Profiles under Influence: Third-Person Effect in the Context of Facebook

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ABSTRACT

The aim of this research is to find out the perceptual differences for negative effects of Facebook between high school and college students. As Internet, SNS, finally Facebook has become indispensable parts of our daily lives, whether they agree or not, all audiences were affected from Facebook in different proportions. Especially for the young generation, Facebook has become a part of daily life and it affects their social and psychological behavior.

The present research takes place in the TRNC with Turkish and international students attending the Eastern Mediterranean University, Namık Kemal Lisesi, Near East University, 20 Temmuz Fen Lisesi, The Girne American University, Girne Anafartalar Lisesi, European University of Lefke and Lefke Gazi Lisesi in the Fall semester of 2013-2014 academic year. This study sets out to explore the students' perceived level of media effects on themselves and on others in the context of Facebook. In addition, present study also measures the Internet addiction levels and Facebook addiction levels of the high school and college students. Also, present study places out to examine whether there is statistically significant difference between gender and addiction to Facebook towards the perceived negative effects from Facebook.

Third Person Effect basically measures the perceptual differences between "me and them" over the effects of media messages. In a typical Third Person studies, perceived effects on others are expected more than perceived effects on themselves. Present study found strong support for the Third Person Theory. The findings of the

study suggest that students from both education levels perceive that Facebook has more negative effects on others. Both high school and college students agree that others' behaviors and opinions are affected more by Facebook than their behaviors and opinions. The results revealed that college students' perceptions are in-line with social distance. However, high school students agree that college students in general are affected less than high school students in general. The most important finding is that perceived knowledge is more dominant than social distance in perceived effects from media. Majority of the participants found not addicted to Facebook but there is a tendency toward addiction. Gender is statistically non-significant in the present study.

Keywords: Third-person Effect, Addiction, Facebook, Social Distance, Percieved Knowledge, Social Media

ÖZ

Bu çalışmanın amacı lise ve üniversite öğrencilerinin Facebook'un olumsuz etkileri hakkındaki algısal farklarını ortaya koymaktır. İnternet, devamında sosyal paylaşım siteleri ve nihayetinde Facebook günlük yaşamın vazgeçilmez bir parçası haline gelirken, kabul etsin veya etmesin, tüm kullanıcıları Facebook'tan farklı oranlarda etkilenmektedirler. Özellikle genç nesil için Facebook, günlük bir rutin haline gelirken aynı zamanda düşünce ve davranışlarını da etkilemektedir.

Bu araştırma 2013-2014 akademik yılı güz döneminde, Doğu Akdeniz Üniversitesi, Namık Kemal Lisesi, Yakın Doğu Üniversitesi, 20 Temmuz Fen Lisesi, Girne Amerikan Üniversitesi, Girne Anafartalar Lisesi, Lefke Avrupa Üniversitesi ve Lefke Gazi Lisesinde okuyan KKTC, Türkiye ve diğer ülkelerden gelen öğrenciler üzerinde gerçekleştirilmektedir.

Bu çalışma öğrencilerin Facebook'un kendileri, arkadaşları ve diğer öğrenciler üzerindeki tahmin edilen etkilerinin farklılıklarını ortaya çıkarmak için tasarlanmıştır. Buna ek olarak mevcut çalışma, öğrencilerin İnternet ve Facebook bağımlılık derecelerini ölçmekte ve bu değerlerin Facebook'un kullanıcıları tarafından algılanan etkileriyle istatiksel açıdan anlamlı bir fark yaratıp yaratmadığına bakmaktadır. Ayrıca bu çalışmada cinsiyetin bağımlılık ve algılanan etkiler bakımından istatiksel olarak anlamlı bir fark yaratıp yaratmadığı da incelenmektedir.

Mevcut çalışmada veriler dört bölümden oluşan anket aracılığıyla toplanmaktadır. Anketin ilk bölümü 19 soru ile kullanıcıların internet bağımlılığını ölçmeyi

amaçlarken ikinci bölümde 14 soru ile kullanıcıların Facebook bağımlılıkları ölçülmektedir. Üçüncü bölümde beş dereceli Likert ölçeği ile hazırlanmış 21 soru ile Facebook'un öğrencilerin kendileri ve diğerleri üzerindeki etkilerine dair tahminleri ölçülmektedir. Anketin son bölümü kullanıcıların demografik bilgilerini elde etmek için 4 soru sorulmaktadır.

Üçüncü Kişi Etkisi temelde medya mesajlarının "kendim ve diğerleri" üzerinde algılanan olumsuz etki farkını ölçen bir teoridir. Tipik bir Üçüncü Kişi çalışmasında kişilerin diğerlerini medya mesajlarından olumsuz yönde daha çok etkilendiğini düşüneceğini öngörür. Bu çalışmanın sonuçları Üçüncü Kişi Etkisini kuvetli bir şekilde desteklemektedir. Bu çalışmanın bulgularıyla, hem lise hem de üniversite öğrencilerinin Facebook'un diğer kullanıcıları daha fazla etkilediğine inandıkları, diğer kullanıcıların düşüncülerinin ve hareketlerinin Facebook tarafından olumsuz yönde daha fazla etkilendiğini düşündükleri bulunmuştur. Üniveriste öğrencilerinin algıları, sosyal yakınlık açısından istatiksel olarak anlamlı bir fark oluştururken, lise öğrencileri genel olarak Facebook'un üniversite öğrencileri üzerinde daha az etkili olduğuna inandıkları bulunmuştur. Bu çalışmadaki en önemli bulgu ise bilgi birikiminin medyanın algılanan olumsuz etkileri üzerinde sosyal yakınlıktan daha etkili olmasıdır. Kullanıcıların çoğunluğunda bağımlılık tespit edilmese de bağımlılığa doğru bir yönelim bulunmaktadır.

Anahtar Kelimeler: Üçüncü Kişi Etkisi, Bağımlılık, Facebook

DEDICATION

To My Family

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Chapter 1

INTRODUCTION

New technological developments bring a number of new amenities to daily life. Because of its social nature, people enjoy communicating. Communication technologies also get the share from new technological innovations. Each development carries communication technologies one step forward. Hence, the journey of communication technologies, which start with communicating with smoke, reached the Internet era.

Like all other previous inventions, the Internet also took time to become an indispensable part of our daily lives. However, this period was shorter for the Internet than the other inventions and it continues to be the most democratic of all the mass media (Internet World Stats, 2013).

Most of the people use the Internet almost every day with different purposes from a variety of channels. Studies show that 35% of the world population (n=2,484 billion) is using the Internet (Internet World Stats, 2014)

With time, the Internet start to provide different types of applications based to the user's needs and preferences. One of the advances in the Internet which has take attention by its super fast growing in popularity and prevelence is social Networking Sites (SNS).

SNS, are the sites that allow users to connect with others in impressive methods. SNS are member-based communities, but with a valid e-mail account, every Internet users can sign up to any SNS, like Facebook, Twitter or Myspace within seconds. Previous research shows that the heaviest users of SNS are teens and young adults (Kuss & Griffiths, 2011; Sheldon, 2011; Coley, 2006). Therefore, teens and young adults play an important role on development of those new applications.

Although SNS are perishable sites and the lead in the sector can easily be seized by a new SNS with new components, in recent years Facebook is dominantly the most popular SNS among the others (Internet World Stats, 2014). While celebrating its 10th anniversary, Facebook reached 1,184 billion active users. Almost half of the Facebook users (48%) log on in any given day (Facebook Info, 2013). Although TRNC is not included in any international Facebook usage statistics, Turkey was included which was culturally and socially most proximate country to TRNC. Therefore, usage statistics results for TRNC can be expected similar to results for Turkey. Findings show that 45% of Turkey's population is active users of Facebook. In a typical day, regular SNS users spend two hour 32 minutes on average in SNS. Among all SNS, 93% prefer Facebook.

That much popular medium comes with some possible outcomes. Hyman & Malenka (2001) states that excessive, repetitive use of pleasurable activities can cause addiction. Previous studies show that daily usage of Facebook has been throughout increasing the years especially by teens and young adults. Kuss & Griffiths (2011) found that 82% of teenagers use SNS on a regular basis. Sheldon (2011) found that in a typical day, high school and college students stay logged to Facebook 47 minutes on average. 54% logged more than once during the day. In addition; young

generation is more likely to have addictive personalities than adults (Hall et al., 2001; Widyanto & McMuran, 2004). Therefore college and high school students are more at risk to become Facebook addict.

The Internet addiction term was first introduced by Young (1996). Through the years, different advances of the Internet have become the focus of addiction studies such as cyber relationship addiction (Young et al., 1999), information overload addiction (Griffiths, 2001), online gaming addiction (Brain & Wiemer, 2005), online gambling addiction (Ko et al., 2009). Since it launched in 2004 till today, Facebook has become one of the most popular topics for online addiction studies.

Some recent research claims that quitting Facebook is more difficult than any other addiction (Hofmann et al, 2012; Austin, 2012). Hofmann (2012) argues that the audiences usually underestimate the time occupied by the media. Therefore, because of underestimating the effects of Facebook, users are not able to realize their engagement with the site until they become an addict. This actually is in line with the basic premises of the Third-Person Effect (TPE) theory, developed by Davidson (1983).

TPE theory basically reveals the perceptual differences about the effects of any specific media message on users' themselves and on others. As mentioned earlier, teens and young adults are the heaviest users of SNS. These are usually high school and college students. Also, education level is one of the main components of TPE. Hence, this study examines the perceptual differences between high school and college students on estimating effects of Facebook on themselves and on others. Also the present study measures the Facebook addiction level in TRNC.

1.1 Background of the Study

The way of communicating between individuals and mass is changing according to communication media of the era. Technological developments directly affect the way individuals communicate and users' behaviors. Recently, the most popular communication tool is the Internet. The change in users behaviors starts because of needs. But later, with heavy usage, it can return into an addiction.

The term Internet addiction is introduced by Young (1996), while many scholars and psychiatrists believe only the cases with chemical substances should be considered as addiction. Nowadays, Facebook addiction is one of the most studied topics in social sciences and communication studies.

A medium with more than a billion active users can have some positive or negative effects on its users. As it has been mentioned earlier, TPE theory measures the perceived effects on users and on others. Therefore, TPE theory is the optimal theory for testing the perceived effects of Facebook on its users.

1.2 Motivations for the Study

There is increasing interest in Facebook among scholars around the world. Although there are several usage statistics according to countries for Facebook, because of international recognition problems, as it has been mentioned earlier, TRNC is not included on any international Facebook usage statistics. There is limited research on Facebook usage and its effects in TRNC. Also no research on TPE has been conducted in TRNC. Thus, the present study will be the first study that examines the TPE in the context of Facebook in TRNC.

1.3 The Aims and Objectives of Study

The aim of the present study is two-fold. Firstly, present study will reveal how perceived knowledge affects the perceived effects of media by comparing attitudes of students at two different education levels. In this case college students' and high school students' perceptions about the effects of Facebook on their views and actions and on others views and actions. Secondly, the present study will explore the high school and college students' latest Internet addiction and Facebook addiction levels..

1.4 Hypothesis and Research Questions

Following research questions and hypothesis are set to investigate how students from different levels of education perceive the effects of Facebook on opinions and behaviours on themselves and on others:

H1: Respondents will rate others addiction to Facebook is more than their addiction to Facebook.

H2: Respondents will rate others behaviors as more affected than their behaviors by Facebook.

H3: Respondents will rate others opinions as more affected than their opinions by Facebook.

H4a: The more social distance increases, the more high school students will rate Facebook has more negative effects on others

H4b: The more social distance increases, the more college students will rate Facebook has more negative effects on others

H5: The gap between the predictions of the college students on the effects of Facebook in general on themselves and on others is bigger than the predictions of the high school students on the effects of Facebook in general on themselves and on others.

