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SOCIAL MEDIA USAGE TENDENCY OF STUDENT TEACHERS: THE CASE OF TURKEY¹

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Abstract

The main purpose of this study is to evaluate the student teachers' tendency to use social network sites which are currently studying in the final year of BA programs at education faculties. General survey method was used to evaluate the overall status of student teachers' tendency to use social media sites. The senior student teachers of education faculties at the state universities in Turkey constitutes the population of the study. To this end, 2152 student teachers across 10 state universities, that includes samples from each geographical region of Turkey, participated in the study. Descriptive statistical approaches were used to analyze the data. Some results from the research are as follows: 85% of student teachers' do have membership to social media sites more than 3 years and 65.9% are actively using more than 2 social media sites. The purpose of using social media sites is "to follow the news and agenda" by 49.1%.

Keywords: Social Media, Social Media Usage, Social Media Groups, Student Teachers

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Öğretmen Adaylarının Sosyal Medya Kullanma Eğilimleri: Türkiye Örneği

Öz

Bu araştırmanın temel amacı eğitim fakültesi lisans programlarının son sınıflarında öğrenim gören öğretmen adaylarının sosyal medya kullanma eğilimlerini incelemektir. Bu amaca uygun olarak öğretmen adaylarının sosyal medya kullanma eğilimlerini değerlendirmek için genel tarama modelinden yararlanılmıştır. Araştırmanın evrenini Türkiye’deki devlet üniversitelerinin eğitim fakültelerinin son sınıflarında öğrenim gören öğretmen adayları oluşturmaktadır. Araştırmanın evreni büyük olduğu için çalışma evrenine ulaşmada zaman ve maliyet tasarrufu sağlayabilmek amacıyla örneklem alma yoluna gidilmiştir. Araştırma küme örnekleme yöntemiyle, Türkiye’deki her coğrafi bölgeden örnek içeren toplam 10 devlet üniversitesinde öğrenim gören 2152 öğretmen adayı ile gerçekleştirilmiştir. Verilerin analizinde betimsel istatistik yaklaşımı kullanılmıştır. Araştırmadan elde edilen bazı sonuçlara göre öğretmen adaylarının %85’inin, 3 yıldan fazla süredir sosyal medya sitelerine üyeliği bulunmakta ve %65,9’u 2’den fazla sosyal medya sitesini aktif olarak kullanmaktadır. Sosyal medya sitelerinin en yaygın kullanımı %49,1 ile “haberleri ve gündemi takip etmek”tir.

Anahtar Kelimeler: Sosyal Medya, Sosyal Medya Kullanımı, Sosyal Medya Grupları, Öğretmen Adayları

INTRODUCTION

The internet and the social media are constantly renewing themselves, becoming more interactive day by day and continue to attract the attention of their users. Social media sites, which increase the number of users every day, point to community formations that make it easier for people to interact with each other and share their thoughts in line with a common goal (Preeti, 2009).

Social media is a form of communication based on sharing, interaction and discussion without space and time limitations (Sarı, 2014). According to Taşkıran (2009), social media consists of platforms which individuals share online, interact and comment. Kaplan and Haenlein (2010) also describe social media as applications whose content is created by its users and allows various changes. According to another definition, social media consists of many virtual environments where the user is active through social networks, blogs and news sites in which messages, photos and videos can be shared (Kızıllarslan, 2012). Social media is a common name for virtual environments, that is which anyone with an internet connection can be included (participation), allows multi-directional flow of information (openness), enables fast access and mutual conversation (synchronization), where social solidarity and cohesion can occur (sociality), can be connected to any network anywhere in the world

(Connectivity) and where games, information, photos and videos can be shared (socializing) (Çingay, 2015).

Social media tools are effective communication tools that enables the sharing of ideas and thoughts, meets the needs of people to express themselves, changes the way of communication, creates virtual communities and enables to act together, maintains new behavior and attitude patterns, and disseminates different doctrines (Akyazı and Ateş, 2012). Social media, which has a tangible place in users' lives, tries to meet the real life needs of its users through the services it offers (Dikme, 2013). Users are constantly sharing in social media environments and they benefit from almost all the features offered by these media.

