ISTANBUL TECHNICAL UNIVERSITY ★ GRADUATE SCHOOL

AN INVESTIGATION OF SOCIAL NETWORKS' USAGES& PURPOSES : A CLOSED SOCIETY NEAR THE BORDER

M.Sc. THESIS

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Department of Science, Technology and Society

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İSTANBUL TEKNİK ÜNİVERSİTESİ ★ LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ

SOSYAL AĞLARIN KULLANIM VE AMAÇLARININ ARAŞTIRILMASI : SINIRDA KAPALI BİR TOPLUM ÖRNEĞİ

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Sinem ÖZKÜÇÜK, a M.Sc. student of İTU Graduate School student ID 422171013, successfully defended the thesis entitled "SOCIAL NETWORKS'USAGES AND PURPOSES: A CLOSED SOCIETY NEAR THE BORDER" which she prepared after fulfilling the requirements specified in the associated legislations, before the jury whose signatures are below.

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To my deceased father,

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June,2021 Sinem ÖZKÜÇÜK

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ABBREVIATIONS

ICT : Information and Communication Technologies
I.T : Information Technologies
C.T : Communication Technologies
BTK : Information Technologies and Communication Institution
EUROSTAT : Statistical Office of European Union
IHA : İhlas News Agency
TRT : Turkish Radio and Television Corporation
TUIK : Turkish Statistical Institute
IP : Internet Protocol
GSM : Global System for Mobile Communications
CD : Compact Disc
DVD : Digital Video Disc/Digital Versatile Disc
MP3 : MPEG Audio Layer
OECD : Organization for Economic Co-operation and Development
WWW : World Wide Web
ARPANET : Advanced Research Projects Agency Network
CERN : European Nuclear Research Center
CBBS : Computerized Bulletin Board System
B.C : Before Christ
SNUPS : Social Network Usage Purposes Scale
TV : Television
STS : Science, Technology and Society
SNS : Social Networking Sites

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AN INVESTIGATION OF SOCIAL NETWORKS USAGES & PURPOSES: A CLOSED SOCIETY NEAR THE BORDER

SUMMARY

It is apparently observed in today's world McLuhan's (1964) prediction that technology would globalize people and turn the world into a global village is coming true in the virtual world. In the information age, while the three quarter of the world residents are on the way to be global citizens and adapt to the new developments in a rapid way, there still exist some communities who are deeply rooted in their traditions which last for centuries. The local people of Akçakale district in the southeastern region of Turkey are one of these communities. Most locals in Akçakale are still living in a closed tribal system with a patriarchal structure which has disadvantageous features such as illiteracy and gender discrimination. Taking into account of the pros and cons of new technologies of the information age as well as the new life's necessities, this research focuses on the social network usages and purposes of disadvantageous groups in the information age in order to see: whether there is a significant difference between gender, age, education variables and Internet habits of the local people of Akçakale district. The method of the research is descriptive survey model and quantitative research methods were also used. A questionnaire was applied to 122 local participants in collecting the data.

First, the personal information form created by the researcher was applied to determine the demographic characteristics of the local people in Akçakale and their use of Internet and social media. Secondly, "Social Networks Usage Purposes Scale" developed by Usuel, Demir and Çınar in 2014 was applied. SPSS statistical program was used for data analysis. In the findings of the study, it is revealed that gender, education and age factors affect the internet usages and purposes of the local participants. Based on these findings, suggestions and comments were made for the research area.

Keywords: Social Network, Social Media, Information Age, Information Society, Internet Risks, Disadvantaged Community

SOSYAL AĞLARI KULLANIM VE AMAÇLARININ ARAŞTIRILMASI : SINIRDA KAPALI BİR TOPLUM ÖRNEĞİ

ÖZET

Bilgisayarın icadıyla bilgilerin dijital veriye dönüştürülmesi ve İnternetin icadı ile de dijital veriye dönüştürülen bilgilerin dünyanın dört bir yanına yayılması "bilgi ve iletişim teknolojileri" adında yeni bir alanın ve "bilgi çağı" adında yeni bir dönemin başlamasını sağlamıştır. Bilgi çağında telekomünikasyon, bilgi teknolojileri ve iletişim teknolojilerinin dijital yakınsaması sosyal medya ve sosyal ağ platformların oluşmasının zeminini hazırlamış, bu ağlarda insanlar kendilerini tanımlayarak her kültürlerden farklı kişilerle eş zamanlı ve anlık olarak iletişime geçebilmiş ve kendi sosyal ağını oluşturabilmiştir. Sosyal ağlar insanların kurduğu, duygu, düşünce, jest ve mimiklerini sembollerle ifade edip İnternet üzerinden sosyal iletişim kurduğu ortamlara verilen isimdir. Facebook, Instagram, YouTube ve Linkedin sosyal ağlara örnek teşkil etmektedir. İnternet ve bilgisayarın icadından daha bir asır bile geçmemişken bugün 7.83 milyarlık dünya nüfusunun 5.22 milyarı cep telefonu kullanmakta, 4.66 milyar insan İnternete erişmekte ve 4.20 milyar insan Facebook, Instagram, TikTok vb. sosyal medya platformlarına girmektedir. Bugün Internet üzerine günlük olarak geçirilen zaman ortalama 6 saat 57 dakika iken, sosyal ağ sitelerinde ise 2 saat 25 dakikadır (Wearesocial,2021).

Sosyal medyada zaman geçirmenin insanların günlük akışkanlarından biri haline geldiği 2000'li yıllardan itibaren toplumlar hem sanal ortamda hem de fiziksel ortamda bulunarak iki ortamı da aynı anda idare etme gibi daha önce yaşamadığı deneyimlemedigi veya nesiller tarafından kendisine aktarılmayan yeni bir düzende varlığını sürdürmeye başladı: Sosyal ağlar. 4.66 milyar kişi daha önceki toplumların deneyimlemediği yeni bir ortamı deneyimlemektedir. McLuhan 'ın (1964) yıllar önce teknolojinin insanları küreselleştirerek dünyayı küresel bir köy haline getireceği öngörüsünün sanal dünyada gerçekleştiği bugünün dünyasında görülmektedir. Dünya nüfusunun yarısından çoğunun Internet, bilgisayar, cep telefonu, sosya medya gibi ICT araçlarıyla ilişki içinde olması toplumun sosyo-kültürel alışkanlıklarına ve ekonomik yapısına eğitim, hukuk, sağlık ve ticaret gibi birçok alanın işleyişine yeni bir boyut kazandırmıştır. Teknolojik gelişmelerin gelmesiyle birlikte bir modernleşme süreci yaşayan toplumlar, sosyal ağların ortaya çıkmasıyla birlikte kitlelerin mekan ve zamandan bağımsız olarak birbirleriyle iletişim kurabileceği, sınırları olmayan, geçmişteki hiçbir sosyal düzene uymayan bir sanal köyde küresel bir toplum olma deneyimi yaşamaya başladılar. Bu küresel ortamda, sağlanan ticari ve hayatı kolaylaştırıcı uygulamaların yanında bilgiye erişim, bilgi paylaşımı ve bilgi alışverişi gibi imkanlar toplumların küresel bir bilgi hazinesi ve bakış açısı kazanmalarını sağlamaktadır.

Diğer taraftan bilginin çoklu iletişim ortamlarında hızlı ve sürekli olarak yayılması bireylerin önüne çıkan bilgiyi anlayıp analiz ederek eleştiri süzgecinden geçirmesini gerekli kılmaktadır. Özellikle bilginin ekonomik boyutunu ve hızlı yayılımını kötü amaçlarına alet eden kişilerin, bilgiyi değerlendirme becerisinden yoksun bireyleri aldatması bu ortamın risklerinin de olduğunu göstermektedir. Bu yüzden toplumların bilinçli bir bilgi analizcisi olması yönünde bilgilendirici çalışmaların yapılması çok önemlidir. Özellikle gün geçtikçe artan ve yaygınlaşan bu yüzden sürekli yasal düzenlemelerde boşluklar oluşturan siber suçların (Bozbayındır, 2019), insanları aldatma olasılıklarını düşünülürse bu anlamda bir farkındalığa ve yaklaşıma sahip olmanın bilgiyi kullanma ve yeni bilgiler üretmek kadar zorunlu olduğu anlaşılabilmektedir.

Dünya sakinlerinin dörtte üçünün küresel vatandaş olma yolunda yeni gelişmelere hızlı bir şekilde uyum sağlayarak ilerlediği bilgi çağında, bazı topluluklar bunun aksine yüzyıllardır devam eden geleneklerine derinden bağlılık göstererek küresel toplum olma konusunda kent toplumlarına nazaran farklılık gösterdiği son araştırmalarda görülmektedir. Türkiye'nin Güneydoğu Anadolu bölgesindeki Şanlıurfa iline bağlı Akçakale İlçesi'nin yerel halkı bu topluluklardan biridir. Akçakale'deki çoğu yerli, okuma yazma bilmeme ve cinsiyet ayrımcılığı gibi dezavantajlı özelliklere sahip, ataerkil bir yapıda ve kapalı bir aşiret sistemi içinde yaşamaktadır.Günümüz bilgi çağının artı ve eksi getirileri de göz önünde bulundurulduğunda bu çağda bilgiyle donanımlı olmamak, sanal ortamın riskleriyle her an sınandığımız durumlarda büyük bir tehlike teşkil etmektedir.Bu yüzden bu toplumlarda Internet kullanımı ve eğitim faktörü arasında anlamlı bir farklılık olup olmadığını sorgulamak araştırmanın ilk hipotezidir. İkinci ve üçüncü hipotezde ise yaş faktörü ve cinsiyet faktörü ele alınmaktadır. Sosyal medyaya uyum sağlama ve etkin kullanma konusunda yaş faktörünün ve cinsiyet faktörünün herhangi bir etkisinin olup olmadığı araştırılmaktadır.

Bu araştırmada Şanlıurfa'nın Akçakale ilçesinde yüzyıllardır devam eden geleneklerini sürdüren yerel halkın sosyal ağlara karşı bakış açılarını tespit etmek amaçlanmıştır. Yerel halkın sosyal ağları hangi amaçla kullandıkları ve sosyal ağları kullanım sıklıkları eğitim düzeyi, yaş ve cinsiyet değişkenlerine göre incelenmiş ve anlamlı bir farklılık olup olmadığı tespit edilmeye çalışılmıştır. Bu araştırmada betimsel tarama modeli kullanılmış olup nicel araştırma yöntemlerinden yararlanılmıştır. Verilerin toplanılmasında anket uygulamasına başvurulmuştur. İlk olarak Akçakale insanlarının demografik özellikleriyle Internet ve sosyal ağları kullanım durumlarını tespit etmek amacıyla araştırmacı tarafından oluşturulan kişisel bilgi formu 58'i erkek, 64'ü kadın toplamda 122 yerel katılımcıya uygulanmış, ikinci olarak Usluel, Demir ve Çınar (2014) tarafından geliştirilen "Sosyal Ağların Kullanım Amaçları Ölçeği" aynı katılımcılara uygulanmıştır. Hem kişisel bilgi formundan hem de anketten toplanan veriler SPSS istatistik programıyla analiz edilmiştir. Araştırmadan elde edilen bulgular sonucunda ankete katılanların hemen hemen hepsinin düzenli sosyal ağ kullanıcıları olduğu ortaya çıkarılmış, sosyal ağları kullanma amaçlarıyla eğitim düzeyi, cinsiyet ve yaş değişkenleri arasında anlamlı farklılıklar tespit edilmiştir. Diğer bir değişle, katılımcıların çoğunluğunun düzenli sosyal ağ kullanıcıları olmasına karşın, sosyal ağları kullanma amaçları eğitim, cinsiyet ve yaş faktörlerinden etkilenmektedir. Araştırmadan elde edilen bulgulardan yola çıkarak araştırma alanına yönelik önerilerde bulunulmuştur.

Anahtar Kelimeler: Sosyal Ağ, Sosyal Medya, Bilgi Çağı, Bilgi Toplumu, Sanal Ortamın Riskleri, Dezavantajlı Toplum

1-INTRODUCTION

With the invention of the computer, the transformation of information into digital data and the spread of digitalized information with the invention of the Internet started a new era in the name of information and communication technologies (ICT). ICT is a new evolving comprehensive term that covers technological devices such as telephone, computer as well as communication sources such as Internet and social networks. Social networks are the environments that people establish, express their emotions, thoughts, gestures with symbols and establish social communication on the Internet. Facebook, Instagram, YouTube and LinkedIn are examples of social networks.

With the emergence of social networks, societies that already experience modernization with technological developments dating back to the industrial age have begun to experience being a global person in a virtual village where the masses can communicate with each other regardless of border and time. While not even a century has passed since the invention of the Internet and the computer, 5.22 billion of the 7.83 billion world population today use smart phones; 4.66 billion people have access to the Internet and 4.20 billion people have access to social media platforms (also called as social networking sites) such as Facebook, Instagram, TikTok, etc. according to the statistical data (Wearesocial,2021). Today, the time spent on the Internet on a daily basis is around 6 hours and 57 minutes and its 2 hours and 25 minutes is spent on social networking sites. Spending time on social networking sites(SNS) has become one of the daily fluids of today's society. By means of SNS, people are able to communicate with others simultaneously and instantly by defining themselves in these networks and creating their own social network as well as benefiting from many life facilitator factors such as online shopping and self-employment.

The widespread usage of the ICT tools such as the Internet, computers, mobile phones, and social networks has gained a new dimension to the society by affecting its socio-cultural and economic structure.The reality that more than half of the world's populace is in contact with ICT instruments such as the Web, computers, versatile phones, and social media has brought an unused measurement both to the socio-cultural propensities and financial structure of the society in addition to its impact on numerous areas such as instruction, law, wellbeing, exchange, etc.

With the rise of social systems, social orders that encounter modernization with mechanical improvements have started to encounter being a worldwide society in a virtual town that does not fit any social arrangement within the past. Opportunities such as having access to data, data sharing and data trade in this age empower social orders in terms of a worldwide information and viewpoint. On the other hand, the quick and ceaseless spread of data in different communication situations requires people to analyze the data. Taking into account of the conceivable outcomes of beguiling individuals, particularly when we consider the conceivable outcomes of cybercrime, which continually recharges itself and makes loopholes in lawful controls; mindfulness and critical thinking are thought as fundamental as utilizing data and creating unused data. From this perspective, the terms "information," after which this era is named, and "data," which has developed in the digital age, are first defined in the second part, titled "Instruments of the Information Age."And the process of digitalization and dissemination of information is explained with the digital convergence of information and communication technology. Then, ICT which includes communication networks such as social media and social network as well as information and communication tools such as Internet are explicated with the literature background before ICT skills, which are the skills that all Internet users should acquire, are introduced. The skills of using information called as ICT skills are stated in terms of the necessity of learning these skills and its mutual relation with people. Later, more detailed information about ICT tools is given and the attention is drawn to the distortions experienced in the use of ICT tools in relation to security.

The reason why the concepts of social media and social network are used interchangeably is clarified and the difference between them is pointed out before moving onto the most preferred social networking sites. Then, brief history and functionality of the most preferred social networking sites are given, and the types of users on social networking sites are mentioned. Finally, the latest thesis studies, researches and statistical data on the purposes and usage levels of Internet, mobile phones and social networks are included as a literature study. In the third part of the research, the socio-cultural importance of information and ICT skills for societies are emphasized and the historical and the demographic characteristics of Akçakale district and Akçakale community are given.

The importance of the research, the purpose of the research, the hypothesis of the research, the research universe, the research model, data collection tools, the findings collected from the data and comments on these findings are included in the Method, the fourth part of the researchThe fifth part of the research is titled as “Conclusion and Recommendations”. All literature and the findings obtained from the research are evaluated and the results of the hypotheses put forward are discussed from Science, Technology and Society (STS) perspective.