H6: High school students will be more addictive to Facebook than College students.

RQ1: Are there any relationship between Facebook usage level and perceived negative effects of Facebook on themselves and on others.

RQ2: Are there any differences between the male and female students perceived negative effects of Facebook in terms of addiction.

1.5 The Significance the Study

Although there are many studies conducted on various aspects of Facebook, and its effects on the active users, only a few studies about TPE has been conducted in the context of Facebook. Most of the research about TPE were related with the effects of traditional media and the vast majority shows that individuals believe others are affected more than themselves. With the introduction of SNS, especially young generation shifted from traditional to alternative media.

The present study is designed to examine the TPE on young generation over the social media with a specific reference, Facebook, and measure the latest Facebook addiction levels of the high school and college students in TRNC.

Chapter 2

LITERATURE REVIEW

Whether they agree or not, individuals are affected by media in different levels. Individuals might deny or are not aware of the effects of media on themselves. However, they at least, have an idea about their prime ministers, presidents, famous singers on their country or any well-known media personalities. The TPE theory is a frequently used theory for explaining the perceived effects of media. The following section provides a review of the literature. It begins with a brief record, definition and the components of the TPE. Then, it goes into to history and use of Facebook. After that, definition and research in relation to Internet addiction and Facebook addiction will be presented. Finally causes of addictions will be reviewed.

2.1 Third Person Theory

Perceptual differences between "me" and "them"

Each individual is surrounded with a bombard of media messages and it is almost impossible to run away. The messages come from many channels like television, radio, newspapers, outdoors advertisements and the Internet. Everyone is an audience for one or more media unless they do not live in an isolated world. Undoubtedly, the messages which individuals are exposed everyday have an effect with different levels on its audience. Therefore, mass media is a huge field of study for scholars. Many scholars from different disciplines with different aspects have studied effects of media on audiences. TPE is a theory proposed by Davidson (1983), which investigates the perceptual differences on themselves and on others.

Conners (2005) argue that individuals usually do not accept that the media influences their thoughts and actions. Although people discuss the issues of current events with others, they become impatient for a new model of a product or feel upset about a poignant episode of their favorite television program. However, they quite likely agree that others are influenced by these media messages. TPE theory basically deals with this situation and investigates the reasons for the differences in perceived effects of the media.

Davidson (1983) analyzed some historical events prior to forming his theory. He found evidences for TPE in the World War II. Japanese army droped flyers over the territories conquered by US army in Japan. A thumping majority of troopers were black and all the officers were white. The message on the flyers adumbrate that "its white man's war". Day after the flyers dropped, US troops retreat from that area. Another possible TPE was found Bonn's foreign policy. The effects of the press over foreign policy were asked to West German Journalists. Journalists agree that the press influenced not themselves but ordinary people. In addition to the analysis of historical incidents, Davidson (1983), also conducted four experiments in order to concretize his theory.

In the first experiment, Davidson found 48% of the graduate students believe that New Yorkers in general were affected more from the news about politicians than themselves. Second experiment reveals that adults believe that children were influenced more than themselves by TV advertising.

The last experiment was about the possible effects of new regulation on charges in U.S. Majority of the participants stated that they would be influence less than the rest

of the public.

In addition to historical precedent, TPE was tested and supported in numerous research since 1983. Conners (2005) argue that almost every TPE research found support for the perceptual difference.

TPE has been tested in a inclusive variety of topics, involving news coverage (Vallone et al., 1985; Cohen et al., 1988; Perloff, 1989; Price et al., 1997; Neuwirth & Frederick, 2002; Reid & Hogg, 2005; Harikadis & Rubin, 2005) tested and found TPE in news coverage, advertising messages (Gunther & Thorson, 1992; Duck et al., 1995; David & Johnson, 1998; Price et al., 1998; Henrickson & Flora, 1999; White & Dillon, 2000; Chapin, 2000; David et al., 2002; Cho & Han, 2004; Meirick, 2004; Huh et al., 2004) study TPE in advertising messages and found support for TPE.

Previous research shows that individuals rate others as more affected or influenced with the negatively perceived messages. In contrast, individuals rate others as less affected/influenced by the media messages with positive, hortative content like social responsibility advertisements. This phenomenon defined as a First-Person effect (FPE) by Tiedge et al. (1991)

In most cases, TPE has been examined on undesirable media contents like violence on TV (Perloff, 2008), Internet pornography (Lee & Tamborini, 2005), racism (Duck & Mullin, 1995), political provocations cover news (Cohen et al., 1988), advertisements (Gunther & Thorson, 1992) and much more. The challenge on the present study is that Facebook is not recognized as undesirable media. People can deny that they visit porn sites on the Internet, can deny their enjoyment from

watching the violence from TV, they can deny their racist feelings or they may not be aware of those. But in Facebook case, almost every user accept that they are using Facebook, there is no deny on it but addiction to Facebook can be perceived as undesirable. Based on this argue, the following hypothesis was formulated:

> H1: Respondents will rate others addiction to Facebook is more than their addiction to Facebook.

Davison (1983) suggests that individuals' behaviors may also be influenced by the perceptual differences. "Any effect that the communication achieves may thus be due not to the reaction of the ostensible audience but rather to the behavior of those who anticipate, or think they perceive, some reaction on the part of others" (Davidson, 1983, p. 3).

Based on this reasoning, the following hypotheses were formulated:

> H2: Respondents will rate others behaviors as more affected than their behaviors by Facebook.

> H3: Respondents will rate others opinions as more affected than their opinions by Facebook.

2.1.1 Components of the Third Person Effect

As Conners (2005) suggested, in order to gain further understanding of TPE, numerous studies examined different variables like, social distance, perceived knowledge, and media exposure in addition to different types of media content.

2.1.1.1 Social Distance

Synthesis of findings shows that individuals tend to get closer with the ones who are similar to them. The notion includes all differences such as age, political view, social class, race, ethnicity or sexuality. This tendency is at the heart of the TPE theory. Social distance is a continuum going from "just like me", which is perceived as less affected, to "not at all like me" which, perceived as more affected. Davison (1983) argue that while individuals' estimations of the effects on others, they consider the similarity between themselves. The more similarities increase with others, perceived effects decrease.

In TPE studies, "others" was experimentally defined by Cohen and colleagues (1988). In their research Cohen and colleagues measured the college students' estimations for the effects of media on themselves, on other students in the college, on citizens live in their city and public opinion at large. Results revealed that perceived effects are in-line with the social distance. The more social distance increase, the more participants rate others as more affected by the media messages (Cohen et al., 1988).

Since Cohen et al. (1988) the correlation between social distance and perceived effects was detected by numerous studies.

Brosius & Engel (1996) found that TPE decreases when the comparison group is described as psychologically close. And visa versa, TPE increases if comparison group described as psychologically distant. Duck & Mullin (1995) found largest TPE occurs when others described as the average person. Based on the previous findings on correlation between TPE and social distance, the following hypotheses were

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formulated:

> H4a: The more social distance increases, the more high school students will rate Facebook has more negative effects on others

> H4b: The more social distance increases, the more college students will rate Facebook has more negative effects on others

2.1.1.2 Perceived Knowledge

Also known as subjective competence, Krosnick & Milburn (1990) defines the perceived knowledge as "the insight of one's own aptitude to comprehend happenings". (Krosnick & Milburn, 1990, p.52)

Davidson (1980) argue that individuals have a tendency to see themselves as an expert on their fields. Therefore, if the content of the media message were related with the topics which they have interest in; they predict greater effects on others.

Many scholars have examined the effects of perceived knowledge on TPE studies. Salwen & Driscoll (1997), for example stated the person's understanding of his or her expertise provides the person with sureness to see him or herself as wiser than other individuals and less susceptible to dangerous messages. Lasora (1989) found that TPE was favorably impacted by the recognized skills and knowledge on the issue.

Based on the previous findings related with the perceived knowledge and TPE, the present study predicts that TPE will be higher on college students because of their confidence to see themselves smarter than high school students:

H5: The gap between the predictions of the college students on the effects of Facebook in general on themselves and on others is bigger than the predictions of the high school students on the effects of Facebook in general on themselves and on others.

2.1.1.3 Media Exposure

It is predictable that any individual with an addictive usage of any substance or medium would not be able to predict the real effect of that substance or medium. However, previous research has contradictory results. While the relationship between media exposure and TPE is statistically significant in some studies, some studies found just the opposite.

For instance, Innes & Zeitz (1988) found that heavy TV viewers perceived smallest amount of TPE, while light TV viewers perceived greatest TPE. On the other hand, Rucincki & Salmon (1990) found that there is no significant relationship between television usage and TPE. While media exposure has been defined as one of the main components of TPE theory by Davidson (1980), Conners (2005) argue that it may not be significantly related as social distance or perceived knowledge.

Because of the contradictory findings of previous research, the following research question is introduced:

RQ1: Are there any relationship between Facebook usage level and perceived negative effects of Facebook on themselves and on others.

2.1.2 Third Person Effect and Gender

Researchers like Hoffner et al (2001), Lo & Wei (2002) found statistically significant relationship with gender and TPE. Lo & Wei (2002) stated that female respondents perceived others as more influenced while male respondents perceive less influence

on others. Although Sun, Pan & Shen (2008) mentioned that gender is one of the distinguishing variable in TPE studies in the literature, they did not mention the general results of the role of gender in TPE studies in their meta-analysis. Paul & Dupagne (2009) also did not mention the findings about gender in their meta-analysis.

Third Person Effect and Facebook addiction in the context of gender shows different results in Turkey and in other countries. Male respondents were found to be more addictive in Turkey (Tanıdır, 2011), whereas female respondents were found to be more addictive in America (Barker, 2009). Male respondents perceive less effect on others than female respondents. (Lo & Wei, 2002). Because of the contradictory findings, the following research question is introduced:

RQ2: Are there any differences between the male and female students perceived negative effects of Facebook in terms of addiction.

2.2 Addiction

Addiction can be defined as inability to stop using a substance or inability to control of behavior

(Egger & Rauterberg, 1996)

Although there are several types of addiction according to its dependency, causes and effect; Physical addiction is the first thing that comes to mind, which means in order to get the same effect person should increase the amount of the substance because of the body get used to presence of a substance (Torres & Horowitz, 1999).

Until the 90s, many researchers were against to use the term 'addiction' except the cases relating the drugs. However, definition of addiction has become more comprehensive by the works of some researchers like Griffiths (1990), Young (1996), Greenfield (1999), Ferris (2001) and Hansen (2002). By the works of those scholars behaviors such as online gaming, gambling, TV viewing, overeating, exercising, the Internet usage and Facebook usage have been included in the definition of addiction.

Today many people use substances or repeat some activities during the day like using computers, driving, playing video games and watching TV without any significant problems. They can choose to stop. Damaging psychological and physical effects start when these habits start to become an addiction.

2.2.1 Habit vs. Addiction

Computers and the Internet are indispensable parts of our daily lives. Almost in every field of profession or in any level of school/education life we need the Internet, so computers as well. What are the differences between an Internet user and an Internet addict? The time spent online, cannot be the only criteria to detect Internet addiction. For example, if two students from the same class were compared, and one of them spends five hours for research on the Internet for class works, and the other student spends same amount of time for SNS, online gaming. Although both students spend the same amount of time on the Internet, both of them cannot be classified as addicts. The amount is a valid criteria to detect another kinds of addiction like alcoholism or TV viewing but not a valid criteria for the Internet usage.

Nordqvist (2009) clearly distinguishes the habit and addiction. Nordqvist (2009) argue that a repeated action of one's own can be defined as habit as long as he/she in

control of his/her action. When individuals loose their control over choices and actions start to be done unconsciously, the individual can be considered as addict.