Social media, which can be expressed as an environment where individuals freely share their feelings and thoughts, enables individuals to share in the areas they want within the interaction environment it creates upon virtual platforms, and encourages its users in this sense (Ulusoy, 2012). Through social media, individuals can be friends with people they have never met, interact with people with similar feelings, thoughts and interests and can form groups and reach millions of people from all over the world at the same time by their sharings (Sarı, 2014; Acun, 2011). These platforms are considered very important in terms of bringing individuals together and increasing the interaction between individuals, carrying the real world to virtual environments (Akıncı Vural and Bat, 2010), being accessible and easy to use (Asur and Huberman, 2010).

In social media environments, users can both produce content and use content produced by others. While this enables users to share content with each other, it also enables them to collaborate on different subjects (Koren, 2010). The features of social media such as allowing multiple uses, being convenient for social sharing, providing fast feedback (Gilbert and Karahalios, 2009) and being constantly updated have made it one of the most appropriate channels for individuals to express themselves. Users can write their thoughts on any topic on social media platforms, discuss different opinions, come up with new ideas, and bring the real world to this environment. These reasons make social media more attractive for its users (Vural and Bat, 2010).

Due to all these features, which affects many areas of human life and have an important place among communication technologies, the time spent by users in social media environments and the number of users participating in these environments is increasing day by day. According to the report of the “We are Social” organization (Digital in 2018), there are 3.2 billion active social media users worldwide. When the Facebook and Instagram statistics in the report are

examined, it is seen that 57% of 2.17 billion Facebook users and 60% of 800 million Instagram users are between the ages of 18-34 (We are Social, 2018).

The vast majority of social media users are between the ages of 15-24 (Koçak, 2012), and university students, who are expressed as the network generation that found a place for themselves in this new communication environment, are the most open to changes and transformations (Düvenci, 2012). Therefore, it is very important to know the social media tendencies of student teachers, who are inside the community expressed as the network generation, and responsible for establishing effective communication with their students on all kinds of platforms. This study found it worth examining the student teachers' tendencies to use social media, which has become an integral part of our lives. The student teachers' membership periods in highly used social media sites, the social media sites they actively use, the average time they spend on social media sites in a day and their purpose of using social media sites were questioned. In this way, it is thought that the prospective teachers' perspectives on these environments that affect their social lives and communication styles can be determined, and they can give an idea about many issues such as their behavioral patterns, habits and attitudes. Knowing the use of social media sites by student teachers will also provide information about the communication that student teachers will establish with their students through social media sites when they start their jobs, share information they will make, and their potential to use these platforms as educational tools. In addition, within the scope of the study, the number of groups that student teachers are a member of on social media sites and how they define the content in the social media groups where they spend the most time have been found out. Since the sample used in this study is all across Turkey, it is considered important in terms of generalizability of the results of the study.

Purpose of the Study

This study has been conducted to assess the student teachers' tendencies to use social media. To this end, answers to the following questions were sought:

1. What is the membership period of the student teachers to social media sites?
2. How many social media sites do student teachers use actively?
3. What are the social media sites that student teachers use actively?
4. How much time do the student teachers spend in their social media accounts on average in a day?

5. What are the aims of the student teachers to use social media sites the most?
6. What is the number of groups / communities that student teachers are members of on social media sites?
7. How do the student teachers describe the content in the social media groups where they spend the most time?

METHOD

Research Model

The general survey method was used in this study, which was conducted to determine the tendencies of student teachers to use social media. In a population formed by the combination of a large number of elements, studies performed on a group selected from the population or the entire population in order to reach a general judgment about the population is expressed as a general scanning model (Karasar, 2012). This model tries to explain and describe what assets, objects, groups, institutions, events and different areas are (Kaptan, 1998). The survey method aims to reveal certain characteristics (skills, attitudes, opinions, beliefs, etc.) of large working groups (Büyüköztürk et al., 2013) without any intervention in the environment (Creswell, 2012; Erözkan, 2007; Fraenkel, Wallen and Hyun, 2012).

