

# **Development of a Scale to Determine High School Students' Purposes for the Utilization of Social Networks via Smart Phones<sup>1</sup>**

**Assist. Prof. Dr. Feride Karaca**  
Marmara University-Turkey  
feride.karaca@marmara.edu.tr

**Murat Adnan Tamer (Ph.D. Stud.)**  
Marmara University-Turkey  
murattamer@yandex.com

## **Abstract:**

This study aimed to develop a scale for exploring high school students' purposes for utilizing social media via smart phones. The sample of the study involved students from a public vocational high school in Istanbul. While developing the scale, the researcher benefitted from the literature, open-ended questions applied to a group of vocational high school students, cognitive interviews with participants and expert reviews. Then, a pilot study was conducted with 201 vocational high school students. According to the exploratory factor analysis results, the final scale involved 25 items with 5 factors: (1) information gathering, (2) problem solving, (3) social communication, (4) routine communication, (5) sharing and entertainment. Giving information about the high school students' daily social network utilization, this scale would be beneficial for the teachers, educational institutions and also for social network developers about how to use social networks more effectively in educational environments.

**Keywords:** Scale development, Smart Phone, Social networks, High schools



**E-International Journal  
of Educational Research,  
Cilt: 8, Sayı: 3, 2017, ss.34-45**

**DOI: 10.19160/ijer.335953**

**Gönderim : 24.08.2017  
Kabul: 29.09.2017**

## **Suggested Citation:**

Karaca, F., & Tamer, M.A. (2017). Development of a scale to determine high school students' purposes for the utilization of social networks via smart phones, *E-International Journal of Educational Research*, Vol: 8, No: 3, 2017, pp. 34-45, DOI: 10.19160/ijer.335953

<sup>1</sup> This study was presented as an oral presentation at 5th International Conference of Strategic Research on Social Science and Education -ICoSReSSE conference (2016, Antalya).

## GİRİŐ

In today's world, social network occupies an important place in people's everyday life as it has become one of the most popular way for communication and socialization. Social Networks have been used to form interactive web based platforms, which creates an environment for sharing, discussing, collaboratively working and creating interactive content with people all around the world (Kietzmann, 2011). According to Digital 2017 Global Overview Report (2017), the most active social media platforms are Youtube (65%), Facebook (57%), Instagram (52%), and Twitter (50%). We spend a substantial time using these social networks, thus they have become an important part of our daily life (Karaca, 2015).

According to Manca (2016), social networks also play an important role in the changes that happened in instructional processes in the 21st century. Today, most of the high school students have social network accounts and they generally utilize social networks via their smart phones (Diker & Uçar, 2016; Mao, 2014). With all these happenings, some studies have been conducted to investigate how to use the social networks in educational environments (Argyris & Xu, 2016; Brooks, 2015; Dal & Dal, 2014; Dođan, 2015; Güler, 2015; Karapanos, Teixeira & Gouveia, 2016; Kolokytha, Loutrouki, Valsamidis & Florou, 2015; Manca, 2016; Mao, 2014; Rae & Lonborg, 2015). These studies indicated that the lessons supported by social networks increased active participation of the students (Kolokytha et al., 2015; Hamid, Waycott, Kurnia & Chang, 2015), helped to develop some archiving skills (Güler, 2015), increased communication and interaction among the students, made learning more permanent, and supported the development of some vocational skills (Dođan, 2015). Furthermore, recent research indicated that utilization of the social networks made the lesson more entertaining (Hamid et al., 2016) and so made the students more happier and increased their life satisfaction (Dođan, 2016). Instead of these advantages, there are some studies showing the unfavorable effects of social networks. For example, Dođan (2016) explained that in the lessons that have been supported by social networks, the students have difficulties in expressing their ideas, and in asking questions about the topics of the lessons. Also, they complained about the redundant comments and sharing on the social network pages that is not appropriate for the lessons' objectives.