2- THE INSTRUMENTS OF INFORMATION AGE

This section discusses the elements that contributed to the emergence of the information age.First of all, the term information and data are defined and the difference between two terms is clarified since they are the main cores of the research.Secondly, Information and Communication Technologies and its tools (Internet,Web 1.0 and Web 2.0 tools ,social media ,social networking sites)are explained within the literature background.Thirdly, the usage fields,purposes and effects of social media and Internet are discussed pointing out the cons and pros of them from the lense of STS perspective.Finally, the importance of ICT skills and media literacy skills in the information age is mentioned.

2.1 Information and Data

The information that the information age is named after is the most important raw material of the information age. Agriculture and manpower were crucial in the agricultural age while capital, energy and manpower were important in the industrial age. And now information and telecommunication tools that disseminate this information and people's ability to produce infomation are at the forefront in the information age.
Data and information are the most widely used words in the Information Age.Data differ from information since information is contexual and meaningful organized data while data mean bits and units of information such as records and lists in a database (Taşkın,2004 p.7). While information means meaningful expressions, data are short, concise and they do not contain a meaning on their own. Each number in a phone list is data. On the other hand, the statement “Facebook is the social network with 2 billion users” is information. It is contextual and meaningful.

2.2 I.T, C.T and Telecommunication: A Digital Convergence

ICT, a popular term we use today, was actually not a well-known term until 2000s. Information and communication technologies emerged as a result of a digital convergence of two technology fields, which are expressed separately as Information Technologies and Communication Technologies. In order to better understand ICT inductively and to make its formation more understandable, first, these two fields are defined separately in the research. Later, another concept that plays an important role in the digital convergence is discussed: telecommunication.

With the advancement of microelectronic technology, the transition of information from mechanical instruments such as calculators to electronic instruments such as computers became accessible. In 1946, with the emergence of the first computer weighing 30 tons at the University of Pennsylvania, we took our first step into the digital world (Forrester, 1986 p.2). As a result of the invention of the computer, the digitalization of information and data has provided convenience in storing and rearranging information, and a new field emerged with the digitization of information: information technologies. Tom Forrester (1986) calls Information Technology (I.T.) as "the new science of collecting, storing, processing and transmitting information". Today, I. T refers to the technology covering the development, maintenance, and use of computer systems, as well as software, and networks for the processing and distribution of data.I.T. contained the use of computer in order to store and rearrange the information or data till 1980 while today Information technology with its new name "ICT" covers networking due to the convergence of computing and telecommunication in 1990s.It is referred the fact that I.T is a continuous evolving concept.

Communication technologies, the other component of ICT, is an important component that enables the spread of information technologies to the world and their use by large masses. According to Baldini (2000), communication technologies (C.T); is a field that has undergone rapid development after the invention of the printing press, the electronic revolution and the establishment of radio and television. Almost every technological tool we encounter in our daily lives is within the scope of communication technologies (Ataberk, 2001 p.75).

Many experts believe that the adventure of communication technologies began with the printing press, proceededwith the innovations of the telegraph, telephone, and radio, and finally arrived at today's conditions with the invention of the computer and Internet technologies. (Wearesocial, 2021). Today, the most preferred communication technologies are smart phones and Internet (Wearesocial, 2021). In addition, GSM, remote control, photocopier, modem, printer, video, satellite, video camera, radio, telex is also within the scope of communication technologies (Ataberk, 2001). In short, the tools from the past to the present that help us to communicate are called communication technology.

Convergence is defined as the fact that two or more things, ideas, become similar or come together (Cambridge Dictionary,2021). Digital convergence, on the other hand, is the relationship that data and computer establish with the invention of computers by processing information or data into the computer, as well as the relationship that data establish with the Internet through the computer (Roco,2015). With the information technology, the process of storing, processing and producing the data using the computer was launched and the data were transferred to the network via communication technologies such as Internet. This digital convergence (relationship) of information technologies and communication technologies has generated Information and Communication Technologies: ICT. Although communication technologies are needed to provide communication in the digital environment, the main concept that functionalize these technologies is telecommunication.

The word telecommunication, which plays a major role in the digital convergence of information and communication technologies, is a French word and when we look at its etymology, suffix “tele” means “distance” in Greek, and coommunicare means “sharing” in Latin (“Telecommunication”, 2021). In the dictionary of Turkish Language Institution(TDK), it is technically defined as transmission and emission of any news, text, pictures, symbols or any kind of information by electromagnetic systems such as wire, radio, optics (http://www.tdk.gov.tr, 20.03.2021). Electrical signals can be given as an example of telecommunication that enables sharing and transmission of information. Telecommunication is one of the cogs that play a role in the convergence of information and communication technologies. We can reach individuals across long distances thanks to telecommunication infrastructure (Mueller, 1999 p.13).

In today's world, thanks to telecommunication, which is an indispensable part of social networking sites created through information and communication technologies, people have a chance to exchange information with each other on social media such as Facebook, Instagram, Twitter regardless of time and space. In short, telecommunications, information technologies and communication technologies are the elements that make up the concept of ICT. Information and communication technologies include all processes of digitalization of information with computer and smart phone etc. technologies (information technologies), transmission and reception of digital information by electromagnetic systems (telecommunication) and the Internet (communication technologies).

2.3 ICT (Information and Communication Technologies)

ICT is comprised of all kind of communication devices and applications such as hardware, software, computers, networks and satellite systems (Selvi,2015 p.9). ICT is also comprised of some sub-sectors such as: hardware, software and telecommunication sectors (Carlsson and Paulsson,2003 p.6). ICT enables people to collect, process, access, store and transfer information to anywhere and anytime they desire via hardware technologies such as electronics and/or optics(Dandin and Koçak, 2017 p.138).Hardware technologies contain technological devices such as computer, printer, projection technology, flash memory, CD, DVDs, mp3 players to ensure collecting, processing and storing of information or data whereas telecommunication sectors consist of radio, television, Internet and social media platform which fulfill transferring or exchanging information or data between people. Software technologies, on the other hand are viewed as the kitchen of ICT where new creations on ICT are made. By means of software technologies such as multimedia technologies (java, kotlin, phyton, etc.), people have an opportunity to produce new applications and methods. Therefore, they are crucial part of ICT by fulfilling its evolution and development (Atılgan, 2006).

Information and Communication Technologies (ICT) is a constantly evolving comprehensive term that is formed by the integration of telecommunications into Information Technologies and Communication Technologies and the digital convergence of the three. The reason for the continuous development of ICT is the digitalization of information and the simultaneous access of communication to large masses. This has accelerated the dissemination of information and allowed the global existence of information, all of which lead to the continuous evolution of concepts, methods and practices within ICT itself. The fact that ICT consists of more than one element has made it necessary to divide and examine ICT into sectors. Although the digitization of information makes it easy to obtain information, the fact that there are billions of information and thousands of new information and applications included in the ICT pool every day makes ICT an increasingly complex structure. And acquiring correct information from this complex structure and producing new information also require knowledge and skills.

2.3.1 ICT skills and mutual relations

The fact that information is delivered to large masses through ICT, that ICT appeals to all segments of the society and that it gains socio-economic value turn the skills of using ICT from being a skill that only ICT personnels should know, into universal skills that the whole society should acquire. ICT skills are also named as media literacy skills and software skills such as accessing information, analyzing information, processing information, disseminating information and using information in useful ways (Gürsoy, 2013 p.51). At this point, it can be metaphorically resembled that the information is a raw material and ICT is the valley of the factories. As it is understood, society is the primary actor in information processing activities that contribute to ICT's vastness and complexity. Although societies don’t have a role in the creation process of ICT, they have an active role in ICT’s sustainability. Communities collectively contribute to ICT by processing and disseminating information. In this respect, it can be said that the development of ICT is based on people's actions and productions. Individuals who learn ICT skills benefit themselves and the communities in which they spread knowledge, as well as ICT, by processing, using, and spreading data.

For example; In the health sector, the use of preventive medicine by physicians to inform people about health issues through social networks contributes to public health, and by keeping their information in a digital system, the physicians can have an opportunity to store their experiences for the future and keeping the information in the system means that there is important data about health in the ICT environment (Cingi,2013p.18). Again, to give an example, teachers' integration of ICT tools into their lessons increases the efficiency of the lessons and alleviates the burden of the teacher. In addition, teachers can improve the features of the tools by using these tools. As a job opportunity, an individual with ICT skills can provide economic employment by using information processing skills. Undoubtedly, Web tools have contributed the most to the development of ICT. Web 2.0 tools paved the way for the creation of social networks and social media platforms, allowing large masses to meet with ICT, and thus the production and development of society become continuous.

2.3.2 ICT tools

Information and Communication technology tools include software tools, hardware tools and communication tools (Selvi,2015 p.9: Carlsson and Paulsson,2003). The ICT tools are defined as digital infrastructures like computers, laptops, printers, scanners, software programs and data projectors (Atılgan,2006 p.1).

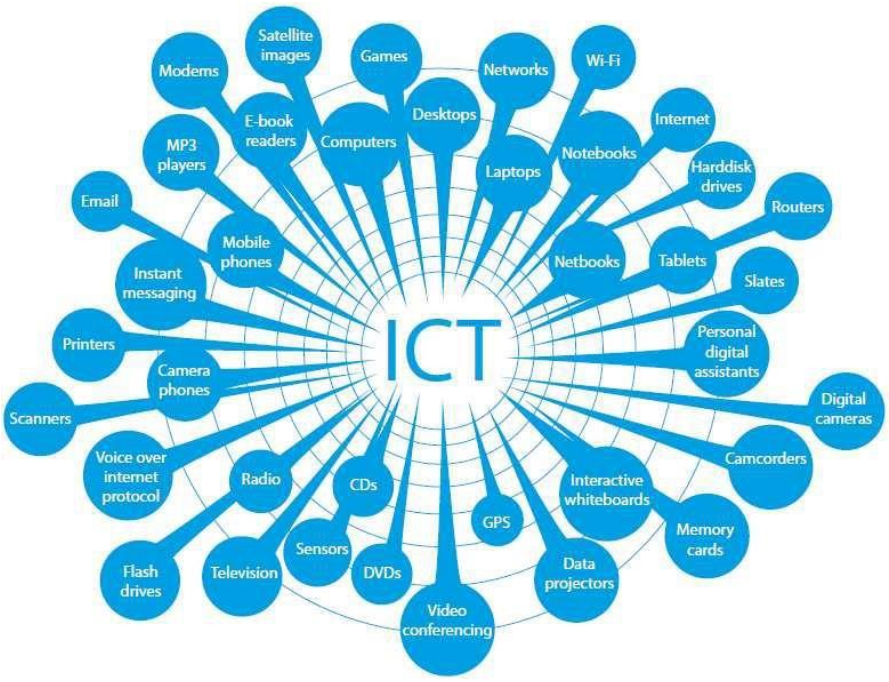

Figure 2.3.2: ICT world (Anderson, 2010, p.4).

Today, it is seen that ICT tools are used in almost every field such as education, psychology, law, economy, health, business and etc. (Odabaşı et. al., 2011 p.39). Using ICT tools in every area where individuals communicate makes challenging works easier and saves time. For example; without going to the palace of justice, an individual can find out the status of the case file about which he or she is complaining by enteringhis information on the official Website of the palace of justice, or a person who is curious about the balance in his credit card can download the credit card's online application to his smart phone without going to the bank. Or, a person who wants to make an appointment with the doctor can make an appointment via phone or online without having to see the hospital for an appointment early in the morning. With ICT tools, people's lives become easier and people get the opportunity to use their time more efficiently. On the other hand, disadvantageous situations such as lack of security, privacy and cyber bullying may arise regarding the use of ICT tools (Dandin and Koçak,2017). Many ICT tools have deficiencies in security such as fraud over the phone, theft of e-mail account, viruses such as trojan, malware and etc. entering the computer or smartphone and there are still no serious sanctions for verbal abuse and threats to individuals via social networking sites. Gülşah Bostancı Bozbayındır (2019 p.446) stated in her article "Cyberbullying and Criminal Law" that there are many loopholes in the legal system with cyber bullying and similar crimes in general.

2.3.3 Internet

Although the Internet has been widely used since the 1990s, the first appearance of the Internet on the stage of history dates back to the 1960s. In 1960, American Military Defense System became design sponsor of ARPANET (Advanced Research Projects Agency) and ARPANET, which has grown rapidly with this support, created a common network language in 1973. This network language was called IP (Internet Protocol). IP is a network language consisting of 4 numbers and 8 bits. These numbers enabled different networks to come together and transmit data. Thus, the current Internet emerged("Internet",2021). experiment on energy and share it with other scientists. The Internet is the name given to the communication network where many computers are connected to each other, with IP numbers providing the transmission and sharing of information.

Every web page has an IP number, and when the page is entered, the IP number assigned by the IP protocols for that page is used to have access to the web page. Although the use of the Internet dates back to the 1970s, its widespread use by civil society became possible in the 1990s. In 1989, the European CERN research center created a network system called WWW (world wide web) to digitize the data. Although this network system involved the features of an encyclopedia and only allowed information to be read by people, this development would progress to wikipedias, blogs and social media, which would enable both reading and producing information in the future. With the emergence of Web 2.0 tools after the development of the WWW, that is, Web 1.0, the Internet started to become more common. The fact that Web 2.0 tools provide interpersonal communication in a social environment has led to the Internet being more preferred. Today, thanks to the Internet, information is shared and exchanged between people; up-to-date news is reached quickly and simultaneous, fast, multiple and economic communication takes place regardless of time and place (Güler et.al. ,2016 p.1; BTK,2019). According to the statistical report titled "Digital 2021" prepared by Wearethesocial in January 2021, it is reflected that more than half of the 7.83 billion world population (4.66 billion%) is online. While the number of Internet users was 4.02 billion in 2018 and 4.38 billion in 2019, it reached 4.66 billion in 2020 with an increase of 13 percent. This increase, which is experienced every year, has led not only to the increase of civil society but also to institutions, municipalities and companies on this virtual world. The Internet now encompasses media news, promotion/advertisement, travel/holidays, public services, banking, trade, environment, health, education and entertainment. This huge universe offered to people with IPs has also changed the social structure and contributed to the start of a new era.

2.3.4 Internet Risks and Media Literacy

The Internet has been the subject of many researches with its many benefits as well as its harms. The Information Technologies and Communications Authority (BTK), affiliated to the Presidency of the Republic of Turkey, summarizes the risks and harms of the Internet under the following headings (BTK,2019):

- Access to False and/or Harmful Information;
- Virtual Fraud,
- Sharing of Personal Information and Identity Theft
- Malware
- Phishing
- Illegal Gambling• Online and Offline Communication with Strangers
- Copyright Violation
- Violence/Hate/Racism Activities

The fact that the victims of cybercrime are unconscious users and victims of crime are people from institutions and in the economy, trade, and financial sectors once again indicates the reason for this horrific scene: ignorance. The biggest danger of the digital age is that an individual does not have sufficient knowledge and awareness about the digital environment. Because of the difficulties of tracking down the criminal, the lack of suitable rules and regulations and the continuous evolution of crimes and crime tactics, it is not legally practicable to manage cybercrime. (Bostancı Bozbayındır, 2019 p.446). Stating that it will not be enough to impose legal restrictions on combating these terrible risks, BTK stipulates that Internet users should be conscious media literate individuals as a solution to this issue. Digital media literacy, one of the 21st century skills means the ability to find, understand, analyze, produce and share digitalized information. In other words, they are ICT skills. With media literacy, which has become the most important skill of the new age, individuals gain awareness of the dangers that may occur on the Internet and gain the habit of using ICT tools as an ethically conscious and responsible individual (BTK,2019). In order to cope with the Internet, our mastery of the Internet and ICT skills is the most necessary qualification in the information age. The fast, economic, entertaining and financial opportunities offered by the Internet in the new age attract attention of large masses. Protecting our own personal security, privacy and confidential data while enjoying the useful services of the Internet is also media literacy skill. For this, it is necessary to master the skills of this environment in order to distinguish between true and false in the virtual environment. This can be achieved with digital media literacy, which is one of the 21st century skills (Dilmen and Turan,2016 p.28).