Population and Sampling

The student teachers who were senior students at the education faculties of state universities in Turkey in the fall semester of 2016-2017 academic year constituted the population of the study. The reason why senior-level student teachers were included in the study was that they are closer to becoming practitioners in educational settings because they are about to complete their undergraduate education and also that multicultural and multicultural education perceptions may be more evident as they continue to practice teaching at schools.

As the target population of the study was large, sampling was done to save time and cost. The cluster sampling method was used to represent the population, and the data were collected from the lower clusters such as universities. The cluster sampling method is used when all clusters in the population have the chance to be selected equally (Karasar, 2012). This sampling method can be defined as clusters formed by more than one population unit. In this case, the sample is taken from the population on group basis (Büyüköztürk et al., 2013). Cluster sampling is a sampling method based on probability. In this sampling

method, any group with similar characteristics refers to a cluster. Cluster samples may include clusters such as classes, schools, and hospitals (Gay and Airasion, 2003). In this study, cluster sampling was done according to the criterion of university. In this case, student teachers who were senior students at the education faculties of 10 state universities from different geographical regions of Turkey constituted the research sample. Table 1, Table 2 and Table 3 present information about the student teachers participating in the study.

Table 1

Number of Participants by Universities

Universities	N	%
Fırat University	177	8.2
İnönü University	241	11.2
Dicle University	263	12.2
Gaziantep University	115	5.3
Cumhuriyet University	253	11.8
Erciyes University	188	8.7
Afyon Kocatepe University	241	11.2
Uludağ University	282	13.1
Ondokuz Mayıs University	277	12.9
Çukurova University	115	5.3
Total	2152	100

Due to the fact that there were students who could not attend the course during the time periods when data collection tools were applied and some data collection tools were deemed invalid, an approximate of 2152 student teachers out of 2861 were reached.

When Table 2 is examined, it is seen that 69.1% of the student teachers participating in the study are women and 30.9% are men.

Table 2

Distribution of Student Teachers Participating in the Study According to Their Gender

Gender	N	%
Male	1435	69.1
Female	642	30.9
Total	2077	100

Table 3

Distributions of the Student Teachers According to Their Departments and Sub-Departments

Department	Sub-Department	N	%
Department of Computer and Instructional Technology Education	Computer and Instructional Technologies Education	233	10.8
	Science Education	343	15.9
Department of Mathematics and Science Education	Mathematics Education	478	22.2
	Social Studies Education	414	19.2
Department of Social Sciences and Turkish Education	Turkish Education	438	20.4
	English Language Education	174	8.1
Department of Foreign Language Education	German Language Education	72	3.3
Total		2152	100

Data Collection and Analysis

A questionnaire created by the researcher was used to determine the student teachers' use of social media sites in this study. The following questions were asked to student teachers in the questionnaire: sub-department, gender, membership status to social media sites, membership duration to social media sites, total number of friends on social media sites, the number of social media sites they actively use, the most used social media site, the purpose of using social media, average time spend in a day on social media sites, the number of membership to groups / communities on social media sites, description of the content of the social media group they spend most of their time.

An initial detailed literature review on social media was carried out to specify the items in the questionnaire. In this context, theoretical studies and existing examples in the field were examined and expert opinions were sought. The draft of the data collection tool was created by making use of the researches on the subject. The data collection tool was rearranged after the necessary corrections were made by referring to the opinions of the experts in the Department of Educational Sciences and subject area experts. In order to ensure that the data collection tool is compatible with the spelling rules of the language in which it was written, it was examined by an instructor in charge of the relevant language. It was checked whether the collected questionnaires were filled in in accordance with the explanations, and inappropriate questionnaires were not taken into consideration. The survey data were analyzed using the SPSS program. Frequency and percentage distributions are used while analyzing the acquired

data. To analyze the data; descriptive statistics (frequency and percentage distributions) were used.

