projects Agency (ARPA), a branch of the United States Department of Defense, was established to provide communication as a result of a nuclear attack. In order for communication between the computer centers of the army to continue, the network must be suitable for multiple connections and not be connected to a single hub. In 1969, the first steps were taken by the United States Department of Defense's ARPANET (Advanced Research Projects Authority Net, ARPANET) system (Eren, 2009, p. 3). After ARPA and the connection between 4 main universities (University of California / Los Angeles, Stanford Research Institute, University of California / Santa Barbara, University of Utah) were connected to the ARPANET network in a short time, many research institutes and universities were connected to the ARPANET network. ARPANET has developed "Packet Switching" management. Packet switching; to divide digital messages into packets, to send packets along different communication paths when they are available, and then to combine packets when they are on target (Laudon & Traver, 2012, p. 108).

In 1971, the Network Control Protocol (NCP) began to be used and in 1972 ARPANET and NCP were harmonized. In the same year ARPANET provided electronic mail transmission. In 1973, the "Internetworking" project was started to develop a protocol set in which different networks could transmit data. Up to 1978, four versions of the Transmission Control Protocol (TCP) were developed. In 1983, Transmission Control Protocol / Internet Protocol (TCP / IP) were switched instead of the previously used NCP. Chaffey defined the TCP / IP protocol as "a layered model that provides communication between the servers" and compared this protocol to the postal service. The TCP layer divides the data to be transmitted into small packets and sends them to the receiver. IP layer is; format the packets and assign them to the correct recipient by assigning addresses

for the packets. With CP / IP, basic services such as connection and transfer operations can be performed (Chaffey, 2007, p. 90).

In 1983, ARPANET left its place in the National Science Foundation (NSF). In 1985, NSF began financing a project that proposed the creation computer centers. At the sponsorship of the Foundation, ARPANET has been transformed into NSFnet. NSFnet began its operations in 1986, and in 1986 it created the internet backbone at 56 kbps(kilobit per second). Later private companies joined NSFnet's operation and the privatization process started.

The main development was achieved in 1989 by Tim Berner-Lee, who discovered the Web (World Wide Web), an internet distribution system. World Wide Web (or just Web) is the standard set of naming and attaching processes that use the Internet to locate and store hyperlink documents and store other files on computers around the world. The web is playing a big role in reaching the number of users today by spreading the internet. With the withdrawal of NSFnet from Internet operations in 1990, the Internet operation in the United States has been controlled by private operators. With the introduction of Microsoft's Windows 98 operating system in 1998, commercial-based internet became popular. With the widespread use of personal computers on operating systems, millions of users have quickly adapted to the internet (Davis & Benamati, 2003, p. 13).

Laudon and Traver defined the internet as "millions of computers and thousands of network-connected networks connecting businesses, educational institutions, government agencies and individuals," and separated three stages of Internet development from 1961 to the present day. The first phase is called the "Innovation Phase" and covers the years 1961-1974. During these years packet switching, TCP/IP, client/server, and so on basic building blocks are conceptualized. The Internet is basically used to connect hosts in different universities. The second phase is the "Institutionalization Phase" which covers 1975-1995. Institutions such as the National Science Foundation (NSF) have funded, personal computers and web browsers have been invented, ARPANET has been out of service, and NSFnet has been created instead of the civil internet backbone. The third phase is the "Commercialization Phase", which runs from 1995 to the day. With the encouragement of state institutions and the initiatives of private institutions, the Internet backbone has been expanded, civil internet has been born and millions of users worldwide

have been reached. Electronic commerce, on the other hand, has begun seriously with online retail stores. In summary; The development of the Internet began with the development of basic ideas and technologies. Today, private companies continue to deliver these ideas and technologies to millions of people (Laudon & Traver, 2012, p. 102-103).

2.1.2. The importance of the Internet

Today, the millions of users who are increasing every day around the world spend time on the internet, surfing in the virtual environment, talking to friends on the other side of the world, or paying any tax credits online. The increase in the number of Internet users is also reflected in the services provided. Online banking, virtual universities, 24 hour shopping, job finding, direct consumer distribution, customer special services and special products are being developed rapidly thanks to the increasing number of internet users(Solmaz, 2007, p. 69).

Internet is regularly renewing itself and expanding its scope, it's technology is gaining popularity among people of all ages and it is increasing the usage area rapidly. Whichever side of the world you are, you can comfortably access internet technology that lifts the space and time limit. The Internet is not only in the field of communication; science, art, politics, and so on. In the globalizing world, internet technology constitutes the substructure of information communication technologies. Everyday life, however, has been shaped by virtual worlds(Kırık, 2012).

Today, internet phenomenology is one of the most important factors. Now people spend most of their lives at the computer and internet networks. The Internet has been very influential in the globalization of the world and the removal of borders. With the borders remaining, people living in different cities, countries and even different continents communicate with each other quickly, economically and comfortably. Internet phenomenology affects every field as well as the field of public relations. Large and small companies carry the promotional, advertising and customer relations to the internet with the possibilities provided by the internet (Zafarmand, 2010).

Internet technology is not limited to individual use today. Public institutions and private organizations are able to access their target groups quickly and cheaply via the internet.

Public institutions in Turkey have to adapt quickly to Internet technology. However, the communication activities that take place via internet sites are mostly aimed at introducing the institution. Practices for recognition purposes are rather limited except for the applications for obtaining information that the legal requirements arise. Recognition activities; individual application, demand, complaint, etc.. Applications that reflect the institution-group relationship and reveal any group tendencies related to any subject are very rarely seen on public administration internet sites. The most basic reason for avoiding such practices is that public institutions do not want the tendencies of groups to be shared on the public arena (Yağmurlu, 2011, p.8).

Businesses can present a lot of information about the business on their web pages: the business history, the organization's stories, the founders and managers, their biographies, the areas in which the business operates, and the organizational scheme. This ensures that the target site is informed of these items on the web page(Öztürk& Ayman, 2007, p. 61).

Today, internet phenomenology is being used effectively and spreading in every field so that it has become compulsory for institutions and organizations to use this tool effectively when performing activities related to the people(Güz, 2009, p. 162).Among the advantages of the internet in terms of public relations are various factors such as continuous and uninterrupted communication, global and duplex communication, expenditures and costs at the lowest level in terms of cost, and possibility of intervention from every place in terms of managing the process at any moment(Türk& Arslan, 2009, p. 400)

The Internet communication network provides practical and economic communication opportunities to individuals and organizations, as well as great convenience for health, science and trade (Tengilimoğlu & Öztürk, 2011, p. 154).

Holtz noted that because of its interactive nature, the Internet provides opportunity to communicate with each other in a way that is comparable to that of other means, and it also allows for the evaluation and analysis of the expectations and wishes of the target audience. In this way, the possibility of dialogue with the target group is also presented (Tarhan, 2007, p. 79).

Some of the results of the research conducted by EMC Corporation, the world's leading provider of enterprise storage systems, at the University of California, Berkeley, School of Information Management and System (SIMS), are as follows (Peltekoğlu, 2009, p. 310):

- Mankind produced 12 exabytes of information in 300 thousand years. It takes only 2.5 years to produce this same amount of knowledge
- 50% of Internet users have native English
- World newspaper production fell by 2 percent
- In 1984, 90 percent of the world's e-mail boxes were in the United States. At the end of 1999, this figure dropped to 59 percent
- Directly accessible web pages consist of 2.5 billion documents. Every day this figure is growing by 7.3 million pages

2.1.3. Internet in Turkey

Internet studies in our country began at the beginning of the 1990s. The first step of Turkey's entry into the Internet, prepared by Scientific and Technological Research Council of Turkey (TUBITAK) in 1991, Middle East Technical University (ODTU) partnership has been established with the adoption of TUBITAK project. The first Internet connections physical in Turkey, as a result of TUBITAK-ODTU on October 23, 1992 in collaboration with the Research Center of the Netherlands NIKHEF and ODTU is made by using X.25 protocol which is a network system that is used in wide geographical areas to connect with each other (Erkul, 2009, p. 97). The first connection for general use of the Internet was made between ODTU and the USA in 1993. In this way Turkey has been included in the international Internet backbone. The connection first realized in ODTU in our country has grown up to daylight (Sugözü & Demir, 2011, p. 650).

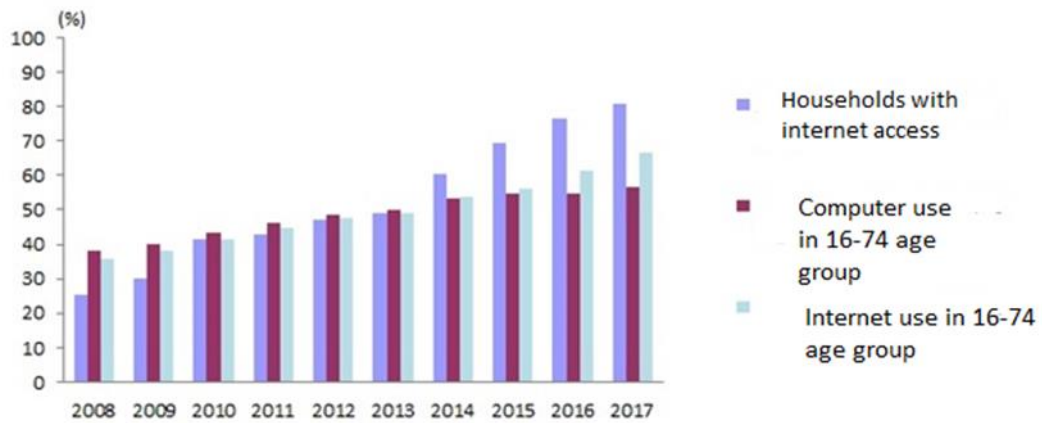


Figure 1. 2008-2017 internet usage basic indicators(TÜİK, 2017)

Just as in the world, also use the internet is becoming increasingly common in Turkey. The results of the research conducted by Turkish Statistical Institute (TUIK) on the subject confirm this thesis. According to 2017 Household Information Technologies Usage Survey data:

In figure 1 as can be seen, while the rates of internet and computer usage in the age groups of 16-74, were 54.9% and 61.2% respectively in 2016, these rates increased to 56.6% and 66.8% according to the research conducted in 2017 by TUIK. The most prominent results are in the age group of 16-24 with the highest rate of internet and computer usage and in the research that the use of computer and internet is ahead of men in all age groups(TÜİK, 2017).

2.2. Social media

The term "World Wide Web" (www) is used to describe the system that provides access to "documents" on the Internet (Deperlioğlu& Köse, 2010a, p. 10). According to another definition, Web is defined as a system that enables access to data such as animation, film, sound, picture and text (Kırcova, 2005)

Mankind first recognized the web concept in 1989 when computer expert Tim Berners-Lee found and developed the computer markup language (HTML) called Hyper Text Markup Language (HTML). In the first stage, the Web environment consists of the medium of presenting the pages consisting of only the visual elements and texts, which

come from the classical HTML codes and do not interact with the user (Erbaşlar & Dokur, 2012).

After the year 1992, the Web environment has made it possible for one web page to be accessed from one document, to reach web pages, to jump to another page by clicking on any word in a page, and to reach the source (Canbaz, 2013). The need for the information that emerged over time not only to be presented but also to be shared at the same time has caused the Web technology standards to change and as a result of these changes the technology called Web 2.0 has been passed from the classic Web 1.0 structure that comes with the internet.

2.2.1. History of social media

The concept of Web 2.0 was first used by conference chairman Tim O'Reilly on the state of the Internet and the outlook of the Internet, organized by the O'Reilly publishing house in 2004 (Andersen, 2007, p. 5; Constantinides & Fountain, 2008, p. 231; Greenhow, Robelia, & Hughes, 2009, p. 247).

The social media definition is based on 3 basic elements. These are content, community and web 2.0. Content is created and shared by users in many different ways. Photos, images, videos, location information, tags, and comments are some of the content created by users. The creation of these content by many users and the inclusion of the internet constitute the direction of participation of the social media. The social nature of these activities also refers to the community as the second element. The development of digital technologies for content creation and sharing with Web technologies and applications reveals the third element, web 2.0 (Ahlqvist, Bäck, Heinonen, & Halonen, 2010, p. 5). In other words, social media is online formations that provide sharing and communication based on participants' ideas and experiences. '5C' of social media (Wasserman & Faust, 1994):

- **Conversation:** Communication in traditional media is one-way, while communication in social media is two-way. Social media requires participation, management and dialogue when necessary
- **Commenting:** Comments within the concept of community and dialogue. Constructive or dialogue should be interpreted positively and comments should be

avoided that will crowd dialogue and not create value. Comments reflect personality. In this respect, careful comments are required

- **Community:** Communities vary across social networks. Where potential customers are present, they must be found and communicated to them. If you want to introduce a new product, you need to create a product-friendly community around the product
- **Collaboration:** Social media allows users to collaborate with anyone with an internet connection. Cooperation can be realized with customers or employees. The best feedback is provided in this way
- **Contribution:** Users are responding to the social media at a rate of contribution they provide. Every road in social media contributes and contributes to users (Wasserman & Faust, 1994)

With the development of Web 2.0 technology, interactions among users and collaborative activities have become "very easy" on the Internet, while one-way information flow has been lifted and a two-way and streamlined information flow has been provided instead (Deperlioglu & Köse, 2010a, p. 10)

Web 2.0 can be defined as a media system that allows users to share information with one another through communication on a platform, providing two-sided and simultaneous sharing of information, ending one way information flow with user service. Social media differs from traditional media in terms of providing bilateral and simultaneous communication, giving individuals the opportunity to spread their ideologies freely, lack of time and space limits, and offering all these services free of charge (Babacan, Haşlak, & Hira, 2011b, p. 72).

The differences that distinguish social media from traditional media can be summarized as follows:

- **Accessibility:** In traditional media, production is usually owned by governments and private companies; In the case of production, social media is not monopolized by certain institutions and organizations, and everyone can afford it at almost zero cost
- **Usability:** In order to make production in traditional media, employees need to be professional and educated people, while social media do not need to be educated or

specialized. Social media can also be produced based on the ability of everyone to produce.

- Innovation: When the time difference in traditional media is getting even days or weeks, the time difference in social media is fast enough to be corrected instantaneously
- Persistence: After the production in the traditional media, it takes quite a while to change, whereas in social media comments can be rearranged immediately
- Freedom: Because social media is not owned by a specific organization and is not owned by a particular organization, it provides a more free media environment than traditional media, as it provides for its own environment(Peltekoğlu, 2012)

2.2.2. The importance of social media

Social media has already begun to take its place as the most effective means of communication and propaganda of the century we are in. Having an interactive structure separates it from other effective means of communication.

Today millions of internet users all over the world use social media networks and therefore communication technologies communicate with distant acquaintances, to find old friends, comment on the news they read, publish their photographs, share their favorite music, and announce their products, services and many other related experiences to others(Kara, 2012, p. 104).

It is about controlling the media or playing with the content, but today, there is no such thing as checking and controlling social networking sites. Because in social media, the source of information is not a specific person, group or organization but rather a mass of people who are independent and scattered, offering information according to their own way of thinking. It is a very big ocean of information and it is not possible to control the information in this ocean right now.

People who use communication technology interacting with social media have moved beyond their affected positions to the position of producing and presenting the content themselves. The vast majority of those using social media are young people, and young people are taking a significant part of their daily lives in front of a computer screen,

writing on various blogs, commenting on forums or news sites, or commenting on an agenda they choose.

If you do not like the product you are most likely to get with social media, you can share it with others on the internet and create public opinion on it, share your whereabouts and what you are doing with your followers minute by minute, add your own comments to other people's comments, create a group, you can even record and share videos instantly without even the journalists coming, and you can even lay the groundwork for a big protest march(Hazar, 2011, p. 84).

One of the most innovative features of social media networks is that it has a function that emphasizes and even takes care of users' expectations, desires and likes. This innovative feature, which distinguishes social media networks from others, allows members of the network to express opinions about each other and their products and services, to enable them to share their experiences, and through interaction, these comments have become a common idea, appreciation or desire(Kara, 2012, p. 106).

People are able to write their daily thoughts on the social media,present new ideas anddebate these thoughts. As well their personal information, they can also search for and find various videos, photographs, sharing and even find the real world in a virtual environment(Vural & Bat, 2010, p. 3350).

After the emergence of social media, much has begun to change in human life. Creativity has begun to become important. Participation has started to emerge because the content that exists in social media is brought to the user by the user. Opinion differences between the people who make up the content of the media and those who follow the media have ceased to exist, and as a result, the rate of change has increased.It has become important for people to be innovative and play an active role in innovation. Along with the development of social media, the way parents and children communicate has changed.Parents have been eager to learn from their children because they can not keep pace with the speed of learning for children who are predisposed to technological conditions. As a result of this learning, parents who became more inclined towards social media started to share the virtual environment with their children and got to know their children's friends circles more closely through social media(Dikme, 2013).

Social media, at a great pace, is becoming one of the details of life that people would call indispensable. Friendships are established with social media, pictures, videos and information are shared, and even states are in social media and feel like they have to control themselves

Today, social media is in such a position that it can play a leading role even in very important events such as the overthrow of the leaders of the states, the change of the management style. Social media can be portrayed as the main actor in the process, called the Arab Spring, which dominates the leaders of the dominos, changing the course of many countries.

States or various communities can use social media as a means of propaganda and aim at influencing people in the social media that offer a completely free environment or psychologically defeating their opponents. In other words, we can say that social media is openly used as a "propaganda tool".

One of the best examples of social media for propaganda purposes is US President Barack Obama's 2008 election campaign. Obama and the democrats have benefited from the internet and social media by running a very wise electoral policy, thus reaching millions of young people. As Obama focused his election policy on young people more, he managed to influence young people who did not read newspapers, watched television but consumed most of his time in social network sites like Myspace, Twitter, and Facebook... Following this elections success, the use of social media in political election campaigns has become increasingly widespread. Nowadays, a political party that is not formally involved in social media is almost disappearing(Çildan, Ertemiz, Tumuçin, Küçük, & Albayrak, 2012).

Social media has become a platform not only for political propaganda but for all kinds of ideas, thoughts are shared and, if necessary, actions can be transformed. The best example of this is the 2009 Iranian elections. When the reactions of the people who objected to the election results are getting bigger, the government has censored the press. People who could not announce their voices joined the social media platforms and began to make their voices heard all over the world.

Apart from these, social media has started to be used in unarmed, propaganda based operations called 'psychological war' which is applied very intensely today. Because, there is a medium of communication is frequently used in television, which appeals to very large masses. Countries that are willing to take advantage of this strength, of course, do not stop and benefit from the power of social media to the end.

Now, web users have had the opportunity to write and report their thoughts in the face of what they read, hear or see on their web sites. So now companies and companies are not only able to reach and send messages to them, they can benefit from the likes, thoughts, comments and messages of the masses. These recent developments have created changes in the communication of corporations and companies with the mass and they have created the opportunity to establish two-way communication with their target mass (Zafarmand, 2010).

In the present day, especially where the internet is very common as a medium of communication, users spend the most time in the virtual environment; social networks like Facebook, Instagram, Twitter and Youtube. Especially young people spend a considerable part of their daily lives in social media environments.

The number of users in social media is rising day by day. So much so that social media, perhaps the flagship of the Facebook say that the number of users per month is over 1 billion by the founder Mark Zuckerberg explained. Particularly in the process called "Arab Spring", social media-supported popular movements have turned social media into an interesting world.

In Egypt and Tunisia, civil disobedience campaigns and social networks such as Twitter and Facebook have been increasingly used to organize street actions. In Iran the "Green Revolution" was followed closely by the Western media with the Twitter and YouTube channels in 2009. Even the 2009 Moldovan revolution has been nicknamed the "Twitter Revolution" (Papic & Noonan, 2011).

Besides all these, social media can be as dangerous as it is powerful. Users who have spent most of their time on social networks, especially young users, may be confused between real and virtual worlds. Individuals often break away from real life and

relationships, enabling an identity development and socialization effort in the virtual environment to move them away from real socialization, as well as to develop practical use with feelings such as hatred, anger, and hatred (Babacan, Haşlak, & Hira, 2011a, p. 68).

2.2.3. Social Media Tools

Social media sites are categorized differently in terms of their usage and functionality, but all of these tools are perhaps the only common point to provide top-level sharing services to all of their users. These tools can be classified as social networks, wikis, blogs, location based services, microblogging, podcasts, content sharing sites and data editing services(Çakmak, 2009; Kahraman, 2010).

2.2.3.1. Social Networks

For the first time in 1954, Barnes described the term "social network" as a map of relationships ranging from coincidental acquaintances between individuals to family ties. In 1964, Simmel described the concept of social networking in *The Web of Group Affiliations* as "a system in which the individuals who get close together in a group (network) form a system that is able to describe itself more clearly in the new group"(Durmuş, Yurtkoru, Ulusu, & Kılıç, 2010).

Social networking has seen significant improvements through Web 2.0. In particular, the ability to communicate on the double line, which emerged with Web 2.0, revealed the concept of interaction. Interaction has thus led to the emergence of social networks. Social networking networks enable individuals from all cultures and communities to communicate with groups of friends. It also provides users with many advantages, such as developing social skills, expressing themselves freely, adapting to the digital world, and easily carrying out research studies (Kırık, 2013, p. 78).