2.3.5 Web 1.0 and Web 2.0

The data obtained at the European Nuclear Research Center (CERN) in 1989 were transferred to a unilateral network system called WWW (world wide Web) so that the data could be read by other scientists. This network system, where users can only search and read information but cannot produce content, was called as the first stage of the Web, namely Web 1.0. We can show Britannica Online Encyclopedia as an example of Web 1.0 networks (İşlek, 2012, p.14). The Web 2.0 tool, the main architect of the Information Age, where users can produce content, share the content over the network and receive feedback from other users, was first used by O'Reilly in 1990 (O'Reilly, 2005). O'Reilly (2005) clarified the difference between Web 1.0 and Web 2.0 tools with examples. Some of these examples are;

Web 1.0: Screen scrapping, personal websites, publishing, Britannica Online
Web 2.0: Web services, blogging, participation, wikipedia, social network platforms

On personal websites, only the website's owner uploads information (publishing) whereas there is the opportunity of readers to write comments and messages on blogs (participation). The reader has a chance to add content on wikipedia unlike Britannica Online where people never have a chance to add content. New qualities to web have transformed the network area into an area where people can not only learn information, but also exchange information. This formation also contributed to the emergence of social media.

2.4 Social Media

The data stored and processed on the computer spread all over the world over the Internet, which is one of the latest communication technologies and there exist tools that enable us to present information and share information bidirectionally under the name of Web 1.0 and Web 2.0 tools in the process that develops with the transfer of data to the Internet. Thanks to these two-way tools, today's social media has taken its place as an indispensable part of ICT. Social media is a network environment connected to the Internet from ICT tools. According to many researchers, it is called new media because before the concept of social media became widespread, information sources such as newspapers, television, radio and magazines were called media.

This new platform created in the Web environment has been named as new media by many researchers as it serves as a source of information (Dal and Dal, 2014 p.145). Social Media are generally defined as forms of electronic communication. It is the platform where users create online communities to share information, ideas, personal messages, videos and other contents (Kaplan and Haenlein, 2010 p.61). Social media, a product of Web 2.0 tools (İşlek, 2012 p.14) and the latest product of the development of Web 2.0 technology, provides a social environment where people can start and maintain their communication with each other simultaneously (Kaplan and Haenlein, 2010 p.61) and allows people to build social networks (Pierre, 2019 p.13). Social media is an Internet-based application based on the technological structure where users can freely exhibit content creation, making social media attractive for people. It is an application designed with highly accessible and scalable publishing techniques, whose main purpose is to create and develop mutual relations between people (Boz and Uca Özer, 2015 p.91) on a web page where people have the opportunity to contribute. Web 2.0, the ICT tool that allows people to exchange information in a network environment, also paved the way for the formation of social media. Created by Ward Christensen and Randy Suess in 1978, the CBBS (Computerized Bulletin Board System) software program where computer enthusiasts can share information is the first place at which social media meets civil society ("CBBS", 2021). Social media the Web 2.0 tool, unlike Web 1.0, allows users to exchange information with each other and contributes to the Website (Cormode and Krishnamurthy, 2008).

Although social media dates back to the 1970s, it gained its real popularity in the 2000s. In chronological order; LinkedIn (2003), Myspace (2004), Facebook (2004), YouTube (2005) Twitter (2006), Foursquare (2009), Instagram (2010), Pinterest (2010), Snapchat (2011), Google plus (2011), Vine (2012), Periscope (2015), Scorp (2015), TikTok (2016) are popular social media platforms. Social media platforms, the latest and most advanced product of Web 2.0 tools, are also social networking sites due to their ability to communicate and maintain communication. The opportunity of people to message each other and maintain their communication through this network adds social networking features to social media platforms (Dawley, 2009, p.110).

Social media platforms, which are growing and diversifying, are bringing new innovations and developing day by day. In order to better explain the multiple features of social media platforms that add new innovations to their innovations on regular intervals, some researchers make some analogies and groupings about their purposes and uses. One of them, Mayfield (2008 p.5), explains the characteristics of social media with the concepts of participation, openness, interaction, community and connectedness. Social media for Mayfield; is a network site that ensures participation (participation) in most of the Web pages; as well as free interpretation and voting of shared information (openness); enabling individuals to establish a dialogue with each other (interaction) and providing links to other sites to be shared (connectedness). Besides, social media is resembled to a honeycomb and categorized with seven different concepts. These concepts are identity (creating one's self-profile), dialogue (exchanging information and communicating), sharing (sharing audio, messages, photos, etc.), relationships (emotional relations between individuals), visibility (the ability to view photos and information shared by individuals by other individuals), reputation (users know each other) and grouping (grouping of individuals with common interests).

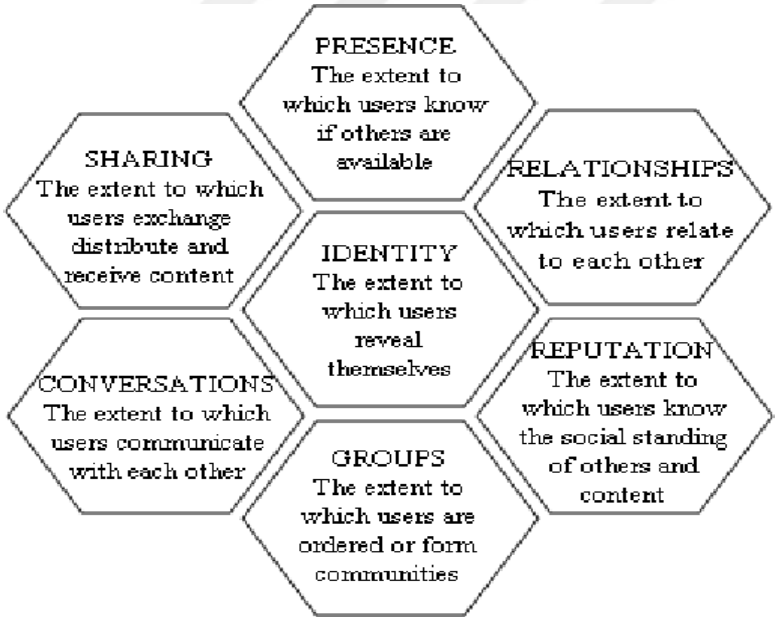

Figure 2.4: Social media blocks (Kietzmann et al., 2011 p.243).

All of these concepts can be seen in all social media platforms, but only some of these concepts come to the fore in every platform. For example; while the concepts of identity, dialogue, reputation and grouping are at the forefront in Facebook, sharing and visibility outweigh in TikTok more than its other features. In social media, individuals exist for the purpose of identity, dialogue, communication, information sharing, information exchange and cultural and intercultural interaction. Regarding the purposes of using social media, Weber (2009) stated that people enter social media to exchange information with people who have the same interests as themselves. Social media increases people's productivity (Kietzman et al.,2011 p.243). According to the research on the use of social media among students in 2015, Mustafa Boz and Selda Uca Özer concluded that students use social media for music, video, photo sharing and instant messaging.

Today, social media is not just a platform where social relations are maintained and instant sharing and messaging are used. It's more than that. Social media, in which we have been living since the 2000s, has become an indispensable part of our daily activities. As of 2020, 4.20 billion social media users share photos and written information every day and do not spend a day without communicating with their friends on these platforms. The fact that a large audience play an active role in this network every day has made it necessary for many sectors to take part in this platform. Corporations, educational institutions, the health sector, cosmetics, clothing, accessories, and other commercial enterprises are all involved in the use of social media today. Volunteer projects on the environment and society are launched in social media, which is a global village where the masses meet (McLuhan, 1962 p.278), and people can cooperate on many vital issues such as animal rights, global warming and etc. by taking part in these projects. Social media is an important part of our lives, where 4 billion of the 7.83 billion world population, that is, almost half of the world's population, spend an average of 2 hours and 25 minutes on social networking sites every day and this situation creates a good advertising area for the development of commercial companies. Therefore, many courses and advertisements for company promotion and business development are seen on social media. Thanks to social media, it is possible for an individual to perform social activities and provide economic employment without going to any institution or business area.

Some individuals are constantly watched by attracting the attention of other people with content and information sharing on social media platforms such as Facebook, Instagram and YouTube. An individual who gains the following of a certain audience becomes a phenomenon. Phenomena can make money by attracting the attention of advertising companies, agreeing on a certain amount of money and sharing the companies'advertisements on their pages. Apart from this, people with a certain capital can sell their products by obtaining a social media account. Unlike all these enterprises and chances, some risks and problems arise due to the functioning and structure of social media, which is an area where opportunities are abundant. Sanaz Taheri Boshrooyeh (2019) argues that social media's centralized architecture as a single place where all information of users is gathered has disadvantages. One of these disadvantages is that the private data of the users can be accessed directly by the central administrators, so they can know the interconnections between social media users and observe the preferences and behaviors of the users. In addition to that, collecting all information in a single database makes social media an attractive source of information for hackers. Another issue is that Schwartz and Halegoua (2015) states people show themselves different from their real profiles on social media, on the subject of "creating self profile", which is one of the reasons why social media is used for people. The fact that social media allows people to provide unrealistic information while creating their own profiles also creates a basis for people to deceive themselves with a fake reality. In essence, social media is a virtual network that facilitates social engagement, quick information sharing, interchange and rapid knowledge acquisition, economic opportunities and possibilities, as well as risks associated with potential security holes and a false self-presentation.

2.4.1 Social network or Social Media?

Barnes used the concept of social network for the first time in 1954 and explained the relations of an individual with people around himself with this concept (Aksüt, Ateş and Balaban, 2011 p.64). However, the social network mentioned in this study is considered as the communication that people establish on social media platforms through telecommunications.

Social Network is a term to be used for the creation and maintenance of personal and business relationships via ICT. Terry Anderson (2009, p.6) views social networking as “networked tools” to ensure people’s interaction, meeting and communication. In other words, a form of communication with which people can improve their communication and discussion skills; exchange information in a virtual environment is called social networking (Damian and Jones, 2009 p.152). SixDegrees.com site is the first social network example established in 1997 (Gangadharbatla, 2011 p.262: Boyd and Ellison 2007 p.214). Individuals entering this site can create their own profiles and list their friends.

Social Network differs from social media in terms of the fact that Social Network emphasizes people’s online relationships while social media is used for Web 2.0 platforms. Today, the intertwining of social networking and social media makes it difficult for people to distinguish between the two concepts. However, the intertwining of social networks with social media allows people to share information simultaneously and instantaneously. To crystalise the issue, Facebook platform is both a social media and a social networking site because it is a platform where we both share information and establish social relations with people. This is the reason why social media platforms such as Facebook, Instagram and TikTok, which have reached more than a hundred million followers today, are also referred to as social networking sites. Forums, blogs, instant messaging services, e-mail groups and extranet can be given examples to social networking sites, (Onat and Alikılıç, 2008 P.1118). People come together with other people in a virtual world by joining some groups over social networks. Hagel (1997) divided these groups into five groups. These are; transaction communities; where the seller and the buyer exchange information, interest communities according to people's special interests; communities that come together for entertainment / fantasy; relationship communities where social relations are developed, and discussion communities for watching and participating in the discussion. People expand their communication networks on the social network by establishing communities for entertainment, social relations, discussions, hobbies and trade. These environments, which we will also refer to as multi-communication environments, are called social networks.

2.4.2 Social Networking Sites

Social networking sites, which are the most advanced products of Web 2.0 tools so far, are social media environments that enable individuals to find, analyze and share information through a common platform that provides multiple communication environments. The reason why it is used synonymously with social media environments is because social media environments also have a social network feature. According to Wearesocial's digital 2021 reports on the world information society, users of social networking sites reached 4.66 billion in 2020 with an increase of 13%. The average time spent on social networking sites is 2 hours and 25 minutes per day, and we see that social networking sites have become a part of a life for more than half of the world's population (Wearesocial, 2021).

When we look at the purposes of people's use of social networking sites, it is seen that social networking sites are mostly used for information sharing and communication purposes, with the inferences obtained from the researches on this subject. The social networking sites with the highest number of users are respectively; Facebook, YouTube WhatsApp, Instagram, WeChat and TikTok(Wearesocial,2021).

2.4.2.1 Facebook: Facebook is a social media and social networking application where audio, image, video and information are shared and social networks are established between people simultaneously and instantly. It was founded in 2004 by Harvard University student, Mark Zuckerberg (Belam, 2012: Kobak and Biçer,2008 p.56). With 2.9 billion active users, Facebook is the social media platform with the most users in the world (Wearesocial, 2021).

2.4.2.2 YouTube: YouTube, the largest video sharing platform, which is the second social network sharing site with the highest number of users in the world, is an application as old as Facebook. It was founded in 2004 by David Karim, Steve Chen and Chad Hurley as the video storage center. YouTube video content production, which was acquired by Google in November 2016, also tries to provide economic employment to users (vloggers) who produce video content through video viewing and comments by creating changes in both cultural and economic life of societies (Atalay, 2014 p.31).

2.4.2.3 WhatsApp: It is a social networking application (developed for mobile phones which are one of the most preferred ICT tools today (About Whatsapp,2021). Founded by Jan Koum in 2009, WhatsApp is a very useful social media platform with the features of creating a friend list with a phone book, sending audio, photos, videos and messages, making video or audio call, creating chat groups and sharing instant message status (Seviniş, 2017 p.34). According to Wearesocial (2021) statistics, it is the 3rd most used social networking site with 2 billion users.

2.4.2.4 Instagram: Founded in 2012 by Kevin Systrom and Mike Krieger, it is a social media networking application focused on sharing instant message status (Tait, 2020). It was purchased by the CEO of Facebook in the year it was founded. Unlike Facebook, this application focuses on sharing photos and videos (Kırcaburun, 2017 p.16).

2.3.2.5 WeChat: WeChat is a messaging mobile application similar to WhatsApp (Kharpal, 2019). Today, it has more than 600 million users with options such as instant message status sharing, voice and text messaging, location and video sharing and creating chat groups (Wearesocial, 2021).

2.4.2.6 TikTok: "At the end of 2020, TikTok is the most downloaded application of the year" (Galer,2020). TikTok is a social networking application with short video content creation and sharing features, released in 2016 by a Chinese technology company called Bythdance (Herrman, 2019).

2.4.2.7 Other social networking sites: Other social networking sites such as Twitter, LinkedIn, Telegram and Snapchat also have millions of users**.** Twitter is a social networking site that stands out with its quality to share messages with a certain number of letter characters, to follow current news and to add other users' written messages to its page (retweet). LinkedIn, on the other hand, is a professional social networking platform that allows you to create CV, follow employers and exchange information about the business world where you can get job offers. Telegram is an application that shows similar features to WeChat application. Snapchat, on the other hand, is a platform that attracts the attention of users with instant message status and photo sharing.

As seen in Figure 2.4.2.7, users of social networking sites; consist of site administrator, content manager, site visitor and site members. Each user has common or different jurisdictions. The site administrator and the content manager, who have the widest jurisdictions, can create profile pages; view the profile pages of the members; upload files; create, join and remove groups for the related fields; send private messages to members and communicate with members one-on-one or as a group and add members to friends list. The site visitor, who has the least jurisdiction, can only view the profile pages and groups of interests of the members. The site member, unlike the site administrator and the content manager, does not have the right to remove the group he is a member of.