FINDINGS

Findings Related to Membership Period to Social Media Sites

Student teachers' membership periods to social media sites were examined and the results obtained are given in Table 4.

Table 4

Descriptive Statistics Regarding to Student Teachers' Membership Periods to Social Media Sites

Membership Period to Social Media Sites	f	%
Less than 3 years	311	14.5
3-5 years	676	31.4
6-8 years	804	37.4
More than 8 years	348	16.2

When Table 4 is examined, it is seen that 14.5% (n=311) of student teachers who participated in the study have a membership period of "less than 3 years" to social media sites, 31.4% (n=676) have a membership period of "3-5 years" to social media sites, 37.4% (n=804) have a membership period of "6-8 years" to social media sites, and 16.2% (n=384) have a membership period of "more than 8 years" to social media sites.

Findings Related to Number of Actively Used Social Media Sites

Student teachers' number of actively used social media sites were examined and the results obtained are given in Table 5.

Table 5

Descriptive Statistics Regarding to Student Teachers' Number of Actively Used Social Media Sites

Number of Actively Used Social Media Sites	f	%
Less than 2	696	32.3
Between 2-4	1162	54.0
More than 4	257	11.9

When Table 5 is examined, it is seen that 32.3% (n=696) of student teachers who participated in the study actively use "less than 2" to social media

sites, 54.0% (n=1162) actively use “between 2-4” social media sites, and 11.9% (n=257) actively use “more than 4” social media sites.

Findings Related to Actively Used Social Media Sites

Student teachers’ actively used social media sites were examined and the results obtained are given in Table 6.

Table 6

Descriptive Statistics Regarding to Student Teachers’ Actively Used Social Media Sites

Actively Used Social Media Sites	f	%
Instagram	851	39.5
Facebook	764	35.5
Youtube	235	10.9
Twitter	189	8.8
Others	103	4.8

When Table 6 is examined, it is seen that 39.5% (n=851) of student teachers who participated in the study described their actively used social media site as “Instagram” while 35.5% (n=764) described as “Facebook”, 10.9% (n=235) described as “Youtube”, 8.8% (n=189) described as Twitter, and 4.8% (n=103) described as “Others.”

Findings Related to Average Time Spend in a Day on Social Media Sites

Student teachers’ average time spend in a day on social media sites were examined and the results obtained are given in table 7.

Table 7

Descriptive Statistics Regarding to Student Teachers’ Average Time Spend in a Day on Social Media Sites

Average Time Spend in a Day on Social Media Sites	f	%
Less than an hour	46	21.6
1-2 hours	908	42.2
3-4 hours	600	27.9
More than 5 hours	176	8.2

When Table 7 is examined, it is seen that 21.6% (n=465) of student teachers who participated in the study indicated their average time spend in a day on social media sites as “less than an hour” while 42.2% (n=908) indicated as “1-

2 hours”, 27.9% (n=600) indicated as “3-4 hours” and 8.2% (n=176) indicated as “more than 5 hours.”

Findings Related to Most Usage Purpose of Social Media Sites

Student teachers’ most usage purpose of social media sites was examined and the results obtained are given in Table 8.

When Table 8 is examined, it is seen that 49.1% (n=1057) of student teachers who participated in the study indicated their most usage purpose of social media sites as “to follow the news and the agenda, while 21.9% (n=471) indicated as “photo, video, music, instant status etc., sharing”, 14.0% (n=301) indicated as “communicating with friends”, 7.0% (n=150) indicated as “to have information about other societies and cultures”, 5.1% (n=109) indicated as “sharing academic information (homework, projects, etc.)”, and 2.3% (n=50) indicated as “other” purposes.

Table 8

Descriptive Statistics Regarding to Student Teachers’ Most Usage Purpose of Social Media Sites

Most Usage Purpose of Social Media Sites	f	%
To follow the news and the agenda	1057	49.1
Photo, video, music, instant status etc., sharing	471	21.9
Communicating with friends	301	14.0
To have information about other societies and cultures	150	7.0
Sharing academic information (homework, projects, etc.)	109	5.1
Others	50	2.3

Findings Related to Number of Membership to Groups / Communities on Social Media Sites

Student teachers’ number of membership to groups / communities on social media sites were examined and the results obtained are given in Table 9.