According to Wasserman and Faust, social networks represent a group of people, and the relations between these people represent the whole (Wasserman & Faust, 1994). Social network sites have taken its main characteristic from the network pattern that users are structured with each other's open profiles, not the structure that allows them to meet foreigners. On many large web sites, users do not try to get in touch with strangers or

people and create a new environment, communicating with people who are already part of social circles(Boyd & Ellison, 2007, p. 211). Social networking sites are used to meet new people, as well as maintain existing offline relationships and support offline connections (Amichai-Hamburger & Vinitzky, 2010, p. 1289). As a web-based service, social networking sites allow personal work to create a public profile via a mandatory system, create a list of other users, and allow people on the network to share with each other. In addition, the system allows other users to view other users' shares. Social networks represent a group in which there are various influences that are related to each other or have different information. Social networking sites allow information to be shared among members of the social network and spread among members (Vural & Bat, 2010, p. 3355).

In social networking sites, three kinds of networks can be mentioned in general. First, the user's actions trigger actions that his friends will take. The second is that individuals love the same things; that is to say they are friendly to those who are similar to them, and therefore show similar behavior. The third is the environment (Dilmen, 2012, p. 142).

Social networks have entered our lives together with the first forms of the internet, and they have been regarded as one of the basic building blocks of the Web 2.0 concept. Web 1.0 world's friendship sites, IRC chat rooms and forms evolved into Web 2.0 technologies and new sharing concepts, turning them into giant social networks like today's Facebook and MySpace (Kahraman, 2013).

Social network sites can be classified as follows according to their content:

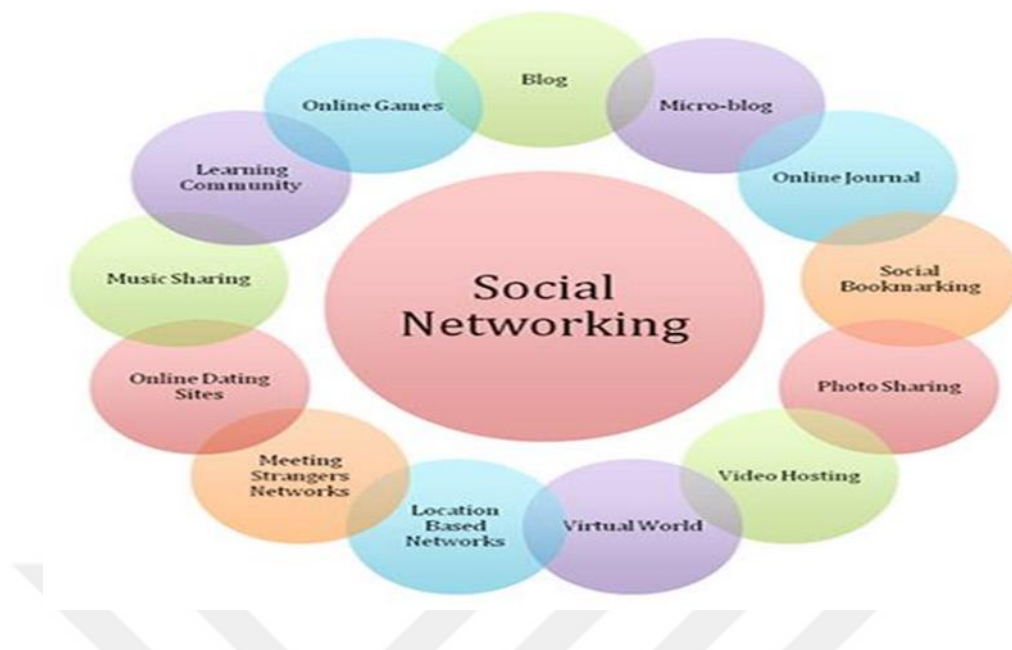


Figure 2.Social Network Sites (Cybersavvy,2011)

Social networking sites have a rich and diverse ecology in terms of scope and content. Friendster, Hi5 and Facebook, as well as sites that focus on more professional networks like LinkedIn. Media sharing sites like MySpace, You Tube, Instagram and Flickr focus on video and photo sharing. Weblogs, which started slowly at the end of the 1990s, have become very popular in recent times as they are easy to produce and maintain. Blog writers vary from ordinary people to professional people and celebrities. Today more than 100 million blogosphere and their links have become important sources of public opinion .Likewise, with the help of sites such as Reddit, Digg and Delicious (Del.icio.us), users share and vote favorite content on the internet, not on their favorite sites, on a similar structure. Twitter, a microblogging site that offers real-time updates, has more than 145 million users and users send limited tweets with 280 characters. There are also sites where users share what they do, where they are and what they feel with other users. One of these is Foursquare, a location based social network which allows users to "check in" to other users with real-time updates and report their location and comment (Kietzmann, Hermkens, McCarthy, & Silvestre, 2011, p. 243).

The most distinctive feature of social networking sites is communication and photo sharing. The friends of the social network users can see the shares on the virtual wall that are posted on each social network site and share the photo. Acceptable friends can add

comments that can browse messages or photos (Nef, Ganea, Müri, & Mosimann, 2013, p. 1043).

Briefly, social networking sites can be defined as a platform where people communicate, group together according to similar interests where they find each other, make new friendships, learn new environments and mediums (Alikılıç, 2011, p. 35).

2.2.3.2. Wikis

Wikis are an environment where users can edit and publish information on specific topics. Every user registered in Wikis can intervene the information presented on pages and web pages, which are products of collaborative work with user's contributions, are emerging. The greatest share of the common usage of Wikis is the free encyclopedia of Wikipedia (Deperlioğlu & Köse, 2010b, p. 439). Wikis are able to implement in many different areas such as encyclopedic information repositories, social networking sites, corporate online networks, information management systems, personal agents (Dikmen, 2011, p. 169). The wikis that enable multiple users to consolidate information about a topic in a single hypertext environment have the flexibility to be quick and collaborative (Akyazı & Aslan, 2013, p. 186).

Wiki is derived from the term "wiki wiki" which is used in the Hawaiian language in a quick, fast sense. The first wiki was put forth by Ward Cunningham in 1994, but the years of the popularization and widespread use of the application were found in the years 2000 (Çevikel, 2010, p. 60). The result of collaborative work on the basis of wiki, which Cunningham defines as "a compilation system, a discussion tool, a repository, a mail system, and a tool for cooperation," lies in a job creation purpose. Wiki websites are a system where individuals working on the same topic come together to share their ideas, pass on the developments in the business division, and finalize the project (Karabulut, 2009, p. 168).

The online encyclopedia of Britannica Online, which offers single-handed information, allows one to change, add and subtract a piece of information entered by someone on Wikipedia. In some sites such as Del.icio.us or Flickr, it is possible to categorize some keywords. This makes it easier to access the information sought (Tosun & Levi, 2010, p. 96).

The English version of Wikipedia, funded and managed by the non-profit Wikimedia Foundation, was founded on January 15, 2001. There are approximately 250 different versions of Wikipedia included in Turkish. The versions of Wikipedia are developed independently from each other. All users at Wikipedia are potential writers and editors. To change a page, the user only clicks on the page layout link to change the text field to change the location (Bruns, 2008; Denning, Horning, Parnas, & Weinstein, 2005; Milne & Witten, 2008)

It ranks first in the ranking of Hitwise's training and reference websites ranking among the top rated websites of Wikipedia, Site, Alexa, comScore Media Metrix and Hit Traffic, which have become one of the world's most popular websites today. A study conducted in 2007 found that 36% of internet users in the US consulted Wikipedia. Wikis are structurally similar to blog pages, but they do not have a single author like them. In blog posts, the traveler may send a message that the author wrote previously, but they cannot change the existing content. On the wiki pages everyone is writing and the text written with the edit option located on the site can be changed (Aytekin, 2011, p. 9).

2.2.3.3. Blogs

Blogs are the web sites that serve online daily by providing comments and ideas for a large audience that is being pursued by individuals, groups, or businesses.

Blogs are web sites where people write things they want without the need for technical knowledge. Blogs, which are the ever-popular name of the weblog concept of the combination of "web" and "log", are one of the newest tools of the next generation of Internet applications (Küçüksaraç, 2014, p. 64).

The first blog was produced as part of Dave Winer's "24 Hours of Democracy" project (Bayraktutan Sütçü, 2010, p. 97). In 1997, the weblog was first described by Jorn Barger as "the web page where the blogger registered other web pages he found interesting". Although blogs have come to the end of the 90's, their use has grown rapidly in recent years and is usually shaped by bloggers' interests (Güçdemir, 2012, p. 34).

Blogs that are organized in reverse chronological order, new and up-to-date information is first seen and published, frequently updated, a website with various types such as writing, photography and video is easy to use and can be updated more frequently and

easily interacted with followers continuously. It is quickly adopted by users for these reasons such as not having any cost(Küçüksaraç, 2014, p. 66). Blogs are digital daily blogs where individuals often share personal expertise and experiences, and blogs are used by companies to go beyond one-way messages on corporate websites and to raise awareness. With free blogging services, the number of people who wrote blogs increased, and the blogs content became richer, without technical knowledge. These services offer features such as adding text and images to the content, visitor statistics, etc. for free (Bulut, 2014, p. 210).

Blogs are organized around a single dynamic page, defined as the main content domain or index page. This page consists of a number of top-ranked posts specified by the blog author(Çevikel, 2010, p. 83). One of the most important qualities of blogs is that they are interactive. Mutual and explicit exchange of information and views within a non-hierarchical organization allows a flow of communication that cannot be the center or periphery of blogs. Given the simplicity and low cost of use, it is possible for everyone to create a blog and share something. Blogs are the means by which anyone who wants to express their ideas can make their voices heard and everyone can use them. In this respect, comment sharing is important, and it is possible to post comments on all blogs or submit comments with contributions(Wyld, 2007). There is limited permission to change the way blogs are interpreted, and the ultimate control over the content of blogs is handled by the author. Comments from blog readers are usually related to what blog authors write(Savolainen, 2011, p. 867).

Blogs consist of three main components: chronology, shipping frequency, and focus on a topic. The chronology is the density of sentences where the senders are categorized by time, while the sender frequency is that the blog authors have been sent on a topic within a certain time period. Blogs can also draw attention to a specific topic, such as a tool, a person, an event, or a situation(Kılıç, 2011, p. 141).

Blogs are linked to each other by comments, links, history, and other elements. In a sense, it means that every blogger who is a blogosphere who creates a bridge to various ideas, arguments and interpretations is part of a global communication network called blogosphere. Blogosphere refers to links to all blogs and bloggers. In addition, it is possible

to specify the backtrack mechanism and other texts about a particular article(Telli-Yamamoto & Karamanlı-Şekeroğlu, 2014, p. 45)

Blogs classified in various subtitles and categories include a mixture of personal observation and information, personal blogs tailored to their interests, theme blogs that contribute to the development of the industry, often based on a theme, topic or sector, mostly sponsored by traditional media sponsored publishers are becoming increasingly important corporate blogs(Alikılıç, 2011, p. 25).

In blogs, perhaps the most used and most important area of Web 2.0 technology, people can discuss, write, and present each topic in a blogosphere, ranging from specific topics to scientific topics. Three factors are influential in the development of blogs: usability, collaboration and personality(Ebner & Schiefner, 2008, p. 156).

Usability does not require any special skills to create new articles in Blogs, making blogging is easy. It can be easily used by everyone.Collaboration is linked to other people to discuss their interests.Personality can be explained as follows; people own ideas are printed and reflect their own feelings and thoughts.

Generally, blogs do not require any programming knowledge, they have the advantage of easily accessing and updating from anywhere with internet connection, and they can easily interact with blog followers, which increase the frequency of use(Akyol, Ünal, & Aydın, 2012, p. 82).

The popularity of blogs is higher because blogging is easy to create and contribute.While some services such as NETCIPIA allow the creation of wiki-supported blogs, the creators of Wikipedia are creating new sites for building community sites free of charge. Blogging has a potential to open up new professional practice and communication channels(Kamel Boulos & Wheeler, 2007, p. 5).

2.2.3.4. ServicesBased on Location

With the development of mobile technology, the sharing frequency in social media has enabled special services to emerge where people live and share their places. The process, which started with the use of smartphones by a large number of people, enabled the creation of different social media tools where location information was used, with the

presence of GPS systems that could determine the location at which most of these phones were located (Kahraman, 2010, p. 24).

Location based social networking allows users to mark their physical space, allows users sharing location outside personal information and textual / visual sharing. Location-based mobile applications enhance communication and facilitate coordination in the public arena, allowing for casual encounters and mobility in the city, enhancing users' awareness and experience of the urban area (Şahan, 2014, p. 11)

Sutko and Silva have considered location based social networking from two perspectives as anonymous and non-anonymous. Anonymous location-based social networking networks do not use the identity of users, and some of them group users around specific locations. On the contrary, non-anonymous networks provide users with certain identities in the place, allowing their friends to see who the other users and users have chosen. These networks define the locations of persons and their profiles according to their names and make the users identifiable and locatable (Sutko & de Souza e Silva, 2011, p. 810).

Foursquare is the most prominent of location based services. Foursquare has become one of the indispensable applications of everyday life in order to be able to see what places are in new places and to read comments about them, especially when people check in and share their place with their friends and comment on these places.

Founded in 2009, Foursquare is a giant social network with more than 10 million users and reaching 1 billion checking. Users can mark their locations via mobile site, text messages, or mobile phones with the Foursquare software. Swarm, a application of Foursquare, allows users to check in faster, users can follow up with their close friends and add labels to check-in that reflect their mood. In addition, even though Swarm does not have check-in, users can share their neighborhood and set up meeting plans with their close friends, and search past check-ins to find out when and where they want (Sanlav, 2014).

2.2.3.5. Microblogging

Microblogging is a Web 2.0 tool where individuals or companies can express their thoughts and opinions in short messages. Since Microblog messages are short, their use

is easy, they can be updated more frequently. Microblogging is usually used to transfer instant feelings and thoughts to individual users (Bulut, 2014, p. 95).

Microblog is a web technology that allows participants in different places to interact, share information and message. Among the most important microblog services are Tumblr, Twitter, Emote.in, Plurk, identi.ca and Jaiku. Most microblogging applications combine text message mobility and the technologies required to make it easy for users to create and access information. Users can synchronize their content with other social media applications and expand the interaction with other web services. For many users, the posts are in the form of updates on what they are doing, and some users can also provide information about various links, announcements, events and news (Hricko, 2010, p. 685).

Microblogs differ from traditional blogs in respect to usage and reasons. Compared to these blogs, microblogs have a faster communication format. The fact that the transmissions are limited to short messages allows users to save time. Microblogging also makes it possible to produce content using mobile phones' keyboards. Reducing the load on the subject means more frequent shipment; while updating a traditional blogger's page every few days, a microblogger can update it every few hours. It allows your content to change and spread quickly (Java, Song, Finin, & Tseng, 2009).

Microblog is a platform where users can write what they want instantly with limited number of characters either online or via mobile phones, or they can quickly hear a development anywhere in the world. The most prominent application in this area is "Twitter" (Akyol et al., 2012). Twitter, founded in 2006, allows users to update short quotes, limited to 140 characters, called tweets (Hughes, Rowe, Batey, & Lee, 2012, p. 562). Today, 140 characters have been increased to 280. Users can send original tweets under Twitter accounts and retweet (send other users' tweets). Twitter users have a profile page that identifies what people follow and who follows them. When the user starts tracking someone, he gets his tweets. Twitter users are both followers of the tweets and followers of the tweets (Fischer & Reuber, 2011, p. 5).

Participants around the use of the Hashtag (#) share their thoughts in public and follow trend topics, and interact directly with other users in the environment with the answer (@) feature. Twitter users can also share their content with people on their network with the

retweet feature. Thus, the content that is distributed via the networks can be used to create new people and information (Kasap, 2014, p. 86). Text-based messages as well as different types of files such as photos can be shared via Twitter. The application support provided by the Twitter service on mobile devices has also helped to make the related service very popular (Köse & Çal, 2012, p. 4).

2.2.3.6. Content Sharing Sites

The Web has experienced a slow but steady transition so that more and more users can create, share and distribute content on the Internet. One of the biggest changes since the Web was founded in the early 1990s is that the user represents participatory content. This change has increased the popularity of social networks and websites that allow users to share content. The user content on the web includes blog content sites with content, photos, video and textual information (Gill, Arlitt, Li, & Mahanti, 2007, p. 15).

The main purpose of content sharing sites is to share media content among users. Content sharing sites have different media types, including text (BookCrossing, a tool that 750,000 people share over 130 countries share), photos (Instagram, Flickr), video (You Tube) and Power Point presentations (Slideshare). Users will not create personal profile pages in content sharing sites. These pages usually contain only basic information such as the number of videos shared and the date they joined the community (Kaplan & Haenlein, 2010, p. 63).

Content sharing sites allow content to be made publicly available or restricted to certain people, to send content to friends, or even to be viewed, shared, and discussed by other people in the blog post or on the website as embedded content (Erkan, 2011, p. 96).

Video sharing sites are based on sharing audiovisual content, tracking and interacting through this content. At the same time, these environments are also used as a platform for individual or organized initiatives for participation and discussion activities. Ideas and information are visualized with video support and can be realized in the context of these videos in discussions (Kasap, 2014, p. 129).

Broadcasting from social media applications and video broadcasts on demand of web-based services have greatly increased the popularity of the Internet, increasing the relevancy of content generated by users. You Tube is the third most visited website in all

audio and video sites. You Tube that suggests social networking features allows users to share videos. Similar to other media sharing sites (such as Treemo, Picasa and Flickr), it allows users to adjust their participation and interaction levels (Popoli, 2014, p. 154).

In content sharing sites such as You Tube, a video sharing site, users are both contributors and content creators. This system allows users to easily tag videos loaded with video uploads and keywords. Users can easily share and comment on videos by linking them to other social networking sites. Thus, more popular videos can come to the forefront. Since the videos and users are no longer independent of each other, the existing social networks in You Tube allow you to contribute to the community or groups. Buda contributes to the success of You Tube and similar sites (Cheng & Lo, 2012, p. 137).

Although there are many different sites for photo sharing, Flickr and Instagram are among the most preferred sites for users. It is aimed at these sites that the rules that the users should comply with and prevent the loading of illegal / illegal content in these sites. 71% of Internet users in 24 countries share social media content on a monthly basis and 43% of these shares make up photographs (Sanlav, 2014).

Although there are many ways to share photos over the Internet, one of the sites that focus only on photo sharing was opened in 2004, Flickr, which is purchased by Microsoft, and Instagram, a mobile application that runs on smartphones. Instagram custom filters offer users the opportunity to share in a professional photo quality using photos taken with their own phones (Kahraman, 2013).

One of the content sharing sites is a site where the presentation programs such as Power Point and the presentations prepared by sharing them are added. Slideshare is the most popular of these. It is possible to find presentations for the subjects and incidents for various institutions and brands on this site. Meeting presentations uploaded to the site by the departments of the companies, presentations of technical or educational notes prepared by the experts of the subject, congress and conference presentations are added according to various subcategories (Alikılıç, 2011). Slideshare allows people to upload, share and discuss slides (Erkan, 2011). Scribd, another site that allows file sharing in the form of documents, is a Web 2.0 service that went live in 2007 and allows document files to be shared online by users in different formats. With Scribd, users can combine

documents from different file types and present them in a format called "iPaper". This service is particularly popular because it supports a wide range of commonly used document file types (Köse & Çal, 2012).

Music sharing sites like Pandora and LastFM have also changed the concept of listening to music. Traditional radio broadcasts have an unstoppable and unrecoverable structure, and the new radio concept gives people the opportunity to listen to where and when they want their music. Music sharing sites that make people with similar musical tastes connect with each other also let people with similar musical tastes to make friends with each other. Members of music sharing sites can discuss, comment on, and share the songs that they listen (N. G. Koçak, 2012, p. 60).

2.2.3.7. Social Marking and Labeling

Social markup is one of the newest social software technologies on the internet that are rapidly gaining popularity. Social markup allows users to save their bookmarks online, organize their bookmarks to organize and share with friends. In addition, with social marking, internet users can easily store and organize their bookmarks. In social markup, bookmarks include user-specific keywords and are called tags (Weinberg, 2009).

Tagging is a process by which an individual can tag and classify tags on an item, allowing the user to identify the content. Tagging an item on the web categorizes it as one or more category names (Erkan, 2011).

The tag allows users to share their placemarks with social marking systems to explain their preferences. The tags are a personalized piece of information that is used to identify common deductions between users. In social marking systems, tags often provide conceptualization, categorization, and sharing of resources on the web so that users can later remember these tags and easily find their placemarks. Likewise, tags represent similarities between a source and a user on the web (Durao & Dolog, 2009, p. 3).

Social marking systems provide a wide range of user-generated labeling and reflect the interest of millions of users. The content of web pages is tagged by the community, not by the user, such as on sites like Flickr and YouTube, indicating the social orientation of these sites (Wetzker, Zimmermann, & Bauckhage, 2008, p. 29). Social marking sites, which also provide an important service for tracking trends and daytime, can also be

considered as an important criterion for the measurement of online tags of brands(Kahraman, 2010).

A tag is a freely chosen keyword or a term that is assigned as part of information or associated with information. The tags are used to describe source files or test cases to support the process of finding resources. The tagging system generally consists of three main components. These are users, tags, and tagged objects(Treude & Storey, 2012, p. 21).

Social marking sites provide the storage of markers that are independently tagged by users. These sites offer users the option of adding a favorite, tagging it for personal use, thus creating a social markup system and keeping private bookmarks and tags, or sharing some or all of the system's contributions with other users(Benbunan-Fich & Koufaris, 2010, p. 134).

Users can tag the web site they want to mark very simply by entering key words describing the site. Other users have access to these sites through this labeling and key words. Also, when users tag a site, they can see how many others have tagged this site. When users click on this number, they can see who tagged the site and when they tag it. Users can also see the marking collections of other users interested in that site. When a common tag is selected, it is possible to see other sites that are related to or defined by this tag. Thus, a large number of marking patterns are formed around common issues and information(Kamel Boulos & Wheeler, 2007, p. 6).