Becker (1992) described habit as a behavioral pattern where one action has been repeated so often and it becomes automatic. On the other hand addictions are chronic diseases of the brain, which arise from habits but are more extreme forms of them.

For habit, there is a conscious choice. Any action repeated continuously until become an automatic response of the brain is considered as habit. If any action has been done in the same way for a period of time, individuals tend to do it the same way every time. Conversely, for addiction, individuals do not have control over their impulses, usually associated with a substance and by the time the amount of the substance should be increased to get same satisfaction. Addicts are not conscious of their addiction (Becker, 1992).

If Facebook usage is applied to the habit vs addiction distinction, conscious choice can be a key factor. If anyone uses Facebook for sending message to his/her friends all the time, and if he/she has to send a message therefore he/she log in to Facebook, can be considered as habbit. Because of he/she using the same communication tool for messaging, he/she automatically log in to Facebook but if he/she log in to Facebook unconsciously and then decide to send a message to any friend can be considered as an addiction.

2.2.2. Internet Addiction

The diffusion of the new communication technologies and globalization has made the Internet the fastest growing communication tool in history. At the beginning, the Internet was only accessible through personal computers and needed a phone line to

connect. But one decade later, users started to have access to the Internet via mobile devices as well. Today, most all companies rely their marketing strategies on their Internet services and Facebook applications.

Before the personal computers, the Internet and mobile communication devices, people spent much more time and effort to communicate with others. Writing a mail, sending from post offices and getting the response took a long time. But today, in couple of minutes an e-mail can be sent and if the receiver is online too, within the minutes, they can reply. Between the sending and receiving e-mail, people usually stay in front of the computer and while he/she is waiting they start to surf the Internet till the reply arrives. At the end, they almost spent the same amount of time to communicate as before the computers. The time spent for surfing while waiting perceived as salvage of time. In fact that is not a empty time to salvage. They do not sit in a chair and wait until the reply arrives by post but they do now. This behavioral change in person daily life may cause addiction by the time. Computers affected people's behavior in professional life too. It has become easier to deceive the colleagues and customers by the computer and the Internet technology. Because of all the files sent through the Internet from office to office or building to building, people do not walk around, they just sit on their chairs in front of computers and no one can see what they actually do. Because of this rapid rise in new communication tools, user behaviors start to change. The Internet usage became a new topic for scholars.

The computer technology and the Internet are developing simultaneously and they are interdependent. While the computer technology is developing, it also gives new opportunities to the Internet like video sharing or transferring gigabytes of files

within minutes. These new developments bring new users to the Internet and the Internet feeds back the computer technology. Because of the relationship between the Internet and computer technology, addiction or heavy usage studies are also connected.

In early 90s, heavy computer usage and the Internet usage took the attention of researchers. Before Young (1996) introduced the term Internet addiction, there were numerous research about compulsive computer usage. Shotton (1991) found that shy people, who are poor in social relations, find satisfaction with computing. And he stated, "The need to control the computer provides an admirable means of coping for those who may previously have felt inadequately fulfilled" (Shotton, 1991, p.229).

Suler (1996) argue that the anonymity on the Internet is the major factor for using the Internet more and more. Users hide their real identities and can act like someone else or can say and do things, which they would not do in their real life.

Suler (1999) stated that 'The Gullibility Virus' affects most of the compulsive Internet users. The gullibility virus makes people believe and forward every groundless story or legend without questioning that shows up in their inbox or browser.

Griffiths (1995) predict the consequences of person-machine interactivity and stated "Although there is little empirical evidence for technological addictions as clinical entities at present, the number of potential technological addictions and addicts will increase" (p.18)

Young (1996) introduced the term 'Internet addiction', while many scholars and psychiatrists believe only the cases with chemical substances should be considered as addiction. Young (1996), developed a scale to measure the Internet addiction levels of individuals. The scale was based on the addiction criteria's of the Diagnostic and statistical manual of mental disorders. Young's scale measures the users' affiliation to Internet, usage frequency, physical and psychological consequences with seven items. Young (1996) noted, any Internet user agreed on at least three statements can be considered as addicts.

Young (2004) argue that Internet addicts share the same symptoms with drug or alcohol addicts. They all need to consume more to get the same satisfaction they used to. Studies by Wang, (2001), Bayraktar, (2001), Bölükbaş, (2003), Kaltiala, (2004), Hardie & Tee, (2007), Yen, Ko, Yen, Wu & Yang, (2007), Günüç & Kayri, (2010) confirm that the average time spent on Internet is increasing each year, which supports Young's argument.

Like all other types of addiction, the Internet addiction also has some consequences. After a series of research, Young (2004) stated, Internet addicts can be diagnosed like most of the other types of addicts just by observing the change on users' behaviors. Young argue that behavioral outcomes of compulsive Internet usage usually starts with impairment in sleep patterns. Because of day times occupied by work or school, most of the heavy users stay online at nights. In order to increase the time spends online, compulsive user's first sacrifice from their sleep time. Than they start to ignore other responsibilities or routines. At that point, their families, friends or partners can realize the behavioral changes of addictive users and may question the time spent online. Therefore, in order to stop questions about their Internet usage,

addictive users may lie or deny about the time they spend online. This may be followed by the demand for privacy because any interruption while they are online may cause anger on Internet addicts. Finally users' personality can completely change. Because of his/her addiction warmhearted, thoughtful and kind person becomes uncaring, cold and emotionless.

2.2.3 Facebook Addiction

Indispensible role of the computers and the Internet in daily life was mentioned earlier. Before Facebook, there were some SNS, which become popular very quickly and have large numbers of users but not as much as Facebook, and none of them were long lasting as Facebook do.

At the beginning, Facebook was a site for communicating between friends and its features were very limited. With time, Facebook increased what they offer to its users with new applications and features like games, instant messaging, etc.

Instant messaging, online games, sharing and watching videos and photos are some of the popular ways of spending time online. Today, Facebook cover almost all popular ways of spending time online so in Facebook there are many activities that a person can engage. Therefore affluence of the context is one of the major role players in Facebook addiction.

Another possible factor on Facebook addiction is self-promoting or self-expression. Pampek (2009) found, regardless of how busy they were, high school students use Facebook approximately 30 minutes per day. Facebook was integrated into high school students' lives and it is part of their everyday experiences. Also in this age period, teens are developing\constructing their personalities\identities by experience

and learning. During this period of time teens need to express themselves. As Arnett (2000), pointed out "A common task of emerging adulthood is to determine one's own identity with respect to romantic relationships, work, and world views" (Arnet, 2000, p.12). Facebook offers exclusive chance for its users to express themselves and present their personalities. High school and college students express who they were by their posts and sharing. "Facebook provide new venues for young adults to express themselves and to interact with one another. Posting to walls and posting pictures for others to observe highlight a public communication style" (Pampek, 2009, p.237)

Joinson (2008) also focuses his research on self-presentation via Facebook and users' desire to control their representation. He found that users engagement to Facebook increasing while self-presentation features in Facebook increasing.

Meshi (2013), and colleagues also emphasize the role of self-promoting in obsessive usage of Facebook. Meshi and colleagues stated that the self-representation features like sharing images of themselves, emiting their opinions and feelings via posts and sharing and comment on their friends' posts and sharing are main motive for young heavy Facebook users. (Meshi et al., 2013)

Besides self-promoting, brain's reward system is also important on developing addiction. Tamir & Mitchell (2012), found that "individuals so willingly self-disclose because doing so represents an event with intrinsic value, in the same way as with primary rewards such as food and sex" (p.8041). Tamir & Mitchell argue that individuals' behaviors to disclose the context of their own thoughts are motivated by the proximate mechanisms. In their research, participants' brain activities scanned

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with fMRI scanner while participants evaluating their own behaviors and feelings and evaluating the others' behaviors. Participants will gain or lose amount of money according to their results. Although participants will lose money if they talk about themselves more, the results show that participants willing to lose 17% of their earnings on average in order to talk more about themselves. Tamir & Mitchell (2012) stated, although participants earn less amount of money by expressing themselves more, their fMRI scan result shows that expressing themselves, light up the brain sections linked with the rewarding. Instead of loosing, they feel more likely earning because of self-expression.

Meshi, Morawetz & Heekeren (2013), took Tamir & Mitchell (2012), study one step further and find the relation between brain's reward system and Facebook intensity. Meshi and colleagues (2013) measure volunteers' brain activity by fMRI scanner and found comments or positive feedbacks on Facebook about themselves cause more activation on participants' nucleus accumbens. They also measure the Facebook intensity level of the participants and correlated with the nucleus accumbens activity of participants. Results show "the processing of self-relevant gains in reputation in the left nucleus accumbens predicts the intensity of Facebook use across individuals. This result was specific to positive social feedback for the self relative to observing positive social feedback for others" (p.10).

Potarazu (2013) also found that the same areas of brain light up in MRI when users gets positive comments on their posts and likes on Facebook and when they satisfy their craving for food, sex or drugs.

Facebook has become more than a communication tool and users start to flaunt their success via Facebook. No one is posting something bad or embarrassing about him or her. It is obvious that a medium, with more than a billion users in ten year, will cause some behavioral and mental disorders. Summers (2011), describe the Facebook as the trend of the decade and argue that teenagers often become excessive with the 'in' thing and Facebook.

Innes (2013) found that regular users of Facebook declared that getting likes for the posts or photos of themselves feels good but heavy users of Facebook keep thinking about it after they log off the Facebook. Innes (2013), states the brains of heavy Facebook users more affected than regular users by the feedback they receive from Facebook.

Potarazu (2013) found 1/3 of Facebook users have emotions of envy after hanging out on Facebook and significant psychological harm was knowledgeable by users who were looking at positive posts. Potarazu argue that there is a correlation between Facebook usage and linkage to mental health issues. "Significant percentage of people check Facebook even before they get out of bed is an indication of the social anxieties and pressures that have been created by this new medium" (Foxnews, 2014, January 28). Retrieved January 28, 2014, from http://www.foxnews.com /health/2013/01/24/addicted-to-facebook-study-shows-users-are-lonelier/

Potarazu (2013), states that Facebook formed a new conventional of social approval. Potarazu found that users moods are shaped by their Facebook activities, college students which heavy users of Facebook felt worse about their real lives than the regular users. Figures activity of likes is developing a compulsion or addiction.

"Facebook is an addiction when one finds constant pleasure from the experience. Facebook is a compulsion if it creates an anxiety when one is not online" (Foxnews, 2014, January 28). Retrieved January 28, 2014, from http://www.foxnews.com/health/2013/01/24/addicted-to-facebook-study-shows-users-are-lonelier/

According to combination of the previous research on Facebook addiction, the general profile of a Facebook addict is: teen or young adults (Joinson, 2008; Pampek, 2009; Meshi et al, 2013; Farooqi et al, 2013), shy in real world (Farooqi et al, 2013; Innes, 2013), lower self esteem (Joinson, 2008; Pampek, 2009; Meshi et al, 2013).

Although most of the addictive users shy and quiet persons they are pretty active on Facebook. Farooqi et al (2013), found 39% of the participants regarded as shy in actual world while they were considered as fun loving they were regarded as fun loving by 60.3% of his/her friends in Facebook. 75% of the participants complained of mood swings. 64% of the participants use Facebook in daily for around 3-4 hours. 37.2% of the participants agree that after start using Facebook, their social life become worse.

Like in all other types of addiction, in Facebook addiction too, most of the time the user can not realize that he or she becoming an addict until they are really become an addict and in some cases they do not care about being addict. Farooqi (2013) found tendency towards Facebook addiction on the majority of the participants. Results reveal that teenagers acquiesce to risk their health, lessons and their social life for more gratification they get when using Facebook. They are highly addicted but they do not aware of their addiction. Even if they accept that they are addictive to

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Facebook, they do not try to stop using Facebook and when they try to stop using, they cannot succeed.

