ADOPTION OF SOCIAL NETWORKS AND LONELINESS SITUATIONS OF CANDIDATE TEACHERS

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ÖZET

Bu çalışmada, Eğitim Fakültesi öğrencilerinin sosyal ağları benimseme durumları ile yalnızlıkları arasındaki ilişkiyi belirlemek amaçlanmaktadır. Bu amaçla 133 Eğitim Fakültesi öğrencisi çalışmaya dâhil edilmiştir. Çalışmada, öğrencilere UCLA yalnızlık ölçeği ile Sosyal Ağları Benimseme ölçekleri uygulanmıştır. Ölçeklerden alınan sonuçlar, SPSS 18.0 programı ile değerlendirilerek Pearson Korelasyon, Bağımsız Örneklem t-Testi ve Tek Yönlü Varyans Analizi (ANOVA) ile sonuçlar elde edilmiştir. Öğrencilerin yalnızlık ve sosyal ağları benimseme puanları arasında anlamlı bir ilişki olduğu görülmektedir. Öğrencilerin sosyal ağları kullanma sıklıklarına göre yalnızlık puanlarının da arttığı sonucuna ulaşılmıştır. Ayrıca öğrencilerin yalnızlık durumlarının ve sosyal ağları benimseme durumlarının öğrenim gördükleri üniversiteye göre değişmediği de söylenilebilir.

Anahtar Kelimeler: *Sosyal ağlar, Benimseme, Yalnızlık*

ÖĞRETMEN ADAYLARININ SOSYAL AĞLARI BENİMSEME VE YALNIZLIK DURUMLARI

ABSTRACT

The purpose of this study is to decide the relation between the social networks adoption of Faculty of Education students and their loneliness. With this purpose, 133 Faculty of Education students have been incorporated into this study. In the study, UCLA Loneliness Scale and Social Networks Adoption Scale have been applied to the students. After evaluated with SPSS 18.0 program, the results taken from the scales have been achieved with Pearson Correlation, Independent t-Test and One-Way Analysis of Variance (ANOVA). It has revealed that a significant relationship between students' scores of loneliness, and the social networks adoption. It has been concluded that the loneliness scores of the students increase according to the students' use of social networks frequency. In addition, it can be said that students' loneliness situation and their social networks adoption do not change according to the universities in which they study.

Keywords: *Social networks, Adoption, Loneliness*

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1. Introduction

Nowadays, computer and the Internet, in parallel with scientific and technological developments, were started to be used in many fields via taking an important place in daily life. First computer and then the Internet became an indispensable part of daily life. The Internet became to be used for different purposes such as information, communication, and entertainment in daily life. Adoption period of social networks taking place in daily life as a tool including all these purposes developed quickly.

Social networks provided reconstruction of social environments with a more different and wider situation than real life. In a local network established in an institution, employees messaging each other, persons found in an e-mail list and e-mail groups appear to be the first examples of online social network. Social networks caused an increase in online virtual communities that people can communicate, share information and always see each other (Çaylı, 2009).

There are some differences between social networks on the Internet and social networks in real life. Social networks on the Internet are more flexible than in real life. According to Lefebvre (2007), while to be included into groups and to be effective in groups in real life is difficult, it is easy to join social networks of people on the Internet. While social networks in real life include people always meeting each other and strong connections, rarely seen people or people not to be seen can be easily included into network in social networks on the Internet. In addition, the Internet makes communication easy via overcoming time and place limitations (Timisi, 2003).

''Facebook'' social network that becomes quickly popular in the world and Turkey is used for various different purposes by users of all ages. It attracted millions of users via providing sharing and interaction about many issues such as picture, video, content and it became more common among the Internet users together with social networks communities. In a study that 268 university students participated, reasons of subscription to social networking site Facebook were tried to be determined. The results show that the reasons of subscription to related website are to find old friends, to spend time and to communicate with different people (Kobak & Biçer, 2008).