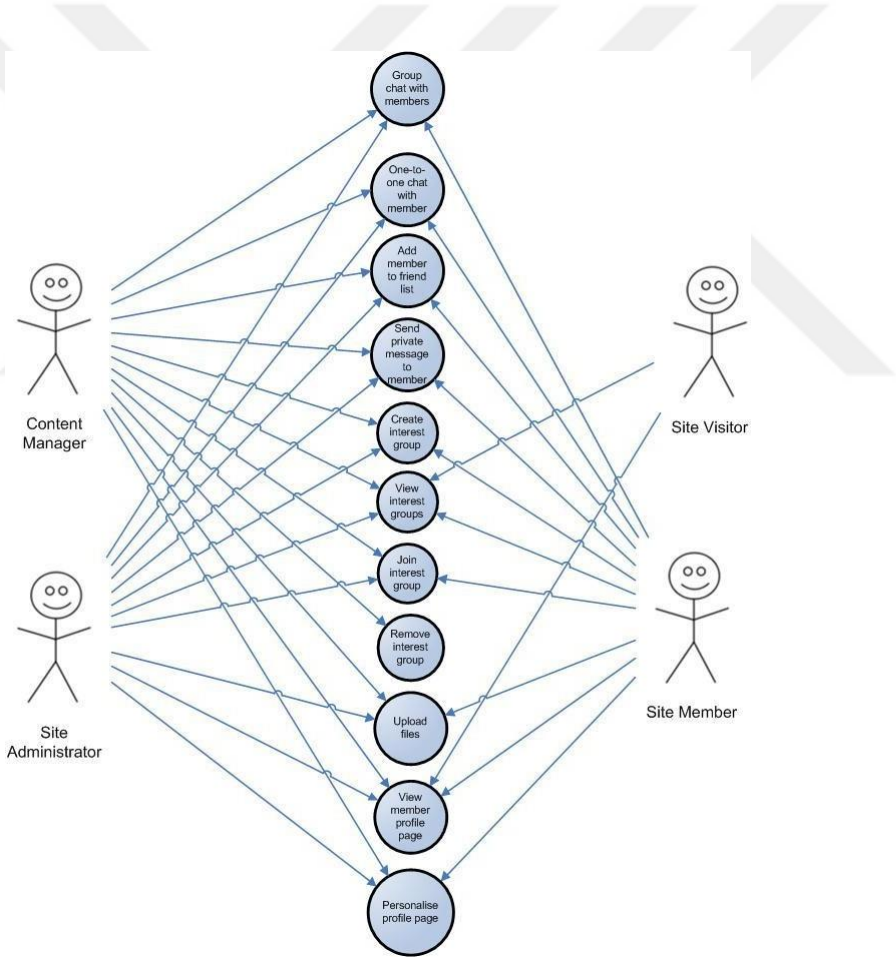

Figure 2.4.2.7: Jurisdictions of social networking sites according to the type of user.
("Use Cases Grouped by Functional Module", 2011)

2.4.3 Latest studies on aims and usages of social networks

When it comes to the purposes of people using and entering social networks, Weber (2009) claims that people enter social networks in order to exchange information about the field in which they are interested. As a result of the survey conducted by Mustafa Boz and Selda Uca Özer (2015) on social media and social networks to Çanakkale Onsekiz Mart University students, it has been determined that almost all of the students are Internet and social media users and have access to the Internet every day. It is learned that the purposes of students to enter social media sites are for music, video, photo sharing and information sharing. It is also seen in the research that students especially see social networks as a source of information and apply to social media sites before purchasing any product. On the other hand, in the researches on social media and Internet in the Eastern Anatolia region, it is seen that the use of Internet and social media is not very common. According to Neslihan Yılmaz (2015) master's thesis titled "Factors Affecting the Use of ICT by Women Living in Rural Areas", women living in rural areas of Kars province in the Eastern Anatolia Region of Turkey prefer television rather than other ICT tools such as computer. Women using computers know and use the Internet and social media. On the other hand, it is seen that women do not use computers in terms of the facts that they have fears about this technology, their husbands do not allow them to use computers, and women do not know what it is. It is stated that individuals who use computers use the Internet as a source of information and that they think it is necessary for children's homework. As can be understood from here, women living in rural areas of Kars province who use ICT tools such as social media, computers and the Internet have a more positive attitude towards the Internet and social networks compared to those who do not. It is inferred that women are likely to face with gender discrimination in rural areas. On the other hand, Neslihan Yılmaz (2015) emphasizes that by including social networks in daily life, women can benefit from opportunities such as being informed about agricultural developments and obtaining information that facilitates their daily lives. Nezahat Küçük (2013) concluded in her study "The Impact of the Information and Communication Technology (ICT) on Gender Equality and Development" that the improvement of ICT positively affects gender equality in societies.

Salih Serkan Kaleli's (2013) study titled "Efforts to Disseminate Information and Communication Technologies" confirms the hypothesis that the level of Internet use in the province of Ardahan in the Eastern Anatolia is low and the reason for this may be related to the income level and he concludes that people have a positive and willing attitude towards Internet use.

Some researchers draw attention to the fact that social media is used by the Z (18 and under) generation for information sharing and communication purposes, as well as for "self-presentation" purposes. Gülnur Yenilmaz Kaçar, one of these researchers, in her doctoral thesis titled "An Examination On the Use of Instagram by Young People" in 2020, determined that the most used social media site by young people is Instagram and found out that they use the Instagram application for attention seeking, drawing attention, archiving and self-presentation. She claims that the reason for the young people's efforts to show themselves to a wide audience on Instagram and to request comments and followers is for their efforts to reach self-satisfaction (Yenilmaz Kaçar, 2020 p.230).

Selen Tur (2019) used the concepts of Digital Immigrant for X and Y (19-40 ages) generations and Digital native for Z (18 and below ages) generations, according to age groups in her research on “Facebook for Intergenerational Social Network Use”. She determined that almost all of the participants participating in the study use the Internet and social media. Among the Digital Immigrants, the most preferred social media application of the X generation is WhatsApp, the second is Facebook and the third is YouTube. The Y generation prefers the Facebook platform primarily, followed by YouTube and Instagram. On the other hand, unlike the X and Y generations, the Z generation uses Facebook, Instagram, Twitter and WhatsApp equally, and it is revealed that they prefer YouTube more than the others. When we look at the usage purposes, while the X and Y generations share about their interests, the Z generation prefers to make instant shares to present their own identity. On the other hand, the element of communication is the most preferred use in all generations (Tur,2019 p.75). Fulya Akbuğa (2014) in her research on the use of social networks by digital natives concludes that university students regularly use Facebook as a source of information and for self-presentation.

Hilal Özden Özdemir Çakır, in his research titled "The Use of Facebook in Higher Education and Context Collapse" in 2018, sees that the students who participated in the research highlight Electronic mail, WhatsApp and Facebook for educational purposes, and Instagram comes to the fore in personal use.

According to the researches mentioned above, it is apparently observed that social media usage and purposes differ according to education, age and gender variables. According to the report prepared by TUIK on the use of the smart phones according to the variables of education, age and gender, this difference comes to the fore. On the other hand, doing more research on these variables is valuable in terms of seeing how far the society has come to become an information society, knowing how much they exist in the virtual world where the majority of the world's population is and identifying the disadvantaged segments regarding this issue.

When Eurostat and TUIK Turkey's regional unit statistics are examined, information on Internet access rates in households is available, but more detailed examinations in order to identify disadvantageous situations regarding Internet and social media usage are almost nonexistent on these sites. For instance, it is seen that no examination has been recorded regarding the education age and gender variables in line with the use and purposes of the Internet, social media or ICT tools for the regional units of Turkey. In the information age, when more than half of the world has moved to digital media, it is necessary to examine each part of the country in line with these variables and to carry out educational and informative studies in order to both inform people and teach them to protect themselves from dangers such as cybercrimes in the virtual world they often enter by knowing how much each part of the society keep up with the virtual age. At this point, detailed research should be carried out to discover whether there are disadvantaged groups in terms of access to the Internet and usage purposes according to education, age and gender variables. This thesis aims to examine the Internet and social networks usage levels of the local people living in the Akçakale district of Şanlıurfa province in the Southeastern Anatolia and the purpose of using social networks according to education, age and gender variables.

The value of this research is to lead other studies on the use and purposes of social networks in rural areas that could be disadvantaged, and to contribute to the emergence of new informative and educational projects on ICT and ICT skills in these regions in the light of the findings obtained. This study is especially remarkable to contribute to the one of the most discussed approaches: technological determinism One of the hypotheses of the thesis is that social networks has impact on the socio-cultural structure of disadvantaged communities. In the theoretical framework, this thesis is based on one of the STS (Science, Technology and Society)'s approaches: technological determinism by which it is claimed that technology shapes socio-cultural structure of a society (Dusek,2006 p.84).

2.4.4 Statistical data on the aims and usages of social networks

According to Wearesocial ICT statistics made under the title of "Digital 2020", 4.66 billion of the 7.83 billion world population have access to the Internet and 4.20 billion are active users of social media platforms. 4.20 billion social media users constitute 53.6% of the world's population and this number has increased by 13.2% (490 million people) compared to last year. It is estimated that more than half of the world's population uses the Internet and social media, and that the global population is steadily moving toward becoming a digital population.

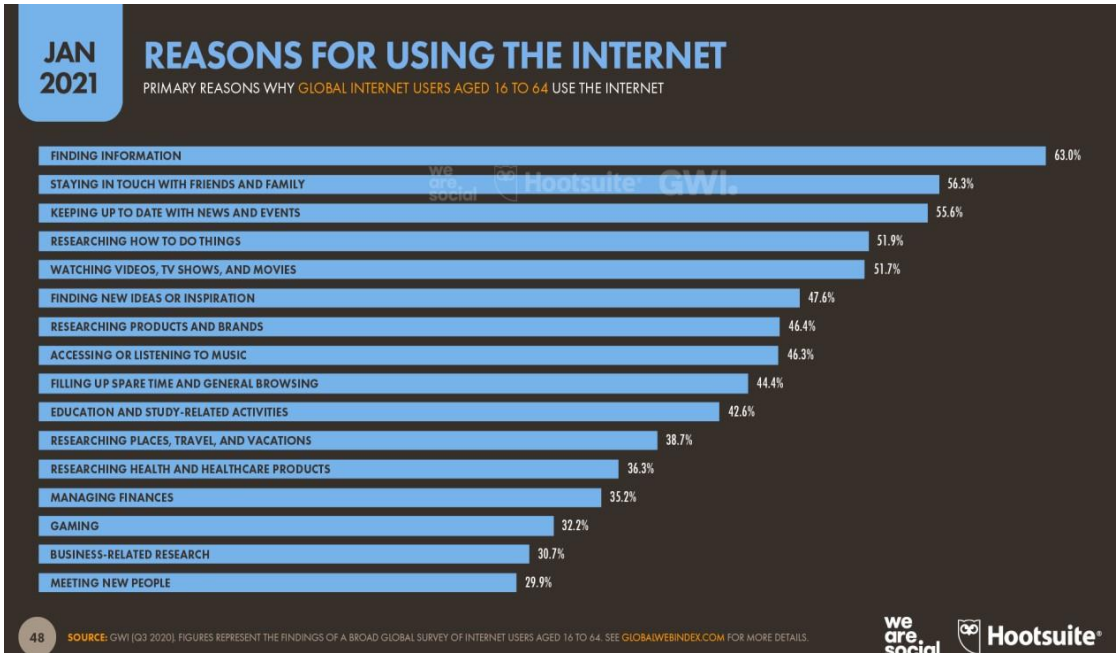

Figure 2.4.4a: Reasons for using the Internet.

Looking at the world average on the purposes of using the Internet, 63 percent of 4.66 billion Internet users are used Internet for researching; 56 percent of the users for keeping in touch; 55 percent of the users for following the agenda; 51.9 percent ofthe users for learning DIY; 51.7 percent of the users for watching videos, TV shows and movies; 46.6 percent of the users for finding new ideas; 46.4 percent of the users for researching products and brands, 46.3 percent of the users for listening to music; 44.4 percent of the users for surfing the Internet; 42.6 percent of the users studying and on study-related activities; 38.7 percent of the users for sightseeing and tour activities; 36.3 percent of the users for personal care and health products; 35.2 percent of the users for financial management; 32.2 percent of the users for playing games; 30.7 percent of people for business related research and 29.9 percent of the users go online to meet new people. Based on this information, more than half of Internet users follow the agenda and use the Internet as a source of information for information purposes. Again, more than half of Internet users use the Internet as a telecommunication tool from this situation, it is deduced that the Internet is preferred by the users mostly for research and communication purposes.It is reflected in the statistics that search engines and social networks are used to reach the source of information in the Internet environment, which is mostly preferred by users for research (63%) and when the average age of the world is examined, it is seen that there is a significant difference between age and the means of reaching the source of information (Wearesocial, 2021). It is seen that individuals aged 35 and over mostly use search engines whereas individuals aged 24 and under mostly use social networks to reach the source of information. From this situation, it is assumed that the younger generation prefers social networks where they can interact and receive feedback when reaching the source of information. The adult population, on the other hand, tends to utilize the sources where they can get one-way information. When we look at the use of ICT tools, it is seen that mobile phones (55.7%), laptop and desktop computers (41.4%), tablet computers (2.8) and other tools (0.07%) are the most common telecommunication tools for web pages, respectively. In this case, the smartphone is the most preferred ICT tool. 5.22 billion of the world's population have got phones and the number of users who access social media with smart phones is 4.15 billion (98.8%).

Entering the Internet and Web 2.0 applications on mobile phones has transformed the mobile phone into a pocket computer. It is assumed that the mobile phone is preferred over computers and laptops because it is lighter, portable and has calling features.

Looking at the time people spend using the Internet with their phone, it is seen that there has been a steady increase since 2015. The average time spent on the phone is 3 hours and 40 minutes each day. 50% of this time is spent on communication and social networks, 21% on video and entertainment applications, 19% on other applications, and 9% on playing games. The average time spent on the Internet worldwide is 6 hours 54 minutes. In Turkey, the average is 7 hours 57 minutes. While the time spent on social media platforms worldwide are 2 hours and 25 minutes, the average hour spent on social media platforms in Turkey is 2 hours 57 minutes. The time spent by users on social media and Internet in Turkey is above the world average.

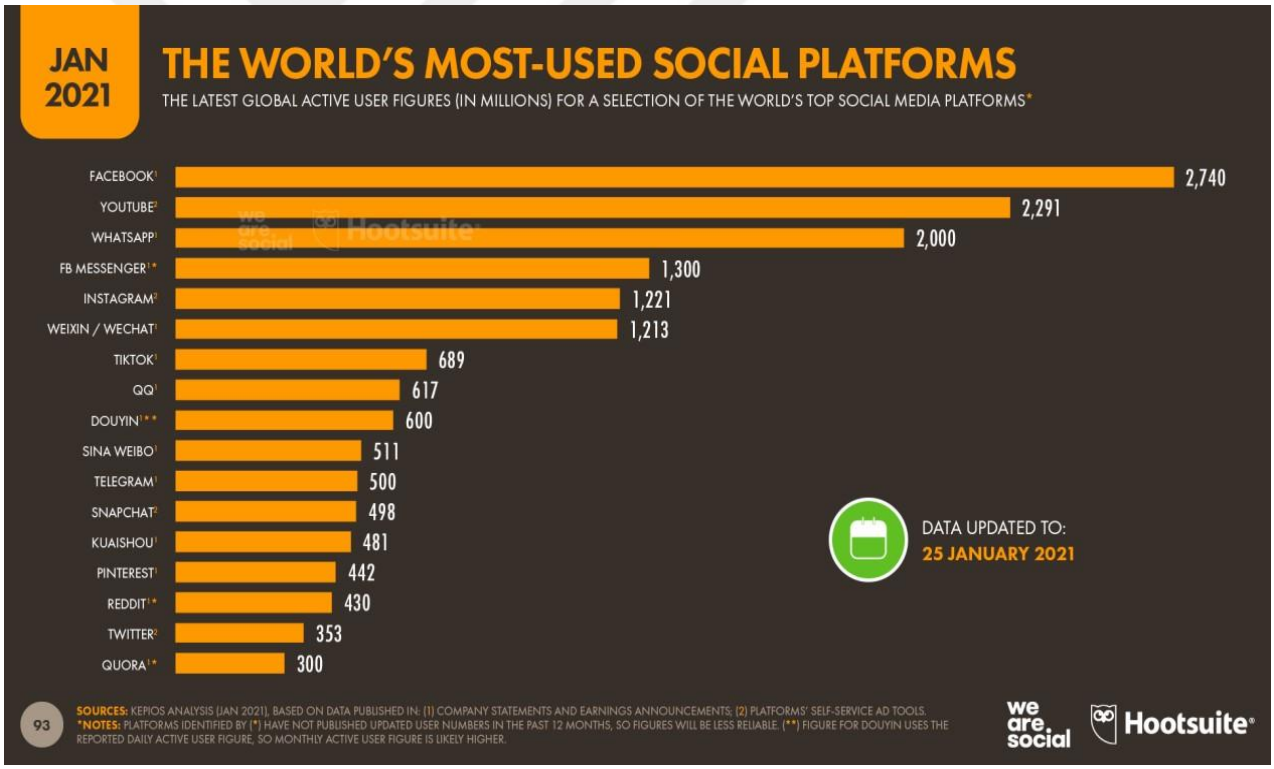

Figure 2.4.4b: The world's most used social platforms.