Some recent research claims that quitting Facebook is more difficult than any other addiction (Hofmann et al, 2012; Austin, 2012). Austin (2012), found that the level of desire for Facebook was higher than the desire for tobacco.

Hofmann and colleagues (2012) states that users perceive Facebook usage as more attractive than sex, tobacco and alcohol. Receiving fast and exciting posts and staying linked with friends creates the bigger desire on users toward social media. Although many of the users tend to resist their desires, because of the offers of Facebook they found it irresistible. Also Hofmann and colleagues (2012) argues that the audiences usually underestimate the time occupied by media.

In most of the addiction types, addicts try to hide their addiction or at least they do not proud of their addiction. In case of Facebook addiction, addicts proud of in being Facebook, because it is socially accepted. Summers (2011), argue that most of the teen and young adults join Facebook because everyone has an account and teenagers has a great need to fit in.

There are many volunteer organizations to help different types of addictions. Although it is ironic, there are many web sites trying to help compulsive Internet usage online. According to users appeals on online addiction help sites, most common types of compulsive Internet usage are: Cybersex addiction, cyber relationship addiction, net compulsions, information overload and computer addiction.

Many scholars studied all these addiction types. Cyber relationship addiction studied by Young, Pistner, O'Mara & Buchanan (1999). Information overload addiction studied by Griffiths (2001), Hansen (2002), Griffiths (2000), Rossenberg (2003). Online gaming addiction studied by Griffiths, Davies & Chappell (2003), Brain & Wiemer (2005). Online gambling addiction studied by Wardle, Moody, Griffiths, Orford & Volberg (2011). Online application addiction studied by Pfeil, Argan & Zaphiris (2009), Blau (2011).

Although each of these addiction types are huge fields for scholars from different aspects, Facebook is covering almost all of these compulsive Internet usage types by its numerous activities that a person can engage in.

2.2.4 How Users Become Addictive

The Internet is an endless world, which contains a vast amount of information and provides ample entertainment opportunities. With all its advantages and benefits, it also poses a risk to make users addictive. SNS are one of the most popular ways of spending time online and Facebook is taking the lead in all SNS (social networking statistics, 2014).

Facebook has more than 1.4 billlion users but not all of them Facebook addict. Most of the users using Facebook without any significant problem. So how some users become addictive and some do not, was the center of the study by Sayar (2008). He suggests that people usually go through three periods when they are first introduced with a new activity. First period is focusing: when a person starts to a new activity, he or she concentrates, focuses and spends time on it. This period is also defined as 'appreciation or obsession'. This period is followed by the second period called 'disenchantment'. In this period, the user starts to get bored from that activity. In the

last period, called 'finding balance' user normalizes their amount of time spent on the new activity. Addictive users spend more time than other users spend on first period. Instead of getting bored, they enjoy from spending time on the Internet. As the result, Internet addictive persons stay plugged in in the first period.

Internet addiction levels from previous research shows an upward tendency both in Turkey and in international level (Europe and Asia): In international level, previous research results on the Internet addiction level is: %4 (Wang, 2001), %3,1 (Kaltiala, 2004), %8 (Hardie& Tee, 2007), %20,7 (Yen, Ko, Yen, Wu &Yang, 2007). Previous research results on the Internet addiction level in Turkey is %1,1 in 2001 (Bayraktar,2001) %6 in 2003 (Bölükbaş, 2003) and %10,1 in 2010(Günüç&Kayri,2010) Unfortunately there is only one research conducted in TRNC on Internet addiction level by Özçınar (2011) and the Internet addiction level is %5.6. The following figures clearly show an upward tendency both in Turkey and in international level
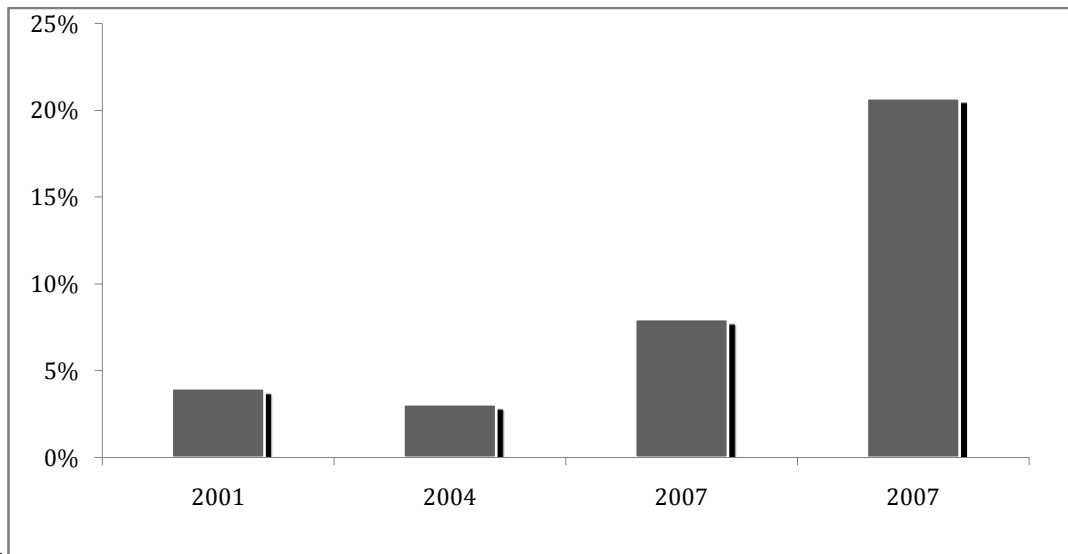

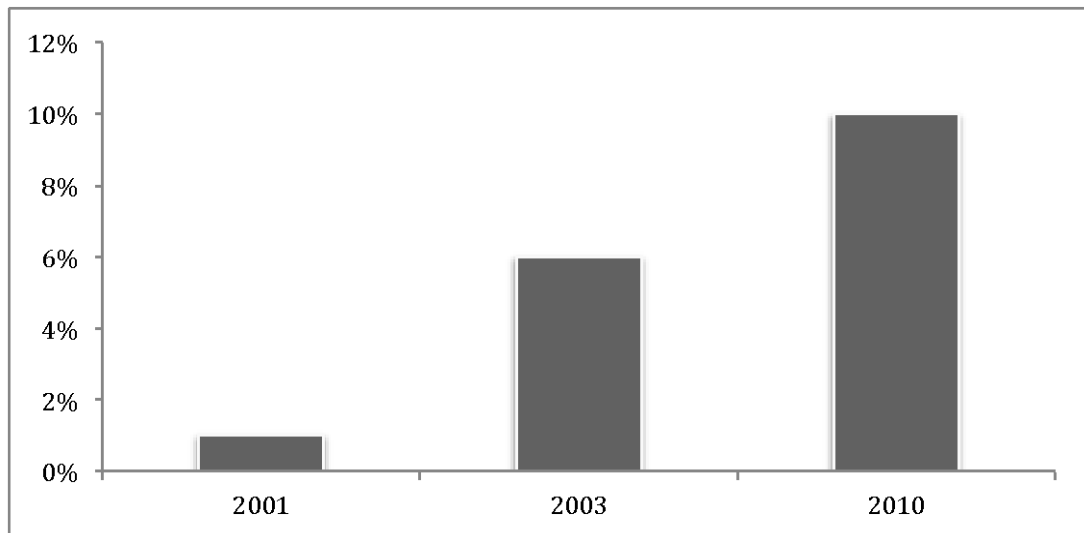Figure 1: Internet addiction in International level

Figure 2: Internet addiction in Turkey

Loechner (2012) found that the heaviest SNS users are the teenagers between 13 to 17 years old. Also he found in his research, %90 of teens between 13 to 17 are using at least one SNS and %68 of all teens prefer Facebook as their main SNS.

All these previous research shows that Internet/Facebook addiction is increasing rapidly in globe and high school students spend more time online than any generation before. Based on this reasoning, the following hypothesis was formulated:

H6: High school students will be more addictive to Facebook than College students.

2.3 History of Facebook

Facebook, which is one of the world's biggest companies, is also one of the fastest rising companies in history. It was started in a dorm room in Harvard University by Mark Zuckerberg. Facebook was started for only Harvard students and a valid Harvard email address was needed to sign in. Facebook is available now for anyone

with a valid email address and it has more than one billion active users (Facebook Info, 2013).

Facebook's root goes to Facemash, which was the previous project of Zuckerberg in Harvard. Kirkpatric (2010) states that the aim of the Facemash was ranking the popularity of students. 450 students visited the site in first eighteen hour and 22.000 photos of students were voted. Facemash spread like snowball but the photos of the students was registration photos so Harvard administration shut down the site because of the privacy and copyright.

After the great success of Facemash in a very short period of time, Zuckerberg developed his project and in February 4, 2004, he launched 'thefacebook.com' with his roommates/co-founders Dustin Moskovitz, Chris Hudges and Eduardo Saverin. Other students invited by emails. Zuckerberg and friends sent emails to every student in their dormitory mailing list. Kirkland House mailing list. Thefacebook spread faster than the Facemash and at the fifth day, Thefacebook reached more than 1000 active users. Only in one week, Thefacebook reached half of the Harvard students and everybody started to talk in the campus about that site which did not have content of its own and only a platform for users to create their content (Kirkpatric, 2010).
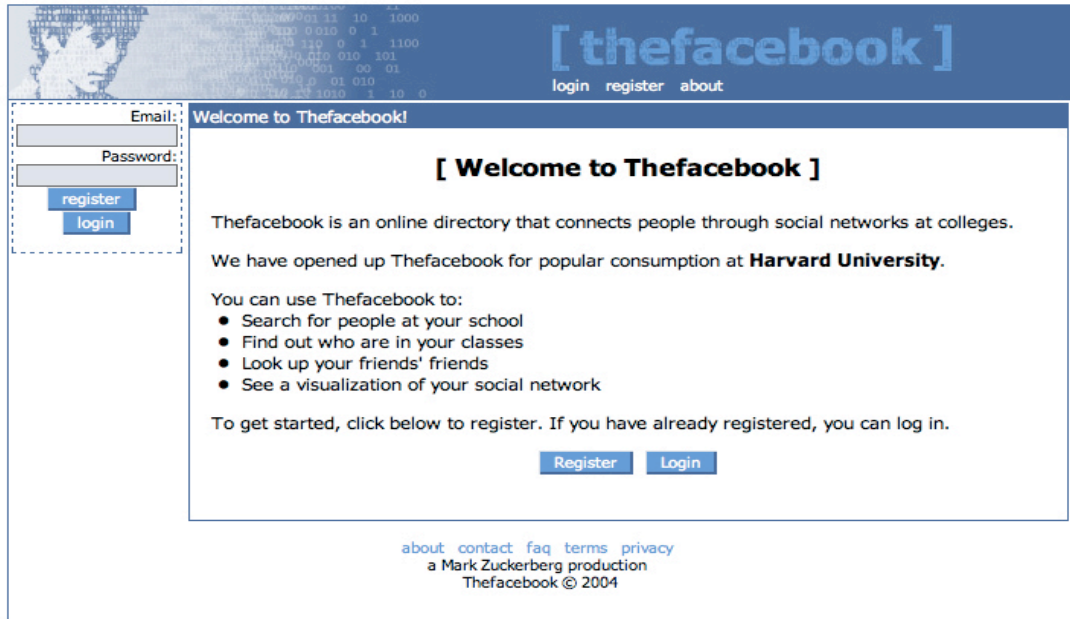
Figure 3. Opening screen of "thefacebook.com" in February, 2004

Kirkpatric (2010), stated that the information requested from the users, like sexual orientation or relation status shows that Thefacebook was shaped by the teenagers' hormones. Although it looks like innocent, much activity had a remarkably sex-related significance for the students, like poking each other.