Having a variety of attributes, such as instant messaging, video conferencing, tagging, sharing pictures and videos, social networks has become one of the most popular Web 2.0 technologies (Yükseltürk & Top, 2013). Social networks have been utilized in many different ways from communication and information gathering to sharing and entertainment in everyday life (Dal & Dal, 2014; Mao, 2014; Diker & Uçar, 2016). The users utilize social networks not only for communicating with close friends, relatives and colleagues, but also for creating new friendships and participating to new groups that they are interested in (Karaca, 2015, Richter & Koch, 2008). As the current research indicates that social networks make people more happier and increase their life satisfaction (Dođan, 2016), they prefer to use it in their leisure times by sharing and viewing some humorous pictures and videos, and communicating with friends (Dođan, 2016, Karaca, 2015). Also, especially the youth use social networks for forming new friendships, keeping in touch with existing friends, and being accessible all the time (Tinmaz, 2013). Furthermore, Karaca (2015) revealed that the young people utilize social networks mostly for communication purposes by sending and receiving messages and keeping in touch with friends. On the other hand, the author found that the utilization of social networks for establishing new friendships or for communicating with some no-intimate friends were low among university students. Thus, the author concluded that social networks were more likely to be used as an environment to communicate with existing close friends, instead of establishing new friendships. Moreover, the social networks have been utilized for searching and sharing purposes as it allows to search information and share any kind of materials in just in time manner (Karaca, 2015; Çelik, Yurt & Şahin, 2015). In addition, social networks have been utilized for some cooperation and

collaboration activities, such as joining to academic or interest groups, finding solutions to the common problems, cooperating and discussing about an issue with people with common interests.

With a variety of social network sites and applications, there has been a high increase in social network users every other day. According to Lenhart (2015), 73% of teens have access to smart phones and 71% of teens report using more than one social networking site. In addition, recent statistics show that 37% of the whole worlds' population has been defined as active social network users and 34% of the population access social networks via their mobile devices (Digital in 2017: Global Overview Report, 2017). Our country can be defined as one of the most frequent social network users as we are in the 7th place in the countries having the largest number of active facebook users. In Turkey, there are 48 million active facebook users, which accounts for 60% of whole population. Furthermore, most of these active users utilize social networks with their mobile devices as there are 42 million active mobile social network users in Turkey. Thus, these statistics indicate that most people prefer to use social networks via their mobile phones, so there is a need for assesing mobile social network utilization specifically. Although some studies conducted to assess social network usage among young people, there is limited literature examining the utilization of social networks via smart phones. Thus, this study aimed to develop a scale that assesses high school students' purposes for daily utilization of social networks via smart phones. As todays' youth spend substantial time in using social networks (Çelik, Yurt & Şahin, 2015), it would be a good idea to investigate how to use it in educational environments. Thus, the scale developed in this study would be effectively used to understand young people's social media usage patterns. Learning about their daily utilization of social networks would be very helpful in understanding how to use it for educational purposes as well. Furthermore, as high school students are one of the most frequent users of social networks (Lenhart, 2015), this scale would also be beneficial for social network application developers about how to improve the interface and features of these applications to be most effectively used by young people.

## METHOD

This study has been conducted in a public vocational high school in Istanbul, Turkey. In this study, two different samples have been used. First sample was used during the initial scale development, in which some open-ended questions have been applied to 38 volunteer high school students. The second sample of the study involved 205 high school students. To decide on these participants, simple random sampling method has been used as it allows for eliminating selection bias and increasing generalizability (Kiliç, 2013). Among the participants, 4 students have been eliminated from the study as their questionnaires involved many missing data.

Some demographic information about the participants has been provided in Table 1. As shown in the table, the sample of the study involved 183 males and 18 females. Most students were 11th grade (%35.3), followed by 10th grade (%24.9), 9th (%19.9) and 12th grade (%19.9).

**Table1:**  
Demographic information about participants (n=201).

		n	(%)
Gender	Female	18	9,0
	Male	183	91,0
Grade Level	9th grade	40	19,9
	10th grade	50	24,9
	11th grade	71	35,3
	12th grade	40	19,9

### **Instrumentation:**

In this study, a scale has been developed to assess high school students' purposes for utilizing social networks via mobile phones. In the first step of instrument development, a literature review has been made to understand the theoretical background of the study. Furthermore, the existing questionnaires in the literature have been examined. Depending on these examinations, some open-ended questions have been written to retrieve the scale items directly from the participants. These open-ended questions have been applied to 38 volunteer participants from 11th grade. After qualitatively analyzing the data, some scale items were written and an initial item pool was formed. In the next step, these items were revised depending on the existing scales and questionnaires in the literature and some items were directly taken from existing scales (Eren, 2014; Karal & Kokoç, 2010; Usluel, Demir & Cinar, 2014). By this way, an item pool was generated with 33 items.

In the next step, the scale has been examined by an expert in Turkish languages for grammar and clarity checking. Then, to understand the scale from respondents' perspective, some cognitive interviews were conducted with 4 students, which also helped to check the face validity of the scale (Drennan, 2003). For the purpose of content validation, 3 experts in department of Computer Education and Instructional Technologies were asked to assess the quality of each item, verify matching of items to the corresponding dimensions (Crocker & Algina, 1996). After making necessary revisions to the scale, it was ready for the pilot study. The final version of the scale involved 33 questions with 5 dimensions: (1) Information Gathering (7 items), (2) Problem Solving (4 items), (3) Communication (10 items), (4) Sharing (8 items), (5) Entertainment (4 items). It was a likert type scale from 1(Never) to 5 (Always). Finally, a pilot study has been conducted with 201 high school students to identify the main factor structures of the scale.