Table 9

Descriptive Statistics Regarding to Number of Membership to Groups / Communities on Social Media Sites

Number of Membership to Groups / Communities on Social Media Sites	f	%
Not a member	413	19.2
Between 1-10	1332	61.9
Between 11-20	245	11.4
More than 21	148	6.9

When Table 9 is examined, it is seen that 19.2% (n=413) of student teachers who participated in the study indicated are “not a member” to any groups / communities on social media sites, while 61.9% (n=1332) have “between 1-10” memberships, 11.4% (n=245) have “between 11-20” memberships, and 6.9% (n=148) have “more than 21” memberships.

Findings Related to Description of the Content of the Social Media Group They Spend Most of Their Time

Student teachers’ descriptions of the content of the social media group they spend most of their time were examined and the results obtained are given in Table 10.

Table 10

Descriptive Statistics Regarding to Description of the Content of the Social Media Group They Spend Most of Their Time

Description of the Content of the Social Media Group They Spend Most of Their Time	f	%
Entertainment	990	46.0
Cultural	483	22.4
Education	435	20.2
Political	128	5.9
Other	92	4.3

When Table 10 is examined, it is seen that 46.0% (n=990) of student teachers who participated in the study described their content of the social media group they spend most of their time as “entertainment”, while 22.4% (n=483) described as “cultural”, 20.2% (n=435) described as “educational”, 5.9% (n=128) as political and, 4.3% (n=92) described as “other”.

RESULTS, DISCUSSION AND RECOMMENDATIONS

In this study, student teachers' membership duration to social media sites, social media sites they actively use, the average time they spend on social media sites in a day and their purpose of using social media sites were questioned. In addition, the number of groups that student teachers are a member of on social media sites and how they define the content in the social media groups they spend the most time in were also determined.

When the duration of membership to social media sites for the student teachers is examined, it is observed that membership period is "less than 3 years"

for 14.5% (n=311), "3-5 years" for 31.4% (n=676), "6-8 years" for 37.4% (n=804) and "more than 8 years" for 16.2% (n=348).

In the study conducted by Akyazı and Tutgun Ünal (2013), when the duration of membership to social network sites was analyzed, it was determined that 41.1% of state university students used it for more than 5 years, and 35.6% used it for 3-5 years. In addition, the rate of those who have used social networks for less than 1 year is quite low (2.5%).

The results with respect to the number of social media sites actively used by the student teachers participating in the study are as follows: 32.3% (n=696) states "less than 2", 54.0% (n=1162) states "between 2-4", 11.9% (n=257) states "more than 4". As a result, 65.9% of student teachers are using actively more than two social media sites.

In a study conducted by Uysal (2020), it is observed that 15% (n = 9) of vocational high school students had memberships to only one social media site, 33.33% (n = 20) had membership to two social media sites, and 25.00% (n = 15) had membership to three social media sites. In the same study, among vocational school students, it is observed that 8.33% (n = 15) of students have membership to one social media sites, 23.33% (n = 42) have membership to two social media sites, and 41.67% (n = 75) of students have membership to three social media sites.

With respect to the duration of membership to social media sites for student teachers, following results are found: 39.5% (n = 851) have stated "Instagram", 35.5% (n = 764) have stated "Facebook", 10.9% (n = 234) have stated "Youtube", 8.8% (n = 189) have stated "Twitter" and 4.8% (n = 103) have stated "Other" social media sites as their most actively used social media site. Based on this, we can say that Instagram is the most actively used social media site by student teachers.