By the end of February 2004, Thefacebook was opened to students at Colombia, Yale and Stanford. Although many colleges from all over the United States were mailing to Zuckerberg to open Thefacebook to them, it was postponed because of the lack of servers and the infrastructure. In December 2004 Thefacebook reached 1 million active users. Five months later, Thefacebook grew to support more than 800 college networks. On September, 2005, 'Thefacebook.com' officially dropped the "the" and became Facebook. Just one month later, Facebook began to add international school to its networks (Facebook Info, 2013).

Kirkpatric (2010) states Colombia, Yale and Stanford was chosen because of their

homegrown social networks. That would be the best competition against the SNS already in use. In a couple of weeks, Facebook covered almost all students in those three schools, and after this success, Zuckerberg was sure about the potential of the site.

Investors also see the potential of Facebook and while Facebook was only four months old, in a meeting with Zuckerberg and some investors, $20 million was offered for the site but Zuckerberg not even take seriously the offer and reject it.

Although the concept of SNS was not new, may be because of the success of Facebook, Zuckerberg has been sued with serious larceny charges by the other SNS. Kirkpatric (2010) noted that the concept of social networking and its technical background was a field of study for more than 40 years. Therefore the creation of Zuckerberg is only the latest version of the idea that originally belongs to others from many decades ago.

In 2006, Facebook made its biggest expansion allowing anyone to sign in with a valid email address. After this expansion, number of active users of Facebook reached 58 million, which was 12 million just one year ago. At the beginning of 2010, with the helps of the users even very rare languages added to its operating language and comprise 98 percent of the population. By the end of December 2013, Facebook reached 1,310 million monthly active users (Facebook Info, 2013).

2.3.1 Facebook Usage

Kuss & Griffiths (2011) found that 82% of teenagers use SNS on a regular basis. Sheldon (2011) found that in a typical day, high school and college students stay logged to Facebook 47 minutes on average. 54% logged more than once during the day. The numbers of the users logged into Facebook on a daily basis were increasing

too. This is 21% more than Coley (2006) found 60% of the participants were daily users. Just five years after, Sheldon (2011) reveal that daily basis users increase 21% and found 81% of the participants visit the site on a daily basis.

The following figure clearly shows the huge increase in active users just in eight years from one million to 1.056 billion (Facebook.com).
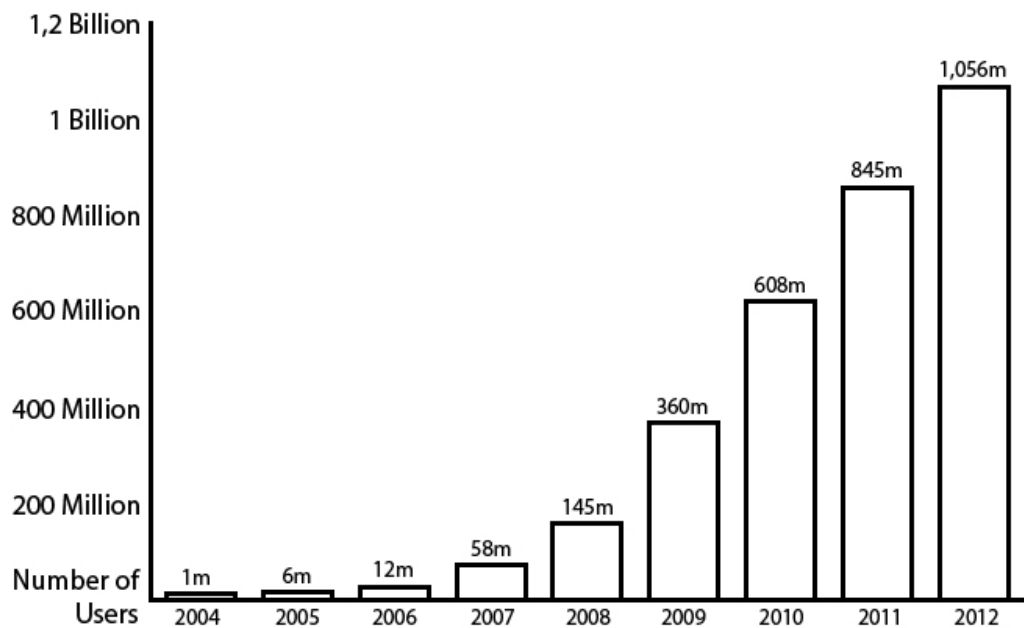

Figure 4: Active users at Facebook

Undoubtedly, new communication technologies play an important role on that increase in Facebook usage. One decade earlier it almost took three to four minutes to be online with dial up modems. Today, however, users can update their Facebook profile or post a share by mobile applications from their smartphones within seconds. Facebook applications taking the lead in smartphone applications. According to Consumer Intelligence Research Parthners foundings Facebook is almost five times popular than other mobile applications (CIRP, 2013). CIRP requested users to list the

three apps they use most frequently. The following figure shows the percentage of respondents listing each app amongst their most frequently used.
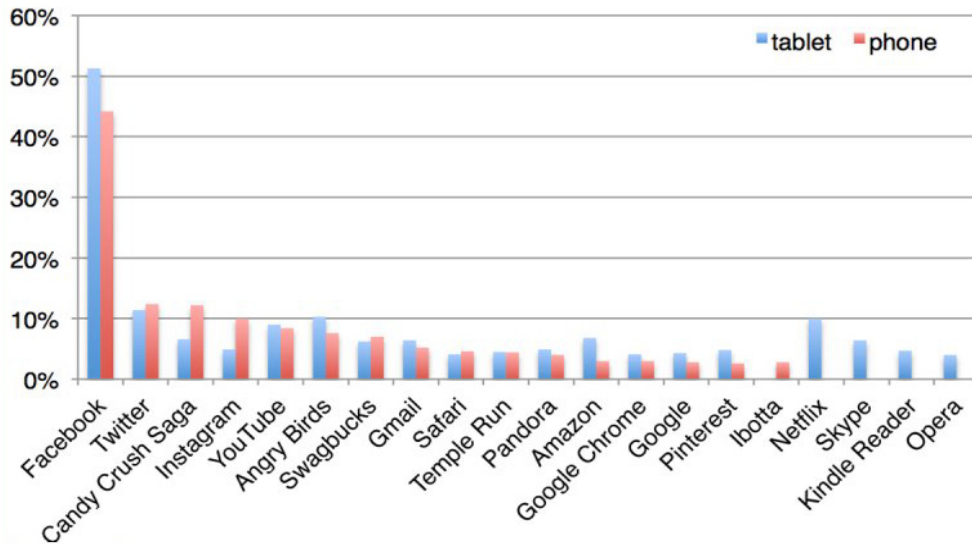

Figure 5: Most frequently used application for smartphones and tablets

The impact of the mobile technology on Facebook usage also proofed by the official Facebook statistics. The following figure shows the percentages of desktop and mobile users of Facebook (Facebook.com, 2014).
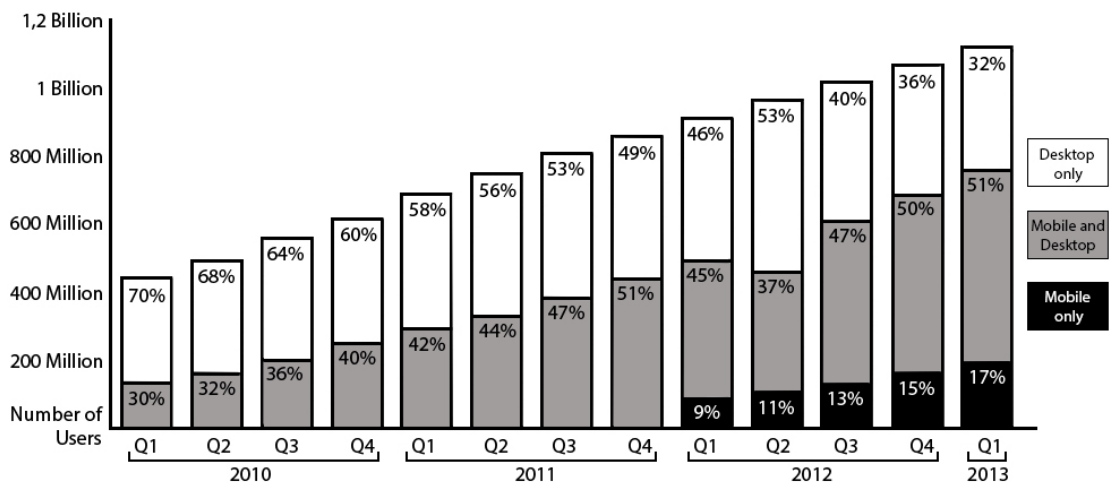

Figure 6: Percentages of desktop and mobile users of Facebook.

Figure 4 clearly shows that by the first quarter of the year 2012, 9% of the users logged into Facebook only from mobile which was duplicated in the first quarter of the 2013. Facebook also announce the numbers of the daily active users on average in March, 2013 as 665 million. That is 26% more than daily users on average in May, 2012. Monthly active users via mobile devices were announced as 751 million (Facebook.com, 2014).

2.3.2 Facebook Addiction and Gender

Previous studies show a tendency toward a gender difference in Facebook addiction. Sheldon (2008) found that age and gender were statistically significant determinant on Facebook usage. Females and younger respondents were found to log on to Facebook more than males and older respondents.

Barker (2009) also pointed the relationship between gender and motivations for Facebook usage. Barker (2009) found that while passing time and being in touch were the major motivations for females, learning was the major motive for males.

Although female addictive users majority in the international level, Tanıdır (2011), found that Facebook addiction scores of the male college students are statistically significantly higher than female college students' Facebook addiction score in Turkey.

On the other hand, Şahin (2011) found males' Internet addiction levels were statistically higher than females' Internet addiction level. Also Gökçearslan & Günbatar (2012), found that males' significantly more addicted to Internet than females.

Previous studies show different results in the context of gender in Turkey and in international level. While female scores are higher on Facebook addiction in international level, the results are just the opposite in Turkey. Because of the cultural affinity between TRNC and Turkey, in present study, results in context of gender were expected to be similar to Turkey.

2.3.3 Facebook Usage in TRNC

Because of international recognition problems, Turkish Republic of Northern Cyprus (TRNC) was not included in any official Facebook usage statistics. Because of the cultural affinity with Turkey and TRNC, Facebook usage can be expected to be similar.

As in many other countries, in TRNC some research have been conducted in relation to Facebook. In 2010, Burcu Demiröz and Rıza Teke conducted a research, and the results suggest that the participants use Facebook mainly to fulfill their need of communication (Demiröz & Teke, 2010).

Özçınar (2011) found that 6.6% of the participants were Internet addict while 44.1% are at the risk group. Also results showed that there was a relationship between the Facebook addiction level and the education level. Highest addiction scores were found on high school students (8.3%). College students' Facebook addiction (5.7%) found significantly less than high school students. Although the difference between college and master students statistically non-significant, master students' addiction score (5.6%) slightly less than college students' addiction score. Özçınar (2011) also found that males were significantly more addicted to Facebook.

Another study conducted in TRNC is "A Comparison of Facebook Addiction

Between Social and Hard Sciences' Students" by Rıza Teke revealed that social and human needs were the major motivations for Facebook usage. However no addictive behavior was detected (Teke, 2011).

In this context, the present study becomes more important not only to describe the TPE in TRNC, but also as a continuation of previous research about Facebook usage findings as well. It will also describe the latest situation on Facebook and Internet addiction in TRNC.

A review of the literature reveals that there is no research focusing on TPE on Facebook users in TRNC. The present study aims to fill this gap in the literature.

Chapter 3

METHODOLOGY

This chapter sets out the structure of research methodology. Hence, it includes the sections on research methodology, research design, population and sample, data gathering procedures, validity and reliability of data collection instruments.