### **Data Analysis:**

In this study, SPSS 20.0 was used to analyze data. Exploratory Factor Analysis (EFA) was used to identify the main factor structures of the scale. According to Tabachnick and Fidell (2007), exploratory factor analysis is very helpful in defining and summarizing the data by "grouping together variables that are correlated" (p.609). For factor extraction, maximum likelihood estimation has been utilized as it "allows for the computation of a wide range of indexes of the goodness of fit of the model" (Fabrigar et al., 1999, p.277). Furthermore, oblique rotation was utilized as the rotation method as it lets the factors to be correlated (Tabachnick & Fidell, 2007).

## **FINDINGS**

In this study, Exploratory Factor Analysis (EFA) with maximum likelihood estimation was applied to identify the main factor structures of the scale. Before conducting EFA, KMO measure of sampling adequacy and the Bartlett's tests of sphericity were used to decide on the appropriateness of factor analysis. A KMO value of .84 indicated that the data were appropriate for factor analysis. Also, Bartlett's test of sphericity was found to be statistically significant,  $\chi^2(528) = 2530.57, p=.00$ , which also suggested that this data is suitable for factor analysis. Of the 33 items administered, 8 items were removed from the scale because either they loaded on more than one factor, or their factor loadings were lower than .30 (Tabachnick & Fidell, 2007).

To decide on the number of factors, 3 criteria has been used: (1) the scree plot, (2) eigen values greater than 1, (3) interpretability of the factor solution. First, examining the scree plot, there were 5 or 6 data points above the last break point. Second, according to eigenvalue criterion, five factors seemed to emerge in the instrument. Finally, examining the items under each factor, having a five-factor structure was the most interpretable solution. Accordingly, 5 factors emerged from this scale. Although a five-factor structure was pre-determined in the

development phases of the scale, some changes have been occurred in the factor structure according to EFA results. Though the pre-determined factor of “problem solving” preserved its status quo, there have been some differences from firstly estimated factor structures. For example, 3 items of “information gathering” has been dropped from the scale. Furthermore, “communication” factor has been divided into two different factors called “routine communication” and “social communication”, and 1 item has been dropped from the scale. Furthermore, the items of “entertainment” and “sharing” factors were loaded on a single factor, which has been called as “sharing and entertainment”. 4 items were also dropped from this combined factor. Consequently, the final scale consisted of 5 factors with 25 items: (1) Information Gathering (4 items), (2) Problem Solving (4 items), (3) Social communication (6 items), (4) Routine communication (3 items), (5) Sharing and Entertainment (8 items).

**Table 2:**  
Factor loadings for each item in the scale.

	<b>Scale item</b>	<b>Factor Loadings</b>
F1	1. I use social networks to make research about my homework or my projects.	.764
	2. I use social networks to have information about my homework or projects from my school friends.	.752
	3. I use social networks to gain information about a topic that I wonder or I am interested in.	.553
	4. I use social networks to gain information about different views and opinions.	.467
F2	5. I use social networks to find solutions to my private problems that I can not share with anyone else.	-.731
	6. I use social networks to solve problems that I face with the people around my social environment.	-.718
	7. I use social networks to find solutions to my health-related problems.	-.649
	8. I use social networks to solve my problems related to different software or games that I use.	-.430
F3	9. I use social networks to follow the life of the friends and the people that I am interested in.	.671
	10. I use social networks to make other people follow my daily life.	.651
	11. I use social networks to come together with people with common interests.	.648
	12. I use social networks to establish new friendships.	.617
	13. I use social networks to share texts that reflect my opinions or feelings.	.357
	14. I use social networks to reach the old friends, whom contact information is not available.	.311
F4	15. I use social networks to continue communication with my existing friends.	-.713
	16. I use social networks to send and receive messages with my friends.	-.678
	17. I use social networks to communicate with school friends.	-.612
F5	18. I use social networks to make humorous and entertaining sharing (such as texts, videos, cartoons).	.625
	19. I use social networks to have a good time by getting away from the bored things in my life.	.603
	20. I use social networks to spend my leisure times.	.595
	21. I use social networks to share videos.	.577
	22. I use social networks to play interactive games.	.512
	23. I use social networks to share different kinds of contents (such as texts, video and pictures) that I liked or I am interested in.	.510
	24. I use social networks to view different kinds of humorous and joyful sharing (such as texts, videos, cartoons).	.430
	25. I use social networks to follow social activities.	.374