Similar to our study as conducted by Uysal (2020), it has been concluded that Instagram is the social media platform with the highest usage rate among vocational high school and vocational school students. Instagram is used by 93.33% (n=56) of vocational high school students and 91.67% (n=165) of vocational school students. In between vocational high school students, social media use rates after Instagram are observed as Facebook and Youtube 61.67% (n=47), Twitter 30% (n=18) and others 18% (n=11). Instagram and Youtube are observed as the most used social media networks among both high school and university students. Kurt et al. (2019) found the most used social media platforms as Instagram (avg. = 4.30), Youtube (avg. = 4.12), and Twitter (avg. = 2.69). It

has been observed that Facebook, which has more than 2 billion users worldwide, is not preferred by students (avg. = 1.91). According to the data obtained from the randomly selected sample group of 486 people in the study conducted by Göker et al. (2010), 374 people (77%), who make up the majority of the participants, are Facebook members. In the study conducted by Bicen and Cavus (2010), it is seen that 38% of the participants are Facebook users, 38% are Live Spaces, 11% are Myspace, 12% are Hi5 and 1% are Orkut users. By looking at the studies, it is possible to say that there is a decrease in the rate of Facebook usage over the years, and the Instagram is getting more preferred by the users.

With respect to the time spent on social media sites for student teachers, following results are found: 21.6% (n=465) stated "less than 1 hour", 42.2% (n=908) stated "1-2 hours", 27.9% (n=600) stated "3-4 hours", 8.2% (n=176) stated "more than 5 hours" as their average time spent on social media sites.

In one of the studies, the rate of vocational high school students who spend "less than 1 hour" daily on Instagram was found as 23.21% (n = 13), while the rate of vocational school students was 21.82% (n = 36) (Uysal, 2020). Within same study, the rate of vocational high school students who spend "more than 5 hours" daily on Instagram was found as 23.21% (n = 13), while the rate of vocational school students was 25.45% (n = 42). In another study, it was found that 51.4% of the participants spent an average of "1-3 hours", 23.1% "between 4-5 hours", and 13.6% "less than 1 hour" on social media in a day (İbiş and Engin, 2016).

With respect to the most common use of social media sites of the student teachers, 49.1% (n = 1057) of participants stated their most common use case as "to follow the news and the agenda" while 21.9% (n = 471) stated "photo, video, music, instant situation etc., sharing", 14% (n = 301) stated "communicating with friends", 7% (n = 150) stated "to have information about other societies and cultures", 5.1% (n = 109) stated "sharing academic information (homework, projects, etc.)" and 2.3% stated (n = 50) as for "other purposes".

Mazman and Usluel (2011) sum up the use cases of social networks of undergraduate students' in four dimensions and expressed them as establishing new relationships, maintaining existing relationships, academic use, and following the agenda. In the study conducted by Wodzicki et al. (2012), it was revealed that students mostly use social media for social interaction and social integration. In another study, it was concluded that 47.2% of the participants, that is approximately half of them, use social media to get information, followed by communication with 23% (Hazar, 2011). In the study conducted by Küçükali (2016) with university students, it was concluded that the majority of the

participants used social media for fun and relaxation. In another study examining the purposes of using social media, it was seen that the purposes of "sharing information (avg.=3,33)" and "being aware (avg.=3,34)" were more prominent than the purpose of "social interaction (avg.=2,72)". (Kurt et al., 2019). In the study conducted by Uysal (2020), it was seen that 26.67% of vocational high school students stated that their first primary purpose of using social media was to chat with friends, and their second priority was to make use of their leisure time with a rate of 23.33%. Vocational school students, on the other hand, stated that their primary purpose in using social media is to spend leisure time with a rate of 47.22% and their second priority purpose is to share information, videos and photos.

With respect to the number of groups / communities that student teachers are a member on social media sites, following results are found: 19.2% (n=413) are not members of any group or communities, 61.9% (n=1332) have between "1-10" membership, 11.4% (n=245) have between "11-20" membership, and 6.9% (n=148) have "21 or more" membership.

When the student teachers' definition of the content of the social media groups they spent the most time with were examined, 46% (n=990) described it as "entertainment", while 22.4% (n=483) as "cultural", 20.2% (n=435) as "educational", 5.9% (n=128) as "political", and 4.3% (n=92) as "other."