Tagging, blog posts, photos, videos and web sites are assigned a small clue of digital data or key. Tagging groups created by users of certain data collections are called "folksonomy". Folksonomy is a group of words assigned by ordinary people. Tag groups can be shown as a list or as a visual representation called a tag cloud. The size of the words in the tag cloud reflects the number of items carrying this tag(Furner, 2007, p. 49). The tagging, which is the process by which an individual can tag and classify the item, is often organized in clouds or simple lists. A list of categories that show variations based on the popularity of tag cloud tags, a communication method that reveals the constantly evolving nature of a community. The most popular labels on the list are bigger and darker. Tag clouds reveal the most popular tags(Erkan, 2011).

The most popular social markup sites that allow you to save favorite sites and access those sites later with tags or elsewhere are del.icio.us. Del.icio.us was founded in 2003 and was acquired by Yahoo in 2005. Del.icio.us.com is one of the most important social marking sites with over 150 million placemarks. Del.icio.us allows users to display customized tag clouds, display lists of tagged sites on other web pages, and generate separate tags(Farrell, Lau, Nusser, Wilcox, & Muller, 2007, p. 96).

CiteULike is a free online social marking site that allows researchers to organize, collect and share information about scientific articles. Users can add links to their collections from other digital scientific libraries and from CiteULike texts. This service provides additional information about the article (Farooq, Song, Carroll, & Giles, 2007, p. 30). Developed by Richard Cameron in November 2004, CiteUlike works to encourage and encourage the sharing of scientific references among researchers. Scientists can also share citation information using CiteULike.

StumbleUpon is a social content search engine with markup. It is different from other markup sites due to the toolbar being installed on the browser. Once personal information is entered on the StumbleUpon, it is possible to find new sites according to the person's interests, as recommended by other users. The more active the StumbleUpon is, the more users will hear it(Erkan, 2011).

Frassle, which provides an interactive blogging environment, was established in 2003. It is possible for users to publish original texts and links on their blogs, these links being recorded as blog entries, tagged and thus categorized. Users can access the content associated with their blog post with these tags(Hammond, Hannay, Lund, & Scott, 2005, p. 1013).

2.2.3.8. Podcast

The podcast is a system that allows any audio file to be shared via RSS when requested. As a new broadcasting distribution system, the podcast that is being used in 2004 records the radio / television programs desired to be watched and the desired time and place are watched(Güçdemir, 2012).

The podcast is a portable music player produced by Apple, derived from the "pod" in the name of the iPod and the "cast" part of the broadcast word. Podcasts are a series of digital

audio and video recordings uploaded on the web with the addition of RSS (Really Simple Syndication) feeds. RSS feeds allow users to download their favorite podcasts using podcatcher software such as iTunes (Hasan, 2013, p.129). Podcasts can be transferred to a variety of electronic portable devices, such as laptop computers, and then viewed or listened at any time and place (Farshi & Mohammadi, 2013, p. 1381).

Because podcasts can be downloaded to computers automatically, they can be accessed without a favorite video call. Since podcasting control is provided to listeners or audiences, it is allowed to let buyers decide whether they want to receive their files. In addition, podcasts are predominantly MP3 audio and video files encoded in portable format on the web. Due to the relatively small file size of MP3 and internet compatible video files; they are downloaded from the internet and transferred to the portable media player. So there's no need to worry about your favorite videos being missed, because, it can be obtained from hard disk or portable media at any time (Erkan, 2011).

Apart from the podcast's weblogs, the first use cases were seen in the press. Stations such as Virgin Radio and BCC in the UK are the first institutional establishments to bring together some of their programs as podcasts. In Turkey, CNN Turk said is the first media outlets to operate it. The fact that important programs and news are ready to be downloaded after the audio and video clips are broadcast on television ensures that special links are established between the organization and the target audience. Because it is portable, it is possible to reach wider masses with podcasts and attract more attention from the user (Karabulut, 2009).

2.2.3.9. Really Simple Syndication (RSS)

RSS is an XML application developed by Netscape as a way for users to add channels to the My Netscape page. RSS provides rich data about web-based resources that are automatically accessible and categorized by RSS software such as AmphetaDesk or NetNewsWire (Godwin-Jones, 2006, p. 15).

RSS is a custom XML file format that is often used by news providers, blogs, and podcasts to make it easy to track newly added content, and can be subscribed to sites that regularly serve content, and content can be tracked through various RSS clients (Güçdemir, 2012).

RSS; is an XML application that is used to publish frequently updated content in a standard format such as blog posts and news headlines. The RSS application consists of three parts: subscriber, aggregator and publisher. The publisher is a web site that provides updated content in RSS format. The aggregator is responsible for aggregating content from multiple websites. The subscriber is the person who reads the content updated with an RSS reader. New and updated information on RSS-using web sites is collected from various sites and given to the person in total control over the desired information (Preechaveerakul, Kaewnopparat, Saelee, & Yai, 2009, p. 120).

RSS is a content delivery method that makes it possible for readers to reach the information that they need on a single channel instead of reading the content they are interested in on the internet. The reader does not go to those sites to see the content on the sites they are interested in, and the changes can be reached through a single channel through RSS. The user can go directly to the news source by clicking on the news or article for which he wants to see the details. What you need to do is to install the RSS software and select the appropriate reader. It's the same as subscribing to RSS readers for every site. If there is an RSS symbol in the visited site, you need to copy the desired RSS link to the RSS reader and give it a new name. The latest updates are automatically displayed when the computer is turned on or online connection is made. Thanks to RSS technology, there are no e-mail address, so messages that are called spam are not exposed (Karabulut, 2009). RSS simplifies data circulation on the Internet and simplifies data access (Aslan, 2007, p.9).

The most common way of accessing an RSS feed via the RSS feed is through an RSS reader, known as an aggregator or feed reader. RSS reader interface is short summaries as seen in the e-mail box, and content in the form of a post title. Then you should click on the head of the message that opens the new window as if you were in the position to read this interface (Parker, 2011).

RSS is generally compared to email, but there are fundamental differences between the two. The main reason for this is that RSS users have the opportunity to check the information content that is coming. That is, users can control what information they want to reach them. If they are satisfied with the information they have received, they will continue their subscription and in case of failure they will be able to cancel their

membership. The second is that users should be able to understand the content by simply browsing the titles without having to read the whole of the RSSs(Güçdemir, 2012).

2.2.3.10. Forums

The forums, which are considered as social media platforms and sometimes referred to as message boards, are virtual discussion groups where people can express their views on specific topics. People exchange views by opening certain titles in the forums or by sending messages to the headings. Members of the Forum can communicate with each other through specific topics and have information about what they do not know or are interested in. They can make suggestions and give recommendations(Alikılıç, 2011).

The forums can be defined as the web version of the Usenet newsgroup set up in the early 1980s. Forums are web applications where user-generated content is managed. Messages sent in the forums include the time, location, and user information of the message. In addition, the messages show the topics that are the most intense about the subject, and then the topics listed behind each other. Subject headings from posts are usually ranked from the most recent to the oldest. Online discussion forums create new resources for searching and sharing information in everyday life. Those interested in online discussion forums are either active participants or passive observers(Savolainen, 2011, p. 865).

Users do not only share discussion and information in forums, but also exchange ideas and opinions. Forums provide communication that many participants form. Forums can be considered as non-topic, partly subject and subject. Non-topic forums are similar to a bulletin board with ineffective messages or in which the debate is not encouraged. Messages are shown in a chronological order. On discussion forums, which are part of the topic, the first messages are shown at the top and other users are allowed to reply to the messages. Answered messages are normally sorted chronologically below the most recently sent message or, unlike the first message shown. The discussion forums, which are all subject matter, make it easier for other users to respond to the initial message. The basic page layout of the forum, which is partly the subject of the forum, is similar. However, in the forum, which is completely subject to the topic, users can then reply to the reply to the first message that can be edited. This form supports face-to-face discussions(Kadir, Maros, & Hamid, 2012, p. 276).

The information presented by users in forums where users share information, experiences or opinions with other users on special topics is more reliable for users. Personal experiences written on the forums affect the confidence of other users in terms of confidence. In addition, the development of a sense of empathy among readers and the connection to the subject in terms of users has made the forums effective tools. Readers can find stories and shares shared in personal experiences through forums. The forums cause readers to empathize with the author (Bickart & Schindler, 2001, p. 33).

The forums exchange information on various topics under different topics, and these different topics remain active for a certain period of time by making new posts. By archiving information in the forum, new participants or people looking for information about a product can access the memory and communication of the website. In this way, the participants can have an idea about the history of the forum and the information set here. These new participants are also contributing to these topics, so they are contributing information in a process where there are active and sometimes inactive periods (Pitta & Fowler, 2005, p. 267).

2.3. New Media Technologies and Social Media

Our current matter in hand is a term in which we discuss Web 2.0 terms. Web 2.0 is a word used by O'Reilly Media in 2004. Web 2.0 identifies the second generation of Internet services, the social communication sites, wikis, and communication tools, that is, the system that Internet users create by sharing and sharing. The exact meaning of the word is open to debate, and technology experts such as Tim Berners Lee have also questioned the meaning of the word.

Web 2.0 was first seen with social networking sites, blogs and wikis. It was later filled with other Internet technologies for this term. Web 2.0 can also be said to be a trend based on the idea of enabling visitors to participate in the site to improve the web service and cooperating with other sites and visitors for the same purpose. There are many different applications within Web 2.0 technologies in general. Some of the most used applications such as YouTube, Twitter, Facebook, Google applications, LinkedIn, MySpace, Blog Pages and Wikipedia can be counted.

In social media applications, individuals determine the content completely and individuals are interacting with each other through these practices. Briefly, it is a form of communication where sharing, interaction and discussion are essential without time and space limitations.

To meet this definition, an application or website must have the following properties(Erkul, 2009, p.99):

- Having independent users from the broadcasters
- User-oriented content
- Interaction between users
- Lack of time and space limitation.

There are about 40 different categories of social websites in different regions of the world to serve different purposes(W. Kim, Jeong, & Lee, 2010, p. 218).

Social media can be defined as social content websites that allow participants to express themselves in online environments, to communicate with them, to participate in groups and to contribute to them through their ideas, comments and publications(Köksal & Özdemir, 2013, p. 325).

The fact that social media gives individuals the opportunity to express themselves and present their preferences online makes it different and popular. Social media has many internet-based channels. There are about 40 different categories of social websites in different regions of the world to serve different purposes. Blogs, video and image sharing sites, social networks, microblogs, wikis, podcasts and e-mail are the main social media channels. Cost-free activities in these channels, contact with customers, and access to their ideas and suggestions were made possible by using mass media and popularization of social media(Evans, 2010).

According to Mayfield, social media is “one of the newest ideas where the highest degree of sharing takes place, offering opportunities as a new type of online media” (Mayfield, 2008).

The innovations and features introduced by the Internet include differences that traditional media do not have. These differences are not only technological features; social relations and communication opportunities between people and institutions(Y. Kim, Sohn, & Choi, 2011, p. 366).Despite these differences, it is useful to consider social media as a complement to traditional media, not as an alternative to traditional media. Because social media participants are also affected by traditional media, they can add their comments to events and reflect their own perspectives(Evans, 2010).

Traditional media can determine the content of social media, and social media can perform this process, ie social media and traditional media can complement each other, source, router and more. The important common features of social websites in many categories such as social networks, video and photo sharing sites, microblogs, movies and music sites can be grouped under the following headings(W. Kim et al., 2010, p. 220):

- ✓ Personal Profile: Social websites usually require members to create a profile that contains their personal information, and aims to identify who is a member of their own.
- ✓ Establishing Online Connection: The member website reminds and encourages you to contact the person and friends you have contacted in the same environment.
- ✓ Joining Online Groups: You can create online groups within sites such as LinkedIn, Facebook, My Space and Flickr, invite members to your group and join the groups.
- ✓ Contacting Online Links: Many social websites offer their users opportunities such as e-mail addresses with friends or with others, drop-off messages, public or private bulletin boards. My Space and Facebook members even have the opportunity to make phone calls.
- ✓ Sharing Content Created by Users: Many types of social media tools, blogs, microblogs, pictures, videos, music, etc., share sites provide users with the opportunity to share and spread the content they create with friends or other people.

- ✓ Idea and Comment: Most of the websites with social content allow other members to comment on the content, such as information, news, videos, images, etc., that are published.
- ✓ Obtaining Information: Web sites with social content are usually online, but after searching for the person, information and content, according to the preferences and characteristics of the site without searching online, the person can share information and content. For example, while Twitter allows people to search online, LinkedIn shares people, jobs, jobs, companies, and group information with basic keyword searches.
- ✓ Keeping Users on the Site: Many social websites develop various features to keep their users on the site for longer periods of time and to get back in less time. This is the example of Facebook's marketing application for marketing purposes (Köksal & Özdemir, 2013, p. 326).

Among the most popular social media tools of recent years, the research questionnaires included the features listed above; Youtube, Instagram, Whatsapp, Twitter, Facebook, Google+, Swarm, Tumblr, Badoo, LinkedIn and Dailymotion,. When we look at the news and blogs that have been reached to talk about the features and user numbers of some of these social media, it is possible to reach the information mentioned below.

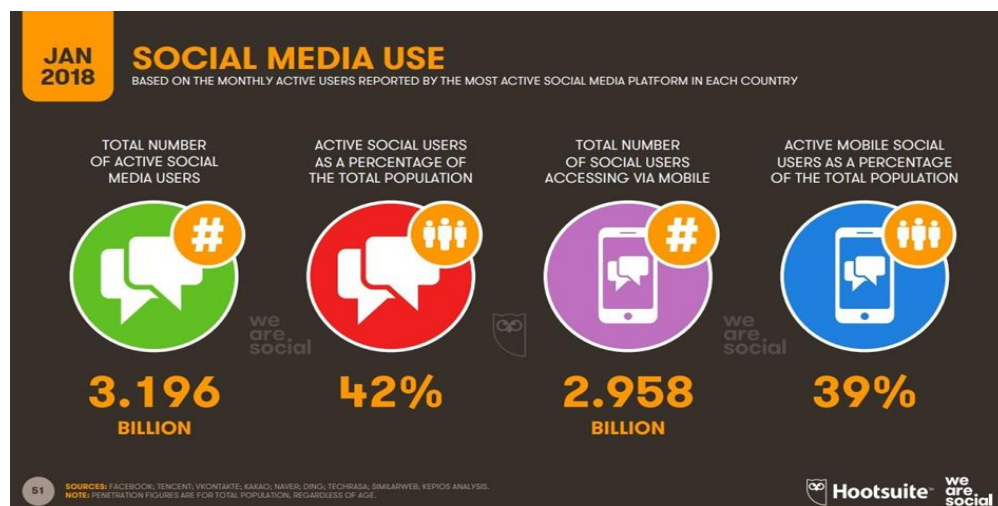


Figure 3: Internet, Social Media and Mobile User Statistics for 2018 (Hootsuite & Wearesocial, 2018)

As seen, 4.02 billion Internet users are equal to 53% of the world's population. Similarly, 3.19 billion social media users, 42% of the world's population, 5.13 billion mobile users, 68% of the world's population and 2.95 billion mobile social media users, 39% of the world's population is expressed.

Compared to 2017 data, the biggest increase is observed in mobile (2,78 billion 34%) and social media (3,02 billion 37%)

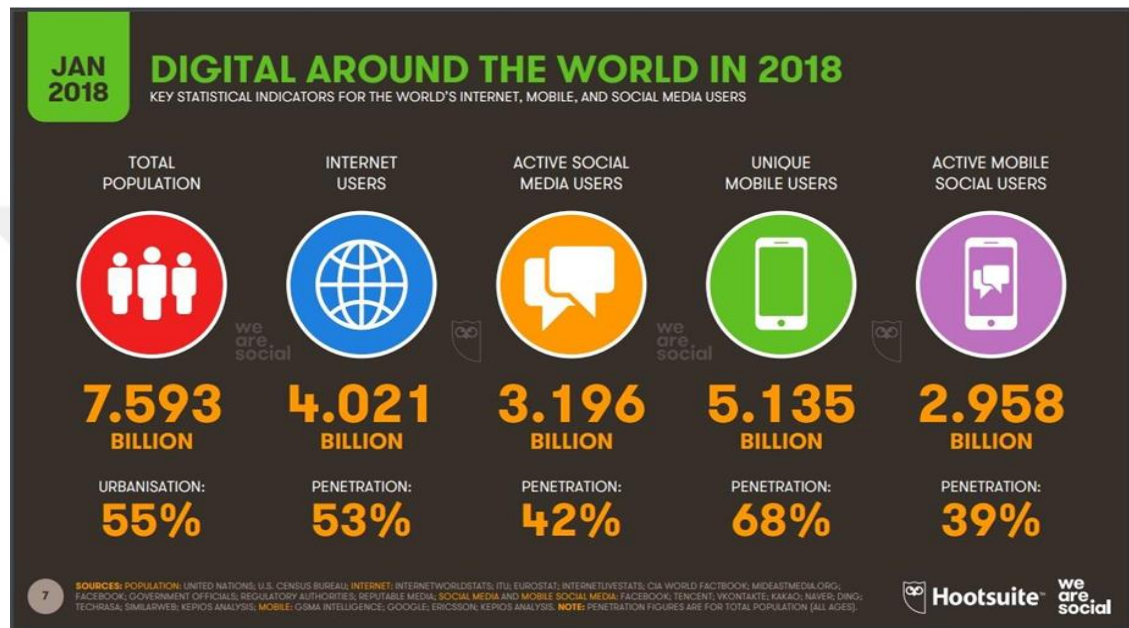


Figure4: Social Media User Statistics for 2018 (Hootsuite & Wearesocial, 2018)

According to 2017 social media statistics, there were 3.02 billion social media users in the world. In 2018 social media statistics, this number is 3.2 billion. 42% of the world's social media users and mobile social media users reached 2.9 billion.

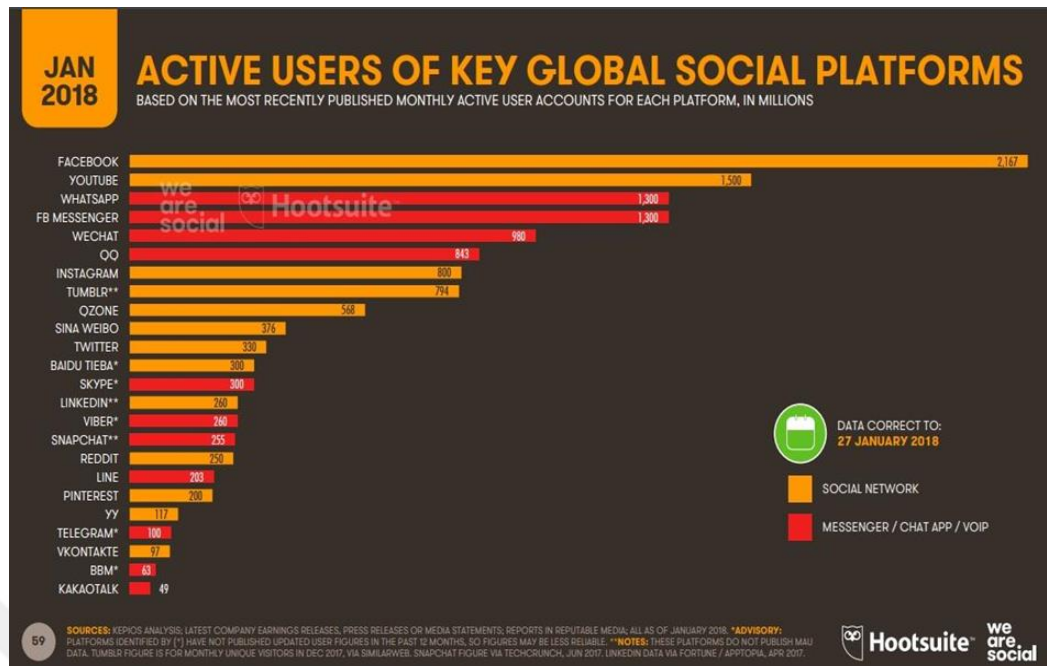


Figure5: The Most Used Social Media Platforms in the World in 2018 (Hootsuite & Wearesocial, 2018)

When Facebook statistics were reviewed in 2017, it was the leader with 2 billion users. According to 2018 social media usage statistics, Facebook is still in the first place with 2.1 billion users. The second most used platform is Youtube, followed by Instagram. This ranking is similar to last year's social media statistics. This year, however, the number of Tumblr users has exceeded the number of Twitter users.

CHAPTER THREE: USES AND GRATIFICATIONS THEORY

3.1. Uses and Gratifications Theory: An Overview

As the use of mass media has become widespread, research about these tools and their content has increased. In the 1960s, the researches which examined the mass communication process through the sender-message-receiver formulation reached saturation. Until this date, research on the influence of the sender on the audience has been frequently obtained. Lazarsfeld, Klapper, and Katz began to look for new ways (Erdoğan & Alemdar, 1990). In 1942-1944, Paul F. Lazarsfeld and Herta Herzog were among the pioneering studies actively evaluating the audience in order to determine which programs the radio listeners would prefer to satisfy their needs (Jensen & Rosengren, 1990, p. 209). Katz said that in 1959 'the mass media should not investigate what the public does, but what the public does with these tools' (Erdoğan & Alemdar, 2002). Thus, in the communication researches, "Uses and Gratifications Theory" has been developed which has completed the sovereignty of the sender and initiated the dominance of the audience, satisfying the social and psychological needs and investigating the satisfaction that attracts and holds the audience to the media and content types (Katz, Haas, & Gurevitch, 1973, p. 166).