\*F1: Information Gathering, F2: Problem Solving, F3: Social Communication, F4: Routine Communication, F5: Sharing and Entertainment

The factor loadings for each item in the scale were shown in Table 2. Examining Table 2, the factor loadings for the first factor were between .467 and .764, for the second factor were between -.430 and -.731, for the third factor were between .311 and .671, for the fourth factor were between -.612 and -.713, and for the fifth factor were between .374 and .625. The internal consistency values for these factors were found .739, .738, .791, .778 and .799 respectively, all of which shows acceptable reliability values (Barclay, Thompson & Higgins, 1995). The original Turkish version of the "Purposes for Social Network Utilization Scale" can be found in the Appendix part.

## **DISCUSION AND CONCLUSIONS**

In this study, a scale has been developed to assess high school students' purposes for daily utilization of social networks via smart phones. The scale development has been completed in several steps. First, a literature review has been made and existing scales have been examined to understand the theoretical background of the study. According to the literature review, some open-ended questions were written and they were applied to 38 volunteer participants. After qualitatively analyzing the data, some scale items have been written and an initial item pool has been formed. These items were revised depending on the existing scales and questionnaires in the literature. In the next step, the scale was examined by an expert in Turkish Languages and then some cognitive interviews were done to check the face validity of the scale. For the purpose of content validation, 3 experts in department of Computer Education and Instructional Technologies were asked to assess the quality of each item, verifying matching of items to the corresponding dimensions (Crocker & Algina, 1996). Finally, a pilot study was conducted with 201 vocational high school students to determine factor structure of the scale.

According to the factor analysis results, 8 items have been removed from the scale either they have loaded on more than one factor or their factor loadings were lower than .30. The final scale involved 5 factors: (1) Information Gathering, (2) Problem Solving, (3) Social communication, (4) Routine communication, (5) Sharing and Entertainment. First, the "information gathering" factor assess how the high school students utilize social networks to gain information about their homework/ projects and to search information about any kinds of subject they wonder. Second, "problem solving" factor assess how the high school students use social networks to solve their technology-related and health related problems and also their private problems. Third, "social communication" factor assesses how the high school students utilize social networks to be followed by others or to follow others' life, to reach old friends, to establish new friendships and to come together with the people with common interests. Fourth, "routine communication" factor assesses the high school students' daily communication with their friends and school friends. Fifth, "sharing and entertainment" factor assess high school students' utilization of social networks for the purposes of a variety of joyful media sharing and viewing, game playing, spending their leisure times and having a good and enjoyable time.

With an increasing variety of social network sites and applications every other day, there is a high rise in social network users. Recent statistics show that most people prefer to use Social Networks via their smart phones (Digital 2017: Global Overview Report, 2017). Although some studies conducted to assess social network usage among young people, there is limited research examining the utilization of social networks via smart phones. Thus, this study aimed to develop a scale that assesses high school students' purposes for daily utilization of social networks via smart phones. Providing information about the daily social network utilization purposes of young people, this study will shed light in how to use it for also educational purposes. As today's youth spend substantial time in using social networks, it would be a good idea to investigate how to use it in educational environments. The scale developed in this study



would be effectively used to understand young people's social media usage patterns, so it will give information about how to adapt it to educational environments. Furthermore, as high school students are one of the most frequent users of social networks (Lenhart, 2015), this scale would also be beneficial for social network application developers about how to improve the interface and features of these applications to be most effectively used by young people.