In addition to easiness and advantages of the Internet providing to people, adverse effects of it were found in studies. According to the results adapted from the study carried out by Stanford institute, 39% of the Internet users spend less time on family and friend relationships and 8% of them become distanced to social opportunities (Wood, 2004). Also, this situation revealed via researchers that the Internet addiction should be focused. Within the scope of this study, loneliness variable, one of psychological effects that can arise due to use of the Internet will be covered.

Loneliness is defined in different forms by different writers. However, the common view of definitions is that loneliness gives people pain. Peplau and Perlman (1982) perceive loneliness on the basis of human relations and they define it as a feeling caused due to that their expectations are not satisfied by current relations.

When performed studies are searched, a relationship between the Internet and loneliness is seen (Morahan - Martin & Schumacher, 2000; Sanders et. al., 2000; Whang, Lee &Chang, 2003). In the study carried out with 650 high school students by Turnalar Kurtaran (2008), it was found that the Internet addiction of individuals affects loneliness

status in a positive way. In the thesis study, Çağır (2010) emphasized that the problematic Internet use becoming increasingly common among university and high school students is correlated with loneliness status in a medium positive way.

In addition to these studies performed about loneliness, there are other studies indicating that the Internet and social networks are other socialization environments for people and they keep them away from loneliness (Genuis & Genuis, 2005; Morahan-Martin, 1999). Saunders (2008) analyzed status of Facebook use of prospective teachers to reveal places of social networks such as Facebook and Myspace in teacher education and Saunders (2008) stated that prospective teachers associated their professional identities with personal identities in Facebook and they formed a teacher network and collaboration environment via using Facebook groups.

According to the result of research of Sezgin et al., (2011) which was performed with 146 students in Mehmet Akif Ersoy University Computer Education and Instructional Technology department and was about their purposes of Facebook use and opinions about using Facebook in educational context, it was found that students mostly use Facebook to communicate with friends and to share information/sources and they are less likely to use it to find friend and to join groups

In most studies, it was indicated that students use the Internet and social networks to communicate. Meanwhile, studies about loneliness status of people joining to these environments are being performed. In the lengthwise study carried out by Kraut et al., (1998), they found that use of the Internet caused loneliness among users. In the study carried out with 150 university students by Whitty and Mc Laughlin (2007), they found that use of computer for entertainment by students having higher score of loneliness was high. In the study performed by Turan and Göktaş (2011), they stated that individuals become asocial due to use of Facebook and they have communication problems in real life. In addition, they indicated that sharing performed in social networks negatively affect sharing in real life and no sharing with people in real life remains due to excess communication with people in Facebook.

As a result of research, students' attitudes towards social media were considered to be positive. Also, according to the findings of a research, it was found that students' attitudes towards social media differ significantly according to middle or high school education, type of school, grade level, perceived income level, whether they are members of social media sites or not, time spending in using social media, using rates, the average time spent on social media, and the most used social media site variables. (Argın, 2013).

In the study about using social media conducted by Koçak (2012), it was determined that the most commonly used social media platform is the social networking sites; the most common age group using social media in general is between 15 and 24. Elements motivating individuals in the use of social media are to be aware and elements for fun; also it was revealed that individuals behave like intended for much in firstly consumption, and then the participation and production in social media.

Most of the students (90% of them) tend to use face-book according to study conducted by Hussain(2012). Social media was used by them in order to exchange academic activities and develop social networks all over the world. The reason why they used this media channel is to share their learning experiences with people who they work with and international

community. That social media was very important in order to promote collaboration and make contact to improve Virtual Community throughout the world was obvious according to study. About using social media, some problems were also faced by the respondents such as bandwidth of the internet and electricity break down or load shedding.

In the study conducted by Çelik (2012) with the participation of 1066 teacher candidates; as a result of the model developed by him, when individuals have knowledge about Facebook use rate, Facebook friends, Fcebook duration of time and Facebook general using purposes, it was stated that individuals largely understand the intense use of Facebook. In developed educational Facebook usage model, there is a significant positive relation between usage rate of Facebook and general academic success, and there is negative relation, even if it is not significant, between general academic success and duration of time on Facebook, Facebook friends. These results show that more successful students use Facebook more often, spend less time on Facebook and they have less friends on Facebook. Among the answers to questions in teacher candidates' usages of social networks, it was found that their purpose in using is to communicate, follow-up agenda, spend time/ have fun, share information and socialize. In the study, it was stated that, according to teacher candidates, educational uses of social networks are beneficial in communication, sharing of information related to the field, follow-up related to the field of innovation and getting to know students.