Based on the results obtained from the research, it is possible to say that student teachers use social media actively. Therefore, it is thought that student teachers should be guided in a way that contributes to their interaction with social media platforms. This study was carried out in line with quantitative data. Within the scope of qualitative research, in-depth information can be collected from student teachers by using different data collection techniques. In addition, comparative studies can be made by collecting data from different faculties. It could also be examined whether the friendships of student teachers in the social media sites are related to their social environment, and whether their social media friendships continue in real life.

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EXTENDED ABSTRACT

The vast majority of social media users are between the ages of 15-24 (Koçak, 2012), and university students, who are expressed as the network generation that found a place for themselves in this new communication environment, are the most open to changes and transformations (Düvenci, 2012). Therefore, it is very important to know the social media tendencies of student teachers, who are inside the community expressed as the network generation, and responsible for establishing effective communication with their students on all kinds of platforms. The purpose of this study was to evaluate the student teachers' perceptions regarding multicultural education with respect to their use of social media environments. The student teachers' membership periods in highly used social media sites, the social media sites they actively use, the average time they spend on social media sites in a day and their purpose of using social media sites were questioned.

The general survey method was used in this study, which was conducted to determine the tendencies of student teachers to use social media. In a population formed by the combination of a large number of elements, studies performed on a group selected from the population or the entire population in order to reach a general judgment about the population is expressed as a general scanning model (Karasar, 2012).

The results reached and highlighted as a result of the study are as follows:

- It is seen that 14.5% of student teachers who participated in the study have a membership period of “less than 3 years” to social media sites, 31.4% have a membership period of “3-5 years” to social media sites, 37.4% have a membership period of “6-8 years” to social media sites, and 16.2% have a membership period of “more than 8 years” to social media sites.
- It is seen that 32.3% of student teachers who participated in the study actively use “less than 2” to social media sites, 54.0% actively use “between 2-4” social media sites, and 11.9% actively use “more than 4” social media sites.
- It is seen that 39.5% (n=851) of student teachers who participated in the study described their actively used social media site as “Instagram” while

35.5% (n=764) described as “Facebook”, 10.9% (n=235) described as “Youtube”, 8.8% (n=189) described as Twitter, and 4.8% (n=103) described as “Others.”

- It is seen that 21.6% (n=465) of student teachers who participated in the study indicated their average time spend in a day on social media sites as “less than an hour” while 42.2% (n=908) indicated as “1-2 hours”, 27.9% (n=600) indicated as “3-4 hours” and 8.2% (n=176) indicated as “more than 5 hours.”
- It is seen that 49.1% (n=1057) of student teachers who participated in the study indicated their most usage purpose of social media sites as “to follow the news and the agenda, while 21.9% (n=471) indicated as “photo, video, music, instant status etc., sharing”, 14.0% (n=301) indicated as “communicating with friends”, 7.0% (n=150) indicated as “to have information about other societies and cultures”, 5.1% (n=109) indicated as “sharing academic information (homework, projects, etc.)”, and 2.3% (n=50) indicated as “other” purposes.
- It is seen that 19.2% (n=413) of student teachers who participated in the study indicated are “not a member” to any groups / communities on social media sites, while 61.9% (n=1332) have “between 1-10” memberships, 11.4% (n=245) have “between 11-20” memberships, and 6.9% (n=148) have “more than 21” memberships.
- It is seen that 46.0% (n=990) of student teachers who participated in the study described their content of the social media group they spend most of their time as “entertainment”, while 22.4% (n=483) described as “cultural”, 20.2% (n=435) described as “educational”, 5.9% (n=128) as political and, 4.3% (n=92) described as “other”.

Based on the results obtained from the research, it is possible to say that student teachers use social media actively. Therefore, it is thought that student teachers should be guided in a way that contributes to their interaction with social media platforms. This study was carried out in line with quantitative data. Within the scope of qualitative research, in-depth information can be collected from student teachers by using different data collection techniques. In addition, comparative studies can be made by collecting data from different faculties.