The "Uses and Gratifications Approach", which indicates that the audience is active in the communication process, has been an approach that has changed the sender-message-receiver model that has been dominant to the mass communication process until then. Instead of the effect-response model that evaluates the effects of mass media as one-way and vertical, this interactive and bi-directional model is used (Yumlu, 1994, p. 106). This approach, which focuses on what the audience is doing with mass media, states that the audience is active in the mass communication (Erdoğan & Alemdar, 2002). Since the effects of the mass media on the audience were insufficient to explain the communication process, the Uses and Gratifications Approach, which considers the audience as an active factor, came to the fore. Nevertheless, the main emphasis on Uses and Satisfaction, which is regarded as a sub-tradition of media effects research, is directed towards the social origins of media satisfaction and the wider social functions of the media (Özer, 2016).

Mutlu expresses the relationship between audience and television when talking about mass media and especially television: “In the modern world, people have begun to seek refuge in media and leisure activities as a result of the diminishing of their commitment to certain beliefs, the atomization of individuals, and the capacity of religious and political institutions to produce beliefs“(Mutlu, 2005, p. 482). The Uses and Gratifications Approach also focuses on determining whether the mass media has a “virtual refuge” function, as Mutlu points out, as well as what kind of functions it has. Instead of assuming the direct effect of the media on the recipients of the messages, the Uses and Gratifications Approach researchers see the media as potential sources of influence among other sources. Media consumption is the primary focus of the Research on Uses and Gratifications Approach (Özer, 2016).

According to the approach, people have some needs, and they try to get some of these needs to be satisfied with the mass media. For example, the purpose of watching television is not one of the reasons that lead the audience to watch. Studies with the Uses and Gratifications model shows that there are quite a variety of differences in the content of the media usage (Dominick, 2010). In the process of globalization, the individual of the innovation takes an active role in the search for information without waiting for the information to come to him / her in the relations with the media and he continues his quest until he gets the information he needs and gets satisfied (Özer, 2016).

Individuals have individual and social needs. According to the Uses and Gratifications Approach, the relations of individuals with mass media are also through these needs. When the personal and environmental opportunities used to meet the requirements are not enough or inadequate, people try to resolve these requirements with other task options (Erdoğan & Alemdar, 2002). Lull states that the term "need" reflects basic cognitive and social balance, such as hunger, thirst, personal security, and that high levels of needs such as exploration, elevation, social membership will be considered as satisfaction after the basic needs reach saturation, and that the needs cannot be directly observed, but can comment on their roots and form. Cultural structures and forms vary according to individuals in order to satisfy the needs (Lull, 2014). Different social and personal structures create different interactions in the process of elimination of requirements. Therefore, it leads to different satisfaction searches. This differentiation causes the means of communication to be used in different ways and for different

reasons(Erdoğan & Alemdar, 2002).Katz's Uses and GratificationsApproach is based on this basis. According to Katz, “the approach of Uses and Gratifications that people's values, interests, groups, social roles are already effective and selectively shaped what people see and hear according to these interests”(Lewis, 1984, p. 352). According to the usage and satisfaction approach, the viewer / consumer chooses his / her usage, i.e. his / her consumption, considering that he / she can respond to his / her needs by using a mass communication tool and his / her text. There are a number of relationships between the texts of mass communication tools and the prompt for a call to the satisfaction that arises from an individual's instinctive interest. Using media and communication channels is a motivated behavior that performs certain functions for individual users (Türkoğlu, 2003).

A perspective change has also emerged with the emergence of the Uses and GratificationsApproach. It is no longer a passive target, but an active questioning audience. In other words, the receiver, who uses the mass media, focuses not on what these tools do to the target, but rather on the question of what the audience does, ie, what people do with these mass media (Gökçe, 1993).

Within the concept of active audience, the view that viewers choose the means of communication and their content in line with their needs and that they seek their own effects are advocated.Accordingly, viewers are considered as active subjects who influence their environment. Individuals who are evaluated in the position of the subject have the power to choose the activities according to their aims. Therefore, according to this thesis, the person is the creator of his own information.“Information” is described as the meaning of the person's life when moving in time and space, while the mass media are viewed as the lenses of the world.With these lenses; people create their own unique meanings(E. Bal, 2013).

According to the Uses and GratificationsApproach, gratificationcan be defined as satisfaction obtained by the followers through the experience of a particular media, while requirements or motivations can be described as satisfaction that the followers hope to achieve before they reach that media.The degree of difference between the desired and the resulting saturation is closely related to the level of satisfaction or non-satisfaction. The use of the media can become a habit of consumption if the satisfaction that is achieved

goes beyond expectations. Otherwise, the using or watching of the media will be reduced (Köroğlu, 2014).

Although the Uses and Gratifications Approach is one of the popular approaches in the field of Social Sciences today, it is also criticized in a negative way. It was stated that the Uses and Gratifications Approach was based on the assumption that the audience was active and selective, rather than passive, in the face of mass media. However, besides the production and planning of the program, the fact that individuals are not involved in the creation of the content or that they are limited has constituted the focus of criticism. Similarly, it has been suggested that the possession of the means of communication and that those who control the tools hold the monopoly of production and distribution, and that it provides the continuation of the dominant discourse (E. Bal, 2013).

The Uses and Gratifications Approach can be divided into two as "modern" and "classic". When we look at this approach, it includes research conducted in New York by the Bureau of Applied Social Research in the 1940s, long before the article published by Katz for the Classical period. The studies carried out here have led to impulse typologies based on the audience listening to opera and competition programs (Lazarsfeld, Berelson, & Gaudet, 1944). In addition to these works and reports on Satisfaction, in 1949 there was also a study by Berelson, one of the New York readers, about what they missed during the period of the newspaper's strike (Denis & Windahl, 1997). Berelson (1949) asked people why they read newspapers in this study and collected the reasons for people reading newspapers in 5 main topics. According to these headlines, the reasons for people reading newspapers are as follows (Denis & Windahl, 1997):

- ✓ Reading for information
- ✓ Reading to gain respect in society
- ✓ Reading escape from tensions in life
- ✓ Reading as a tool for everyday life
- ✓ Reading for a social context.

The Uses and Gratifications Approach has a lot to say to viewers who are using the new media, according to authors, indicating that the active media user is now a more efficient target group than the traditional media user. First of all, the use and satisfaction approach is the only theoretical area that focuses on the most actively dealing directly with the individual (Severin & Tankard, 1994).

3.2. History of the Theory

The individual, who was not taken into consideration in the first years of the communication studies, tried to find a place in the two-way communication point in the 1940s, and started to be located at the center after the mid-1950s. Audience-centered research is not about what the media does to individuals, but about what individuals use the media for, or what they do (Güngör, 2011).

McQuail states that mass communication researchers generally view the Uses and Gratifications Approach as a sub-tradition of media impact research. He states that early studies mostly attempt to explore the connections between psychological and sociological needs and satisfaction. Mass communication researchers generally consider the Uses and Gratifications Approach as a sub-tradition of media impact research (McQuail, Golding, & De Bens, 2005). In the early stages of communication research, the content analysis method was used to determine the satisfaction of the social and psychological needs of the audience and to measure the specificity of the means of attracting and keeping the audience (Kılıçcıoğlu, 2009).

Communication studies in terms of the historical process stand out three different sections centered on “impact”, the first is strong effects, the second is limited effects and the third is the long-term effects. The period of Mass Communication Research in which the information that is wanted to be given to the audience is adopted in the desired way and the individuals are very effective is the period of strong effects (1900-1930). The period (1930-1960) which shows that the mass media on the audience has a limited and indirect impact on the audience is a period of limited effects. The process of influencing people and creating change on the mass media is long and the social structure, culture and belief system is important in this last period process (Severin & Tankard, 1994).

Former uses and gratifications researchers primarily focused on the choice, acceptance and reaction types of the audience. The basic assumption here is that the viewer consciously chooses the media type, channel and content. In the middle period, the researchers prepared the questionnaires consisting of assumptions and tried to measure whether all of the viewers could be equally active with these questions. When the periods of uses and gratifications surveys were examined, it was observed that the researchers did not adhere to the theory. Since the theory itself is criticized by the pioneers of the model, it has a dynamic and dynamic structure (Kılıçcıoğlu, 2009).

The uses and gratifications approach, which evaluates the use of mass media within the framework of “need-satisfaction”, shows those individuals, have met 5 basic needs by turning to these tools. These are:

- Cognitive needs: Obtaining information, knowing, understanding
- Affective needs: Emotional and aesthetic experience, love, friendship needs; desire to see beautiful things
- Personal integrative needs: Needs such as self-confidence, balance, social situation, confidence refresh
- Social integrative needs: Needs to strengthen contacts with family, friends and others
- Tension integrative needs: Needs for escape and distraction (J. Fiske, 1990).

In the early 1970s, a number of scientists have examined the work on strong effects, and this information has produced new and fresh information and led to the emergence of the Uses and Gratifications Approach. There has been two studies made by researchers working on this subject. The first was the observation that participants participated in the production with the mass media grouped into conceptual categories that led to the formation of satisfaction produced by the media. The second was the study that was initiated to determine how people used these tools to achieve satisfaction while using mass media (Lull, 2001).

The failure of many of the studies in the field of Impact Studies has disappointed sociologists with the questions they have asked and directed them to ask new questions

in this field. However, the “Uses and Gratifications Approach” which evaluates the media as functional has emerged. It is no longer the question of “what the media does to people”, but a new understanding of “what people do with the media” has emerged (Blumler, 1979, p.11; Raacke & Bonds-Raacke, 2008, p.172; Rubin, 2009, p.183; Ruggiero, 2000, p.5). Therefore, in the first Mass Communication Studies called “impact studies”, when the audience or the individual asked what the media did to people without being passive, the understanding emerged with the fact that the individual became active from this passive situation took place in the question of what people did with the media (Birol & Balci, 2011).

In the 1960s and 1970s, audiences began to be examined in a separate category with their own preferences and reactions to mass media, as a mass who wanted to understand and perceive the effects of mass media on them without thinking about them and demanded explanation (McQuail & Windahl, 2010).

In the modern period where each individual has their own needs, it is assumed that individuals who want to meet these needs and expectations are directed to and use mass media in different ways. In the modern period, in 1968, as Lundberg and Hulten stated in their study, studies were carried out which revealed that the communication process was realized first and that the audience decided first (Erdoğan & Alemdar, 1990).

Experimental and cultural studies have been increasingly focused on media viewers during the 1970s and 1980s. Experimental studies, whose aim is to investigate and understand what individuals do with the media in their daily lives, has shown that people are not as passive as their impact studies point out. At the same time, cultural studies have focused on the viewer on their own and understood that the power of the elite to manage and influence the audience is not as great as the Frankfurt School theorists think. Since the early 1990s, there has been increased interest in the Uses and Gratifications Approach (Baran & Davis, 2011).

In addition, in these years, studies were conducted to examine the needs of computer and related people in terms of uses and gratifications, and the research area of scientists was directed towards these studies. Because, in these years, the use of computers and related content has increased, and societies have started to affect in this process (Ayhan & Çavuş, 2014). In 2000, researchers developed their studies in the context of their uses and

gratifications approach and conducted research on the uses and gratifications of newspapers, television and radio, as well as the content provided by internet and social media.

3.3. General Features of the Theory

Although there are many functional aspects of mass communication tools for individuals, it is possible to mention that certain aspects are prominent. When the literature is examined, it is seen that most of the most important functions of the mass media are the following:

- Entertainment
 - ✓ Escape from the limitations of everyday life
 - ✓ Escape from the troubles of the problems
 - ✓ Emotional discharge
- SocialInteraction
 - ✓ Friendship
 - ✓ Strengthening personality
 - ✓ Social benefit
- Integration
 - ✓ Personal reference
 - ✓ Discovery of reality
 - ✓ Value reinforcement
- Surveillancefunction
 - ✓ Acquiring information

The basis of the Uses and Gratifications Approach is the idea that audiences have many complex needs and that they can use them by means of different mass media. The three

problems that focus on Uses and Gratifications Approach are the following (J. Fiske, 1996):

- To answer the question of how people, use the media to meet their needs
- Exploring the underlying implications of people's media use
- Identifying the positive and negative consequences of individual media use.

The idea of the theory of gratifications based on the use of mass media is that the use of the means of communication provides the audience with awards that can be expected by mass media based on previous experiences (S. T. Fiske & Neuberg, 1990). Based on the assumption that human actions are expected to be the realization of human actions, Palmgreen and Rayburn, who think that individual behaviors are carried out in the following manner, have expressed as a model that individuals evaluate the outcome of their behavior in different ways as follows. Generally, this model refers to the necessity of using the communication tools or consuming the content provided by these tools and considering that these benefits may have different considerations. This proposition also considers the idea that using tools or consuming content may result in favorable choice and positive satisfaction as well as avoidance of these tools or contents. It also removes conceptually the time dimension and eliminates the ambiguity of the time when satisfaction can be measured (Windahl, 1981).

Uses and gratifications basically act from the idea that people's needs must be fulfilled by satisfying their needs. Mass media is considered one of the tools used for satisfaction. Selections are made between these tools and its products and the requirements are met (H. Bal, 2004).

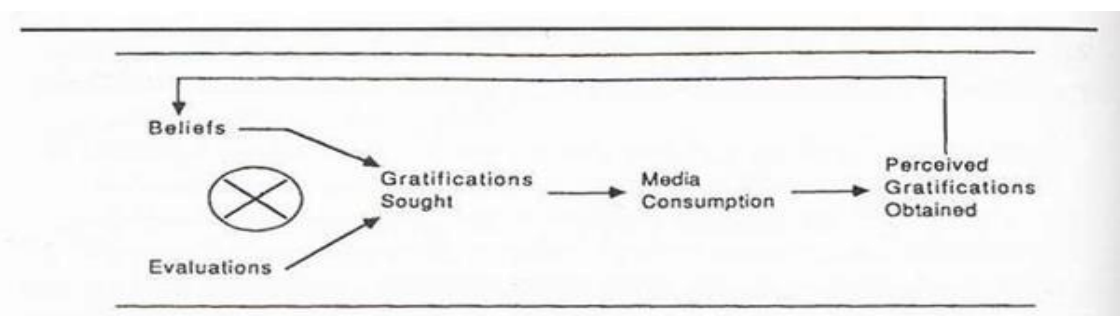


Figure 6: Expectation-value model of Gratifications sought and obtained in Mass Communication Tools (Palmgreen & Rayburn, 1985)

Expectations caused by the requirements lead to different forms of media monitoring. These different forms of media monitoring also result in saturation of the initial requirements. The uses and satisfaction approach sometimes implies that the requirements that lead to expectations from the media can ultimately be saturated, resulting in unintended, unintended, unintended consequences, or even other unintended consequences (Katz, Blumler, & Gurevitch, 1973).

McQuail has schemed elements of the Uses and Gratifications model as follows:

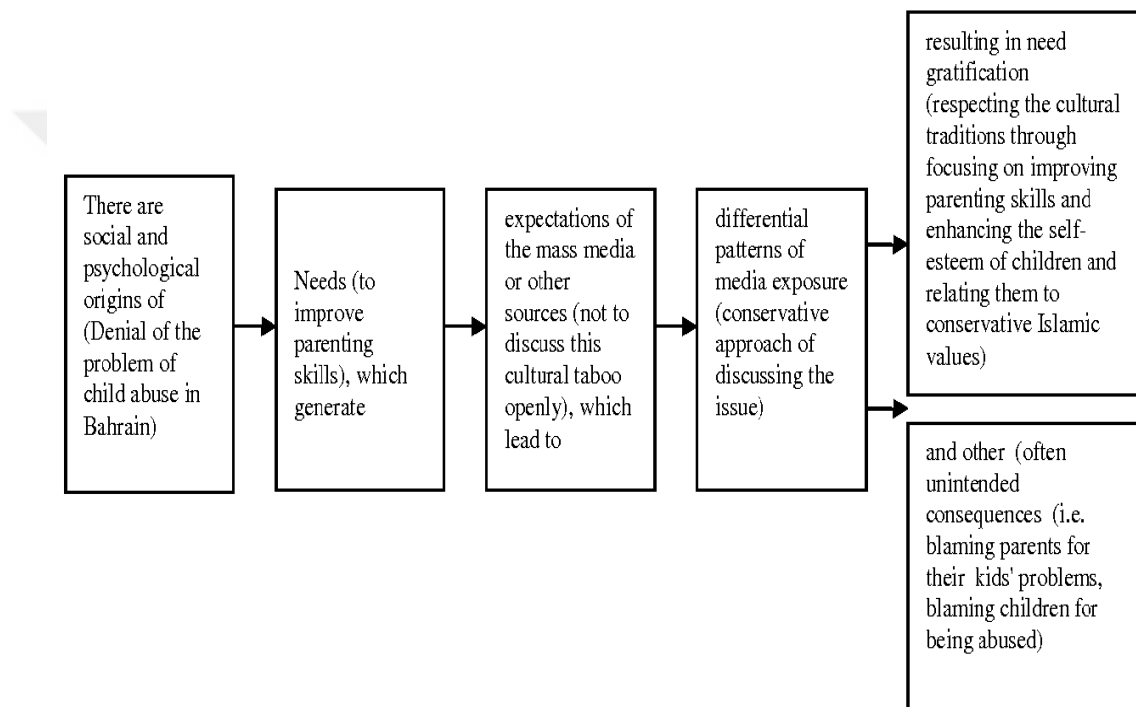


Figure 7: Elements of uses and gratification theory (McQuail & Windahl, 2010)

Rosengren developed this model a little more and the needs of the individual formed the starting point of the model, but stated that in order for these needs to be transformed into an action, they must first be perceived as a problem and have potential solutions. In the development or formation of basic requirements, the characteristics of the social structure and the fact that it is shaped or influenced by individual qualities are shown as the main elements. The perceived problems and potential solutions cause impulses to use communication tools or other behavioral patterns, and the behaviors that these impulses develop may result in satisfying or not achieving the initial needs (Lull, 2001).

The idea of the theory of gratification based on the use of mass media is that the use of the means of communication provides the audience with awards that can be expected by mass media based on previous experiences.

The idea that the audience was a passive buyer began to change after the 1960s. The “uses and gratifications” approach, which claims that the audience is using mass media effectively, is looking from a functional perspective to answer the question of why the audience is watching television. In response to this question, it is stated that the viewers use the television to satisfy some of their needs, in other words, to provide a benefit (Veysel & Aydın, 2014).

In the study of MC Quail, a leading figure in this approach, “active” viewers are able to meet their needs and satisfaction through the media tools. Audience; It is positioned in the position of using the media by making pre-determined decisions, sometimes with less planned behavior and by making conscious choices. The Uses and Gratifications approach does not view the viewer as passive creatures whose behavior can be controlled by the media industry; the viewer positions the media in the position of using the media by making pre-determined decisions, sometimes with less planned behavior and by making conscious choices (Adler & Rodman, 1985).

According to the uses and gratifications approach; individuals can use the media for different purposes in order to satisfy their psychological and social needs and achieve their goals and they may differ in terms of the satisfaction they seek in the media. The approach focuses on the motivation for media use, the factors that affect these motivations, and the outcomes of media-related behaviour (Sheldon, 2008).

The individual actively uses mass media to form their own social reality. In this way, new values are created for individuals to be connected to the social world and to be intertwined with life, to establish social relationships in their integration resulting from the elimination of individual needs and to unite with family and society (Lull, 2001). The user has been important since the beginning of Mass Communication Studies. Initially, the user was perceived as a non-differentiated mass, a passive target for persuasion and information, or a consumer market for mass media products. MC Quail says that this perception is actually the target of mass media, but that the idea that users are making

choices about media type and content (selective monitoring method) is more severe (McQuail & Windahl, 2010).

Katz, Blums and Gurevitch have stated that there is no common orientation, such as connecting “uses and satisfaction” to a single set. They suggested that the approach involves various theoretical developments in other branches of science, rather than being a method of communication that specializes in a particular, self-limiting and highly specialized subject. For example, Wright (1974) linked this approach to functional theory in sociology, MC Guire (1974) to the motivational theory in psychology, Kleine, Miller and Morris (1974) personality theory and Cezeneuve (1974) Anthropology and philosophy. Despite all these theories, it is seen the various levels of functional approach in the study of uses and gratifications. The epistemological assumption of theory is that the truth is plural, because people use the media for different reasons and different needs and satisfaction. Thus, the theory is based on the assumption that in the ontological context, people acted mostly according to their free will. In the axiological sense, theory assumes that individual value judgments are the determining factor (Erdoğan & Alemdar, 2010).

The problem that our country has not received as much interest in our country is not related to its own design, but rather to the difficulty of doing field studies (Ayhan & Balcı, 2009).

Despite the many different features that appear in research, the common feature of the research is that people have social and psychological needs and that they act in the assumption that they are in search of media content to meet these needs. Individuals can eliminate their needs by consuming the specific contents of the media. For example, in order to satisfy the need for entertainment in watching the individual television program; an individual who reads articles or books can satisfy the need for information (Yaylagül, 2006).

3.4. Models of the Theory

Although the use and satisfaction approach associated with the theories of meeting individuals' personal needs or desires and using societal relationships is similar, it is actually an improved approach to reveal the mass communication process. In this

communication model, the tracker is considered at least as active as the sending agent(J. Fiske, 1996).

What makes the viewer active is that the viewer is seeking, questioning, selecting and creating his own choice. The use and satisfaction approach examines why individuals who consume the message rather than what is transmitted, who use the media, watch their motivations and television shows, read newspapers, read habits and why they feel obliged to follow a beloved series. But one more thing is emerging here that the individual in the audience is responsible for the outcome of his or her choice of influence and that the mass media are responsible for this responsibility, because the audience has the freedom to choose another channel and another source by his or her will.