According to the figure 2.4.4b, which is on social media statistics reports prepared by Wearesocial until January 25, 2021, it has been determined that 2.740 billion of the 4.20 billion social media users are Facebook users; 2.291 billion users are YouTube members; 2 billion people are WhatsApp users and 1.221 billion people are Instagram users. Facebook is the social media platform with the highest number of users. On the other hand, when looking at the preferred platforms in the report, it is seen that platforms such as YouTube and Facebook, which focus on visual sharing and video content sharing, have more users than platforms such as Twitter, which focus on information sharing. visual and video contents are assumed to appeal to wider masses. Looking at the statistical reports about Turkey; according to 2020 TUIK Information Society Statistics, the average rate of Internet access in Turkey is 94.9% whereas the average rate of Internet access in households is 90%. Besides this, 79% of the population have access to the Internet. When it is looked at the Internet usages by gender, 84.7% of the male population and 73.3% of the female population are on the Internet. Considering the social media rates, 53.7% of the Turkish population is social media users. When it is looked at the frequency of using the Internet, the rate of regular Internet users is 98.3%; the rate of using the Internet almost every day is 90.6%; the rate of using the Internet once a week is 7.7% and the rate of using the Internet less than once a week is 1.7%. When these data are taken into account, female users in Turkey are less than male users (with a difference of 11.4%) according to gender. The vast majority of Internet users in Turkey have access to the Internet regularly. According to Eurostat 2020 regional unit statistics, Internet access in the Southeastern Anatolia is 87% in households. Since this rate increased from 70% in 2016 to 87% in 2020, it shows a significant increase in Internet access rate, yet it remains below the Internet access average of Marmara, Mediterranean and Aegean regions.

Looking at the rate of mobile phone usages by gender, education and labor force in TUIK 2020 Information Society Statistics, especially since 2018, the number of female users using mobile phones has increased by 2%, nevertheless, the rate of male users (97.8%) is higher than women (92. 7%). Looking at the age variable, the rate of mobile phone usage decreases as age increases, both for women and men. When the education level is considered, the rate of mobile phone usage increases as the education level increases.

According to the Digital 2020 report created by Reuters on "The most used social media platforms" in 2020, unlike the world average, the most used social networking sites in Turkey are YouTube with a score of 71%, followed by WhatsApp and Facebook. While YouTube is decreasing with a rate of 4% in 2020, Instagram shows an increase of 8% in 2020. In Turkey, Instagram is the social media platform with the highest increase in 2020. In general, based on the Internet, social media and smartphone statistics reports, it is seen that the Internet and social media, which are accessed through ICT tools such as mobile phones, laptops and computers, are transforming into a global virtual village that meets the needs of people for research, communication, entertainment, information sharing and obtaining information.

Son üç ay içinde bireylerin yaş grubu, cinsiyet, eğitim ve işgücü durumlarına göre cep telefonu kullanım oranı, 2018-2020
Proportion of individuals using mobile phone in the last 3 months by age groups, sex, education level and employment status, 2018-2020

%

	2018			2019			2020		
	Toplam Total	Erkek Male	Kadın Female	Toplam Total	Erkek Male	Kadın Female	Toplam Total	Erkek Male	Kadın Female
Cep telefonu kullananlar - Individuals using mobile phone	**92,7**	**96,3**	**89,1**	**93,5**	**96,9**	**90,2**	**95,3**	**97,8**	**92,7**
Yaş grubu - Age group									
16 - 24	93,2	96,1	90,2	92,4	96,4	88,3	94,2	96,0	92,4
25 - 34	97,1	98,9	95,3	97,2	98,5	95,9	98,0	99,0	97,1
35 - 44	95,9	98,1	93,7	96,5	98,7	94,3	97,6	99,2	95,9
45 - 54	92,8	96,6	89,0	95,1	98,2	91,9	96,2	98,7	93,7
55 - 64	88,5	94,1	83,1	89,9	95,3	84,7	92,8	96,8	88,9
65 - 74	76,5	86,1	68,1	80,2	87,5	73,9	86,5	94,3	79,6
Eğitim Durumu - Education level									
Bir okul bitirmedi - Literate without a diploma	70,1	75,9	68,5	73,3	79,2	71,8	78,2	86,9	75,8
İlkokul - Primary school	92,3	95,1	89,7	94,0	96,4	91,7	95,6	97,5	93,8
İlköğretim / Ortaokul veya mesleki ortaokul - Secondary and vocational secondary school	94,9	96,9	92,4	94,3	97,0	90,5	95,4	97,0	93,1
Lise veya Mesleki lise - High and vocational high school	98,5	98,8	98,2	98,6	98,9	98,2	98,8	99,1	98,5
Üniversite / yüksek lisans / doktora - Higher education	99,8	99,8	99,8	99,4	99,3	99,6	99,8	99,9	99,8

Figure 2.4.4c: Proportion of individuals using mobile phone in the last three months by age groups, sex, education level and employment status 2018-2020.

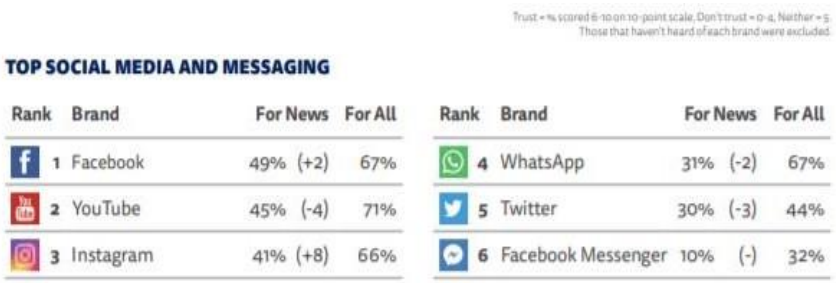

Figure 2.4.4d: Top social media and messaging in Turkey (Reuters' Digital New Report, 2020).

3-SOCIAL NETWORKS AND SOCIETY

3.1 Society in the Information Age

Information is a power as of the invention of computer and Internet which have started a new era: Information Age. Information Age is the era when the network society emerged gradually with the development of information and communication Technologies. Information age provides people to form their network on Information and Communication Technologies (ICT) such as social media platforms. People have opportunities to develop their networks by interacting people and tools from all over the world via ICT because the communication networks make an event possible to expand immediately to all over the world (Ilgaz Büyükbakkal,2015 p.637). This diffusion of information accelerates the development of Science and Technologies, therefore, this age expects us to add new qualities and information to ourselves continuously in order to adapt to the era.

Akif Çukurçayır and Esra Çelebi (2009, p.61) draw attention to the fact that the subject of information and information society was included in the global meetings held for critical issues such as ecology, economy, global security and human rights for the first time in 2003. From this situation, it is deduced that the subject of information and information society has been an important global issue since 2003. In this age, when the importance of information is discussed globally, it has also created the need to acquire information constantly. Acquisition of information in the new era is fast but not simple. There exists thousands of information, which is in a mess and needs organization while some of them are just fantasy, in other words, they are called dirty data. People need to know how to manage and organize the information and sort the right data out of dirty ones. The management and organization of information are as significant as the easy access to thousands of information (Atak&Erturgut,2010 p.1453).

The fact that ICT is ever-evolving and becomes a part of daily life requires people to adapt to the new ways of economy as well(Chand,2011). In business sector, global economy and global markets make a nation's economic growth possible beyond its borders via ICT. New economy is based on collaboration, the principle of goods for everyone while old economy focuses on goods for elites and requirement of control. This corporate environment is transformed into a new network economy by many of the new ICT industry's component parts, such as telecommunications, the Internet, computing, and software (Bonnici and McGee,2010 p.458). Unfortunately, Countries with low ICT infrastructure face economic problems more than those with good ICT technology infrastructure, since the economic opportunities offered by ICT are limited (Serin, 2015 p.121). In addition to the effects of ICT on economic processes, it is possible to talk about the information economy due to the fact that information has become an economic gain. At this point, there has been a change in the qualifications expected from people. And a human profile that constantly improves itself with new information and has 21st century skills is seen as qualified member of the society in this age. The evolution of the society culturally, socially and economically with technological developments has started a new era. The society of the new age exposes itself to intense information traffic with the need to keep up with the time and spends a certain amount of time every day on social networking sites where information is intensively shared (Wearesocial, 2021). In this process, people encounter all kinds of information and some flaws may arise in this intense informative process.

Although the acquisition of information is essential, not all information on social networks has the value of accuracy. We can group some information as some intentionally created misinformation (Disinformation), and as distorted information (manipulation). Disinformation and manipulation are like the viruses of the information age. Social networking sites with millions of users can be misled by malicious people who produce this information (BTK,2019). Especially, communities with low level of education, who do not have 21st century skills, do not know how to distinguish the reality of the information, therefore, they may have intense doubts and even believe with this information. However, communities that have acquired 21st century skills such as media literacy, information literacy and information technology literacy tend to orient themselves correctly because they have the skills to provide the information on these sites (IHA, 2021).

For this reason, it is the necessity of this age to bring the 21st century skills to the disadvantaged segments of the society urgently. Despite globalization with the developments in information and communication technologies, there are still communities who are disadvantaged in terms of access to information technologies today. Rural women, from these disadvantaged communities, can be affected by gender-related factors as well as economic factors (Yılmaz, 2015 p.154-155).

Being an active, independent and autonomous individual who is capable of using and benefiting from ICT is a desired member of the society in the future (Atak and Erturgut,2010 p.1453) because the new era requires intellectual humans who are asked to be capable of utilizing information and growing their own creativity continuously. The skills of finding, understanding, analyzing, producing and sharing information, which we can also call as ICT skills, are necessary skills for the society of this age because an individual with these skills will protect himself/herself against all kinds of misleading and false information because he/she knows how to evaluate and analyze information in a virtual environment. Seda Gökçe Turan and Necmi Emel Dilmen (2016) came to the conclusion that media literacy and consciously Internet usage are important in order to prevent cyber violence according to the findings of their study on "cyber violence and media literacy". In the virtual age, cybercrimes are as common as the Internet. It is possible with ICT skills or media literacy to cope with cybercrimes (BTK,2019; Bostancı Bozbayındır,2019, p.447), which cannot be controlled by laws, especially the illegal gambling, access to false and harmful information, and virtual fraud. Media literacy is the skill to solve and evaluate information with a critical point of view. With this skill, the information society can better distinguish between the truth and fake.

3.2 Theoretical Framework

In this research, the use and purposes of the Internet, ICT tools and social media platforms, which are among the technological developments surrounding the information society, are emphasized since the information and communication technologies can have positive effects on the society such as providing opportunities that make their lives easier and eliminate inequality in many ways; providing fast, economic and multiple communication, as well as the possibility of negative effects when used unconsciously. At this point, the current situation is evaluated with STS perspective by referring to the risky situations that arise in relation to the new modern social order of societies that have modernized with technological developments. The point of view here draws attention to the risky situations that may arise in the use of social networks, Internet and ICT tools, which are among the technological developments, but hopes that these problems can be solved with the information imposed on modern society. People who are lack of ICT skills such as media literacy and consciously usage of the Internet are more likely to be deceived from cybercrimes such as cyber fraud and malware attacks, which inflict serious damage on people both psychologically and economically. The most recent example for this is: The fact that the virtual stock market site Thodex, where mostly Turkish citizens deposit money, profiteered at the last moment and victimized 390 thousand people in virtual fraud, shows how serious the unconsciously Internet usage is in Turkey ("TRT Haber", 2021). On the other hand, a communication consultant who is a good media literate person said that 4 months before, he had shared his predictions that this company would commit fraud before this fraud happened. Approaching the incident with a critical thought, the consultant stated that he detected some suspicious movements of the fraudulent company and made such an impression based on this (IHA, 2021). Being a media literate person analyzes, interprets and disseminates information through a critical filter. It is necessary to be a media literate person in order to be alert to all kinds of factors that may occur in social networks, which are a part of our lives, and not to be affected by misleading and false information (BTK,2019). As Jacques Ellul (1964) said, technological developments change and give direction to the structure of society and our unconscious act in this direction can put us in many dangers.

It is no longer possible to stay away from social networks, but it is possible to be a conscious user and constantly renew oneself on these networks. The theoretical framework of the thesis is based on the approach that technologies give shapes to societies. The thesis aims to contribute to the technological determinism approach by feeding the idea that technology is the power of change for societies (Dusek,2006 p.84). So far, the study aims to show how ICT tools such as computer, smart phones, Internet, social media or social networks surround and direct socio-economic and socio-cultural structures of societies with literature background. By social networks and ICT tools, people entered a new society order that their ancestors didn't inherit. Modernization coming by industrial age transformed into post-modernization by means of social networks. Instant and unpredictable events are witnessed on social networking sites every day. People, especially young generation appear on these platforms for self-presentation and self-satisfaction as well as presenting fake-reality and use every material including cultural elements in order for drawing attention (Yenilmez Kaçar,2020 p.230). For instance, TikTok, a social networking site based on video sharings provided a framework for answering people's psychological needs for self-presentation and self-satisfaction (Wang&Zuo,2019p.2). Some TikTok users, especially in Turkey use cultural elements. Social networks where great masses are regular users affect people's view of point to their own cultural elements as well as directing people's chores by presenting online facilities.

3. 3. A Closed Society Near the Border: Akçakale People

During history, it is said that the district Akçakale is one of the oldest districts of Şanlıurfa and the known history of the district dates back to 5000 B.C. The region was under the rule of the Sumerians and Hittites in 2750 B.C. It was invaded by the Semites before the region came under the rule of the Assyrians which would last until 612. It remained under the rule of the Persians and Alexander the Great, respectively, from 550 years on. The Arabs, who captured the region in 750 years, put an end to the Byzantine domination here.

Finally, the district lands came under Turkish rule after the battle of Manzigert in 1071. With the Treaty of Lausanne (1923), the borders between Turkey and Syria were drawn and Altınbaşak (Harran) was turned into the district center. In1946, the district center was moved to Akçakale. Finally, in 1987, Harran sub-district was separated from Akçakale district and became independent (Akçakale district governorship,2021 http://www.akcakale.gov.tr/).

Figure 3.3a: Akçakale

Figure 3.3b: Şanlıurfa districts

The district of Akçakale is one of the thirteen districts of the city of Şanlıurfa in the southeastern of Anatolia. It is a district of geopolitical importance, bordering with Syria in the south, Ceylanpınar in the east, Harran and Eyyübiye in the north and Suruç in the west *(*Akçakale District Governorship,2021 http://www.akcakale.gov.tr/).