3.1 Research Methodology

The major aim of the present study is to compare the effects of social distance and perceived knowledge on TPE in the context of Facebook. The minor intention of this study is to measure the Internet and Facebook addiction levels of the high school and college students in TRNC. Therefore quantitative research methodology has been favored. "Quantitative research is an approach to scientific inquiry in education whose characteristics are epistemological beliefs in an objective reality, the analysis of reality into measurable variable, the study of samples that represent a defined population, and a reliance on statistical methods to analyze data"(Gall & Borg, 1999, p.120).

The present study compares two different levels of education. Education is a determining factor in the TPE Theory. In this case, perceived effects of Facebook by college and high school students were compared. In other words, high school and college students were examined by survey (Appendix A).

3.2 Research Design

Questionnaires were distributed for the collection of data from the students. The

study surveyed 400 students who study at universities and high schools in TRNC in Fall Semester, 2013 - 2014 academic year. The questionnaire has four sections: the first section consists of questions about the Internet usage and measures the Internet addiction level of the participants. The second section consists of questions about the Facebook usage of participants and aim to reveal the Facebook addiction level of the participants. The second section is followed by the section three which consists of questions on the perceptions about the effects of the Facebook on themselves, on their friends, on other students at same education level and the students from different education level to find out the TPE level. Finally in the last section; section four, is sought to get demographic information about the participants with four questions. The first three sections have 54 statements in five-point Likert Scale.

3.3 Population and Sample

As mentioned before in chapter two, the heaviest users of the Internet and SNS are teenagers and young adults therefore the population of the present study is college and high school students in TRNC.

"Even if it were possible, it is not necessary to collect data from everyone in a community in order to get valid findings. In quantitative research, only a sample of a population is selected for any given study" (Shaikh, 2010, p.1). In this case 400 students were selected. Participants who filled the questionnaire were chosen by non proportional stratified sampling method.

Non proportional stratified random sampling is a type of probability sampling technique. Unlike the simple random sample and the systematic random sample, sometimes researchers are interested in particular strata within the population. With

the stratified random sample, there is an equal chance (probability) of selecting each unit from within a particular stratum (group) of the population when creating the sample. In Disproportionate stratification, the sample size of each of the stratum is not proportionate to the population size of the same stratum. The aim of the stratified random sample is to reduce the potential for human bias in the selection of cases to be included in the sample. As a result, the stratified random sample provides a sample that is highly representative of the population being studied, assuming that there is limited missing data. (Miller & Yang, 2008)

Although TRNC is a small country in size and population, only one university and one high school would not be enough to get valid and reliable results. Famagusta, Nicosia, Kyrenia and Lefke are the cities which have a college in TRNC. Those cities included in the strata and from each selected city, one university and one high school were selected. 50 students were selected from each university and 50 students were selected from each high school. Also those four cities have almost equal geographic and demographic distribution. Those cities are in almost equal distance to each other and represent four main geographic parts of the TRNC. Also, those cities are the major cities in TRNC in terms of population and economics. From

They were chosen among the students from Eastern Mediterranean University and Namık Kemal Lisesi from Famagusta, Near East University and 20 Temmuz Fen Lisesi from Nicosia, The Girne American University and Girne Anafartalar Lisesi from Kyrenia, European University of Lefke and Lefke Gazi Lisesi from Lefke, during the Spring Semester of 2013-2014 academic year.

3.4 Data Gathering Procedure

The data was collected through the questionnaire formed for the study. A questionnaire consisting of 58 questions was developed. After a pilot study with colleagues in Faculty of Communication and Media Studies at EMU, the questionnaire was translated into Turkish (Appendix B) by the researcher. For the high school students, who might not be able to understand the questions in English. The supervisor of the researcher did the final check of the questionnaire and its translation.

Since the subject of the present study is students, there were some permissions needed to administer the questionnaire. The first step of the permission procedure for applying questionnaires in high schools and colleges in TRNC started with a letter of request for permission from the Dean of the Faculty by the supervisor (Appendix C); followed by the Dean's letter of request for permission to Ministry of Education (Appendix D). The letter of request for permission and one set of questionnaire were submitted to Ministry of Education. After ten days of perusal period, permissions for applying the questionnaire was granted by the Ministry of Education (Appendix E).

Appointments were made by phone from high school administrations and rector's offices of the colleges. Letter of request for permission for applying questionnaire and the approval letter of the Ministry of Education was submitted to 20 Temmuz Fen Lisesi administration (Appendix F), Girne Anafartalar Lisesi administration (Appendix G), Lefke Gazi Lisesi (Appendix H), Namık Kemal Lisesi administration (Appendix I), Rector's office of Near East University (Appendix J), Rector's office

of European University of Lefke (Appendix K) and Rector's office of The Girne American University (Appendix L).

One day was spent for administering the survey in each city. Each day was divided into two sessions. In the morning session, questionnaires were administred in the high schools. In the afternoon session questionnaires were applied in the universities. Public areas like library and cafeterias were preferred for applying questionnaires in colleges. High school administrations, guidance according to their timetable and questionnaires applied to the students in the class by the assistance of class teachers.

3.5 Validity and Reliability of Data Collection Instruments

In this section, the scales will be explained in detail, which preferred for the present study.

3.5.1 Internet Addiction

Kimberly Young is the pioneer of the Internet addiction studies. In 1996, she created a scale with 20 items based on five-point Likert scale that measures the level of Internet addiction. Some of these items are: "How often do you find that you stay online longer than you intended?", "How often do you form new relationships with fellow online users?" and "How often do you lose sleep due to late-night logins" (Young, 1996). One of the items is related with job performance. In the present study this item was excluded from the scale since all participants were students.

After all, the items have been responded to, figures for each response included and according to last results, 0 – 30 points considered as normal range, 31- 49 points considered as mild, 50 -79 points considered as moderate and 80 - 100 points considered as severe (Young, 1996).

This scale, which was also utilized in the present study to find out the participants' Internet addiction scores, has been used in number of research until today: Niesing (2001), Hahn and Jerusalem (2001), Chaw & Black (2008), Saville et al. (2010). The observed internal consistency (Cronbach's alpha) coefficient for the Internet addiction scale was 0.88.

3.5.2 Facebook Intensity Scale

Because Facebook is a popular research topic for scholars, a verified, proofed scale needed to measure the Facebook usage beyond simple measures of frequency and duration. And also because, addiction to the Internet and addiction on the Internet are two separate concepts. Therefore, Internet addiction scales at present cannot be used. The scale should also cover the emotional commitments of users' to Facebook and the affects of these commitments to their daily life. Therefore Ellison, Steinfield & Lampe (2007) created the Facebook intensity scale (FBI) that measures the addiction to Facebook. The scale has eight items, some of these items are: "Facebook is part of my everyday activity", "I would be sorry if Facebook shut down", "I am proud to tell people I'm on Facebook" (Ellison, Steinfield & Lampe, 2007). The observed Cronbach's alpha coefficient for the FBI scale was 0.82.

3.5.3 Bergen Facebook Addiction Scale

Another important measure is Bergen Facebook Addiction Scale (BFAS) it was developed in the University of Bergen by Andraessen and colleagues (2011). Although BFAS is more recent than FBI scale, there are only two possible results for BFAS, which are 'addicted', and 'not addicted'. On the other hand FBI score is measured by the means of the results. Therefore in the present study BFAS and FBI were used together.

BFAS is measuring the addictive tendencies towards Facebook with six item related

with observed effects of Facebook on one's own. According to Andreassen (2011) respondent can be evaluated as an addict if he or she scoring 'often' or 'very often' on at least four of the six items. Some of these items are: 'I feel an urge to use Facebook more and more', 'I become restless or troubled if I am prohibited from using Facebook' (Andreassen, 2011). For the Facebook addiction, the observed Cronhbach's alpha coefficient for the BFAS scale was 0.84.

Chapter 4

ANALYSIS and FINDINGS

The present chapter represents the findings of the study. As it has been mentioned in Chapter 1 and 3, data for the present research was collected from 4 high schools and 4 colleges in TRNC. This chapter seeks to present the analysis of the data collected for the study and the findings drawn from them. The analysis includes descriptive statistics of the participants, participants' Internet and Facebook addiction levels and perceptions of the students for the negative effects of Facebook on themselves and on others. Findings are presented in tables and their interpretations are provided after each table. In the present study, values attached to the choices of attitude scale questions are as follows: 1=Strongly Disagree, 2= Disagree, 3=Undecided, 4= Agree, 5= Strongly Agree. For the scale division, Balcı's (2004) recommendation has been followed. Balcı suggests that the division for the five-point Likert Scale would be as follows: (1-1.79) Strongly Disagree; (1.80- 2.59) Disagree; (2.60- 3.39) Undecided; (3.40- 4.19) Agree; (4.20- 5.0) Strongly Agree.

4.1 Analysis of Demographic Characteristics of the Participants

This section explains general results of participants. Gender, nationality, age and education level are shown as tables and percentages. This section helps to understand the demographics of the participants.

In the present study two different education levels, high school students and college students were compared. Therefore out of 400 participants, 200 students were surveyed from high schools and 200 students were surveyed from colleges in TRNC.

Table 1: Distribution of Nationality

		High School	College	Total
	TURKEY	12	67	79
	TRNC	158	81	239
	OTHER	6	35	41
Nationality	TURKEY & TRNC	21	12	33
Total		197	195	392

Table 1 shows the ratios and percentages of participants' nationalities. Out of 400 students, 19.8% (n=79) participants come from Turkey, 59.8% (n=239) are from TRNC, 8.3% (n=33) have double nationality (both Turkey and TRNC), 10.3% (n=41) of the participants are from other nations. There were 8 students that ignored this question. For the college students, 33.5% (n=67) of the participants were Turkish citizen, 40.5% (n=81) of the participants were TRNC citizen, 6% (n=12) of the participants have double nationality (both Turkey and TRNC) and 17.5% (n=35) of the participants have other nationality. Five participants did not fill this question. For the high school students, 6% (n=12) of the participants were Turkey citizen, 79% (n=158) of the participants were TRNC citizen, 10.5% (n=21) of the participants have double nationality (both Turkey and TRNC) and 3% (n=6) of the participants have other nationality. 3 participants did not fill this question.

Table 2: Age statistics of the participants

Group	Mean	N	Std. Deviation
High School	16.03	198	1.089
College	22.03	187	3.412
Total	18.95	385	3.908

College students age distribution is between 19 to 38. The average age of college students was 22.03 years (SD=3.412). Thirteen participants from college students did not fill this question. High school students age distribution is between 14 to 19. The avarage age of high school students was 16.03 years (SD=1.089). Two participants did not fill this question.

Table 3: Gender distribution of the participants

		High School	College	Total
	Male	89	96	185
Gender	Female	106	92	198
Total		195	188	383

This question was about gender differences of participants. The questionnaire results show that out of the 400 students, 46.3% (n=185) were males and 49.5% (n=198) were females. There were 17 students that ignored this question. For the college students, 48% (n=96) of the participants were males and 46% (n=92) were females. For the high school students, 44.5% (n=89) of the participants were males and 53% (n=106) were females.

Table 4: Education level of the college students

		Frequency	Percent	Valid Percent	Cumulative Percent
	First Year Student	40	20.0	20.5	20.5
	Second Year Student	41	20.5	21.0	41.5
	Third Year Student	39	19.5	20.0	61.5
	Fourth Year Student	61	30.5	31.3	92.8
	Master Student	10	5.0	5.1	97.9
	PhD Student	4	2.0	2.1	100.0
Valid	Total	195	97.5	100.0	
Missing	Missing	5	2.5		
Total		200	100.0		

20% (n=40) of the college student participants are from the first year students. 20.5% (n=41) of them are second year students. 19.5% (n=39) are the third year students. 30.5% (n=61) are from the fourth year students. 5% (n=10) of the participants are graduade students and 2% (n=4) are PhD students. There were 17 students that ignored this question.