In addition to the above models, there is another model about the approach to Uses and Gratifications, which is more detailed, but Karl Eric Rosengren's approach to Uses and Gratifications is a more detailed model. In this developed model, Rosengren begins with the individual's "requirements". In this model, the requirements have an important place, and in order for the requirements to turn into action, the problem should be considered first and also the solutions for this problem should be stated in what and how. Another important point is that the characteristics of the social structure and the characteristics of the individuals have a formative role in the realization and realization of the needs. The determination of the problems that arise during this process and the existing solutions then lead to motivation in individuals to use mass communication tools and other forms of behavior. As a result, the audience reaches saturation by satisfying the needs or requirements that exist at first (McQuail & Windahl, 2010).

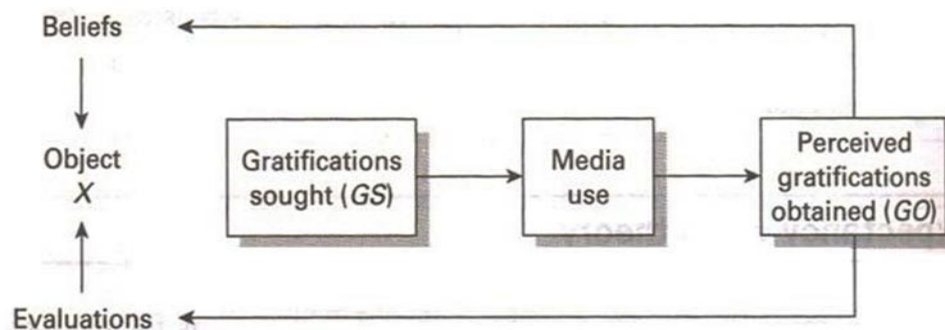


Figure 8: Rosengren's Uses and Gratifications Paradigm(Wenner & Rosengren, 1985)

This approach of Rosengren presents the needs of the individual as a basic point in the models that are presented with Uses and Gratifications. In this model, Maslow is referred to as the hierarchy of needs, and it is stated that it is related to the Uses and Gratifications Approach with high levels of needs, such as friendship, love and acceptance, compared to the basic psychological and security needs (McQuail & Windahl, 1993). When the concept of saturation is examined, the concept of “saturation expectation” and “saturation acquisition” is also included in the literature in the audience studies which are active because it contains a wide spectrum. The expectation or seeking for satisfaction refers to identifying the mass media that the individual will choose according to a sociological, psychological or cultural need, while the acquisition or acquisition of satisfaction refers to the satisfaction obtained as a result of consuming the content of the mass media (Özakgün, 1995).

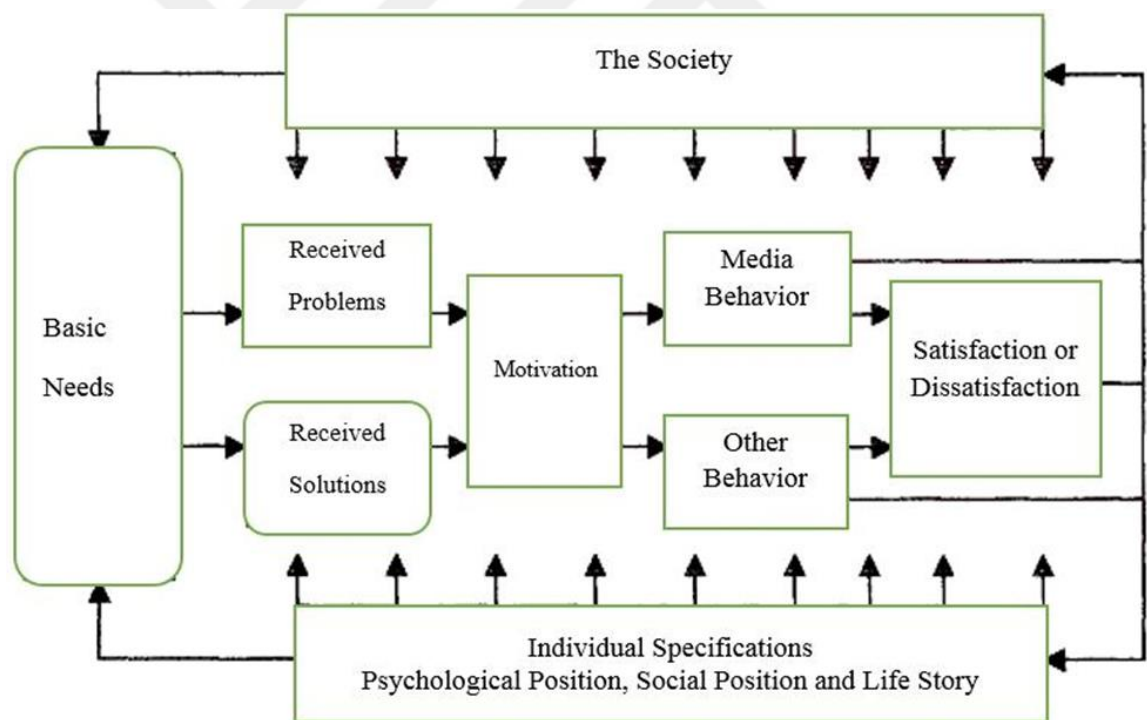


Figure 9: Palmgreen and Rayburn's Expectancy-Value Model of Media Gratifications (Palmgreen & Rayburn, 1982)

The researchers, Palmgreen and Rayburn, who put another model in the Uses and Gratifications Approach, stated that the audience was in search of satisfaction as a result

of the use of mass communication tools and that the audience had achieved a product based on the content of the mass communication tool chosen by the audience. According to the model of Palmgreen and Rayburn, the gratification of mass communication tools is a model of the value of expectation(Palmgreen & Rayburn, 1982).

Another model of these models is based on the audience and refers to the content that the audience is looking for in mass media as a result of directing the psychological and social needs and wishes of the audience individually. In this model, the adaptation of the audience can be summarized as giving the viewer more attention, commenting, meaning and formatting of messages, especially some media content. The use of the viewer is to express and express the views of the viewer on the media content, the program or news that the viewer has been reading(Levy & Windahl, 1984).

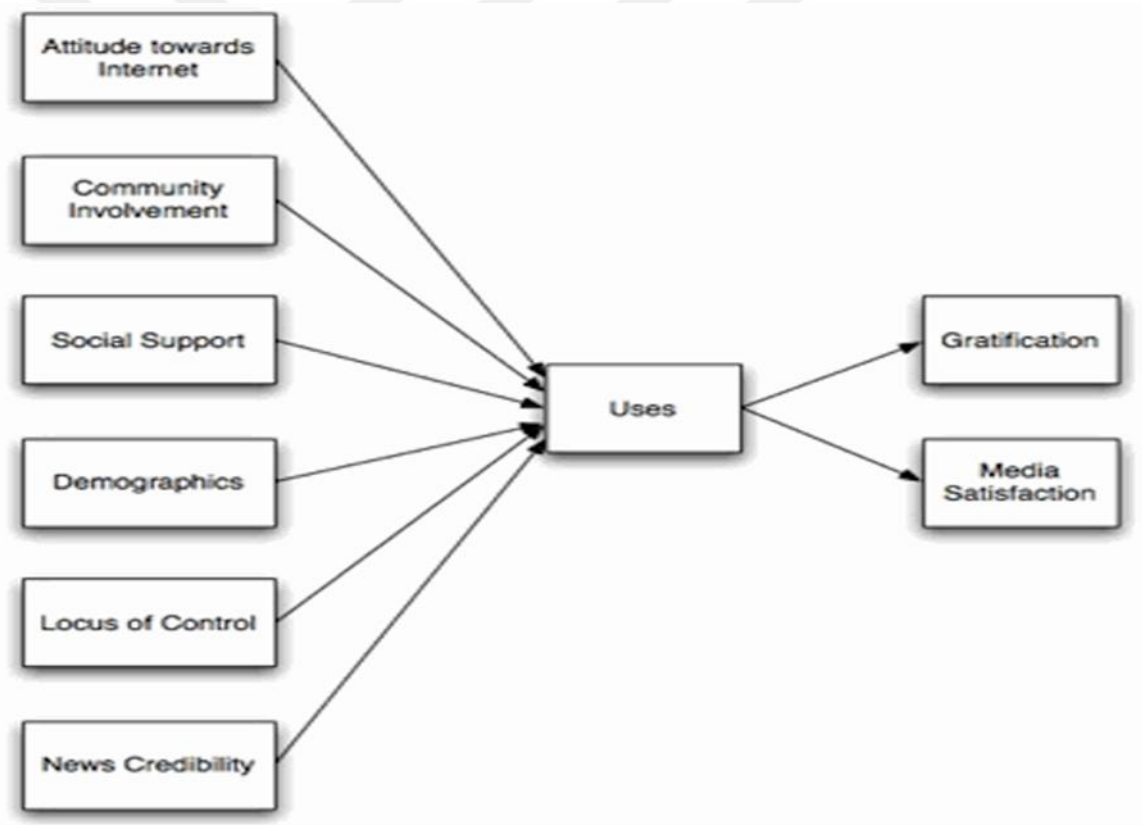


Figure 10: Achieving Gratification and Media Satisfaction Model(Levy & Windahl, 1984)

As can be understood from the figure, the part in which individuals are seeking to reach gratifications and they determine their content by means of the communication tool they

choose is pre-monitoring. The next watch is a long period in which the audience is exposed to messages and perceptions. Finally, the time after the follow-up is to tell and share the gratifications of the audience to the people around it (Levy & Windahl, 1984).

3.5. Assumptions of the Theory

When it is considered the assumptions suggested in the approaches to uses and gratifications, it is seen that it is based on three basic theoretical assumptions. The first of these is the efforts of the individuals who are in the position of consumers and they are effective. The second is that they are responsible for selecting the communication area to meet the needs of consumers. Finally, the third one is that communication environments in terms of usage and gratifications are in competition with other communication environments (Özarslan & Nisan, 2011)

Some problems have arisen in the studies conducted with the approaches of use and satisfaction, and this problem has been shown to be theoretical and methodological. This approach is based on the hypothesis that the audience is active and in the communication process and that they are meticulous and selective. However, while individuals played a role in the construction of the programs, the lack of content or the limited nature of it was the basis of criticism. Similarly, it has been suggested that those who possess the dominance of the mass media and those who control these tools keep this power at the point of production and distribution, and thus provide the dominant discourse (Işık, 2002).

In another study, assumptions based on the Uses and Gratifications Approach is listed as follows:

- The audience is active. It is not the passive receiver of everything the media publishes. Selects and uses the program content
- Audiences freely choose media and programs that will best satisfy their needs. The media producer may not be aware of the way in which the program is used, and different viewers can use the same program to address their different needs
- Media is not the only source of satisfaction. Activities such as going on holiday, doing sports, dancing are used just as the media is used

- In certain situations, people can be aware of their own interests and motives or be aware of them
- Value judgments on the cultural importance of media should not be ignored(J. Fiske, 1990, p. 200).

In another study, assumptions about the Uses and Gratifications Approach are listed as follows:

- Content in the media and their selection is made wise and aimed at satisfying a certain feeling for a certain purpose
- Under the influence of the media, viewers are aware of the needs that appear in individual or social conditions
- Individual interests are more of a determinant in the creation of the audience than aesthetic or cultural factors (McQuail, 2010, p. 424).

The assumption of the use and saturation approach is a sociological and psychological approach that explores how individuals use tools in the sense of mass communication while focusing on media content and their chosen programs to meet the needs and wishes of individuals (Papacharissi & Mendelson, 2007, p. 360).According to Rubin (1994), contemporary Uses and Gratifications studies are based on five basic assumptions:

1. The communication action focuses on the target, intent, and motivates the media to include the selection and use of content
2. Individuals use their preference rights and initiatives on the means of communication in order to satisfy their needs and to reach satisfaction
3. Communication tools cause the communication behaviors of people to be in harmony with each other due to social and psychological effects on individuals
4. The media is competitive in the choice and use of other forms of communication to satisfy the needs of individuals
5. Usually people are more influential than media in relationships (Rubin, 1994)

As mentioned above, the effect of the Uses and Gratifications Approach is due to the fact that it is applicable in different media.However, despite the different media contents and

the different interests of the individuals, the basic point of studies on the Uses and Gratifications Approach can be said to have a common paradigm that includes social and psychological consciousness, cognitive, attitudinal and behavioral knowledge of individuals. Ordinary uses and gratifications studies will focus on a particular tool or to compare uses and gratifications among different tools (Köseoğlu, 2012).

3.6. Researches about Uses and Gratifications Approach

It is seen that the researches on the Uses and Gratifications theory are predominantly made in the 60s and 70s, so that the first period researches do not fully reflect the current environment. Therefore, from the 1990s onwards, a series of studies have been conducted to explore the impact of the new media on the viewers, from the perspective of Uses and Gratifications (Balci & Ayhan, 2007).

Nowadays, all digital technologies that are widely used in all areas of life, transform their daily life styles and increase their usage density due to certain requirements of social life are evaluated under the new media title (Binark, 2007). Today, people can meet their needs much more effectively than traditional media with the help of video and audio communication opportunities which are considered as new media and especially offered by internet and social media. In the Internet environment, people can interact with each other, create conversational groups and participate actively in a social environment (Güngör, 2011). According to the traditional media, individuals who are inactive become active with the new media. Individuals who can only be receptive to traditional media can also become a source of social media.

In addition, the new media environment gives people the opportunity to satisfy their enthusiasm. Active participation in various games accessed on the internet, video games, arcade and people can now create highly exciting fictional environments for them to be active in the virtual environment. Atari halls are filled with today, especially young people exhibit intense tendencies in this direction are observed (Güngör, 2011).

The uses and gratifications of new communication technologies in different fields of research in perspective, new media in recent years, especially in the following issues are being studied.

- Motivations to follow YouTube

- Gratifications of user-generated media
- Uses and Gratifications of social media (Twitter, Instagram, Facebook etc.)
- Gratifications with email, mobile phones and instant messages (SMS)(Karagülle & Çaycı, 2014).

It is possible to say that the Uses and Gratifications approach is one of the most interesting Mass Communication Impact Studies in Turkey. Some important studies have been made in Turkey and the worldwide, these approaches are:

Kaya Özakgün's PhD thesis in 1995 entitled “Widespread Farmer Training Project; A Field Study in terms of Uses and Gratifications Approach”, Abdullah Koçak's PhD thesis in 2001: “Television Audience Behavior; A Theoretical and Practical Study on the Preferences and Gratifications of Television Viewers”, Fatih Bayram's PhD thesis in 2007 entitled “Individuals ' Newspaper Reading Habits: An Application on Reader Behaviors, Preferences and Reasons According to the Uses and Gratifications Approach”, PhD thesis by Funda Erzurum Kılıçcioğlu, published in 2009 titled “Examining TV News in the context of Uses and Gratifications Approach”, Nagihan Tufan Yeniçiktı's PhD thesis in 2016 entitled “Social Media Usage Motivations: Uses and Gratifications Survey on Facebook and Twitter Users”, Master thesis in 2007 by Aylin Kirhan, “Thematic Television Channel Preferences of University Students, Uses and Gratifications Theory; A study at Maltepe University within the Framework of Social Learning Theory”, Master thesis in 2015 by Seval Üksel entitled, “Use of Social Media within the Framework of Uses and Gratifications Theory : A research on Sakarya University Students”, Master thesis in 2016 by Haydar Toker entitled “Use of Facebook in the context of Uses and Gratifications Approach: A Review of Selçuk University Students”, Master thesis in 2016 by Rıdvan Cevher titled “A Study of Social Media Use of the Students of the Faculty of Theology in the context of the Uses and Gratifications Approach: Istanbul University Case”.

On the basis of the article, Abdullah Koçak published in 2002 “Motivations for Watching Television, Uses and Gratifications Survey on Turkish Television Viewers” Bünyamin Ayhan and Şükrü Balcı published in 2009 “University Youth and Internet in Kyrgyzstan: A Survey of Uses and Gratifications”, Fatih Bayram's in 2008

article entitled “A Study on the Motivations and Gratifications of Reading of Newspaper Readers”, Küçük Kurt et al. articles published in 2009 titled “The View of University Students to the Media from the Perspective of the Uses and Gratifications Approach”, Ibrahim Toruk's article published in 2008 titled “An analysis of the media habits of University Youth” Şükrü Balcı et al. published in 2010 titled "Habits and Motivations of Reading Newspapers During Election Periods within the Framework of Uses and Gratifications Approach: Konya sample”.

According to Koçak's research, Turkish viewers watch television because of its information and entertainment / relaxation function. Monitoring motivations revealed; relaxation, entertainment, moral support, information, economic information, escape factors, friendship, and habit have emerged (A. Koçak, 2001).

Bayram's study showed that the motivation of providing information, entertainment, leisure and self-actualization is the main focus of the satisfaction gained due to reading newspapers (Bayram, 2007).

In Balcı and Ayhan's research, four motivation factors that were effective in the use of Internet of university students were determined. These factors are in order of importance; social escape, knowledge/interaction, entertainment and economic benefits (Ayhan & Balcı, 2009).

According to Toruk's research, television and internet are a great place for filling the students' leisure time, meeting the need for entertainment and information. The research revealed that the university youth was closely interested in the media, that they were influenced and informed of it, and that the media had a very important place in their lives (Toruk, 2005).

In the 29th of March 2009 local elections, people's reading habits and motivations were examined by Balcı and Ayhan. According to the results of this study, four motivations have been determined which are effective in people's reading of newspapers. These are in order of importance; leisure time evaluation-escape, guidance, entertainment and information search (Balcı & Akar, 2010).

Within the scope of the study titled "The View of University Students to the Media from the Perspective of Uses and Gratifications Approach" published by Küçük Kurt, Hazar and

others in 2009. The study covers the uses and gratifications of the students of the universities in Ankara as a basis for categorization of the five (cognitive needs, emotional needs, personal integration needs, social integration needs and escape from reality) by Katz, Gurevitch and Haas in 1973. According to the results of the research, the subjects primarily satisfy their emotional needs. The cognitive needs of the students arise in the second stage. In third place, the need for escape from reality arises. Social integration needs, which are the subject of socialization, are ranked fourth after others. In the category of needs, most recently, the personal integration needs of the students are included (Küçük Kurt, Hazar, Çetin, & Topbaş, 2009).

Hüseyin Özarslan and Fatma Ayan published in 2011 "Television Watching Habits and Motivations from the Uses and Gratifications Perspective: Gümüşhane Sample", which measured the television watching habits and motivations of the participants who reside in Gümüşhane. According to the results of the research, the most watched program on the television, the main news bulletin, the least watched program the foreign series. The reason for watching television is that "information acquisition, entertainment and leisure evaluation" is one of the main reasons. The five motivational factors that stand out in the scope of the study have been identified. These factors are: "entertainment, relaxation and social sharing, leisure time evaluation, social escape and information motivation" (Özarslan & Nisan, 2011).

In 2000, Papacharissi and Rubin developed five basic internet usage motivations in his research on the motivations of individuals using the internet. These are interpersonal benefits, time-passing, information search, entertainment and life easier (Papacharissi & Rubin, 2000).

With his work in 2007, Vivien focuses on surveillance, socialization and entertainment as a category of needs, while Dominick says in his 2007 survey that many researchers use categories of use as a type of saturation, knowledge, entertainment, social benefit, and retreat (Küçük Kurt et al., 2009).

Özata, Kılıçer and Ağlargo Anadolu University students collected the motivation of young people to use social networking sites under 11 articles, socializing, entertainment, showing off, easy access/reach, benefiting from marketing campaigns, co-ordinating, avoiding/avoiding, obtaining information, acquiring friends, sharing, monitoring the lives

of friends. As a result of the analysis made using these 11 items, the young people are classified under four user groups: addicts, regulars, reporters and distances (Zeynep Özata, Kılıçer, & Ağlargöz, 2014).

Çakır and Bozkurt, "TV Watching Habits Motivations and Trt 6: Hakkari Sample", put out eight factors to explain TV watching motivations: entertainment, supervision/interpersonal benefit, time spending/habit, relaxation, escape, friendship, social interaction and information (V. Çakır & Bozkurt, 2014).

3.7. Uses and Gratifications of Social Media

Analyses of the theory of uses and gratifications were conducted mainly in the 1960s and 70s and therefore do not cover the current situation. However, it is observed that the needs of the media are met more effectively with new media opportunities called social media today. With the video and audio communication opportunities offered by the internet environment, people are able to meet their needs more effectively than the media (Güngör, 2011). The uses and gratifications theory provides the appropriate framework to explain how the internet and social networks can be replaced by traditional media services practices (García-Jiménez, López-Ayala-López, & Gaona-Pisionero, 2012). There is a very clear guiding principle of the theory of uses and gratifications: different people can use different goals. Therefore, media use and preference have specific goals and this is due to both individual and social motivations.

Without doubt, the new media creates new needs that need to be satisfied. Historically, the use and satisfaction surveys have been criticized for being overly traceable and ignoring the technology to be used to achieve satisfaction can affect the media's choice (Sundar & Limperos, 2013). However, the uses and gratifications approach has become more important with the emergence of technologies such as the internet, new media and concepts such as Computer-Mediated Communication. In fact, the theory of uses and gratification has introduced a pioneering and innovative approach to the emergence of every new communication tool as a newspaper, radio, television and now the internet (Köseoglu, 2012).

Video games, internet, social networking sites, MP3 players and tablets are considered new media types in popular culture and research. If these media are new, will they provide

new types of gratification that will make users feel the need for new needs (Sundar & Limperos, 2013)? When compared with the results obtained from the first studies on television and the satisfaction obtained from the internet and new communication technologies, it can be considered that the new media does not really provide new satisfaction that is not found in the traditional media.