## REFERENCES

- Argyris, Y. E., J. Xu (2016). Enhancing self-efficacy for career development in Facebook, *Computers in Human Behavior*, 55, 921-931.
- Barclay, D., Higgins, C., & Thompson, R. (1995). The partial least squares (PLS) approach to causal modeling: Personal computer adoption and use as an illustration. *Technology Studies* 2(2), 285-309.
- Brooks, S. (2015). Does personal social media usage affect efficiency and well-being? *Computers in Human Behavior*, 46, 26-37.
- Çelik, I., Yurt, E., & Şahin, I. (2015). A Model for Understanding Educational Facebook Use. *Eurasia Journal of Mathematics, Science & Technology Education*, 11(4), 899-907.
- Crocker, L., & Algina, J. (1986). *Introduction to classical and modern test theory*. New York: Holt, Rinehart, & Winston.
- Dal, N. E., & V. Dal (2014). Kişilik Özellikleri Ve Sosyal Ağ Sitesi Kullanım Alışkanlıkları: Üniversite Öğrencileri Üzerine Bir Araştırma, *Sosyal Bilimler Enstitüsü Dergisi*, 6(11), 144-162.
- Digital in 2017: Global Overview (2017, January 24). Retrieved April 23, 2017, from <https://wearesocial.com/special-reports/digital-in-2017-global-overview>
- Diker, Z., M. Uçar (2016). Üniversite Öğrencilerinin Sosyal Ağları Kullanım Amaçlarına Yönelik Bir Araştırma. *Safranbolu Meslek Yüksekokulu Örneği, Eğitim ve Öğretim Araştırmaları Dergisi*, 5(1), 376-386.
- Doğan, T. G. (2015). Sosyal medyanın öğrenme süreçlerinde kullanımı: ters-yüz edilmiş öğrenme yaklaşımına ilişkin öğrenen görüşleri, *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 1(2), 24-48.
- Doğan, U. (2016). Effects of social network use on happiness, psychological well-being, and life satisfaction of high school students: Case of facebook and twitter, *Ted Eğitim ve Bilim*, 41(183).
- Drennan, J. (2003). Cognitive interviewing: verbal data in the design and pretesting of questionnaires. *Journal of Advanced Nursing*, 42(1), 57-63.
- Eren, E. Ş. (2014). Sosyal medya kullanım amaçları ölçeğinin geliştirilmesi ve bazı kişisel değişkenlere göre incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 29 (4), 230-243.
- Fabrigar, L. R., Wegener, D. T., MacCallum, R. C., & Strahan, E. J. (1999). Evaluating the use of exploratory factor analysis in psychological research. *Psychological Methods*, 4(3), 272-299.
- Güler, K. (2015). Social media-based learning in the design studio: A comparative study, *Computers & Education*, 87, 192-203.
- Hamid, S., Waycott, j., Kurnia, S. ve Chang, S. (2015). Understanding students' perceptions of the benefits of online social networking use for teaching and learning, *The Internet and Higher Education*, 26, 1-9.
- Karaca, F. (2015). Undergraduate students' purposes of utilizing social networks: A survey research, *European Journal of Research on Education*, 3(2), 50-57.
- Karal, H., & Kokoç, M. (2010). Üniversite öğrencilerinin sosyal ağ siteleri kullanım amaçlarını belirlemeye yönelik bir ölçek geliştirme çalışması. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 1(3).
- Karapanos, E., Teixeira, P. ve Gouveia, R. (2016). Need fulfillment and experiences on social media: A case on Facebook and WhatsApp, *Computers in Human Behavior*, 55, 888-897.
- Kietzmann, J. H., Hermkens, K., McCharty, I. P. & Silvestre, B. S. (2011). Social media? Get serious! Understanding the functional building blocks of social media, *Business Horizons*, 54(3), 241-251.
- Kilic, S. (2013). Sampling methods, *Journal of Mood Disorders*, 3(1), 44-46.
- Kolokytha, E., Loutrouki S., Valsamidis, S., & Florou, G. (2015). Social media networks as a learning tool, *Procedia Economics and Finance*, 19, 287-295.
- Lenhart, A. (2015, April 9). *Teens, Social Media & Technology Overview 2015*. Pew Research Center: Internet, Science & Tech. Retrieved 5 Jun, 2017 from <http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/>
- Manca, S. ve M. Ranieri (2016). Facebook and the others. Potentials and obstacles of social media for teaching in higher education, *Computers & Education*, 95, 216-230.
- Mao, J. (2014). Social media for learning: A mixed methods study on high school students' technology affordances and perspectives, *Computers in Human Behavior*, 33, 213-223.
- Rae, J. R., S. D. Lonborg (2015). Do motivations for using Facebook moderate the association between Facebook use and psychological well-being? *Front Psychology*, 6, 771.
- Richter, A., Koch, M. (2008). Functions of social networking services. In *Proc. Intl. Conf. on the Design of Cooperative Systems, the 8th International Conference on the Design of Cooperative Systems*, 87-98.

- Tabachnick, B. G., & Fidell, L. S. (2007). *Using Multivariate Statistics* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Tınmaz, H. (2013). Sosyal ađ web siteleri ve sosyal ađların eğitimde kullanımı. In Çađıltay, K. & Göktař, Y. (Eds.), *Öđretim teknolojilerinin temelleri: Teoriler, arařtırmalar, eđilimler*, 615-630. Ankara: Pegem Akademi.
- Usluel, Y.S., Demir, Ö., & Cinar M. (2014). Sosyal Ađların Kullanım Amaçları Ölçeđi, *Eđitim Teknolojileri Arařtırma Dergisi*, 5(2).
- Yükseltürk, E., & Top, E. (2013). Web 2.0 teknolojilerinin öđretmen eğitiminde kullanımı. In Çađıltay, K. & Göktař, Y. (Eds.), *Öđretim teknolojilerinin temelleri: Teoriler, arařtırmalar, eđilimler*, 665-680. Ankara: Pegem Akademi.