The purpose of the study conducted by Şahin, İşleyen, and Özdemir (2012) is to investigate Teacher Candidates' Romantic Relationship Statuses and Interaction Anxiety, Perceptions of Social Support related to Usages of Social Networking. In the study results, it can be said that Interaction Anxiety, Perceptions of Social Support of students who use social networks to see friends compared to students who do not use in this purpose are higher, Social Support of students who have a romantic relationship are high, and their Interaction Anxiety is low. According to time in the active membership in these networks, interaction of anxiety of students who have been the members of these networks for 1-2 years are higher significantly compared to students who have been the members of these networks for 3 and more years.

It is necessary that students having undergraduate education for a profession requiring communication skills such as teaching should be individuals using communication skills better in real life rather than to be individuals using the skills in virtual environments. In this study, it was aimed to examine the relationship between adoption status of Education Faculty students for social networks and their loneliness. In addition, to determine how their loneliness changes in terms of usage frequency of social networks is another aim. Research questions determined according to the aim of the study:

1. Is there any relationship between loneliness and adoption of students to social network scores?
2. Does loneliness of students show any differences in terms of usage frequency of social networks?
3. Is there any significant difference between loneliness and adoption of students to social network scores in terms of university that they study?

2. Method

In this section, model of research, data collection tools, study group, collection and analysis of data were emphasized.

2.1. Study Model

In this study, one of descriptive research methods called survey method was used to determine the relationship between social network use status of students from education faculty and their loneliness. General survey models are screening arrangements performed on whole universe or on a sample group or sampling taken from the universe to pass judgment on the universe containing many elements. In addition, it was examined whether social network use status of students change according to their loneliness. With this aspect, the research can be called as relationship survey model (Büyüköztürk, et al., 2010).

2.2. Study Group

Study group of the research includes 138 voluntary students who study in Education Faculties of A, B, and C Universities in 2011-2012 academic year and take course from researchers and were chosen via convenience sampling method. Study group was reduced to 133 individual due to lack of scales that five students filled. A and B universities are foundation universities and C is state university (Table 1). 35 students from Computer and Instructional Technologies Education of Faculty of Educational Sciences of A University, total 14 students from B University eight of whom are from Department of English Language of Education Faculty, two of whom are from Computer and Instructional Technologies Education Department and four of whom are from Psychological Counseling and Guidance Department and total 89 students from C University 53 of whom are from Computer and Instructional Technologies Education Department and 36 of whom are from Elementary Mathematics Department answered the survey voluntarily.

Table 1. Characteristics of the Participants

Universities	Private University		State University	Total
Departments	A	B	C	
Computer Education and Instructional Technology	33	2	50	85
English Language and Education	-	8	-	8
Psychological Counseling and Guidance	-	4		4
Mathematics Education	-	-	36	36
Total	35	14	89	133

86 of students who attended to study were girl; and 59 of these were boys.

Table 2. Gender of the Participants

Gender	f	%
Female	86	59
Male	59	41

From the age of the students attending to study, 142 of these were between 18-25 years old; and just 3 of were 26-30 years old.

Table 3. Age of the Participants

Age	f	%
18-25	142	98
26-30	3	2

2.3. Data Collection Tools

Within the scope of the study, Personal Information Form formed by researchers, UCLA Loneliness Scale for determination of loneliness levels of students and Social Network Adoption Scale for determination of social network adoption status were used in order to determine socio-demographic variables. In personal information form used in this study, gender, age, school type, department information were asked to candidate.