However, new media and the new content that can be considered as new are as follows:

Reality: content looks like real and face-to-face communication, not fiction; experience is like real life;

Charm: no similar before, different, owner of style;

Innovation: new, innovative technology, interface, different, unusual experience;

Being there: enables me to be in places where I can't be physically or experience; provides experience in distant environments; has the feeling that I can experience things like I'm not there, even though I'm not there.;

Community building: to communicate with other people; to reproduce social networks; to give a sense of belonging to a community; to build social capital;

Participation in the majority: review the opinions of others before deciding; helps me to learn the ideas and opinions of others; allows me to compare my thoughts with the thoughts of others;

Filtering or making fit: allows me to create my priorities; ignore things I don't want to see; allow me to extract and share information with others;

Interaction or interaction with the system; fulfilling a multitude of tasks or services; identifying my priorities and needs;

Activity: when I use it I feel active; not passive interaction; I can do a lot of things.

Responsiveness: responds to my commands; responds to my requests; anticipates my requirements;

Review or sort of search: allows me to get a wide range of information; browse through many 'links'; surf; freely review;

Navigation aids: the tool is easy to use; it allows me to connect to information; it helps me to use it more effectively provides numerous visual aids;

Game and entertainment: I enjoy running into different worlds; let me play; discover fun(Sundar & Limperos, 2013, p. 520).

In the past, only the internet can be accessed through the computer, while today, mobile phones, tablets and the internet can be easily accessed without the limitation of space and tools. These developments that encourage people to connect to the internet have also started to virtualize the communication forms of people.

Nowadays, when virtual environments are focused on interaction, it is an undeniable fact that interpersonal communication is moved to virtual environments. Social networking is the best example for virtual environments that interact. Social media are applications that allow the user to build a personal website that allows users to exchange personal content and communicate with other users. Again, when social networks are called; web-based services give individuals the opportunity to create a profile that is open to all. Continuous updating of multimedia applications on social networking sites creates opportunities for people to do most of the things they can do in real life in a virtual environment.

Young people pay more attention to social media in terms of social environment or socialization. In other words, it can be said that young people benefit from social media in terms of socialization, especially in order to make friends and improve their circle of friends. The reasons for young people using the internet are boredom, searching for information for homework, chatting with friends, flirting, talking about problems, listening to music, watching online series or movies, downloading free music files and movies, searching for information for leisure activities such as Cinema, Concert, book, weekend events, diet, nutrition, fashion beauty, access to information, even to correct harmful habits.

Social networking sites like Facebook, Instagram, and Twitter have enabled individuals to take active roles in socialization processes and to build their own identity. Social networks are an easy way to enable members to communicate with family, friends and other people. In the past, people used face-to-face human communication, television, radio and cinema to address their wishes and needs, and therefore saturation could be

postponed due to disruptions. In contrast, social networks are different from other forms of mass communication because it gives individuals the power to play an active role in sending messages over social networks. This active role is revolutionary because it changes the model of traditional media communication effects. In the new model, individuals quickly reach their needs by using social networking sites (García-Jiménez et al., 2012).

The individual who chooses media content according to his / her needs synthesizes the content he / she chooses to satisfy his / her needs. In short, the choice and use of the media is a motivated and purposeful act (Dong, Urista, & Day, 2008). The theory of uses and gratifications focuses on how media is used to satisfy emotional and cognitive needs, including personal needs and entertainment needs. These include personal identification, escape and self-representation. It also includes browsing the web, obtaining information, communicating and socializing interpersonal. The interesting thing here is that some of these saturations are mediated versions of face-to-face communication. The increase in the number of membership in social networking sites explains the popularity of these sites in use as it provides the satisfaction of cognitive and emotional needs. Motivations for using the internet are motivations caused by desires such as building an online image, having fun and eliminating the need for relationships in a similar manner to motivations for interpersonal relationships.

The desire to socialize with people motivates the use of the internet. Internet, interpersonal communication satisfaction with functions such as e-mail and chat is satisfied. Research shows that many social networking site users use the Internet to increase their social capital (acquaintances, relationships, transfer of names to the continuous system) and to attract themselves. Many young people also use social networking sites to create an idealized, virtual identity that will raise their status in both the virtual world and the real world. Likewise, many other social networking site members use social networking sites to gain appreciation of their friends and fans and aesthetically make themselves more beautiful. It can be argued that a number of social media users exhibit a way of behavior that exhibits dependency, such as constantly controlling responses to the presentation of their existence on the Internet (Dong et al., 2008).

Communication environment on the internet is a hybrid attribute can be expressed. Social media users always act or perform in other words. "Goffman performance " describes all activities of a participant to influence any of the other participants in a given situation. Goffman states that the purpose of the presentation of the self in performance is to leave a positive impression. In other words, the staged self aimstoput forth a reliable, positive image(M. Çakır, 2013).It also provides satisfaction to watch people's behavior and life. One of the requirements of McQuail and his colleagues is the social relation. The socioeconomic and sociocultural conditions of the audience have a great effect on meeting the need in this direction from the mass media. Accordingly, it is possible for people who have difficulty in participating in social circles to turn to the social relationship world of the media(Güngör, 2011).

A significant proportion of people realize their social relationship needs through their relationships with other people in the internet's visual and audio environment. These relationships take place in a reciprocity relationship, even if they only continue in the virtual environment. People watch the television passively. They cross the television screen and select a program from the existing ones. However, in the internet environment, people can communicate, talk, and set up chat groups and actively participate in a social environment.In today's media environment, people meet their emotional satisfaction by joining their communication environments by establishing virtual relationships from where they sit to participate in social environments.

Social media should be considered an environment that meets the psychological needs of young people. However, taking into consideration that people who try to socialize in virtual environment are going through the process of loneliness in their everyday lives, the frequency and purpose of social networking should be taken into consideration. As a result, cyberspace is a simulation fiction, a virtual environment, and people's real lives do not exist through the virtual environment.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1. Demographic Information of Participants

4.1.1. Distribution of Participants by Gender Variable

A total of 445 participants, 34.4% were males and 65.6% were females. These findings are shown in Table 4.1.

Table 4.1. Distribution of Participants by Gender Variable

Variable	Options	Number of People	%
Gender	Male	153	34,4
	Female	292	65,6

4.1.2. Age Variable Distribution of Participants

A total of 445 participants participated in the study, with a mean age of 23.1% at 15 years, 17.1% at 16 years, 35.5% at 17 years of age and 24.3% at the age of 18 years. This information is given in Table 4.2.

Table 4.2. Distribution of Participants by Age Variable

Variable	Options	n	%
Age	15	103	23,1
	16	76	17,1
	17	158	35,5
	18	108	24,3

4.1.3. Distribution of Participants by Class Variables

Of the 445 participants, 28.5% were students in the ninth grade, 10.6% in the tenth grade, 34.2% in the eleventh grade, and 26.7% in the twelfth year. This information is given in Table 4.3.

Table 4.3. Distribution of Participants by Class Variables

Variable	Options	n	%
Class	9th grade	127	28,5
	10th grade	47	10,6
	11th grade	152	34,2
	12th grade	119	26,7

4.1.4. Distribution of Participants by Monthly Spending Variables

Total monthly expenses of 445 participants were 57.1%, less than 300 TL, 33.7% between 301 TL and 600 TL, 4.9% between 601 and 900 TL, 4.3%. It is seen that the reputation is at 901 TL or above. This information is given in Table 4.4.

Table 4.4. Distribution of Participants by Monthly Spending Variables

Variable	Options	n	%
MonthlySpend	Lessthan 300 TL	254	57,1
	301-600 TL	150	33,7
	601- 900 TL	22	4,9
	901 TL andabove	19	4,3

4.1.5. The Distribution of Participants According to How Long They Have Been Using Social Media

A total of 445 participants were using social media for a maximum period of 5 years (42.5%) and a minimum of 5 years (5.4%). This information is given in Table 4.5.

Table 4.5. Distribution of Participants According to Usage Status Variable

Variable	Options	n	%
Availability of Social Media SinceWhen	Lessthan 1 year	24	5,4
	1-2 years	62	13,9
	3-4 years	170	38,2
	5 yearsandabove	189	42,5

4.1.6. Distribution of Participants According to Time Spent on Social Media

It is seen that the total of 445 participants participated in the research on social media (43.4%) and spent less than 1-3 hours and at least (5.8%) spent more than 10 hours. This information is given in Table 4.6.

Table 4.6. Distribution of Participants by Time-Consuming Variable

Variable	Options	n	%
Social Media Usage Time	Less than 1 hour	44	9,9
	1-3 hour	193	43,4
	4-6 hour	152	34,2
	7-9 hour	30	6,7
	10 hours and above	26	5,8

4.1.7. Distribution of Participants According to Their Ways of Connecting to Social Media

A total of 445 participants were connected to social media from most mobile phones (58.9%) and at least from school (0.2%). This information is given in Table 4.7.

Table 4.7. Distribution of Participants by way of Connecting Variable

Variable	Options	n	%
Connection ToSocial Media	Home	175	39,3
	Internet Cafe	3	0,7
	Dormitory	4	0,9
	Mobile Phone	262	58,9
	School	1	0,2

4.1.8. Distribution of Social Media According to Trust Scores of Participants

A total of 445 participants who participated in the study were given a maximum of 5 points (25.4%) and a minimum of 2 points (7.4%) when they scored social media in terms of trust. This information is given in Table 4.8.

Table 4.8. Distribution of Participants According to TrustScores

Variable	Score	n	%
Social Media TrustScoring	1	50	11,2
	2	33	7,4
	3	38	8,5
	4	50	11,2
	5	113	25,4
	6	63	14,2
	7	63	14,2
	8	35	7,9

Based on the confidence points of the participants, this average was 4,71 (HH: 2,06) out of 8. Based on this finding, participants can be interpreted that they are relatively confident in social media. These findings are shown in Table 4.9.

Table 4.9. Average of Trust Scores of Participants

Değişken	N	Min.	Max.	Ort.	Std. S.
Puan Ortalaması	445	1	8	4,71	2,06

4.1.9. The Frequency of Participants Using Mass Media Tools

Of the mass media, which are often necessary to determine whether the question is within the scope of each of the participants a tool for communication “(5) every day, (4) 5-6 days per week, (3) 3-4 days per week, (2) 1-2 days per week, (1) never use it” were asked to mark the most suitable one from the options. Frequency distributions of the frequency distributions of the participants using mass media are shown in table 4.10.

Table 4.10. Mass media tools usage frequency of participants

Kitle İletişim Araçları		never use “1”	1-2 days per week “2”	3-4 days per week “3”	5-6 days per week “4”	Every day “5”	Total
Television	Frequency	98	199	75	20	53	445
	%	22,0%	44,7%	16,9%	4,5%	11,9%	100,0%
Newspaper	Frequency	347	76	10	6	6	445
	%	78,0%	17,1%	2,2%	1,3%	1,3%	100,0%
Magazine	Frequency	316	101	17	6	5	445
	%	71,0%	22,7%	3,8%	1,3%	1,1%	100,0%
Radio	Frequency	311	89	23	4	18	445
	%	69,9%	20,0%	5,2%	0,9%	4,0%	100,0%
Internet	Frekans	4	13	88	38	302	445
	%	0,9%	2,9%	19,8%	8,5%	67,9%	100,0%
Social Media	Frekans	9	24	89	43	280	445
	%	2,0%	5,4%	20,0%	9,7%	62,9%	100,0%

In the context of television, the majority of the participants (44.7%) were watching television for 1-2 days a week and watching TV with a minority (4.5%) for 5-6 days a week. In the context of the newspaper, it was observed that the participants (78.0%) did not use the newspaper tool, with the minority (1.3%) they used the daily newspaper tool for 5-6 days or every day. In the context of the journal, it is observed that the participants mostly do not use the journal tool (71.0%) and use the regular journal tool with minorities (1.1%) every day. In the context of the radio, it was observed that the majority of the participants (69.9%) did not use the radio tool, and with the minority (0.9%) they used the radio tool for 5-6 days per week. In the context of the internet, it is observed that the participants (67.9%) use the internet tool regularly every day, and they do not use the internet tool with a minority (0.9%). In the context of social media, it is seen that the participants (62.9%) use social media regularly every day and do not use social media with a minority (2.0%).

The standard deviation of the answers given to these questions was taken in order to determine which mass communication tools the participants used the most. The results are shown in Table 4.11.

Table 4.11.Levels of Mass Media Usage of Participants

Mass Media Tools	N	Minimum	Maximum	Mean	Std. D.
Television	445	1	5	2,40	1,22
Newspaper	445	1	5	1,31	0,70
Magazine	445	1	5	1,39	0,73
Radio	445	1	5	1,49	0,95
Internet	445	1	5	4,40	0,96
Socialmedia	445	1	5	4,26	1,08

Based on the findings in Table 1.11, mass media tools used by the participants are through from much to least internet (4.40), social media (4.26), television (2.40), radio (1.49), magazine (1.39) and newspaper (1.31). In this context, the most widely used media tool is the internet and the least used media tool is the newspaper.

4.1.10. The Frequency of Participants Using Social Media

Within the scope of questions to determine how often social media is used, participants were asked to select the “(5) often use, (4) use, (3) sometimes use, (2) don't use, (1) never use” options for each environment. The results are given in Table 4.12.

Table 4.12.The Frequency of Participants' Use of Social Media

Social Media		Never Use “1”	Don’t Use “2”	Sometimes Use “3”	Use “4”	Often Use “5”	Total
Facebook	Frequency	218	43	109	49	26	445
	%	49,0%	9,7%	24,5%	11,0%	5,8%	100,0%
Instagram	Frequency	32	12	29	89	283	445
	%	7,2%	2,7%	6,5%	20,0%	63,6%	100,0%
Youtube	Frequency	4	5	59	119	258	445
	%	0,9%	1,1%	13,3%	26,7%	58,0%	100,0%
Twitter	Frequency	217	59	61	45	63	445
	%	48,8%	13,3%	13,7%	10,1%	14,2%	100,0%
Blogger	Frequency	327	66	34	7	11	445
	%	73,5%	14,8%	7,6%	1,6%	2,5%	100,0%
LinkedIn	Frequency	344	67	22	6	6	445
	%	77,3%	15,1%	4,9%	1,3%	1,3%	100,0%
Foursquare	Frequency	331	78	20	8	8	445
	%	74,4%	17,5%	4,5%	1,8%	1,8%	100,0%
Swarm	Frequency	302	68	36	23	16	445
	%	67,9%	15,3%	8,1%	5,2%	3,6%	100,0%
Google+	Frequency	89	30	92	89	145	445
	%	20,0%	6,7%	20,7%	20,0%	32,6%	100,0%

When respondents were asked to determine the frequencies of Facebook usage, it was seen that they never use this environment (49.0%) and they often used it with minorities (5.8%). When asked to determine the frequency of use of Instagram, it was found that they often use this medium (63.6%), and do not use the minority (2.7%). When we look at the answers to the question about determining the frequency of YouTube usage, it is seen that they mostly use this environment frequently (58.0%) and they never use them (0.9%). When looking at the answers to the question about determining the frequency of Twitter usage, it was seen that they mostly use this environment (48.8%) and they used it with a minority (10.1%). Looking at their answers to the question of determining blogger usage frequencies, it was found that they mostly use this media (73.5%), and minority (1.6%). The answers to the question of determining the frequency of use of LinkedIn were found to be never used (77.3%), and, used and often use with minority (1.3%). The answers to the question to determine the frequency of Foursquare use were never used (74.4%), with the minority (1.8%) or often used. When we look at the answers to the question about determining the frequency of Swarm usage, it is seen that they never use this environment (67.9%) and they use it often with minority (3.6%). Looking at the answers they gave to the question about Google+ frequency of use, it was found that they often use this environment (32.6%), and they do not use minority (6.7%).

The standard deviation of the answers given for the purpose of determining which social network site the participants use the most. The results are shown in Table 4.13.

Table 4.13. Standard Deviation of Using Participants' Social Media Environments

Social Media	N	Minimum	Maximum	Mean	Std. D.
Facebook	445	1	5	2,15	1,29
Instagram	445	1	5	4,30	1,17
Youtube	445	1	5	4,40	0,83
Twitter	445	1	5	2,28	1,49
Blogger	445	1	5	1,45	0,89
LinkedIn	445	1	5	1,34	0,75
Foursquare	445	1	5	1,39	0,80
Swarm	445	1	5	1,61	1,06
Google+	445	1	5	3,38	1,49

Based on the findings in Table 1.13, social media environments used by the participants are through from much to least YouTube (4,40), Instagram (4,30), Google+ (3,38),

Twitter (2,28), Facebook (2,15). Is Swarm (1,61), Blogger (1,45), Foursquare (1,39) and LinkedIn (1,34). In this context, while the most used social media media is YouTube, the least used social media is LinkedIn.

4.2. Participation Time in Social Media and Demographic Variables

In order to determine whether there is a statistically significant relationship between the time spent on social media sites and demographic variables (gender, age, class and monthly spending), Chi-Square Link Test was applied for each variable, respectively. The results are shown in the tables below.

Table 4.14. The relationship between time spent in social media and gender

Time Spent In Social Media		Gender		Total	χ^2	sd	p
		Female	Male				
Less than 1 hour	Frequency	24	20	44	12,727	4	0,013*
	%	5,4%	4,5%	9,9%			
1-3 hour	Frequency	119	74	193			
	%	26,7%	16,6%	43,4%			
4-6 hour	Frequency	104	48	152			
	%	23,4%	10,8%	34,2%			
7-9 hour	Frequency	21	9	30			
	%	4,7%	2,0%	6,7%			
10 hours and above	Frequency	24	2	26			
	%	5,4%	0,4%	5,8%			
Total	Frequency	292	153	445			
	%	65,6%	34,4%	100,0%			

* $p < 0,05$

Based on the findings in Table 4.14, a significant relationship (time) was found between the time spent on social media and the gender variable ($p < 0.05$). Therefore, when the frequency of time spent on social media is analyzed, it can be said that the time spent on social media increases when women use social media more than men.

Table 4.15. The Relationship Between Time Spent and Age in Social Media

Time Spent In Social Media		Age				Total	χ^2	sd	p
		15	16	17	18				
Less than 1 hour	Frequency	14	6	17	7	44	17,532	12	0,131
	%	3,1%	1,3%	3,8%	1,6%	9,9%			
1-3 hour	Frequency	42	30	66	55	193			
	%	9,4%	6,7%	14,8%	12,4%	43,4%			
4-6 hour	Frequency	29	33	59	31	152			
	%	6,5%	7,4%	13,3%	7,0%	34,2%			
7-9 hour	Frequency	12	4	9	5	30			
	%	2,7%	0,9%	2,0%	1,1%	6,7%			
10 hours and above	Frequency	6	3	7	10	26			
	%	1,3%	0,7%	1,6%	2,2%	5,8%			
Total	Frequency	103	76	158	108	445			
	%	23,1%	17,1%	35,5%	24,3%	100,0%			

As seen in Table 4.15, there was no significant relationship between time period and age variable in social media ($p > 0.05$).

Table 4.16. The relationship between time spent and class variable in social media

Time Spent In Social Media		Class				Total	χ^2	sd	p
		9	10	11	12				
Less than 1 hour	Frequency	16	5	15	8	44	12,134	12	0,435
	%	3,6%	1,1%	3,4%	1,8%	9,9%			
1-3 hour	Frequency	53	15	65	60	193			
	%	11,9%	3,4%	14,6%	13,5%	43,4%			
4-6 hour	Frequency	40	18	55	39	152			
	%	9,0%	4,0%	12,4%	8,8%	34,2%			
7-9 hour	Frequency	11	3	8	8	30			
	%	2,5%	0,7%	1,8%	1,8%	6,7%			
10 hours and above	Frequency	7	6	9	4	26			
	%	1,6%	1,3%	2,0%	0,9%	5,8%			
Total	Frequency	127	47	152	119	445			
	%	28,5%	10,6%	34,2%	26,7%	100,0%			

As it is seen in Table 4.16, there was no significant relationship between the time spent on social media and the class variable ($p > 0,05$).

Table 4.17. The relationship between the time spent and the monthly spending variable in social media

Time Spent In Social Media		Monthly Spending				Total	χ^2	sd	p
		Less than 300 TL	301-600 TL	601-900 TL	901 TL and above				
Less than 1 hour	Frequency	29	12	2	1	44	8,141	12	0,774
	%	6,5%	2,7%	0,4%	0,2%	9,9%			
1-3 hour	Frequency	113	65	10	5	193			
	%	25,4%	14,6%	2,2%	1,1%	43,4%			
4-6 hour	Frequency	82	54	7	9	152			
	%	18,4%	12,1%	1,6%	2,0%	34,2%			
7-9 hour	Frequency	16	11	2	1	30			
	%	3,6%	2,5%	0,4%	0,2%	6,7%			
10 hours and above	Frequency	14	8	1	3	26			
	%	3,1%	1,8%	0,2%	0,7%	5,8%			
Total	Frequency	254	150	22	19	445			
	%	57,1%	33,7%	4,9%	4,3%	100,0%			

As can be seen in Table 4.17, there was no significant relationship between time spent on social media and monthly spending variable ($p > 0.05$).

4.3 Participants' Social Media Usage Times and Demographic Variables

In order to determine whether there is a statistically significant relationship (social, age, class, and monthly expenditure) between the use of social media and demographic variables, Chi-Square Test was applied for each variable, respectively. The results are shown in the tables below.