In Akçakale, where four seasons are seen in terms of climate, summers are hot and dry while winters are less rainy. Agriculture is the main source of income in Akçakale (Şanlıurfa, Metropolitan, Municipality, 2017).

The province of Şanlıurfa generally has fertile lands suitable for agriculture. However, due to the severe heat in summer, some lands are left fallow and in some years, the long duration of the temperature damages agricultural areas (Benek,2006 p.71). Considering the demographic characteristics of Akçakale, there are 120 neighborhoods and 113,194 people live in Akçakale (Akçakale District Governorship, 2021 http://www.akcakale.gov.tr/). The population mainly consist of Arabs. In 2013, Syrian refugees as much as the population of Akçakale were placed in refugee camps in Akçakale due to the civil war in Syria, thus doubling the population of the district(IHA,2015). Regarding the research (Nar,2012) on the demographic characteristics of Akçakale; marriage is 18.3 for women and 22 for men. In Akçakale, consanguineous marriagesare quite common with a rate of 73.15% and a strong patriarchal structure is dominant. the parents' decisions are mostly effective in their marriage choices. The prevalence of consanguineous marriages is thought to be due to the fact that traditional informal tribal organizations still exist (Nar,2012 p.179-199). When the education level of the people of Akçakale, which has a closed and patriarchal society, is considered, there is a tendency for girls not to be educated after primary school (https://www.sondakika.com/haber/haber-akcakale-de-egitim-sorunlari-ele- alindi-6808895/). Akçakale, which lags behind other districts academically, has a substantial number of children with learning disabilities throughout the district. The number of illiterate people in the district is 7044. Out of the educated ones, 20.412 are primary school graduates while 23,265 people are secondary school graduates. The number of people who are literate but not graduated from any education is 21,795 whereas 2676 people have got university degrees and 108 people are with MA degrees (Endeksa, 2021 https://www.endeksa.com/tr/analiz/sanliurfa/akcakale/demografi).

Considering the age distribution of the population, the most crowded age groups are 0-4 (21.549), 5-9 (19.028), 10-14 (15.846) and 15-19 (12.354). Young population constitutes more than half of the population. Due to the fact that Akçakale is a closed and patriarchal society, it stays behind other districts in terms of education despite the fact that more than half of the population consists of young population. Therefore, the disadvantaged situations experienced by women and local people of Akçakale constitute a proper sample of the research.

It is expected that this thesis can contribute to this disadvantaged community to get rid of these disadvantages by acquiring media literacy from ICT skills in the information age where information is required as much as a raw material for a factory. It is expected that future generations will be able to overcome these distortions with the power of social media, especially in this district where the young population is in the majority. In this context, it is important to see the current situation by examining the level of people's purposes to use social networks with education, age and gender factors.

4-METHOD

This section includes the model, the assumptions, the significance, the limitations, the universe and sampling of the study as well as data collection tools and data analysis used.

4.1 The Purpose of the Research

This study aims to reveal social network usage purposes of the local people in the Akçakale district of Şanlıurfa. Besides, it is aimed to acquire the perspectives of the local people towards social networks.

4.2 The Population of the Research

The sample set of the research consists of parents of the students from Süleyman Şah Primary School in Akçakale district of Şanlıurfa as the questionnaires have been carried out with 122 parents. Since the population of Akçakale is around 100 thousand and the number of the young population between 0 and 19 constitutes 70 percent of the district population, the number of the parents participating in the research is seemed to be adequate for the research. Parents of the students from Süleyman Şah Primary School are found suitable as it is the most crowded and centred school in Akçakale. Besides, it is the place where the researcher works. Parents are included in the research since they are more tied to the local traditions.

4.3 The Limitations of the Research

The research reflects the viewpoints of the local people in Akçakale district of Şanlıurfa regarding social networking sites. The research findings were evaluated only by conducting two questionnaires. Other data collection methods were not used. Only literate parents of Süleyman Şah Primary School in Akçakale district were surveyed. The data have been collected during Covid-19 pandemic period that may have affected the number of the participants.

4.4 The Significance of the Research

This research carries value to be the first research carried out on the usages and purposes of social networks of a closed tribal community in Turkey. It is fundamental for the next studies to view their perspectives towards social networks. First of all, the personal information form prepared by the researcher was applied to reveal the general demographic characteristics of the parents and their Internet usage levels. Then, questions about social network usage purposes from Social Networks Usage Purposes Scale (SNUPS) developed by Usluel et al. (2014 p.17) were applied to the participants in order to have an insight into their habits, perspectives and attitudes towards social networks.

4.5 The Model of the Research

Quantitative method was used to reach more people. The design of the research is a survey model and a descriptive study.

4.6 Data Collection Tools

The data collection tools in the research consist of two parts. In the first part, the "Personal Information Form" created by the researcher in order to determine the demographic characteristics of the people; in the second part, "Social Network Usage Purposes Scale" (SNUPS) developed by Usluel, Y. Demir, Ö. and Çınar, M. (2014) were applied to the participants.

4.6.1 Personal information form

The Personal Information Form consists of 12 optional questions to determine the demographic characteristics of the parents participating in the research, such as gender, age, educational status, etc. and to determine the frequency of social networks and Internet usage, and the time they spend on social media and Internet.

4.6.2 Social networks usage purposes scale

The intended social networks usage purposes scale is a 7-point Likert-type scale consisting of 26 items. The answers to the items of the scale vary between "strongly agree" (7) and "strongly disagree" (1). Maximum 182 and minimum 26 points are the points that can be taken from the scale. Research, collaboration, initiating communication, communicating, maintaining communication, sharing content and entertainment are the categories that make up the scale of usage purposes of social networks. Experts' opinions were consulted for the content validity and linguistic validity of the scale. Usluel, Y. Demir, Ö. and Çınar, M. (2014) performed first and second level validation analysis of the scale, and Cronbach's alpha reliability coefficient was applied for this, and the reliability coefficient was calculated as .92. It was statistically proven to be a very reliable scale.

4.7 Research Hypotheses

Hypothesis 1: The usage purposes of social networks show a significant difference according to the gender variable.
Hypothesis 2: There is a significant difference between the usage of social networking sites and the education level of the participants.
Hypothesis 3: There is a significant difference between the usage of social networking sites and the age of the participants

4.8 Findings

The data are obtained from the local people in Akçakale about their usage of ICT devices, social networks and the purposes for their usage of social networks by considering the sub-purposes(sub-dimensions).

Table A.1 shows that 64 (52.5%) of the participants are female and 58 (47.5%) are male (Table A.1). According to the age variable of the demographic characteristics of the individuals in the research in Table A.2, it is recorded that there are 15 people (12.3%) between the ages of 18-24; 31 people (25.4%) between the ages of 25-34; 49 people (%40,2) between the ages of 35-44; 24 people (19.7%) between the ages of 45-54 and 3 people (%2.5) aged 55 and over (Table A.2). In Table A.3, according to the educational level variable from the demographic characteristics of the individuals participating in the research, 89 people (73.0%) graduated from a primary school; 15 people (12.3%) graduated from secondary school; 13 people (10.7%) graduated from high school; 4.1% have a university degree and none of the participants (0) has a master's degree (Table A.3). According to the distributions on the Internet access status ofthe individuals participating in the study in Table A.4, it seems that 121 (99.2%) of the individuals have access to the Internet and 1 person (,8%) does not have access to the Internet (Table A.4).

According to the distributions on the Internet use frequency variable of the individuals participating in the research in Table A.5, it is seen that 120 (98.4%) individuals have access to the Internet every day; 1 person (8%) has access to the Internet for 1-2 days in a week, and 1 person (%) ,8) has no access to the Internet (Table A.5).

According to the distributions made on the frequency of spending time on the Internet by the individuals participating in the study in Table A.6, 61 (50.0%) of the individuals spend less than 30 minutes on the Internet; 50 people (41.0%) spend between 30 and 60 minutes on the Internet; 9 people (7.4%) spend 2-3 hours on the Internet; 1 person (.8%) spends 3-4 hours on the Internet, and 1 person (.8%) does not use the Internet at all (Table A.6).

According to the distributions of the individuals participating in the research in Table A.7, 64 people (52.5%) use the Internet for logging in social media platforms; 45 people (36.9%) use the Internet to communicate; 10 people (8.2%) use the Internet to play games on it; 2 people (.1.6%) use the Internet to shop and 1 person (.8%) does not use the Internet at all (Table A.7). In Table A.8, it demonstrates that 120 people (98.4%) have a social media account and 2 people (1.6%) do not have one (Table A.8).

Table A.9, shows that, according to the distributions of the participants on the means of entering social media, 121 people (99.2%) have access to social media through their mobile phones and 1 person (8%) has never access to it (Table A.9).

According to the distributions on the frequency of the participants' social media use, Table A.10 indicates that 85 (69.7%) of the individuals seem to have access to social media more than once a day; 36 people (29.5%) once a day, and 1 person (8%) does not use social media at all (Table A.10).

According to the frequency percentage distribution on the participants' frequency of spending time on social media in Table A.11, 80 individuals (65.6%) spend less than 30 minutes on social media, 35 individuals (28.7%) spend between 30 and 60 minutes 6 people (7,4%) spend 1-2 hours on, and 1 person (8%) does not spend any time on social media (Table A.11).

Table A.12 shows that 43 individuals (35.2%) use the TikTok social networking site; 39 individuals (32.0%) use WhatsApp and Telegram applications; 17 people (13.9%) use Facebook social networking site; 20 people (.16.4%) use Instagram social networking site; 2 people (1.6) use YouTube video sharing platform and 1 person (.8%) does not use any social networks (Table A.12).

As can be seen in Table A.13:

1- The difference between the arithmetic means of the groups was found to be statistically significant as a result of the independent group t- test, which is carried out to determine whether there is a significant difference in the total scores of the "Social Networks Usage Purposes Scale and Research Sub- Dimension" according to the gender variable of the individuals participating in the research (t). =-2.008; p<.05). The difference is in favor of the women participating in the study. (Table A.13).

2-The difference between the arithmetic means of the groups was not statistically significant as a result of the independent group t-test applied to "collaboration" sub-dimension. *(t). =-2.652; p>.05)* (Table A.13).

3- The difference between the arithmetic means of the groups was not statistically significant as a result of the independent group t-test applied to "communication initiation" sub-dimension according to the gender variable of the individuals participating in the research (*t=-1,590; p>,05*) (Table A.13).

4- The difference between the arithmetic means of the groups was not statistically significant as a result of the independent group t-test applied to "communicating" sub-dimension according to the gender variable of the individuals participating in the research *(t=-1.524; p>.05)* (Table A.13).

5- The difference between the arithmetic means of the groups was not statistically significant as a result of the independent group t-test applied to "maintaining communication" sub-dimension in the research *(t=-1.845; p>.05).* (Table A.13).

6- The difference between the arithmetic means of the groups was found to be statistically significant as a result of the independent group t- test applied to "content sharing" according to the gender variable of the individuals participating in the research *(t=-1.963; p<.05).* Women participating in the study share contents on social networking sites more than the male participants. (Table A.13).

7- The difference between the arithmetic means of the groups was not statistically significant as a result of the independent group t-test applied to "entertainment" according to the gender variable of the individuals participating in the research *(t). =-1.112; p>.05).* (Table A.13).

8- The difference between the arithmetic means of the groups was found to be statistically significant as a result of the independent group t-test, which was carried out to determine whether there was a significant difference in the total scores of the "Social Networks Usage Purposes Scale" and "All Sub-Dimensions" according to the gender variable of the individuals participating in the research *(t). =- 2.365; p<.05).* The difference was in favor of the women participating in the study (Table A.13).

As can be seen in the Table A.14;

1- The difference between the arithmetic means of the groups was found statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and "Research" sub-dimension according to the age variable of the individuals participating in the research *(f= -5.564; p<.05)* (Table A.14).

2- The difference between the arithmetic means of the groups was statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and "Collaboration" sub-dimension according to the age variable of the individuals participating in the research *(f= -4.531; p<.05)* (Table A.14).

3- The difference between the arithmetic means of the groups was statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and "Communication Initiation" sub-dimension according to the age variable of the individuals participating in the research (f). =-4.505; p<.05) (Table A.14).

4- The difference between the arithmetic means of the groups was not statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and "Communicating" sub-dimension according to the age variable of the individuals participating in the research (f). =2.049; p>.05) (Table A.14).

5- The difference between the arithmetic means of the groups was not statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and the sub-dimension of "Maintaining communication" according to the age variable of the individuals participating in the research *(f). =2.350; p>.05)* (Table A.14).

6- The difference between the arithmetic means of the groups was found statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and "Content Sharing" sub-dimension according to the age variable of the individuals participating in the research (f). =-3.944; p<.05) (Table A.14).

7- The difference between the arithmetic means of the groups was not statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and "Entertainment" sub-dimension according to the age variable of the individuals participating in the research (f= 1.321; p>.05) (Table A.14).

8- The difference between the arithmetic means of the groups was found statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and "All Sub-dimensions" according to the age variable of the individuals participating in the research (f= -4.991; p<.05) (Table A.14).

In addition, as a result of TUKEY HSD post hoc tests performed to determine between which groups there is a statistically significant difference; it was determined that the competencies of the participants between the ages of 18-24 for the purposes of using social networks were higher than the participants between the ages of 35-44 and 45-54 and this difference was statistically significant (p=,001).

As can be seen in the Table A.15;

1- The difference between the arithmetic means of the groups was found statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the Social Networks Usage Purposes Scale and "Research" sub- dimension total scores according to the educational status variable of the individuals participating in the research (f). =-3.321; p<.05) (Table A.15).

2- The difference between the arithmetic means of the groups was found statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and "Collaboration" sub-dimension according to the educational status variable of the individuals participating in the research (f). =-4.878; p<.05) (Table A.15).

3- The difference between the arithmetic means of the groups is statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there is a significant difference in the total scores of the Social Networks Usage Purposes Scale, "Communication Initiation" sub-dimension, according to the educational status variable of the individuals participating in the research (f=-3.072; p<.05) (Table A.15).

4- The difference between the arithmetic means of the groups was not statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale, “Communication” sub-dimension, according to the educational status variable of the individuals participating in the research (f=-.904; p<.05) (Table A.15).

5- The difference between the arithmetic means of the groups was not statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and “Maintaining Communication” sub-dimension according to the educational status variable of the individuals participating in the research (f=2.109; p>.05) (Table A.15).

6- The difference between the arithmetic means of the groups was found statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and “Content Sharing” sub-dimension according to the educational status variable of the individuals participating in the research (f=4.585; p<.05) (Table A.15).

7- The difference between the arithmetic means of the groups was found to be statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and the “Entertainment” sub-dimension according to the educational status variable of the individuals participating in the research (f =2.983; p<.05) (Table A.15).

8- The difference between the arithmetic means of the groups was found to be statistically significant as a result of the one-way analysis of variance (Anova), which was carried out to determine whether there was a significant difference in the total scores of the Social Networks Usage Purposes Scale and “All Sub-dimensions” according to the educational status variable of the individuals participating in the research (f). =4.803; p<.05) (Table A.16).

In addition, TUKEY HSD post hoc tests were performed to determine between which groups there is a statistically significant difference. As a result of it, it was determined that the competencies of the participants with high school or undergraduate diploma for the purposes of using social networks were higher than the participants with a primary school diploma. And this difference was statistically significant. (Successively, p= ,049, p= ,029, p< 0,05).

5-CONCLUSION AND RECOMMENDATIONS

Considering the demographic characteristics of the participants, 58 of the 122 people participating in the study were male and 64 were female. More than half of the participants (73%) are primary school graduates. Considering the Internet and social media usage of the participants, almost all (99.2%) of the participants use the Internet and almost all (98.2%) use the Internet every day.