Table 5: Education level of the high school students

		Frequency	Percent	Valid Percent	Cumulative Percent
	9th Year Student	51	25.5	25.5	25.5
	10th Year Student	47	23.5	23.5	49.0
	11th Year Student	53	26.5	26.5	75.5
	12th Year Student	49	24.5	24.5	100.0
Valid	Total	200	100.0	100.0	

The high school students were surveyed while they are in class. In order to get equal distribution, different levels of classes were selected from each high school. 25% (n=51) of the high school student participants are from 9th year students. 23.5% (n=47) of them are 10th year students. 26.5% (n=53) are 11th year students. 24.5 (n=49) are from 12th year students.

4.2 Descriptive Statistics of Addiction Scales

As it has been mentioned in Chapter 3, three different scales were used in the present study to measure the participants' Internet and Facebook addiction levels. First part of the questionnaire was designed to measure the participants' Internet addiction levels by using Young's Internet addiction scale. The following table shows the means and attitudes of respondents on "Young's Internet addiction scale".

Table 6: Means and attitudes of respondents on "Young's Internet addiction scale"

Statements	High School		College	
	Mean	S.D.	Mean	S.D.
1- How often do you find that you stay online longer than you intended?	3,60	1,244	3,23	1,029
2- How often do you neglect household chores to spend more time online?	1,93	,922	2,58	1,039
3- How often do you prefer the excitement of the Internet to intimacy with your partner?	1,96	1,435	2,45	1,222
4- How often do you form new relationships with fellow online users?	3,43	1,475	2,60	1,375
5- How often do others in your life complain to you about the amount of time you spend online?	3,36	1,480	2,67	1,339
6- How often do your grades or school work suffer because of the amount of time you spend online?	3,25	1,577	2,44	1,189
7- How often do you check your e-mail before something else that you need to do?	1,74	,921	2,72	1,204
8- How often do you become defensive or secretive when anyone asks you what you do online?	3,04	1,270	2,45	1,055
9- How often do you block out disturbing thoughts about your life with shooting thoughts of the Internet?	3,49	1,337	2,57	1,197
10- How often do you find yourself anticipating when you will go online again?	2,58	1,109	2,41	,936
11- How often do you fear that life without the Internet would be boring, empty, and joyless?	3,38	1,246	2,88	1,240
12- How often do you snap, yell, or act annoyed if someone bothers you while you are online?	2,63	1,230	2,52	1,236
13- How often do you lose sleep due to late-night log-ins?	2,68	1,133	2,68	1,247
14- How often do you feel preoccupied with the Internet when off-line, or fantasize about being online?	2,46	1,333	2,64	1,131
15- How often do you find yourself saying "just a few more minutes" when online?	3,31	1,386	2,94	1,139
16- How often do you try to cut down the amount of time you spend online and fail?	1,74	,943	2,49	1,264
17- How often do you try to hide how long you have been online?	2,11	1,004	2,43	1,123
18- How often do you choose to spend more time online over going out with others?	1,94	,925	2,55	1,026
19- How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back online?	2,26	1,186	2,60	1,108

After all items have been responded to, figures for each response included and according to last results, 0 – 30 points considered as normal range, 31- 49 points considered as mild, 50 -79 points considered as moderate and 80 - 100 points considered as severe (Young, 1996).

Table 7: Internet addiction levels of participants

		High School	College	Total
	Normal	24	12	36
Internet Addiction Levels	Mild	67	89	156
	Moderate	109	99	208
Total		200	200	400

Results show that only 6% (n=12) of the college students were in normal range. According to Young's Internet addiction scale, those students considered as average on-line users. 44.5% (n=89) of the college students were found mild users of the Internet. They may stay online more than average, but still they have control over their usage. Half of the college students, 49.5% (n=99) were found moderate users of the Internet. Which means they are suffering rare or repeated troubles because of their Internet usage. Internet addiction levels of High school and college school students are close to each other. 12% (n=24) of high school students were normal range Internet users, which is two times of the college students' results. 33.5% (n=67) of the high school students are mild users of the Internet. More than half of the high school participants, 54.5% (n=109) are moderate users of the Internet. This score is 5% more than college students' score for moderate users.

High school students' Internet addiction scores (M=2.68, SD=0.77) are slightly more than college students' Internet addiction scores (M=2.62, SD=0.61), but this difference was statistically non-significant according to a t-test adjusted for inequality of variances, t(378)=.78, p=.43.

Second section of the questionnaire measures the participants' Facebook addiction levels. FBI scale were used between question 20 to 27. Following table shows the means for the FBI scale.

Table 8: Means and attitudes of respondents on FBI scale

Statements	High School		College	
	Mean	S.D.	Mean	S.D.
20- Facebook is part of my everyday activity.	3,67	1,132	3,66	1,096
21- I am proud to tell people I am on Facebook.	2,95	1,138	3,12	1,038
22- Facebook has become part of my daily routine.	3,57	1,176	3,55	1,102
23- I feel out of touch when I have not logged onto Facebook for a while.	2,99	1,398	3,07	1,171
24- I feel I am part of the Facebook community.	3,27	1,096	3,45	1,057
25- I would be sorry if Facebook shut down.	4,00	,911	3,30	1,303
26- Approximately how many Facebook friends do you have in total?	4,08	1,039	3,86	1,221
27- In a typical day, on average, approximately how much time PER DAY have you spent actively using Facebook?	3,44	1,170	3,56	1,239

As it has mentioned earlier, in the present study in order to get more precise and detailed findings, two different Facebook addiction scales were used. Following table shows the means for the BFAS.

Table 9: Means and attitudes of respondents on BFAS

Statements	High School		College	
	Mean	S.D	Mean	S.D.
28- I spend a lot of time thinking about Facebook or planning how to use it.	1,85	1,177	2,44	1,083
29- I feel an urge to use Facebook more and more.	2,35	1,146	2,47	1,114
30- I use Facebook in order to forget about personal problems	2,70	1,272	2,38	1,089
31- I have tried to cut down on the use of Facebook without success	2,42	1,269	2,58	1,044
32- I become restless or troubled if I am prohibited from using Facebook.	2,80	1,335	2,66	1,109
33- I use Facebook so much that it has had a negative impact on my studies.	2,48	1,466	2,74	1,090

4.3 Analysis of TPE Level and Addiction Scales

TPE has been tested by different methods. In the present study, survey research was used for estimations for the perceived effects on one's own and the perceived effects on others with a five-point Likert scale, from strongly disagree to strongly agree. Each statement was questioned four times, starting from predictions for themselves, predictions for their friends, predictions for other students at their education level and finally predictions for other students from another education level.

H1 predicted that participants will rate others addiction to Facebook is higher than their addiction. High school students rate others as more addicted than themselves to Facebook, although they believe that college students in general are not addicted as high school students to Facebook.

Table 10: College students' perceptions of addiction to Facebook

		I believe that I am addicted to Facebook.	I believe that my friends are addicted to Facebook.	I believe that college students in general are addicted to Facebook.	I believe that high school students in general are addicted to Facebook.
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		2.72	3.48	3.66	3.78
Std. Deviation		1.199	1.046	1.086	1.043

Results show that college students believe that high school students' addiction to Facebook is more than college students' addiction to Facebook. They also believe that they are not addicted to Facebook as their friends.

Table 11: High school students' perceptions of addiction to Facebook

		I believe that I am addicted to Facebook.	I believe that my friends are addicted to Facebook.	I believe that high school students in general are addicted to Facebook.	I believe that college students in general are addicted to Facebook.
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		2.50	3.27	3.72	3.32
Std. Deviation		1.232	1.210	1.335	1.242

When the addiction perception scores of two education levels are combined, results shows that participants rate others addiction to Facebook is more than their addiction to Facebook. Hence, H1 was supported.

H2 predicted that participants will rate others behaviors is affected more than their behaviors by Facebook.. College student's perceptions on affects of Facebook on behaviors are increasing correlated with the social distance. Table 16 clearly shows that college students believe that their behaviors are less affected by Facebook than their friends. Also they believe those high school students' behaviors in general are more affected by Facebook than college students' behaviors.

Table 12: College students' perceived effects of Facebook on their behaviors and others behaviors

		I believe Facebook in general has a negative effect on my behaviors.	I believe Facebook in general has a negative effect on my friends' behaviours	I believe Facebook in general has a negative effect on college students' behaviours	I believe Facebook in general has a negative effect on high school students' behaviours
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		2.22	2.93	3.39	3.41
Std. Deviation		1.036	.913	1.088	1.104

High school students believe that their behaviors are less affected than their friends' behaviors, high school students' behaviors and college students' behaviors. Unlike the college students, high school students' perceptions do not correlated with the social distance. They believe that high school students' behaviors are more affected by Facebook

Table 13: High school students' perceived effects of Facebook on their behaviors and others behaviors

		I believe Facebook in general has a negative effect on my behaviors.	I believe Facebook in general has a negative effect on my friends' behaviours	I believe Facebook in general has a negative effect on high school students' behaviours	I believe Facebook in general has a negative effect on college students' behaviours
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		2.31	3.34	3.33	2.95
Std. Deviation		1.162	1.122	1.152	.939

When findings for perceived effects of Facebook on behaviors combined for both education levels: Respondents rate others behaviors as more affected than their behaviors by Facebook. H2 is supported.

H3 predicted that participants will rate others behaviors is affected more than their behaviors by Facebook.. Predictions of the college students are in-line with social distance. They believe that Facebook has less affects on their opinions. Their friends' opinions are affected more than their opinions. High school students' opinions are affected more than college students' opinions.

Table 14: College students' perceived effects of Facebook on their opinions and others opinions

		I believe Facebook in general has a negative effect on my opinions.	I believe Facebook in general has a negative effect on my friends' opinions.	I believe Facebook in general has a negative effect on college students' opinions.	I believe Facebook in general has a negative effect on high school students' opinions.
N	Valid	200	200	200	199
	Missing	0	0	0	1
Mean		2.38	2.82	3.04	3.23
Std. Deviation		1.020	1.097	1.051	.934

Like college students, high school students also believe that Facebook has less influence on their opinions than others' opinions. On the contrary, social distance, high school students believe that high school students' opinions in general are more affected by Facebook than the college students' opinions.

Table 15: High school students' perceived effects of Facebook on their opinions and others opinions

		I believe Facebook in general has a negative effect on my opinions.	I believe Facebook in general has a negative effect on my friends' opinions.	I believe Facebook in general has a negative effect on high school students' opinions.	I believe Facebook in general has a negative effect on college students' opinions.
N	Valid	200	199	200	200
	Missing	0	1	0	0
Mean		2.56	3.33	3.30	3.05
Std. Deviation		1.124	1.083	.981	1.229

Hence, findings support the H3. Respondents rate others opinions as more affected than their opinions by Facebook.

As mentioned earlier in chapter 3 and 4, in a typical TPE studies two types of questions are asked to the participants. Firstly, perceived effects on themselves are requested. Secondly, perceived effects on others are requested. In present study, five constructs were examined. Effects on lessons, social activities, behaviors, opinions and perceived addiction to Facebook were examined through the social distance. H4a and H4b expect that the participants will rate that Facebook has more negative effects on others in-line with social distance. Hence, in both hypothesis (4a and 4b) participants' perception is expected as: for themselves < their friends < other students at same education level < other students from another education level.