2.3.1. UCLA Loneliness Scale

Loneliness levels of students were evaluated according to ''UCLA Loneliness Scale'' with 20 articles (University of California Los Angeles Loneliness Scale) which was originally developed by Russell, Peplau and Ferguson (1978) and adapted to Turkish by Demir (1989)

In reliability study of the scale, 0.91 correlation was found between first form and the form reviewed in 1980. Internal consistency coefficient was found as 0.94. Validity study of UCLA Loneliness Scale was performed via similar scales validity method by Demir (1989). Social Introversion Sub-scale of Multilateral Depression Scale developed by Aydın and Demir (1988) and Beck Depression Inventory used commonly in validity study of UCLA Loneliness Scale were taken into account as similar scales and 0.82 correlation with Social Introversion Sub-scale and 0.77 correlation with Beck Depression Inventory were found. In the reliability study of the scale, Cronbach Alpha Coefficientwas found as 0.96 and correlation Coefficient obtained via test-repeated test method implemented five week intervals was found as 0.94. UCLA Loneliness Scale contains 10 articles coded as regular and 10 articles coded as opposite. It is asked to individuals to specify how often they experience status stated in the articles via four point likert scale. The scale is graded via giving 4 points for ''never'', 3 points for ''seldom'', 2 points for ''sometimes'', 1 point for ''often'' which are all included in the articles containing positive statements and via giving 1 point for ''never'', 2 points for ''seldom'', 3 points for ''sometimes'', 4 points for ''often'' which are all included in the articles containing negative statements. The maximum grade taken from the scale is 80 and the minimum is 20. Loneliness level increases with grades taken from the scale (Demir, 1989).

2.3.2. Social Network Adoption Scale

The scale developed by Usluel and Mazman (2009) was performed by participation of 606 Facebook users. Exploratory factor analysis, first level verifier factor analysis and second level verifier factor analysis were performed for validity study of the scale containing 21 questions and reliability coefficient of the scale and article total correlations were calculated for reliability studies. As a result of the analyses, adoption scale including five factors which contain benefit, ease of use, social effect, facilitator factors and community identity and 21 questions was developed. The reliability coefficient of the scale was found as 0.901.

2.4. Data Collection

In the stage of data collection needed in the research, UCLA Loneliness Scale and Social Network Adoption Scale were performed to students from Computer Education and Instructional Technologies, English Language and Education, Psychological Counseling and Guidance, Mathematics Education Department of Education Faculties of three universities in 2011-2012 academic year. Information about validities and reliabilities of these tools were explained in the topic called data collection tools. During data collection period, researchers gave students information about aim of the study, scales and principle of voluntariness and they asked to them not to write their names to the scale to provide reliability. The period for answering the scale lasted for 10 minutes.

2.5. Analysis of the Data

In this study, data obtained from UCLA Loneliness Scale and Social Network Adoption Scale was analyzed via SPSS 19.0 and significance level was accepted as 0.05. Pearson Correlation, Independent Sample t-Test and one-way analysis of variance (ANOVA) were performed for analysis of the data.

3. Findings

In this section, findings obtained from results of the research and interpretations are presented. According to age and gender, because there was no significant difference in data, tables about these data are not included in this article.

3.1. Relationship between Loneliness and Social Network Adoption Points of Students

Pearson Correlation Coefficient was calculated to determine relationship between loneliness and social network adoption points of students from education faculty. When Table 4 is examined, a significant and weak relationship in a positive way between loneliness and social network adoption points of students is observed (p=0.001, r=0.288). As it can be said that social network adoption of students cause loneliness, it can be also said that loneliness increases social network adoption.

Table 4. The results of correlation between loneliness and social network adoption points of students

Correlation	N	p	r
Loneliness and Social Network Adoption	133	0.001	0.288

3.2. Loneliness status of Students in terms of social network usage frequency

When the results of one-way analysis of variance carried out to compare loneliness points of students from education faculty according to social network usage frequency variable are examined, there is a significant difference between loneliness points of students in terms of social network usage frequency (p<0.05, See Table 5).

It is seen that loneliness points of students increase with social network usage frequency. Also, it is seen that students using social networks ever day have the highest loneliness point (X=52.098), students using them a few days per week have medium point (X=48.789) and students using them a few times per month have the lowest point (X=42.000, See Table

6). In parallel with social network adoption status examined in first research question, it can be said that usage frequency also increases loneliness.