Looking at the daily time that the participants spend on the Internet, half of the participants (50%) use the Internet for less than 30 minutes, nearly half (41%) use the Internet between 30 minutes and 60 minutes, and 7.4% of the participants use the Internet for 2-3 hours. Based on this information, most of the participants are regular Internet users and almost all of them spend a certain amount of time on the Internet every day. Considering the purpose of the individuals participating in the research to use the Internet, 51% of the participants use the Internet to enter social media, 36% of the participants use the Internet to communicate, 8.2% of the participants use the Internet to play games, and 1.6% of the participants use the Internet for shopping. Most of the participants use the Internet to enter social media and communicate with people. Almost all of the participants (98.4%) have a social media account, but 51% of the participants chose social media as the purpose of using the Internet. From this, it can be concluded that social media is a priority for 51% of the participants. 99.2% of the participant's access social media with a smart phone. The fact that the phone is portable and light may be a factor in this situation. More than half of the participants (69.7%) use social media more than once a day and 29.5% of the participants use social media once a day.

Almost all of the participants use social media at least once a day. More than half of the participants (65.6%) spend less than 30 minutes on social media; 28.7% of the participants spend between 30 and 60 minutes on social media; 4.9% of the participants spend 1-2 hours on social media. Most of the participants spend at least 30 minutes on social media every day. The most used social networks by the participants; 1) TikTok (35.2%), 2) WhatsApp-Telegram (32.0%), Instagram (16.4%) and Facebook (1.6%). Almost all of the participants participating in the research are interested in the Internet and social media by spending a certain amount of time on social networks every day.

According to the gender variable factor, on the answers given to the sub-dimensions of "research" and "content sharing" of the social networks usage purposes scale, female participants are more active than male participants in seeing social networks as a source of information and sharing information (p= ,002).

According to the age variable factor, on the answers given to the sub-dimensions of "research", "collaboration", "communication initiation", "content sharing" of the social networks usage purposes scale; as the age decreases, there is a significant difference in seeing social networks as a source of information, sharing information, cooperating through social networks and meeting new people. As age decreases, the rate of multiple use of social networks increases (p= 0,031).

According to the education variable factor, on the answers given to the sub-dimensions of "research", "collaboration", "communication initiation", "content sharing", "entertainment" of the social networks usage purposes scale; as the level of education increases, there is a significant difference in seeing social networks as a source of information, sharing information, cooperating over social networks, establishing new relationships through social networks, and making funny posts. As the level of education increases, the rate of multiple use of social networks increases (p= ,003).

In summary, it is proved in this research that the purposes of using social networks vary according to education, age and gender. In this section, the adaptation of rural communities, who are disadvantaged due to their socio-cultural and geographical location, to the digital order where they meet digital innovations, possible risks and opportunities that arise at this point are discussed from STS perspective.

After the industrial revolution, the importance of processing, using and analyzing information as raw material is explained by referring to the risks in the existing and developing digital environment. point, as the most appropriate solution against the distortions that arise in this age. It is recommended that the society has a conscious and critical point of view at this It is stated that the socio-cultural and economic structure of the society has gained a new dimension with the transfer of information to the digital age. Considering that technology affects people's lives in a game-changing manner, it is concluded that the best solution for this issue is to become conscious media literate individuals.

In the 2020 TUIK and EUROSTAT statistical data, it is noted that there are almost no detailed statistics on Internet usage regionally in Turkey. Determining the usage levels and purposes of the disadvantaged groups regarding the Internet and social networks according to Turkey's regional unit statistics is necessary to know how sensitive and vulnerable these societies are to the new virtual world and to the risks brought by this virtual world in terms of implementing practices that will influence this situation.

In addition, it is seen in the thesis study conducted on rural areas of Kars that being a conscious and effective media literate in the virtual world lead not only to protective precautions but also to opportunities and facilities (Yılmaz, 2015, p.156). Agreeing to the most recent insights, it is seen that the components of education, age and gender are determinative within the use of Internet, social network and versatile phone tools. According to the thesis' findings, female participants show more tendency to use produce and share contents rather than male participants. It is inferred that woman have more positive attitude towards the usage of social networks as young people and people with higher education level have positive attitude towards the usage of social networks. Based on the socio-cultural facts of the local district, the fact that women participants use Internet more effectively than men is seemed to support the idea that technology affects socio-cultural elements. The fact that women, who are suppressed by the society and who are not even offered for the choice of marriage, express themselves in the virtual environment, stems from the equal environment and opportunities offered by social networks and modernization. On the other hand, media literacy is much more than that.

Based on this research, there can be researches about the measurement of media literacy skills of people in disadvantaged areas and there can be new projects to support women's media literacy skills since they have a tendency to use the platforms, which this research concludes. According to age factors, young generations use social networks more comprehensively than old generations. Further researches can be carried out to search for possible reasons for this. According to education level, people with high education level are more actively involved in researching, collaborating, communicating with new people and entertainment activities. This shows that being educated plays a role to dominate social networks. Being a conscious and media literacy is also an education matter.

In conclusion; in this study which collected literature about information age instruments and pointed out both opportunities and risks of these instruments (ICT, social networks and Internet), the geographically and socio-culturally disadvantaged rural people's purposes of social networks usage were determined to prove the hypotheses about the role of education, age and gender. All hypotheses were corrected and revealed that the local participants'purposes of Internet and social networks are affected by gender, age and education factors. From this, gender, age and education factors must be taken into consideration in terms of social network usages and the gaps and differences are advised to be minimalized by the projects and informative courses because of the globalization, socio-cultural and economic changes of societies affected by technological developments. This research is valuable in terms of presenting the current situation of people in rural areas and contributing to the related researches.

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5- APPENDICES

APPENDIX A: Tables

APPENDIX B: Forms of data collection tools

APPENDIX A

Table A.1.: Distributions of the participants according to the gender variable.

Groups	*f*	%
Female	64	52,5
Male	58	47,5
Total	122	100,0

Table A.2: Distributions of the participants according to the age groups variable.

Age Group	*f*	%
18-24	15	12,3
25-34	31	25,4
35-44	49	40,2
45-54	24	19,7
55+	3	2,5
Total	122	100,0

Table A.3: Distributions of the participants according to the education level variable.

Education Level	*f*	%
Primary education	89	73,0
Secondary education	15	12,3
High school	13	10,7
University	5	4,1
Postgraduate	0	0
Total	122	100,0

Table A.4: Distributions of the participants according to the Internet access status.

Access to Internet	*f*	%
Yes	121	99,2
No	1	,8
Total	122	100,0

Table A.5: Distributions of the participants according to the frequency of Internet use.

Internet use	*f*	%
Every day	120	98,4
1-2 day in a week	1	,8
3-5 days in a week	0	0
1-2 days in a month	0	0
3-5 days in a month	0	0
None	1	,8
Total	122	100,0

Table A.6: Distributions of the participants according to the frequency of spending time on the Internet.

Daily time spent using the Internet	*f*	%
Less than 30 minutes	61	50,0
30 minutes-60 minutes	50	41,0
2-3 hours	9	7,4
More than 3 hours	1	,8
None	1	,8
Total	122	100,0

Table A.7: Distributions of the participants on the purpose of using the Internet.

Aim of Internet Usage	*f*	%
Social media	64	52,5
Online shopping	2	1,6
Communication	45	36,9
Online games	10	8,2
Film/Video	0	0
None	1	,8
Total	122	100,0

Table A.8: Distributions on social media accounts of the participants.

Social media account	*f*	%
Yes	120	98,4
No	2	1,6
Total	122	100,0

Table A.9: Distributions of the participants on the tool for access to social media.

Tool for access to social media	*f*	%
Mobile phone	121	99,2
Laptop	0	0
Desktop	0	0
Tablet	0	0
None	1	,8
Total	122	100,0

Table A.10: Distributions on the frequency of social media use of the participants.

Use of social media	*f*	%
Once in a day	36	29,5
More than once in a day	85	69,7
Once in a week	0	0
Once in a month	0	0
A few times in a week	0	0
A few times in a month	0	0
None	1	,8
Total	122	100,0

Table A.11: Distributions on the frequency of spending time on social media among the participants.

Daily time spent on the social media	*f*	%
Less than 30 minutes	80	65,6
30 minutes-60 minutes	35	28,7
1-2 hours	6	4,9
2-3 hours	0	0
More than 3 hours	0	0
None	1	,8
Total	122	100,0

Table A.12: Distributions on the participants' most used social network.

The most used social network	*f*	%
TikTok	43	35,2
WhatsApp,Telegram	39	32,0
Facebook	17	13,9
YouTube	2	1,6
Instagram	20	16,4
Twitter	0	0
Snapchat	0	0
Linkedin	0	0
None	1	,8
Total	122	100,0

Table A.13: Independent T-test results applied to the sub- dimensions according to the gender variable.

Sub-dimensions	Gender	*N*	x̄	*ss*	*t* Test		
					t	*Sd*	*p*
Research	Male	58	8,275	3,814	-2,008	120	,000
	Female	64	10,078	5,790			
Collaboration	Male	58	12,120	6,440	-2,652	120	,057
	Female	64	15,546	7,696			
Initiating Communi-cation	Male	58	6,069	3,088	-1,590	120	,096
	Female	64	7,046	3,644			
Communicating	Male	58	10,637	2,374	-1,524	120	,844
	Female	64	11,296	2,394			
Maintaining Com-munication	Male	58	15,327	4,019	-1,845	120	,163
	Female	64	16,828	4,871			
Sharing content	Male	58	9,275	4,443	-1,963	120	,000
	Female	64	11,328	6,742			
Entertainment	Male	58	9,551	3,947	-1,112	120	,084
	Female	64	10,406	4,485			
All sub-dimensions	Male	58	71,26	21,53	-2,365	120	,009
	Female	64	82,53	29,94			

Table A.14: ANOVA analysis results applied to the sub- dimensions according to the age groups variable.

f , $\bar{x}$ & *ss* Values					ANOVA Results					
Score	**Age**	*N*	$\bar{x}$	*ss*	**Var. K.**	*KT*	*Sd*	*KO*	*F*	*p*
All sub-dimensions	18-24	15	101,73	33,957	**B.Groups**	12651,070	4	3162,768	4,991	,001
	25-34	31	80,42	31,070	**W.Groups**	74142,415	117	633,695		
	35-44	49	72,43	20,931	**Total**	86793,385	121			
	45-54	24	69,08	18,019						
	55+	3	63,00	16,462						
	Total	122	77,17	26,782						
Research	18-24	15	13,60	7,038	**B.Groups**	486,036	4	121,509	5,564	,000
	25-34	31	10,48	5,790	**W.Groups**	2554,98	117	21,838		
	35-44	49	7,97	3,085	**Total**	3041,025	121			
	45-54	24	7,50	3,787						
	55+	3	8,33	5,859						
	Total	122	9,22	5,013						
Collaboration	18-24	15	20,20	9,158	**B.Groups**	865,59	4	216,399	4,531	,002
	25-34	31	14,83	7,127	**W.Groups**	5587,583	117	47,757		
	35-44	49	12,89	6,455	**Total**	6453,180	121			
	45-54	24	11,25	6,102						
	55+	3	11,00	4,000						
	Total	122	13,91	7,302						
Initiating Communication	18-24	15	9,20	3,913	**B.Groups**	188,151	4	47,038	4,505	,002
	25-34	31	7,25	3,549	**W.Groups**	1221,529	117	10,440		
	35-44	49	6,16	3,091	**Total**	1409,680	121			
	45-54	24	5,25	2,706						
	55+	3	4,00	1,000						
	Total	122	6,58	3,413						
Communicating	18-24	15	12,20	2,305	**B.Groups**	45,562	4	11,390	2,049	,092
	25-34	31	11,19	2,315	**W.Groups**	650,405	117	5,559		
	35-44	49	10,42	2,483	**Total**	695,967	121			
	45-54	24	11,25	2,250						
	55+	3	9,66	1,157						
	Total	122	10,98	2,398						
Maintaining Communication	18-24	15	19,00	5,490	**B.Groups**	184,786	4	46,196	2,350	,058
	25-34	31	16,16	5,716	**W.Groups**	2299,608	117	19,655		
	35-44	49	15,55	3,830	**Total**	2484,393	121			
	45-54	24	15,87	2,576						
	55+	3	12,33	4,509						
	Total	122	16,11	4,531						
Sharing Content	18-24	15	15,26	7,235	**B.Groups**	489,296	4	122,324	3,944	,005
	25-34	31	10,74	6,526	**W.Groups**	3628,548	117	31,013		
	35-44	49	9,63	4,901	**Total**	4117,844	121			
	45-54	24	8,37	4,470						
	55+	3	9,33	1,527						
	Total	122	10,35	5,833						
Entertainment	18-24	15	12,26	4,447	**B.Groups**	94,101	4	23,525	1,321	,266
	25-34	31	9,74	4,234	**W.Groups**	2083,899	117	17,811		
	35-44	49	9,77	4,239	**Total**	2178,00	121			
	45-54	24	9,58	4,158						
	55+	3	8,33	2,081						
	Total	122	10,00	4,242						

Table A.15: ANOVA analysis results applied to the sub-dimensions according to the educational level variable.

	f , $\bar{x}$ & *ss* Values				ANOVA Results					
Score	**Education level**	*N*	$\bar{x}$	*ss*	**Var. K.**	*KT*	*Sd*	*KO*	*F*	*p*
All sub-dimensions	Primary	89	72,45	22,658	**B.Groups**	9445,794	3	3148,598	4,803	,003
	Secondary	15	82,60	23,515	**W.Groups**	77347,592	118	655,488		
	High school	13	92,31	37,120	**Total**	86793,385	121			
	University	5	105,60	44,422						
	Postgraduate	0	0	0						
	Total	122	77,17	26,782						
Research	Primary	89	8,51	4,408	**B.Groups**	236,790	3	78,930	3,321	,022
	Secondary	15	9,73	4,267	**W.Groups**	2804,235	118	23,765		
	High school	13	11,61	6,922	**Total**	3041,025	121			
	University	5	14,00	8,124						
	Postgraduate	0	0	0						
	Total	122	9,22	5,013						
Collaboration	Primary	89	12,62	6,393	**B.Groups**	711,975	3	237,325	4,878	,003
	Secondary	15	15,26	7,185	**W.Groups**	5741,205	118	48,654		
	High school	13	18,23	8,880	**Total**	6453,180	121			
	University	5	21,60	10,899						
	Postgraduate	0	0	0						
	Total	122	13,91	7,302						
Initiating Communication	Primary	89	6,20	3,134	**B.Groups**	102,111	3	34,037	3,072	,031
	Secondary	15	6,26	3,305	**W.Groups**	1307,570	118	11,081		
	High school	13	8,38	4,272	**Total**	1409,680	121			
	University	5	9,60	4,219						
	Postgraduate	0	0	0						
	Total	122	6,58	3,413						
Communicating	Primary	89	10,77	2,420	**B.Groups**	15,631	3	5,210	,904	,442
	Secondary	15	11,40	2,197	**W.Groups**	680,336	118	5,766		
	High school	13	11,53	2,366	**Total**	695,967	121			
	University	5	12,00	2,738						
	Postgraduate	0	0	0						
	Total	122	10,98	2,398						
Maintaining Communication	Primary	89	15,61	3,970	**B.Groups**	126,418	3	42,139	2,109	,103
	Secondary	15	17,46	3,997	**W.Groups**	2357,975	118	19,983		
	High school	13	16,46	7,148	**Total**	2484,393	121			
	University	5	20,00	5,787						
	Postgraduate	0	0	0						
	Total	122	16,11	4,531						
Sharing content	Primary	89	9,38	5,153	**B.Groups**	429,910	3	143,303	4,585	,004
	Secondary	15	11,00	4,825	**W.Groups**	3687,934	118	31,254		
	High school	13	14,07	7,135	**Total**	4117,844	121			
	University	5	16,00	10,173						
	Postgraduate	0	0	0						
	Total	122	10,35	5,833						
Entertainment	Primary	89	9,32	4,125	**B.Groups**	153,516	3	51,172	2,983	,034
	Secondary	15	11,46	4,257	**W.Groups**	2024,484	118	17,157		
	High school	13	12,00	4,203	**Total**	2178,00	121			
	University	5	12,40	3,911						
	Postgraduate	0	0	0						
	Total	122	10,00	4,242						