Table 4.18. Relationship between social media usage time and gender

Social Media Usage Time		Gender		Total	χ^2	sd	p
		Female	Male				
Less than 1 year	Frequency	17	7	24	3,861	3	0,277
	%	3,8%	1,6%	5,4%			
1-2 years	Frequency	39	23	62			
	%	8,8%	5,2%	13,9%			
3-4 years	Frequency	120	50	170			
	%	27,0%	11,2%	38,2%			
5 years and above	Frequency	116	73	189			
	%	26,1%	16,4%	42,5%			
Total	Frequency	292	153	445			
	%	65,6%	34,4%	100,0%			

As seen in Table 4.18, there was no significant relationship between social media usage period and gender variable ($p > 0.05$).

Table 4.19. The Relationship Between Social Media Usage Time and Age Variable

Social Media Usage Time		Age				Total	χ^2	sd	p
		15	16	17	18				
Less than 1 year	Frequency	12	1	4	7	24	42,786	9	$p < 0,05$
	%	2,7%	0,2%	0,9%	1,6%	5,4%			
1-2 years	Frequency	24	12	17	9	62			
	%	5,4%	2,7%	3,8%	2,0%	13,9%			
3-4 years	Frequency	36	37	69	28	170			
	%	8,1%	8,3%	15,5%	6,3%	38,2%			
5 years and above	Frequency	31	26	68	64	189			
	%	7,0%	5,8%	15,3%	14,4%	42,5%			
Total	Frequency	103	76	158	108	445			
	%	23,1%	17,1%	35,5%	24,3%	100,0%			

As seen in Table 4.19, a significant relationship (age) was found between social media usage period and age variable ($p < 0.05$). In this context, it is possible to say that the age of social media usage increases when the age variable increases.

Table 4.20. The Relationship Between Social Media Usage and Class Variables

Social Media Usage Time		Class				Total	χ^2	sd	p
		9	10	11	12				
Less than 1 year	Frequency	13	0	4	7	24	32,379	9	$p < 0,05$
	%	2,9%	0,0%	0,9%	1,6%	5,4%			
1-2 years	Frequency	27	9	17	9	62			
	%	6,1%	2,0%	3,8%	2,0%	13,9%			
3-4 years	Frequency	44	22	67	37	170			
	%	9,9%	4,9%	15,1%	8,3%	38,2%			
5 years and above	Frequency	43	16	64	66	189			
	%	9,7%	3,6%	14,4%	14,8%	42,5%			
Total	Frequency	127	47	152	119	445			
	%	28,5%	10,6%	34,2%	26,7%	100,0%			

As seen in Table 4.20, a significant relationship was found between social media usage period and class variable ($p < 0.05$). In this context, it is possible to say that the duration

of class and frequency of the class variable increases when social media usage period increases. This finding is parallel to the age finding. Therefore, it can be said that the students who are older have been using social media for a longer time.

Table 4.21.The Relationship Between Social Media Usage Time and Monthly Spending Variable

Sosyal Medya Kullanım Süresi		Monthly Spending				Total	χ^2	sd	p
		Less than 300 TL	301-600 TL	601-900 TL	901 TL and above				
Less than 1 year	Frequency	14	8	1	1	24	16,798	9	0,052
	%	3,1%	1,8%	0,2%	0,2%	5,4%			
1-2 years	Frequency	43	16	2	1	62			
	%	9,7%	3,6%	0,4%	0,2%	13,9%			
3-4 years	Frequency	103	59	4	4	170			
	%	23,1%	13,3%	0,9%	0,9%	38,2%			
5 years and above	Frequency	94	67	15	13	189			
	%	21,1%	15,1%	3,4%	2,9%	42,5%			
Total	Frekans	254	150	22	19	445			
	%	57,1%	33,7%	4,9%	4,3%	100,0%			

As seen in Table 4.21, there was no significant relationship between social media usage period and monthly spending variable ($p > 0.05$).

4.4. Investigation of Gender Variables in terms of Participants' Frequency of Using Social Media Environments

Independent sample t-test analysis was applied in order to determine the social media (Facebook, Instagram, YouTube, Twitter, Blogger, LinkedIn, Foursquare, Swarm and Google+) used by the participants whether differed or not in terms of gender variable. The results are shown in Table 4.22.

Table 4.22.Independent Sample T-Test Results for Investigation of Frequency of Use of Social Media Environments in Terms of Gender Variables

Platform	Gender	n	$\bar{x}$	Std. S.	t Value	Defree of Freedom	Significance (p)
Facebook	Female	292	1,96	1,22	-4,476	443	$p < 0,05$
	Male	153	2,52	1,34			
Instagram	Female	292	4,29	1,20	-0,164	443	0,870
	Male	153	4,31	1,10			
YouTube	Female	292	4,34	0,86	-2,304	349,6	0,022*
	Male	153	4,52	0,74			

Twitter	Female	292	2,15	1,47	-2,398	443	0,017*
	Male	153	2,51	1,51			
Blogger	Female	292	1,42	0,87	-0,849	443	0,396
	Male	153	1,50	0,91			
LinkedIn	Female	292	1,29	0,66	-2,179	443	0,030*
	Male	153	1,45	0,88			
Foursquare	Female	292	1,34	0,75	-1,781	266,4	0,076
	Male	153	1,49	0,89			
Swarm	Female	292	1,59	1,07	-0,572	443	0,567
	Male	153	1,65	1,06			
Google+	Female	292	3,61	1,40	4,337	279,9	$p < 0,05$
	Male	153	2,95	1,57			

(1 - Never Use; 5 - Often Use), * $p < 0.05$

Based on the findings in Table 4.22, the use of the Facebook environment had a significant difference in terms of gender variable (t: -4,476; sd: 443; $p < 0,05$). In this context, it can be said that men use Facebook platform more than women.

The use of Instagram environment did not differ significantly in terms of gender variable ($p > 0.05$).

The use of the YouTube environment made a significant difference in terms of gender variable (t: -2,304; sd: 349,6; $p < 0,05$). In this context, it can be said that men use more YouTube platform than women.

The use of the Twitter environment had a significant difference in terms of gender variable (t: -2,398; sd: 443; $p < 0.05$). In this context, it can be said that men use Twitter platform more than women.

The use of Blogger media did not make a significant difference in terms of gender variable ($p > 0.05$).

The use of LinkedIn environment was significantly different in terms of gender variable (t: -2,179; sd: 443; $p < 0,05$). In this context, it can be interpreted that men use the LinkedIn platform more than women.

The use of Foursquare environment did not differ significantly in terms of gender variable ($p > 0.05$).

The use of swarm environment did not differ significantly in terms of gender variable ($p > 0.05$).

The use of the Google+ environment had a significant difference in terms of gender variable (t: 4,337; sd: 279,9; p <0,05). In this context, it can be said that women use Google+ platform more than men.

4.5. Investigation of Gender Variable of Participants in terms of Frequency of Mass Communication Tools

In order to determine the mass media used by the participants (television, newspaper, magazine, radio, internet and social media) whether differ or not in terms of gender, Independent Sample T-Test analysis was applied. The results of the results are shown in Table 4.23.

Table 4.23. Independent Sample T-Test Results for Analysis of Frequency of Use of Mass Media in Terms of Gender Variable

Tool	Gender	n	$\bar{x}$	Std. D.	t Value	Defree of Freedom	Significance (p)
Television	Female	292	2,47	1,23	1,765	443	0,078
	Male	153	2,25	1,18			
Newspaper	Female	292	1,27	0,74	-1,487	443	0,138
	Male	153	1,38	0,62			
Magazine	Female	292	1,42	0,78	1,249	375,2	0,213
	Male	153	1,33	0,61			
Radio	Female	292	1,50	0,95	0,137	443	0,891
	Male	153	1,48	0,94			
Internet	Female	292	4,35	0,94	-1,510	443	0,132
	Male	153	4,49	0,98			
Social Media	Female	292	4,22	1,06	-1,029	443	0,304
	Male	153	4,33	1,10			

(1 - Never Use; 5 - Often Use)

The frequency of use of the participants for the mass media did not differ significantly in terms of gender variable (p> 0.05). In this context, it can be interpreted that the gender variable does not create any difference in terms of usage, but it creates a difference in usage in terms of in the social media.

4.6. Distribution of Social Media Usage Motivation

Exploratory factor analysis (EFA) was performed in accordance with the answers given to 40 items in the Likert type which was prepared to determine the motivations of social media usage of the participants. In this context, in order to test the extent of the data obtained within the scope of the study to EFA, Kaiser-Meyer-Olkin (KMO) sampling

capability and Barlett's Sphericity tests were applied via SPSS program. As a result of these analyses, it was found that the result of Barlett's globalisation test was significant (χ^2 : 14769,523; DF:780; $p < 0.001$) and the KMO sampling adequacy test was 0.96. The value of KMO sampling adequacy is 0.80 and above indicates that the data used in the study is of perfect harmony to make EFA (Hair et al. 2014:102). The data used in the study was found to be of perfect harmony to make EFA. In EFA, "principal component analysis" was chosen as the factorization method. Varimax was used as a rotation method.

As a result of the analysis, it was found that the total variance rate of each structure was 65,739. It is desired that the sum of the explained variance value in a study conducted in social sciences in the exploratory factor analysis should be at least 50% and above (Seçer, 2015: 164). It was found that the 65.7% value obtained in the study provided sufficient sum of the explained variance value. In addition, Cronbach's Alpha reliability coefficient for each motivation was found to be between 0.86 and 0.95. The Cronbach's Alpha reliability value is between 0 and 1 and it is desirable to have an acceptable value of at least 0.70 (Altunışık et al., 2010: 124). In this context, it can be said that the scales used in this study are reliable.

The findings regarding EFA and reliability analysis are given in Table 4.24.

Table 4.24.Exploratory Factor Analysis and Reliability Tests Results

Motivation and Expressions	Factor Load	Explained variance	Self Value	Cronbach's Alpha
Recreation and Relaxation				
Exhilarating	0,748	49,229	19,691	0,95
Especially when I'm bored, it helps to get through time.	0,731			
Saving the stress of the day	0,717			
Makes a good time	0,706			
it takes away for a moment from the school and the problems around me.	0,650			
I like to follow the social media	0,637			
Resolves my entertainment need	0,575			
It helps me evaluate my free time	0,519			
I can communicate without distance and time constraints	0,486			
It relaxes me	0,485			
I'm getting rid of boring things	0,376			
It's a habit now.	0,330			

I'm getting rid of people who bother me	0,303			
Social Interaction				
I'm not alone	0,598	5,888	2,355	0,87
I have nothing better to do	0,594			
It allows me to communicate with my acquaintances	0,547			
It prevents me from being alien to chat topics	0,524			
I'm learning that there are people who share the same problems as me	0,501			
I'm away from everyday life by visiting others' pages	0,454			
He's friends when there's no one to talk to.	0,436			
Makes me meet my acquaintances	0,384			
Surveillance and Guidance				
Strengthens my religious feelings, increases my religious knowledge	0,692	4,553	1,821	0,86
Helps my political thought mature	0,666			
Saving from numbness	0,664			
It teaches and maintains my national culture	0,649			
I can learn what's going on in my city, in my country and in the world	0,620			
Changing my perspective on life	0,515			
I can follow the actions of those who lead us	0,483			
How to think about others	0,450			
Decision- Making and Information				
Makes me choose the products I will buy	0,664	3,183	1,273	0,86
I have information about the issues that concern me	0,483			
I am aware of current campaigns	0,422			
He stands there and he's taken care of	0,329			
I'm informed about products with advertisements	0,322			
I am aware of new products and services	0,302			
Personal Presentation				
I can publish video	0,756	2,886	1,155	0,86
I can post photos	0,693			
I can appreciate it	0,672			
Sharing allows me to influence people	0,447			
I can free promotion	0,340			
Total Variance Explained: 65,739				
Extraction method: Principal Component Analysis				
Rotation Method: Varimax with Kaiser Normalization				

As a result of factor analysis, it was seen that social media usage motivations were collected under five (5) factors. Arithmetic means and standard deviations for each factor and expression are shown in Table 4.25.

Table 4.25. Information on Arithmetic Averages and Standard Deviations on Motivation Factors and Expressions

Motivation and Expressions	Mean	S. Deviation
Recreation and Relaxation	3,24	1,09
Exhilarating	3,24	1,36
Especially when I'm bored, it helps to get through time.	3,58	1,32
Saving the stress of the day	3,22	1,36
Makes a good time	3,32	1,32
it takes away for a moment from the school and the problems around me.	3,21	1,34
I like to follow the social media	3,40	1,32
Meets my entertainment need	3,26	1,35
It helps me evaluate my free time	3,24	1,33
I can communicate without distance and time constraints	3,32	1,40
It relaxes me	3,13	1,32
I'm getting rid of boring things	2,95	1,38
It's a habit now.	3,39	1,43
I'm getting rid of people who bother me	2,89	1,40
Social Interaction	2,94	0,97
I'm not alone	2,61	1,28
I have nothing better to do	2,56	1,32
It allows me to communicate with my acquaintances	3,45	1,36
It prevents me from being alien to chat topics	3,03	1,37
I'm learning that there are people who share the same problems as me	3,04	1,36
I'm away from everyday life by visiting others' pages	2,64	1,33
He's friends when there's no one to talk to.	3,07	1,39
Makes me meet my acquaintances	3,17	1,33
Surveillance and Guidance	2,75	0,94
Strengthens my religious feelings, increases my religious knowledge	2,24	1,23
Helps my political thought mature	2,68	1,34
Saving from numbness	2,31	1,23
It teaches and maintains my national culture	2,78	1,28
I can learn what's going on in my city, in my country and in the world	3,53	1,42
Changing my perspective on life	2,83	1,33
I can follow the actions of those who lead us	2,95	1,33
How to think about others	2,73	1,29
Decision- Making and Information	3,02	1,05
Makes me choose the products I will buy	3,04	1,40
I have information about the issues that concern me	3,46	1,37
I am aware of current campaigns	3,02	1,39
He stands there and he's taken care of	2,89	1,35
I'm informed about products with advertisements	2,68	1,36
I am aware of new products and services	3,07	1,33
Personal Presentation	3,00	1,11

I can publish video	3,06	1,43
I can post photos	3,45	1,40
I can appreciate what I've published.	3,36	1,41
Sharing allows me to influence people	2,90	1,35
I can free promotion	2,26	1,24

(1 –Strongly Disagree, 5 – Totally Agree)

As shown in Table 4.24, the highest average for fun and relaxation motivation expressions is “especially when I'm bored, it helps me to pass the time (3.58)”; the lowest average is “I get rid of the people who bother me (2.89)”.

The highest average of social interaction motivation expressions “allows me to communicate with my acquaintances (3.45)”, the lowest average is “I have nothing better to do (2.56)”

The highest average of observation and guidance motivation expressions. “I can learn what is happening in my country and in the world (3,53)”; the lowest average is “strengthens my religious feelings, increases my religious knowledge (2,24)”.

The highest average of decision-making and information motivation expressions, “I have knowledge of matters that concern me (3.46)”; the lowest average is “I am informed about products with published ads (2,68)”.

The highest average of personal presentation motivation expressions, “I can publish photos (3.45)”; the lowest average is “I can do free publicity (2,26)”.

In terms of motivation factors, the highest mean “fun and relaxation motivation (3,24)”; the lowest average is “surveillance and guidance motivation (2.75)”.

In order to perform parametric tests in the social sciences, the data should have a normal distribution for the tests (Durmuş vd., 2013, s. 66). Normal distribution is considered to be achieved when the skewness and kurtosis values of the variables range from +1.96 to -1.96 for a 95% confidence interval (Hair vd., 2014). The skewness and kurtosis values of the motivation factors are shown in Table 4.26.

Table 4.26. Normal Distribution Information on Motivation Factors

Motivation	Skewness	Skewness S. Deviation	Kurtosis	Kurtosis S. Deviation
Recreation and Relaxation	-0,56	0,116	-0,51	0,231
Social Interaction	-0,29		-0,50	
Surveillance and Guidance	0,12		-0,27	
Decision Making and Information	-0,30		-0,78	
Personal Presentation	-0,17		-0,82	

As shown in Table 4.26, skewness and kurtosis values are within the normal distribution values. Therefore, it can be said in the context of the values in the table where the normal distribution condition is provided for performing parametric tests.

4.7. Investigation of Social Media Usage Motivations in Terms of Demographic Variables

In order to determine whether the participants' motivation to determine social media use shows a statistically significant difference according to gender, age, education class, monthly expenditure amount, how many hours they spend on social media and social media usage period, Independent Sample T-Test and one-way ANOVA tests were performed.

4.7.1. Investigation of Social Media Use Motivations in terms of Gender Variability

In order to determine whether the participants' motivations to determine social media use differ according to gender, Independent Sample T-Test analysis was applied. The results are shown in Table 4.27.

Table 4.27.Independent Sample T-Test Results for Investigation of Motivations in terms of Gender Variables

Motivasyon	Cinsiyet	n	$\bar{x}$	Std. D.	t Value	Defree of Freedom	Significance (p)
Recreation and Relaxation	Female	292	3,25	1,06	0,274	443	0,784
	Male	153	3,22	1,15			
Social Interaction	Female	292	2,99	0,95	1,556	443	0,120
	Male	153	2,84	1,02			
Surveillance and Guidance	Female	292	2,74	0,88	-0,415	268,557	0,679
	Male	153	2,78	1,04			

Decision Making and Information	Female	292	3,07	1,01	1,148	281,120	0,252
	Male	153	2,94	1,12			
Personal Presentation	Female	292	2,99	1,04	-0,305	269,699	0,760
	Male	153	3,02	1,22			

(1 – Strongly Disagree, 5 – Totally Agree)

It was observed that the motivation of social media use did not make a significant difference in terms of gender variable ($p > 0.05$).

4.7.2. Investigation of Social Media Use Motivations in Terms of Age Variables

One-Way ANOVA analysis was performed to determine whether participants' motivations about using social media showed statistically significant differences by age. The results are shown in Table 4.28.

Table 4.28. Results of One-Way ANOVA Test for Investigation of Motivations in Terms of Age Variables

Motivation	Age	n	$\bar{x}$	F Value	Significance (p)
Recreation and Relaxation	15	103	3,20	0,061	0,980
	16	76	3,23		
	17	158	3,25		
	18	108	3,26		
	Total	445	3,24		
Social Interaction	15	103	2,90	0,153	0,928
	16	76	2,99		
	17	158	2,96		
	18	108	2,93		
	Total	445	2,94		
Surveillance and Guidance	15	103	2,70	0,536	0,658
	16	76	2,67		
	17	158	2,78		
	18	108	2,82		
	Total	445	2,75		
Decision Making and Information	15	103	2,93	1,283	0,280
	16	76	2,88		
	17	158	3,09		
	18	108	3,12		
	Total	445	3,02		
Personal Presentation	15	103	2,96	0,324	0,808
	16	76	2,99		
	17	158	2,97		
	18	108	3,09		
	Total	445	3,00		

(1 – Strongly Disagree, 5 – Totally Agree)

It was found that the motivation of social media usage did not make a significant difference in terms of age variable ($p > 0.05$).

4.7.3. Investigation of Social Media Use Motivations in terms of Class Variables

One-way ANOVA analysis was performed to determine whether participants' motivations for using social media differed statistically by class variable. The results are shown in Table 4.29.

Table 4.29. One-way ANOVA Test Results for Investigation of Motivations in terms of Class Variables

Motivation	Class	n	$\bar{x}$	F Value	Significance (p)
Recreation and Relaxation	1	127	3,22	0,105	0,957
	2	47	3,17		
	3	152	3,27		
	4	119	3,24		
	Total	445	3,24		
Social Interaction	1	127	2,94	0,166	0,919
	2	47	2,91		
	3	152	2,98		
	4	119	2,90		
	Total	445	2,94		
Surveillance and Guidance	1	127	2,75	0,757	0,519
	2	47	2,57		
	3	152	2,81		
	4	119	2,76		
	Total	445	2,75		
Decision Making and Information	1	127	2,96	1,750	0,156
	2	47	2,75		
	3	152	3,10		
	4	119	3,10		
	Total	445	3,02		
Personal Presentation	1	127	3,00	0,050	0,985
	2	47	2,95		
	3	152	3,02		
	4	119	3,00		
	Total	445	3,00		

(1 – Strongly Disagree, 5 – Totally Agree)

It was seen that the motivation of social media usage did not make a significant difference in terms of class variable ($p > 0.05$).

4.7.4. Investigation of Social Media Use Motivations in terms of Monthly Spending Variables

One-way ANOVA analysis was performed to determine whether participants' motivations about using social media showed statistically significant differences according to monthly spending variable. The results are shown in Table 4.30.

Table 4.30. One-way ANOVA Test Results for Investigation of Motivations in Terms of Monthly Spending Variables

Motivation	Monthly Spending	n	$\bar{x}$	F Value	Significance (p)
Recreation and Relaxation	Less than 300 TL	127	3,22	0,280	0,840
	301-600 TL	47	3,17		
	601- 900 TL	152	3,27		
	901 TL and above	119	3,24		
	Total	445	3,24		
Social Interaction	Less than 300 TL	127	2,94	0,318	0,812
	301-600 TL	47	2,91		
	601- 900 TL	152	2,98		
	901 TL and above	119	2,90		
	Total	445	2,94		
Surveillance and Guidance	Less than 300 TL	127	2,75	0,693	0,557
	301-600 TL	47	2,57		
	601- 900 TL	152	2,81		
	901 TL and above	119	2,76		
	Total	445	2,75		
Decision Making and Information	Less than 300 TL	127	2,96	1,973	0,117
	301-600 TL	47	2,75		
	601- 900 TL	152	3,10		
	901 TL and above	119	3,10		
	Total	445	3,02		
Personal Presentation	Less than 300 TL	127	3,00	1,449	0,228
	301-600 TL	47	2,95		
	601- 900 TL	152	3,02		
	901 TL and above	119	3,00		
	Total	445	3,00		

(1 –Strongly Disagree, 5 – Totally Agree)

It was seen that the motivation of social media usage did not make a significant difference in terms of monthly spending variable ($p > 0.05$).