# Lise Öğrencilerinin Akıllı Telefonlar Üzerinden Sosyal Ağ Kullanım Amaçlarının Belirlenmesine Yönelik Bir Ölçek Geliştirme Çalışması

**Yrd. Doç. Dr. Feride Karaca**  
Marmara Üniversitesi-Türkiye  
feride.karaca@marmara.edu.tr

**Murat Adnan Tamer (Dok. Öğr.)**  
Marmara University-Turkey  
murattamer@yandex.com

## Özet

Bu çalışmada sosyal ağların akıllı telefonlar üzerinden kullanım amaçlarına yönelik bir ölçek geliştirilmiştir. Geliştirilen ölçeğin örneklem grubunu İstanbul'da bulunan bir meslek lisesi öğrencileri oluşturmaktadır. Ölçeğin geliştirilmesinde alanyazın kaynakları ve öğrencilere yöneltilen açık uçlu sorulardan elde edilen verilerle, uzman görüşü ve katılımcılarla yapılan bilişsel görüşmelerden faydalanılmıştır. Pilot uygulama kapsamında 201 öğrenciye ölçek uygulanmış, elde edilen veriler "açımlayıcı faktör analizi" ile değerlendirilmiştir. Faktör analizi sonucunda geliştirilen ölçek 25 maddeden oluşmuş olup, 5 faktörlü bir yapı ortaya çıkmıştır: (1) bilgi edinme, (2) problem çözme, (3) sosyal iletişim, (4) sıradan iletişim, (5) paylaşım ve eğlence. Lise öğrencilerinin günlük sosyal medya kullanım amaçları hakkında bilgi toplamayı amaçlayan bu ölçek, öğretmen, eğitim kurumları ve de sosyal ağ geliştiricilerine sosyal ağların eğitim ortamlarında daha etkin bir şekilde kullanabilmeleri için neler yapılması gerektiği konusunda yol gösterici olacaktır.

**Keywords:** Anket Geliştirme, Akıllı telefon, sosyal ağlar, lise öğrencileri.



**E-Uluslararası Eğitim  
Araştırmaları Dergisi,  
Vol: 8, No:3x, 2017, pp.34-45**

**DOI: 10.19160/ijer.335953**

**Received: 24.08.2017  
Accepted: 29.09.2017**

## Önerilen Atıf:

Karaca, F., & Tamer, M.A (2017). Lise öğrencilerinin akıllı telefonlar üzerinden sosyal ağ kullanım amaçlarının belirlenmesine yönelik bir ölçek geliştirme çalışması. , *E-Uluslararası Eğitim Araştırmaları Dergisi*, Cilt: 8, Sayı: 3, 2017, ss. 34-45, DOI: 10.19160/ijer.335953