APPENDIX B

Figure B.1: Personal Information Form (1-5 questions)

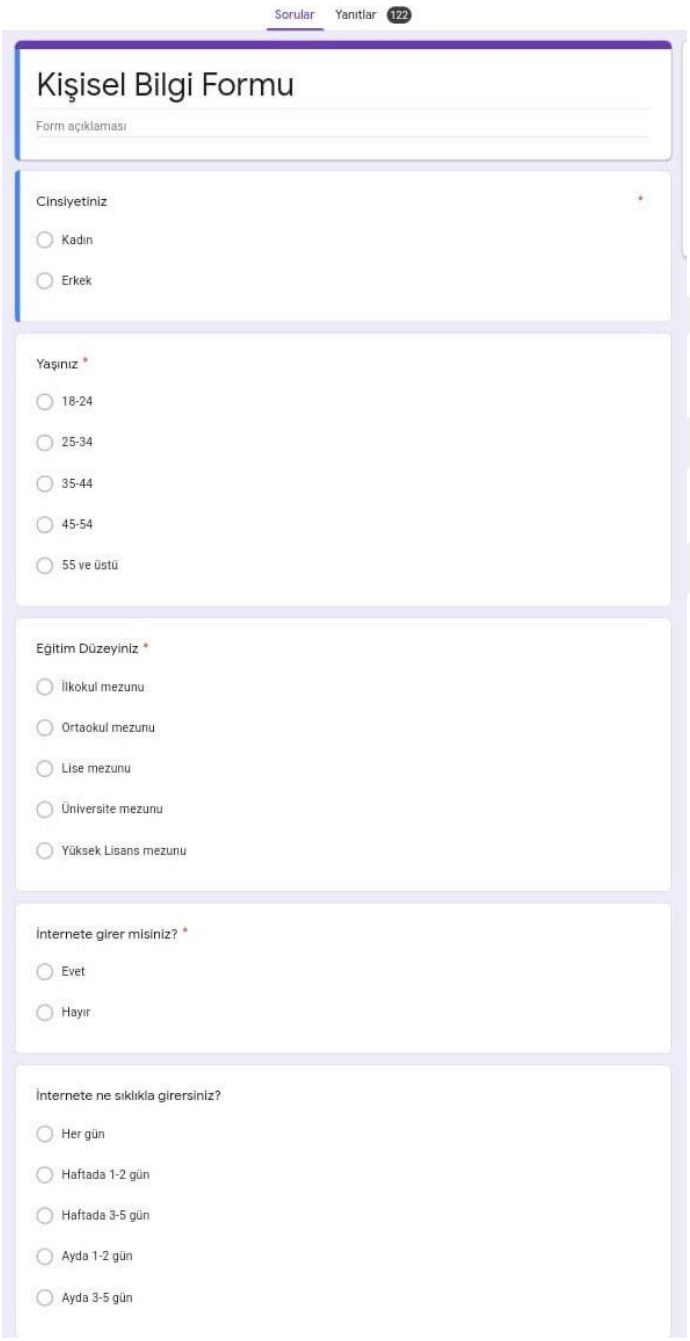


Figure B.1.1: Personal information form (6-10 questions)

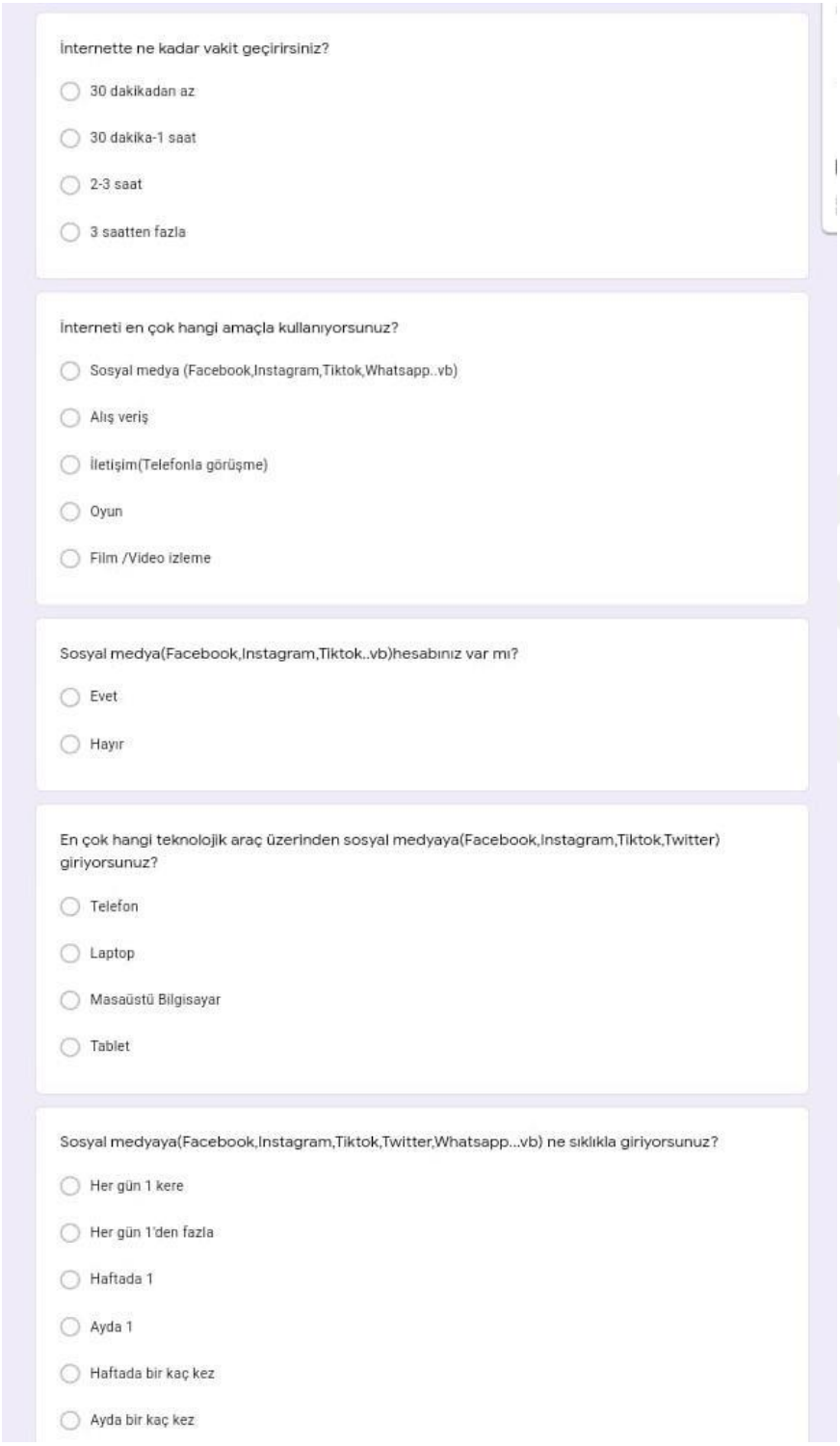


Figure B.1.2: Personal information form (11-12 questions)

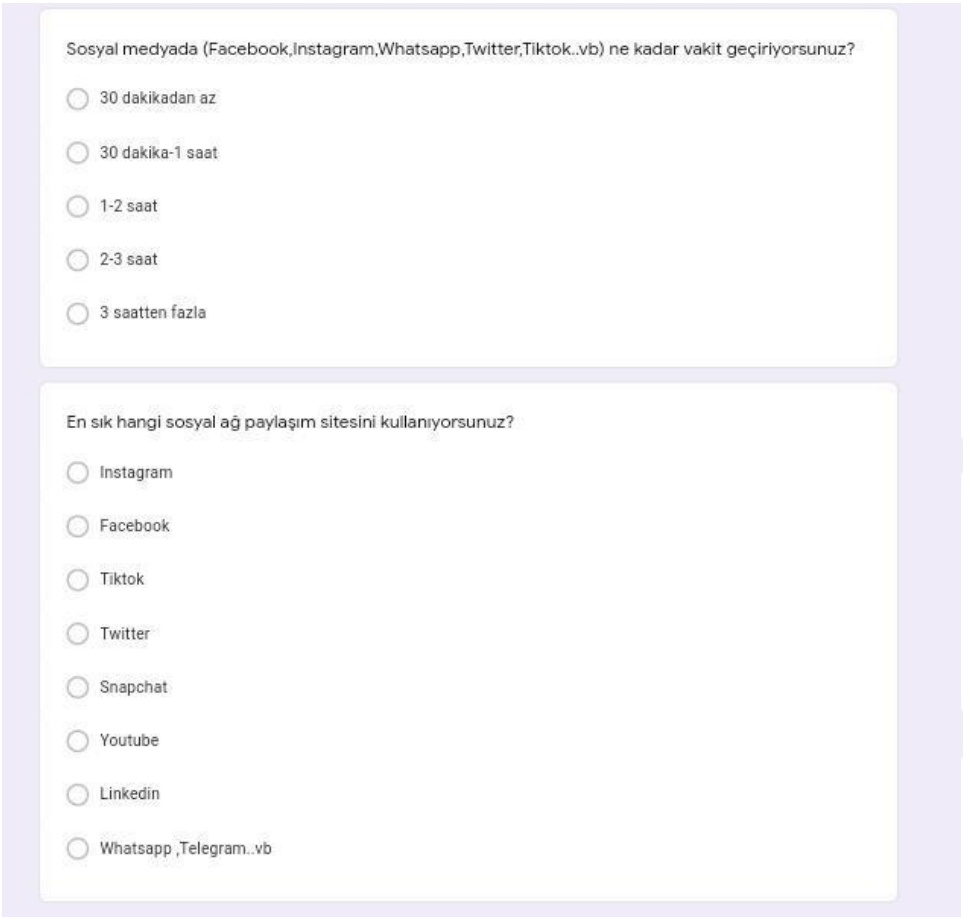
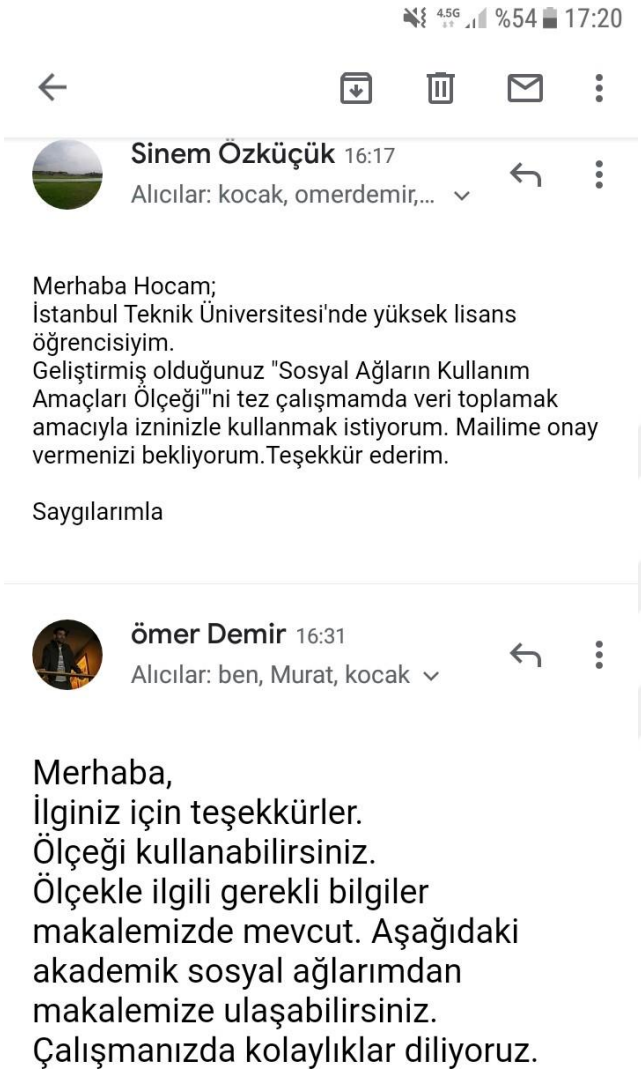


Figure B.2: Social Networks Usage Purposes Scale

Ek 1: Sosyal Ağların Kullanım Amaçları Ölçeği
(1: Kesinlikle katılmıyorum - 7: Kesinlikle katılıyorum)

Maddeler	1	2	3	4	5	6	7
1) Sosyal ağları herhangi bir sorunla ilgili çözüm yolları bulmak için kullanırım.							
2) Sosyal ağları merak ettiğim ya da ilgi duyduğum bir konu hakkında bilgi aramak için kullanırım.							
3) Sosyal ağları görüşlerimi destekleyecek materyaller (fotoğraf, video ve yazı vb.) bulmak için kullanırım.							
4) Sosyal ağları arkadaşlarımla herhangi bir konu ya da durum hakkında işbirliği yapmak için kullanırım.							
5) Sosyal ağları ortak ilgi alanına sahip kişilerle bir araya gelmek için kullanırım.							
6) Sosyal ağları belli bir amaçla ilgili görev paylaşımı için kullanırım.							
7) Sosyal ağları sosyo-kültürel etkinlik düzenlemek için kullanırım.							
8) Sosyal ağları ortak bir amaç oluşturmak için kullanırım.							
9) Sosyal ağları etkinliklerden haberdar olmak için kullanırım.							
10) Sosyal ağları yeni arkadaşlıklar kurmak için kullanırım.							
11) Sosyal ağları arkadaşlarıma yüz yüze söyleyemediğim şeyleri söylemek için kullanırım.							
12) Sosyal ağları samimi olmadığım arkadaşlarımla iletişim kurmak için kullanırım.							
13) Sosyal ağları arkadaşlarımla sohbet etmek (anlık iletişim, sesli ve görüntülü iletişim) için kullanırım.							
14) Sosyal ağları arkadaşlarımla mesaj alış-verişi için kullanırım.							
15) Sosyal ağları iletişim bilgilerini bilmediğim arkadaşlarıma ulaşmak için kullanırım.							
16) Sosyal ağları eski arkadaşlarımı bulmak için kullanırım.							
17) Sosyal ağları arkadaşlarımla iletişimimi sürdürmek için kullanırım.							
18) Sosyal ağları arkadaşlarımla bağlantımı koparmamak için kullanırım.							
19) Sosyal ağları herhangi bir konu hakkında içerik (resim, video ve metin vb.) oluşturmak için kullanırım.							
20) Sosyal ağları görüşlerimi desteklemek için oluşturduğum görselleri (resim ve video vb.) paylaşmak için kullanırım.							
21) Sosyal ağları fotoğraf albümü oluşturmak için kullanırım.							
22) Sosyal ağları video albümü oluşturmak için kullanırım.							
23) Sosyal ağları kişisel etkinlik günlüğü oluşturmak için kullanırım.							
24) Sosyal ağları komik paylaşımlara (söz ve karikatür vb.) bakmak için kullanırım.							
25) Sosyal ağları mutsuz olduğumda beni mutsuz eden etkenlerden uzaklaşmak için kullanırım.							
26) Sosyal ağları komik paylaşımlar (söz ve karikatür gibi) yapmak için kullanırım.							

Figure B.2.1: Permission for SNUPS



6-CURRICULUM VITAE

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