4.7.5. Investigation of Social Media Use Motivations in Terms of Time Spending In Social Media

A single ANOVA analysis was performed to determine whether participants' motivations about using social media differed statistically according to the time-shifting variable in social media. The results are shown in Table 4.31.

Table 4.31. One-Way ANOVA Test Results for Investigation of Motivations in Terms of Social Media Time-Consuming Variables

Motivation	Time	n	$\bar{x}$	F Value	Significance (p)
Recreation and Relaxation	Less than 1 hour	44	2,95	4,415	0,002*
	1-3 hour	193	3,11		
	4-6 hour	152	3,35		
	7-9 hour	30	3,26		
	10 hours and above	26	3,91		
Social Interaction	Less than 1 hour	44	2,62	5,461	$p < 0,05$
	1-3 hour	193	2,84		
	4-6 hour	152	3,03		
	7-9 hour	30	3,02		
	10 hours and above	26	3,62		
Surveillance and Guidance	Less than 1 hour	44	2,59	3,583	0,007*
	1-3 hour	193	2,66		
	4-6 hour	152	2,80		
	7-9 hour	30	2,79		
	10 hours and above	26	3,35		
Decision Making and Information	Less than 1 hour	44	2,68	2,982	0,019*
	1-3 hour	193	2,98		
	4-6 hour	152	3,07		
	7-9 hour	30	3,11		
	10 hours and above	26	3,54		
Personal Presentation	Less than 1 hour	44	2,75	3,072	0,016*
	1-3 hour	193	2,90		
	4-6 hour	152	3,08		
	7-9 hour	30	3,05		
	10 hours and above	26	3,60		

* $p < 0,05$; ((1 – Strongly Disagree, 5 – Totally Agree)

It was observed that the motivation of social media usage was significantly different in terms of the time spent on social media ($p < 0.05$). In this context, group Tukey in test was

performed from post-hoc tests in order to see which groups are on the difference. According to the Tukey test results, the following findings are available:

Within the context of motivation for fun and relaxation, a significant difference was found in social media for those who spent less than 1 hour and those who spent 10 hours or more (md: -0,960; $p < 0,05$). Therefore, it can be said that those who spend 10 hours or more on social media have more fun and relax. Likewise, a significant difference was found between those who had a duration of 10 hours and those who had a duration of 1-3 hours (md: 0.792; $p < 0.05$). In this context, it can be repeated that the people who spend more than 10 hours have more fun and relax.

Within the context of motivation of social interaction, it was seen that there was a significant difference in social media for those who spent less than 1 hour and those who spent 10 hours or more (md: -1,007; $p < 0.05$). Therefore, it can be interpreted that those who spend 10 hours or more on social media have more social interaction. Similarly, there was a significant difference between those who spent 10 hours and more and 4-6 hours (md: -0,592; $p < 0,05$). Again, it can be said that those who spend 10 hours or more have more social interaction.

Within the context of surveillance and guidance motivation, it was observed that there was a significant difference in social media for those who spent less than 1 hour and those who spent 10 hours or more (md: -0,764; $p < 0,05$). It can be stated that those who spend more than 10 hours on social media use social media with more surveillance and guidance motivation. At the same time, there was a significant difference between those who spent 10 hours and more and 4-6 hours (md: 0,546; $p < 0,05$). It can be said that those who spend 10 hours or more are using social media in parallel with the purpose of more surveillance and guidance as mentioned above.

In the context of decision-making and information motivation, it was seen that there was a significant difference in terms of those who spent less than 1 hour on social media and those who spent 10 hours or more (md: -0,859; $p < 0,05$). It can be said that those who spend 10 hours or more are using social media for decision making and information more than those who spend less than 1 hour.

Within the context of personal presentation motivation, it was seen that there was a significant difference in social media for those who spent less than 1 hour and those who spent 10 hours or more (md: -0,846; $p < 0,05$). It can be said that those who spend 10 hours or more use social media more for personal presentation than those who spend less than 1 hour. In this way, it should be interpreted that the motivations of using social media increase in the level of satisfaction gained as the time spent in social media increases. All of the participants had a satisfaction, but the average of this satisfaction increased positively as the time spent on social media increased.

4.7.6. Investigation of Social Media Use Motivations in terms of Variables of Social Media Usage Periods

One-way ANOVA analysis was performed to determine whether participants' motivations about using social media showed statistically significant differences according to their social media usage period variable. The results are shown in Table 4.32.

Table 4.32. One-Way ANOVA Test Results for Investigation of Motivations in terms of Variables of Social Media Usage Times

Motivation	Time	n	$\bar{x}$	F Value	Significance (p)
Recreation and Relaxation	Less than 1 year	24	2,61	3,812	0,010*
	1-2 years	62	3,16		
	3-4 years	170	3,20		
	5 years and above	189	3,37		
	TOTAL	445	3,24		
Social Interaction	Less than 1 year	24	2,47	2,540	0,056
	1-2 years	62	2,95		
	3-4 years	170	2,90		
	5 years and above	189	3,04		
	TOTAL	445	2,94		
Surveillance and Guidance	Less than 1 year	24	2,40	2,917	0,034*
	1-2 years	62	2,65		
	3-4 years	170	2,69		
	5 years and above	189	2,89		
	TOTAL	445	2,75		
Decision Making and Information	Less than 1 year	24	2,58	2,845	0,037*
	1-2 years	62	2,84		

Personal Presentation	3-4 years	170	3,02	2,681	0,046*
	5 years and above	189	3,14		
	TOTAL	445	3,02		
	Less than 1 year	24	2,56		
	1-2 years	62	2,86		
Personal Presentation	3-4 years	170	2,96	2,681	0,046*
	5 years and above	189	3,14		
	TOTAL	445	3,00		
	Less than 1 year	24	2,56		
	1-2 years	62	2,86		

* $p < 0,05$; ((1 – Strongly Disagree, 5 – Totally Agree)

Social media usage motivation, excluding social interaction motivation ($p > 0,05$), was found to be a significant difference in terms of social media usage time variables ($p < 0,05$). In this context, post-hoc tests “Tukey” and “LSD” tests were performed in order to determine the difference between groups. According to the results of Tukey and LSD tests, the following findings were reached:

In the context of motivation for fun and relaxation, it was seen that there was a significant difference in social media use for less than 1 year and those who used 5 years or more (md: -0,758; $p < 0,05$). Those who use social media for 5 years or more can be interpreted as using social media for fun and relaxation.

Within the context of surveillance and guidance motivation, it was seen that there was a significant difference in social media use for less than 1 year and those using 5 years and more (md: -0,485; $p < 0,05$). It can be interpreted that those who use social media for 5 years or more follow social media with more surveillance and guidance motivation than those using less than 1 year. Similarly, a significant difference was found between those who used social media for 3-4 years and those who used 5 years and more (md: -0,198; $p < 0,05$). Again, it can be said that those who use social media for 5 years or more use social media with more motivation of observation and guidance.

In terms of decision making and information motivation, it was observed that there was a significant difference in social media use for less than 1 year and those using 5 years and more (md: -0,440; $p < 0,05$). It can be stated that those who use social media for 5 years or more follow the social media with the decision making and information motivation more than those who use less than 1 year.

Within the context of personal presentation motivation, it was observed that there was a significant difference in social media with less than 1 year and 5 years and more (md: -0,578; $p < 0.05$). The use of social media for 5 years and over can be interpreted as using social media with more personal presentation motivation than those using less than 1 year. Thus, it can be interpreted that the motivations of using social media are a difference in the participants in terms of their usefulness in these platforms. It was found that the social media motivations averages of the participants who used these platforms for a long time can be defined as positive.



CONCLUSION

The mass communication research, which started with the press in the 1920s, was the origin of propaganda. Firstly focused on the political effects of the press and then spread to social consensus and social ethics with the expansion of radio, cinema, and television. The first-period researchers suggested that the messages sent by the mass media had a direct and powerful effect on the audience, such as the effect of the syringe under the skin without any questioning. However, researches in the 1940s revealed that messages from the media had a limited effect rather than a strong influence on the audience. In the second period research called as the period of limited effects, it was seen that all messages coming from the mass media did not have a strong effect on the attitudes and behaviors of individuals. At that time, it was stated that opinion leaders had more influence on individuals than the idea. With the introduction of television into the social life in the 1950s, the focus of communication research has gradually shifted towards the audience.

The third-period mass communication research has defined the audience as an active audience who knows what they want, who can choose the content they want to watch, listen to, or read. The impact of mass media on the research of this period was defined as a strong and long-term effect that messages coming from mass media appear in front of individuals almost everywhere and that these messages are constantly updated. Another model that was introduced in the third period is the Uses and Gratifications Approach. The Uses and Gratifications Approach describes the audience both as an active and important element of the communication process. In addition, The Uses and Gratifications Approach is based on the assumption that the media satisfies the requirements and needs for communication, as well as the social and psychological needs of people.

The Uses and Gratifications Approach argues that individuals choose mass communication tools according to individual and social needs and they reach specific satisfaction as a result of this use. According to this approach, individuals can use the media for different purposes in order to satisfy their psychological and social needs and to reach their goals. This use can vary in terms of the users' satisfaction in the media. The approach focuses on the motivation for media use, the factors that affect these motivations, and the outcomes of media-related behavior. Fiske stated that the media and program that would provide the best satisfaction in meeting the needs was consciously

chosen by the effective audience. According to Fiske, the individual's only alternative to meeting the needs was not the media. Fiske also laid the foundations of the approach with the assumptions that individuals are aware of their motives and interests in certain situations and that they need to take into account the value judgments of the cultural significance of the media. The theory is based on 3 assumptions. The first is that the consumer is active and acts for the purpose, the second is that the consumer is free to choose the communication environment that will meet the needs, and the third is that the communication tools compete with other sources of satisfaction.

The social media that emerged with the developments in communication technologies has been the most used platform of the recent times, allowing individuals to both create and share emotions, thoughts or content such as photos and videos. The social media allows the users to control what they want, how they want and when they want which in turn, increases the users' desire to use social media.

This study is an explanatory research which aims to reveal the factors that affect the social media usage motivations and behaviors of high school students in the context of Uses and Gratifications Approach. The sample group of this study is high school students studying in Eskişehir. The questionnaire was applied to 445 students as a sample.

The majority of the students in high school are from the age group of 15-18. The findings revealed that television, one of the most effective means of communication of the twentieth century, is regularly monitored daily by a small section of today's high school students. The newspaper, which shined with the Industrial Revolution and is the means of communication of the masses, is never used by a large part (78%) of today's high school students. The magazine, which is one of the printed mass media, is being read regularly by a very small part (1.1%) of high school students every day; the majority (71%) does not read a magazine at all. Radio, which has been accepted as the most effective propaganda tool in the Second World War, has been used regularly every day by a very small portion of high school students (12.5 percent). Radio is never used by a large part (69.9%) of today's high school students.

On the contrary, internet is used regularly by the majority of high school students (67.9%) from the new mass media, which has the ability to deliver written, audio and visual messages individually and collectively. Social Media, which operates within the internet

from the new communication technologies, is used regularly by the majority of the participants (62.9%) every day. According to these results, it is seen that the internet and social media are the most common mass media tools used by high school students. Traditional Mass Media tools are used at a lower level than the new media technology.

Furthermore, the study suggests that the social media courses where users spend the most time are Instagram and at least LinkedIn. The most time-consuming site for users after Instagram is YouTube and Google +. Therefore, having very serious participation in the world and having millions of users, Instagram is the most widely used social media platform in our research. According to the study on Sakarya University students in 2015 by Üksel S, the most used social networking websites are listed as Youtube, Facebook, Google + and Instagram. At this point, it is concluded that while the social networking site that Sakarya University students use most is YouTube, the social networking site that high school students use most is Instagram.

Male and female students usually spend 1-3 hours on social media. When evaluated in terms of gender, it can be said that women spend more time in social media than men. The fact that the number of female students is higher than that of the male students may have revealed this result.

The majority of high school students uses social media for 5 years and longer and uses social media for 1-3 hours daily. The majority of high school students (58.9%) are connected to social media from their mobile phones. In order to determine the trust level of the participants in the social media, the question of trust was asked and as a result of the descriptive statistical analysis, it was concluded that the participants had a moderate trust in social media.

However, it was observed that there was no significant relationship between age and time spent on social media. Age does not affect the time spent on social media in this context. Similarly, no significant relation was found between the time spent on social media and the class that was being studied. Therefore, given that the age range is close to each other, it can be said that these findings are due to the close age range.

It was found that there was a significant relationship between social media usage period and age variable. It can be said that as age increases, the social media usage period also

increases. In this respect, it can be interpreted that young people are beginning to use social media from an early age.

There was no significant relationship between social media usage period and monthly spending variable. Based on this finding, it can be said that youth are not affected by social media and do not spend monthly. However, this interpretation may be limited to the sample of the research in question.

In terms of the frequency of use of social media, the Facebook platform has a significant difference according to the gender. In this respect, it can be said that male students use this platform more frequently than female students. Other differentiated platforms were YouTube, Twitter, and LinkedIn. Male students are more frequent on these platforms than female students. However, in terms of Google+, female students use this platform more often than male students. The Instagram platform did not differ in terms of gender. In this context, it can be said from this sample data that Instagram is used with equal frequency for both genders.

In terms of frequency of use of mass media, the gender variable did not differ significantly. It can be said that mass media are used equally for both female and male students. In terms of averages, it can be interpreted that internet and social media are frequently used by young people. As a result of the digital age, such a result should be seen as an expected situation.

Considering the motivations of high school students using social media, it can be said that they use these platforms over five gratifications, including fun-relaxation, social interaction, observation-guidance, decision-making, and personal presentation. When examined closely, it can be said that high school students use these platforms for more fun and relaxation. This finding is followed by social interaction, monitoring, and guidance, decision making and informed, and finally by personal presentation gratification. Based on these findings, it is known that social media gratification is used by young people for fun and relaxation (Üksel, 2015: 105). Also, the findings from this study support this. The most important feature of Web 2.0 is the emergence of interaction as a secondary gratification in this study, which shows that social media is focused on interaction

The first 5 factors that emerged as a result of the study included similar factors with the study of Namsu Park et al., Gülnar et al., and Akçay in this field, which shows that the study is similar to the given study and the results are supported.

The gender of high school students in terms of social media use motivation does not make a significant difference. Based on this finding, it can be said that both female and male students' social media use motivations are distributed in approximately the same way.

The age variable in terms of social media motivation of high school students did not make a significant difference. Hence, according to age, the satisfaction of high school students is distributed evenly. However, it can be said that this finding has arisen because the ages of high school students are very close to each other. Increasing the age range may change this finding.

The monthly spending variable of high school students in terms of social media use motivation did not make a significant difference. In this context, the fact that there is not much range in terms of age and in terms of the classes of students may have revealed this finding. Because it is known that high school students mostly do not work in a job and they are usually dependent on their families in financial matters. Therefore, it is possible that no variance can be detected between groups in such a profile.

All of the high school students' social media use motivations were significant in terms of the time spent variable in social media. Students who spend more time on social media receive positive gratification compared to students who spend less time. It was observed that the students' gratification averages increased as the time passed increased. From this point of view, the increase in the time spent on students' social media platforms increases the gratification they receive from these platforms in a positive way. Therefore, the more time a student spends on social media, the more gratification is achieved.

The motivation of high school students to use social media has made a significant difference in terms of their use of social media platforms. Increasing the use of social media in terms of social media use gratification also increases the average of gratification positively. However, there was no significant difference in social interaction gratification. In other words, the duration of social media usage does not make a difference in terms of social interaction. The reason for this is that social media platforms are based on the

structures of interaction. Because a student who is new to social media today does not make any difference in terms of interaction from a person who has been on this platform for a long time. The aim of social media is to create an interaction between the two sides.

In conclusion, in this study, the motivations of individuals to use social media are discussed and examined through a systematic way. There are differences between the motivation and social demographic characteristics of individuals. The main point of Uses and Gratifications theory is that individuals use mass media in order to meet their needs. At this point, depending on the demographic characteristics of the individuals, the mass media and the motivations of using social media which are the most widely used mass communication tools of today are changing. This result supports the emergence of motivations that coincide with previous studies mentioned above.

As shown in the examples given in the theoretical section of the study and in the conclusion section, the motivation of individuals to use social media varies according to their personal characteristics. Here, the individual's environment can be said to be effective in the use of social media. Researchers, who will examine the motivations of social media usage in the future, should analyze by taking into consideration the characteristics of individuals and try to determine the reasons for this difference. On the other hand, in this study, which covers only social media users, the level of trust of individuals in social media was determined to be moderate. Although the level of trust for social media is not high, yet the reasons for individuals not being able to get away from social networking courses should also be investigated. This research can be used as an example in the field of future studies and researches.

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APPENDIX

This questionnaire was prepared in order to determine the motivation of social media use of high school students within the framework of the Uses and Gratifications theory. The answers won't be shared with any person and they will be used for just aim of this research. Thank you for your participation.

Burak ACAR

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Communication Studies And Media

Master's Degree Student



1- Gender?

1-Female

2-Male

2- Age?

1- 15

2- 16

3- 17

4- 18

3- Class?

1- 9

2- 10

3- 11

4- 12

4- Your average monthly expenditure as a student?

1- Less than 300 TL

2- 301-600 TL

3- 601- 900 TL

4- 901 TL and above

5-Which way do you most connect to social media?

1- Home

2- Internet Cafe

3-Dormitory

4- Cell Phone

5-School

6- Shopping Mall

7- Other.....

6- Since when do you use social media?

1- Less than 1 year

2-1-2 years

3-3-4 years

4- 5 years and above

7- How many hours a day do you spend on social media?

1- Less than 1 hour

2-1-3 hours

3-4-6 hours

4- 7-9 hours

5- 10 hours and above

8- If you are going to give a trust note to the social media environments you have used, how many points would you give between 1-10?

Never Trusted



Highly Reliable

1	2	3	4	5	6	7	8	9	10
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I use social media, because....		Strongly Disagree	Disagree	Uncertain / No Idea	Agree	Strongly Agree
1	I'm not alone	1	2	3	4	5
2	Makes me meet my acquaintances	1	2	3	4	5
3	Allows me to choose the products I will take	1	2	3	4	5
4	It's a habit now	1	2	3	4	5
5	It prevents me from being alien to chat topics	1	2	3	4	5
6	Guiding how I think about others	1	2	3	4	5
7	I have information about the issues that concern me	1	2	3	4	5
8	It relaxes me	1	2	3	4	5
9	I get rid of people who bother me	1	2	3	4	5
10	I'm getting rid of boring things	1	2	3	4	5
11	I'm learning that there are people who share the same problems as me	1	2	3	4	5
12	It helps me evaluate my free time	1	2	3	4	5
13	I have nothing better to do	1	2	3	4	5
14	Strengthens my religious feelings, increases my religious knowledge	1	2	3	4	5
15	I'm away from everyday life by visiting others' pages	1	2	3	4	5
16	I'm informed about products with advertisements	1	2	3	4	5
17	Meets my entertainment needs	1	2	3	4	5
18	I can free promotion	1	2	3	4	5
19	I can learn what's happening in my city, in my country and in the world	1	2	3	4	5
20	It stands there and sometimes it is taken care of	1	2	3	4	5
21	Changing my perspective on life	1	2	3	4	5
22	I am aware of current campaigns	1	2	3	4	5
23	Makes a good time	1	2	3	4	5
24	Sharing allows me to influence people	1	2	3	4	5
25	It allows me to communicate with my acquaintances	1	2	3	4	5

26	I can follow the actions of those who lead us	1	2	3	4	5
27	It's friend me when there's no one to talk to.	1	2	3	4	5
28	Exhilarating	1	2	3	4	5
29	Keeps me away from the stress of the day	1	2	3	4	5
30	Especially when I'm bored, it helps to get through time	1	2	3	4	5
31	Helps my political thought mature	1	2	3	4	5
32	It teaches and maintains my national culture	1	2	3	4	5
33	it takes away for a moment from the school and the problems around me.	1	2	3	4	5
34	Saving from numbness	1	2	3	4	5
35	I like to follow social media	1	2	3	4	5
36	I am aware of new products and services	1	2	3	4	5
37	I can communicate cheap without distance and time constraint	1	2	3	4	5
38	I can publish video	1	2	3	4	5
39	I can post photos	1	2	3	4	5
40	I can appreciate what I've published.	1	2	3	4	5
How often do you use the following mass communication tools?		Never Use	1-2 days per week	3-4 days per week	5-6 days per week	Everyday
43	Television	1	2	3	4	5
44	Newspaper	1	2	3	4	5
45	Magazine	1	2	3	4	5
46	Radio	1	2	3	4	5
47	Internet	1	2	3	4	5
48	Social Media	1	2	3	4	5

How often do you use the following social media platforms?		Never use	Not use	Sometimes use	Use	Often use
49	Facebook	1	2	3	4	5
50	Twitter	1	2	3	4	5
51	Youtube	1	2	3	4	5
52	LinkedIn	1	2	3	4	5
53	Blogger	1	2	3	4	5
54	Instagram	1	2	3	4	5
65	Foursquare	1	2	3	4	5
56	Swarm	1	2	3	4	5
57	Google +	1	2	3	4	5

CIRRICULUM VITAE

Burak Acar was born on 15.10.1990 in Ankara. He completed his primary, secondary and high school education in Eskişehir. In 2007, he graduated from Eskişehir Yunus Emre High School. In 2015, he graduated from Anadolu University Journalism Department. In 2017, he started his master studies at Sakarya University. Since 2014, he has worked in various media departments.