## GENİŐLETİLMİŐ ÖZET

**Problem:** Günlük yařamın ayrılmaz bir parçası haline kadan sosyal ađlar günümüzde iletiŐim, bilgi paylaŐımı, eđence, farklı insanlarla tanışma, farklı insanların yařamlarını takip etme, iŐbirliđi yapma, video, resim paylaŐımı gibi bir çok amaçla kullanılmaktadır (Dal & Dal, 2014; Mao, 2014; Diker & Uçar, 2016, Karaca, 2015). Tüm bu geliŐmelere paralel olarak her geçen gün hayatımıza yeni sosyal ađ sitelerinin girdiđini ve sosyal ađ kullanıcılarının sayısında da sürekli bir artış olduđu görülmektedir. Nitekim, 2017 istatistikleri incelendiđinde dünya nüfusunun %37'inin aktif sosyal ađ kullanıcısı olduđu ve yine dünya nüfusunun %34'ünün mobil sosyal ađ kullanıcısı olduđu görülmektedir (Digital in 2017: Global Overview Report, 2017). Ülkemiz sosyal medya kullanımı konusunda oldukça iddialı olup, facebook kullanıcı sayısında dünya sıralamasında 7. Sırada yer almaktadır. Türkiye'de 48 milyon aktif facebook kullanıcısı bulunup, bu sayı toplam nüfusun yaklaşık olarak %60'ını oluŐurmaktadır. Buna ek olarak Türkiye'de de dünyadakine benzer bir sonuç görülmekte olup, sosyal ađlar genelde mobil cihazlar aracılıđı ile kullanılmakta ve 42 milyon mobil sosyal ađ kullanıcısı bulunmaktadır. Benzer Őekilde Lenhart'ın 2015 yılında yapmış olduđu çalıŐma sonuçları incelendiđinde genç popülasyonun %73'ünün cep telefonu eriŐimi bulunduđu ve %71'inin ise en az bir sosyal ađ web sitesine üye oldukları görülmüŐtür. Alanyazında gençler arasında sosyal ađ kullanımı konusunda bazı çalıŐmalar bulunmasına karŐın, sosyal ađların akıllı telefonlar üzerinden kullanımına yönelik çok fazla çalıŐma bulunmadıđı görülmüŐtür. Alanyazındaki bu açığı kapatmak amacı ile, bu çalıŐmada sosyal ađların akıllı telefonlar aracılıđı ile kullanımına iliŐkin bir ölçek geliŐtirmiŐtir. Lise öđrencilerinin günlük sosyal ađ kullanım amaçları hakkında bilgi toplamayı amaçlayan bu ölçek kullanılarak yapılacak olan çalıŐmalar sosyal ađların eğitimde kullanımı konusunda da yol gösterici olacaktır. Sosyal ađları en aktif kullanan gruplardan biri de lise öđrencileri olduđundan (Lenhart, 2015), bu çalıŐmada geliŐtirilecek olan ölçek sosyal ađların bu yaŐ grubu tarafından daha etkili bir Őekilde kullanılabilmesi için neler yapılması gerektiđi konusunda sosyal ađ geliŐtiricilerine de yol gösterici olacaktır.

**Yöntem:** Bu çalıŐma İstanbul'da bir meslek lisesinde gerçekteŐirilmiş olup, iki farklı örneklem grubu kullanılmıştır. Ölçek geliŐtirme sürecinin ilk basamaklarından birinde uygulanmış olan açık uçlu soruların uygulandıđı grup 38 gönüllü katılımcı lise öđrencisinden oluŐmaktadır. Ölçek geliŐtirme sürecinin son basamađı olan pilot çalıŐma ise 201 meslek lisesi öđrencisi ile gerçekteŐirilmiŐtir. Ölçek geliŐtirme sürecinde ilk olarak ölçeđin teorik alt yapısına karar vermek amacı ile alanyazın taraması yapılmış olup, konuyla alakalı mevcut ölçekler incelenmiŐtir. Daha sonra bazı açık uçlu sorular yazılarak 38 meslek lisesi öđrencisine uygulanmış ve elde edilen veriler nitel yöntemlerle analiz edilerek, ölçek soruları hazırlanmışır. Daha sonra bu sorular literatürdeki mevcut ölçekler (Eren, 2014; Karal & Kokoç, 2010; Usluel, Demir & Cinar, 2014) incelenerek revize edilmiş ve 33 maddeden oluŐan bir soru havuzu oluŐturulmuŐtur. Sonrasında sorular bir Türkçe alan uzmanı tarafından dilbilgisi açısından incelenmiŐtir. Ölçeđin görünüş geçerliliđini sađlamak amacı ile 4 öđrenci ile biliŐsel görüŐmeler yapılmış ve ölçek katılımcı grubun da görüŐleri göz önünde bulundurularak yeniden düzenlenmiŐtir. Sonrasında, kapsam gerçerliliđini sađlamak amacı ile ölçek Bilgisayar ve Öđretim Teknolojileri Eğitim Bölümü alan uzmanı 3 farklı kiŐi tarafından incelenmiŐtir. Uzman görüŐü sonucunda son düzenlemeleri yapılan ölçek, pilot çalıŐma kapsamında 201 meslek lisesi öđrencisine uygulanmışır. Verilerin analizi için SPSS 20.0 programı kullanılmışır. Ölçeđin faktör yapısını belirlemek amacı ile Açımlayıcı Faktör analizi kullanılmışır.