Table 5. The results of one-way analysis of variance of loneliness points according to social network usage frequency of students.

Source of Variance	Sum of Square	df	Mean Square	F	p
Between Groups	978.450	1	489.225	10.625	0.000
Within Groups	5985.625	132	46.043		
Total	6964.075	133			

Table 6. Using Social Networks Loneliness Scores of students according to their frequency Descriptive Statistics

Frequency of Use of Social Networks	N	Mean	Standart Deviation
All days	91	52.098	5.823
Several Times a Week	33	48.789	7.122
Several Times a Mounth	9	42.000	12.796

3.3. Loneliness and Social Network adoption Points of Students in terms of University that they attend

When the results of independent sample t-test carried out to compare loneliness points of students according to university type that they attend are examined, it is seen that no significant difference is observed between loneliness points in terms of private or state university that students attend ($p>0.05$, See Table 7). It can be stated that loneliness statuses of students in study group do not change according to university that they attend.

Table 7. The results of independent sample t-test analysis of loneliness points according to university that students attend

Loneliness	N	X	SD	t	df	p
Private University	49	50.02	8.08	-0.694	131	0.503
State University	84	50.92	6.76			

When Table 8 is examined, there is no significant difference between social network adoption points according to university that students attend ($p>0.05$, See Table 8). It can be stated that social network adoption status of students attending in state and foundation universities are similar.

Table 8. The results of independent sample t-test analysis of social network adoption points according to university that students attend

Social Networks Adoption	N	X	SD	t	df	p
Private University	49	128.06	33.84	-0.445	131	0.798
State University	84	130.58	30.15			

4. Discussion

Çoklar (2010) stated that social transition period including social life and environment, social communication and social relations is being experienced together with changes in information and communication technologies in recent years in addition to changes in many different fields. In accordance with this, Pempek, Yermolayeva and Calvert (2009) mentioned that all these developments arise virtual worlds and social networks which are parts of virtual worlds have differences and similarities with daily life. In addition, they said that communication with other people and joining to groups are easy in social networks. Morahan-Martin and Schumacher (2003) stated that the Internet is a social environment that lonely individual can communicate with other individuals and the Internet provides different online social interaction ways especially to lonely person in addition to being a wide social network. Therefore, it is stated that lonely individuals in real life adopt more social networks such as Facebook that communication is easier.

In this study, relationship between loneliness and social network adoption of students from education faculty was examined, and also, how loneliness of them changes according to social network usage frequency was presented. When the results were evaluated, a relationship between loneliness and social network adoption points of students was observed. According to this result, as it can be said that social network adoption of students cause loneliness, it can be also said that loneliness increases social network adoption. With similar result to this, Kraut et al., (1998) found in their longitudinal research that use of the Internet causes loneliness. In the study performed with 150 university students, Whitty and McLaughlin (2007) found that students having high loneliness point use computer for entertainment purpose more. In the study carried out by Turan and Göktaş (2011), they stated that social network usage makes individuals asocial and causes communication problems in real life. In addition, they stated that sharing performed in social networks negatively affect sharing in real life and no sharing with people in real life remains due to excess communication with people in Facebook.

Within the scope of the study, it was found that loneliness points of students increased with social network usage frequency. In the research carried out by Kobak and Biçer (2008), when it was asked to participants what they were feeling when they entered Facebook, only 19% of them said that they were sharing their loneliness. In addition, to have lots of friends in Facebook does not change the reality that they are lonely in daily life. In the result of the research, 90,3% of participants stated that they did not continue to communicate with people found in Facebook in different fields. In the study performed by Çetin (2009), only 10% of participants stated that aim of subscription to Facebook was to avoid loneliness and to have fun.

Starting from this point, it can be resulted that social networks such as Facebook are used to easily find friends by lonely people in daily life. In this study, study group contains students from education faculty. For further studies, a research with samples from different faculties can be suggested. As comparison between different faculties can be done, detailed analyses can be performed in accordance with same purpose via benefiting from qualitative research method.

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