**Bulgular:** Açımlayıcı Faktör Analizi sonuçları incelendiđinde 33 maddeli ölçekten anlamsız bir Őekilde birden fazla faktöre aitmiş gibi görünen, ya da faktör yük deđeri .30'un altında olan 8 maddenin çıkarılmasına karar verilmiŐtir (Tabachnick & Fidell, 2007). Faktör sayısına karar verebilmek için 3 farklı kriter göz önünden bulundurulmuŐtur: (1) scree test, (2) özdeđer istatistiđi, (3) faktör yapısının açıklanabilirliđi. Tüm bu kriterler göz önünde bulundurulduđunda ölçeđin 5 faktörden oluŐmasına karar verilmiŐtir. Anket geliŐtirmenin ilk aŐamalarından alanyazın taraması sonucunda 5 faktörlü bir yapı ortaya çıkabileceđi belirtilmiş olmasına karŐın baŐta belirtilen faktör

yapısından biraz daha farklı bir yapı ortaya çıkmıştır. Başta belirlenmiş olan "problem çözme" faktörü ilk yapısını korumuştur. "Bilgi edinme faktörü" nün 3 maddesi faktör analizi sonuçlarına göre ölçekten çıkarılmıştır. "İletişim" faktörü ise "sıradan iletişim" ve "sosyal iletişim" olmak üzere iki farklı faktöre ayrılmış olup, 1 madde ölçekten çıkarılmıştır. Başta belirlenmiş olan "eğlence" ve "paylaşım" faktörleri ise tek bir faktör yapısı altında toplanmış olup, "paylaşım ve eğlence" olarak adlandırılmıştır. İki faktörün birleştirilmesi ile oluşturulan bu faktörden de faktör analizi sonuçlarına göre 4 madde çıkarılmıştır. Anketin pilot çalışma sonrası son hali 5 faktörden oluşmakta olup, 25 madde içermektedir: (1) Bilgi Edinme (4 madde), (2) Problem Çözme (4 madde), (3) Sosyal İletişim (6 madde), (4) Sıradan İletişim (3 madde), (5) Paylaşım ve Eğlence (8 madde). Her bir faktöre ait güvenilirlik katsayısı incelendiğinde tüm değerlerin .70 üzerinde olduğu görülmüştür (Barclay, Thompson & Higgins, 1995). Ölçeğin orijinal hali "Appendix" bölümünde yer almaktadır.

Appendix

Turkish Version of Purposes for Social Network Utilization Scale

	Hiçbir zaman	Nadiren	Bazen	Çoğu zaman	Her zaman
	1	2	3	4	5
1. Sosyal Ağları, ödev ya da projelerimle alakalı araştırma yapmak amacı ile kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Sosyal Ağları, ödevlerle ilgili okul arkadaşlarımdan bilgi alabilmek amacı ile kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sosyal Ağları, merak ettiğim ya da ilgi duyduğum bir konu hakkında bilgi edinmek için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Sosyal Ağları, farklı görüş ve düşünceler hakkında bilgi sahibi olmak amacı ile kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Sosyal Ağları, kimseyle paylaşmadığım kişisel sorunlarıma çözüm bulmak için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Sosyal Ağları, sosyal çevremdeki insanlarla yaşadığım sorunları çözmek için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Sosyal Ağları, sağlık ile ilgili sorunlarıma çözüm yolları bulmak için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Sosyal Ağları, kullandığım yazılım ya da oyunlarda yaşadığım sorunlarla ilgili yardım almak için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Sosyal Ağları, arkadaşlarımdan ya da ilgi duyduğum kişilerin yaşantılarını takip edebilmek için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Sosyal Ağları, başkalarının günlük yaşantısını takip edebilmesi için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Sosyal ağları, benimle ortak ilgi alanına sahip insanlarla bir araya gelmek için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Sosyal Ağları, yeni arkadaşlıklar kurmak için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Sosyal Ağları, duygularımı ya da görüşlerimi ifade edebilecek yazılar eklemek için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Sosyal ağları iletişim bilgilerini bilmediğim arkadaşlarıma ulaşmak amacı ile kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Sosyal Ağları, var olan arkadaşlarımla iletişimimi devam ettirebilmek için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Sosyal Ağları arkadaşlarımla mesajlaşmak için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Sosyal Ağları, okul arkadaşlarımla iletişim kurmak için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Sosyal Ağları, komik ve eğlenceli paylaşımlarda (yazı, video, karikatür gibi) bulunmak için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Sosyal Ağları, günlük yaşantımda sıkıcı bulduğum anlardan kaçıp, hoşça vakit geçirmek için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Sosyal Ağları, boş zamanlarımı değerlendirmek için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Sosyal Ağları, video yüklemek için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Sosyal Ağları, interaktif oyunlar oynamak için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Sosyal Ağları, ilgi duyduğum ya da beğendiğim içerikleri (metin, video, resim vb.) paylaşmak için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Sosyal Ağları, komik ve eğlenceli paylaşımlara (yazı, video, karikatür gibi) bakmak için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Sosyal Ağları, etkinlikleri takip etmek için kullanırım.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>