H4a predicted that the more social distance increases, the more high school students will rate Facebook has more negative effects on others. A repeated measures ANOVA with a Greenhouse-Geisser correction determined that mean perceived effects of Facebook on lessons differed statistically significantly between participants' perception for themselves, for their friends, for other high school students in general and for college students in general ($F(2.45, 485.172)= 9.490$, $P < .001$). High school students believe that their lessons affected less than their friends by the time spend on Facebook (M=3.29, SD=1.41 vs M=3.61, SD=1.39), which was statistically significant ($p < .001$). The time high school students in general spend on Facebook negatively affects their lessons slightly more than their friends (M=3.61, SD=1.39 vs M=3.69, SD=1.24), which was not statistically significant ($P = .226$). However, high school students' perception for effects of time spend on Facebook over lessons for college students was less than perception for effects of Facebook

over lessons for high school students (M=3.69, SD=1.24 vs M=3.40, SD=1.27) which was statistically significant ($p < .001$). Therefore, social distance elicits a statistically non-significant increment on perceived effects of Facebook over lessons. High school students believe that high school students' lessons are affected less than their friends' lessons and high school students' lessons in general.

The mean of perceived effects of Facebook on social activities, differed statistically significantly between participants' perception for themselves, for their friends, for other high school students in general and for college students in general (F(2.16, 429.899)= 24.434, $p < .001$). High school students believe that their other social activities are affected less than their friends by the time spend on Facebook (M=2.94, SD=1.24 vs M=3.01, SD=1.28), which was not statistically significant ($P < .170$). The time high school students in general spend on Facebook negatively affects their other social activities more than their friends (M=3.01, SD=1.28 vs M=3.47, SD=1.23), which was statistically significant ($p < .001$). On the other hand, high school students' perception for effects of time spend on Facebook over social activities for college students in general was less than perception for effects of Facebook over social activities for high school students in general (M=3.69, SD=1.24 vs M=3.40, SD=1.27) which was statistically significant ($p < .001$). Therefore, social distance elicits a statistically non-significant increment on perceived effects of Facebook over social activities. High school students believe that college students' social activities affected less than their social activities.

The mean of perceived level of addiction to Facebook, differed statistically significantly between participants' perception for themselves, for their friends, for other high school students in general and for college students in general (F(2.73,

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542.603)= 59.785, $p < .001$). High school students believe that they are not addicted to Facebook as their friends (M=2.50, SD=1.23 vs M=3.27, SD=1.21), which was statistically significant ($p < .001$). Perceived level of addiction to Facebook of friends is less than perceived level of addiction to Facebook for high school students in general (M=3.27, SD=1.21 vs M=3.72, SD=1.34), which was statistically significant ($p < .001$). However, High school students' perception for high school students' addiction to Facebook in general was more than college students' addiction to Facebook in general (M=3.72, SD=1.34 vs M=3.32, SD=1.24) which was statistically significant ($p < .001$). Therefore, social distance elicits a statistically non-significant increment on perceived addiction level to Facebook for high school students. High school students believe that college students in general are not addicted to Facebook as high school students.

The mean of perceived effects of Facebook on users' behaviors, differed statistically significantly between participants' perception for themselves, for their friends, for other high school students in general and for college students in general (F(2.87, 570.286)= 58.686, $p < .001$). High school students believe that their behaviors affected less than their friends behaviors by Facebook (M=2.31, SD=1.16 vs M=3.34, SD=1.12), which was statistically significant ($p < .001$). However, high school students perceived that Facebook in general has negative effects on their friends' behaviors slightly more than high school students' behaviors in general (M=3.34, SD=1.12 vs M=3.33, SD=1.15), which was not statistically significant ($p = .957$). Also, High school students' perception for effects of Facebook over high school students' behaviors was more than perception for effects of Facebook over college students' behaviors (M=3.33, SD=1.15 vs M=2.95, SD=0.94) which was statistically significant ($p < .001$). Therefore, social distance elicits a statistically non-significant

increment on perceived effects of Facebook over behaviors for high school students. High school students believe that college students' behavior affected less than their friends' and high school students' behaviors in general.

The mean of perceived effects of Facebook on users' opinions, differed statistically significantly between participants' perception for themselves, for their friends, for other high school students in general and for college students in general ($F(2.72, 538.965)= 42.353$, $p < 0.001$). High school students believe that their opinions affected less than their friends opinions by Facebook (M=2.55, SD=1.13 vs M=3.33, SD=1.08), which was statistically significant ($p < .001$). However, high school students perceived that their friends' opinions affected slightly more than high school students in general by Facebook (M=3.33, SD=1.08 vs M=3.30, SD=0.98), which was not statistically significant ($p = .643$). Also, High school students' perception for effects of Facebook over high school students' opinions in general was more than perception for effects of Facebook over college students' opinions in general (M=3.30, SD=0.98 vs M=3.05, SD=1.23) which was statistically significant ($p = .001$). Therefore, social distance elicits a statistically non-significant increment on perceived effects of Facebook over opinions for high school students. High school students believe that college students' opinions affected less than their friends' opinions and high school students' opinions in general.

As mentioned earlier H4a predicted that the more social distance increases, the more high school students will rate Facebook has more negative effects on others. When five statements compiled, high school students believe that they are affected the least in four statements except effects on social activities. On the other hand, according to social distance, while the maximum perceived effect expected on college students

results show that highest perceived effects seen on high school students and their friends. Therefore H4a was not supported.

H4b predicted that the more social distance increases, the more college students will rate Facebook has more negative effects on others. A repeated measures ANOVA with a Greenhouse-Geisser correction determined that mean perceived effects of Facebook on lessons, differed statistically significantly between participants' perception for themselves, for their friends, for other college students and for high school students ($F(2.56, 508.912) = 23.474$, $p < .001$). College students believe that their lessons affected less than their friends by the time spend on Facebook ($M=2.77$, $SD=1.27$ vs $M=3.22$, $SD=0.98$), which was statistically significant ($p < .001$). The time college students in general spend on Facebook negatively affects their lessons slightly more than their friends ($M=3.22$, $SD=0.98$ vs $M=3.34$, $SD=1.14$) which was not statistically significant ($p = .176$). Also, College students' perception for effects of time spend on Facebook over lessons for high school students was slightly more than perception for effects of Facebook over lessons for college students ($M=3.34$, $SD=1.14$ vs $M=3.49$, $SD=1.09$) which was statistically significant ($p = .047$). Therefore, social distance elicits a statistically significant increment on perceived effects of Facebook over lessons college students.

The mean of perceived effects of Facebook on social activities, differed statistically significantly between participants' perception for themselves, for their friends, for other college students and for high school students ($F(2.75, 547.131)= 28.218$, $p < .001$). College students believe that their other social activities affected less than their friends by the time spend on Facebook ($M=2.60$, $SD=1.01$ vs $M=2.88$, $SD=1.00$), which was statistically significant ($p < .001$). The time college students in

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general spend on Facebook negatively affects their other social activities more than their friends (M=2.88, SD=1.00 vs M=3.12, SD=0.88), which was statistically significant (p=.001). Also, College students' perception for effects of time spend on Facebook over social activities for high school students was slightly more than perception for effects of Facebook over social activities for college students (M=3.12, SD=0.88 vs M=3.21, SD=0.95) which was not statistically significant (p=.145). Therefore, social distance elicits a statistically significant increment on perceived effects of Facebook over social activities for college students.

The mean of perceived addiction to Facebook, differed statistically significantly between participants' perception for themselves, for their friends, for other college students and for high school students ($F(2.06, 410.368) = 68.898$, $p < .001$). College students believe that they are not addicted to Facebook as their friends (M=2.72, SD=1.20 vs M=3.48, SD=1.05), which was statistically significant ($p < .001$). Perceived addiction to Facebook of friends is less than perceived addiction to Facebook for college students in general (M=3.48, SD=1.05 vs M=3.66, SD=1.09), which was statistically significant ($p = .003$). Also, College students' perception for high school students' addiction to Facebook in general was slightly more than college students' addiction to Facebook in general (M=3.66, SD=1.09 vs M=3.78, SD=1.04) which was statistically significant ($p = .034$). Therefore, social distance elicits a statistically significant increment on perceived addiction level to Facebook for college students.

The mean of perceived effects of Facebook on users' behaviors, differed statistically significantly between participants' perception for themselves, for their friends, for other college students and for high school students ($F(2.69, 536.256) = 58.686$, $p <$

.001). College students believe that their behaviors affected less than their friends behaviors by Facebook (*M*=2.31, *SD*=1.16 vs *M*=3.34, *SD*=1.22), which was statistically significant (*p* < .001). However, college students perceived that Facebook in general has negative effects on their friends' behaviors more than college students' behaviors in general (*M*=3.34, *SD*=1.22 vs *M*=2.95, *SD*=0.93), which was statistically significant (*p* < 0.001). Also, College students' perception for effects of Facebook over high school students' behaviors was more than perception for effects of Facebook over college students' behaviors (*M*=2.95, *SD*=0.93 vs *M*=3.33, *SD*=1.15), which was statistically significant (*p* < 0.001). Therefore, social distance elicits a statistically significant increment on perceived effects of Facebook over behaviors for college students.

The mean of perceived effects of Facebook on users' opinions, differed statistically significantly between participants' perception for themselves, for their friends, for other college students and for high school students (*F*(2.33, 461.296) = 37.346, *p* < .001). College students believe that their opinions affected less than their friends opinions by Facebook (*M*=2.37, *SD*=1.01 vs *M*=2.81, *SD*=1.09), which was statistically significant (*p* < .001). College students perceived that Facebook in general has negative effects on college students' opinions more than their friends' opinions (*M*=2.81, *SD*=1.09 vs *M*=3.04, *SD*=1.05), which was statistically significant (*p* = .017). Also, College students' perception for effects of Facebook over high school students' opinions was more than perception for effects of Facebook over college students' opinions (*M*=3.04, *SD*=1.05 vs *M*=3.23, *SD*=0.93), which was statistically significant (*p* = .008). Therefore, social distance elicits a statistically significant increment on perceived effects of Facebook over opinions for college students.

As mentioned earlier, H4b predicted that the more social distance increases, the more college students will rate Facebook has more negative effects on others. When five statements compiled, results show that college students' perceptions are in-line with social distance. Therefore, H4a was supported.

Table 16: TPE levels of the participants

Group	N	Mean	Std. Deviatio	Std. Erro Mean
High Scho	200	2.71	1.138	.080
College	200	3.68	1.042	.074

$t(398) = 8.90$, $p < .001$

Based on the previous findings related with the perceived knowledge and TPE, the present study predicted that TPE will be higher on college students because of their confidence to see themselves smarter than high school students. Therefore, H5 predicted that the gap between the predictions of the college students on the effects of Facebook in general on themselves and on others is bigger than the predictions of the high school students on effects of Facebook in general on themselves and on others. An independent-samples t-test indicated that scores were significantly higher for college students (M=3.68, SD=1.04) than for high school students (M=2.71, SD=1.14), $t(398) = 8.90$, $p < .001$. Hence, H5 was supported.

Table 17: FBI scale scores of participants

Group	Mean	N	Std. Deviation
High School	3.5051	198	.71445
College	3.4416	199	.81841
Total	3.4732	397	.76801

t(388)=.82, p=.41.

In the present study, 5-point Likert scale was used. The average scores for both education levels are higher than 2.5. High school students (M=3.51, SD=0.71) and college students (M=3.44, SD=0.82). Results show that there is apparent tendency toward Facebook addiction in both education levels. High school students' FBI scores (M=3.51, SD=0.71) are slightly more than college students' FBI scores (M=3.44, SD=0.82), but this difference was statistically non-significant according to a t- test adjusted for inequality of variances, t(388)=.82, p=.41.

As mentioned earlier in chapter 3, two different Facebook addiction scales were used in the present study in order to get more precise and detailed results.

Table 18: Bergen's addiction scale scores of participants

		Group		
		High School	College	Total
Bergen's Facebook Addiction Scale	Not Addicted	157	169	326
	Addicted	43	31	74
Total		200	200	400

Majority of the participants, from both education levels are not addicted to Facebook. 15.5% (n=31) of the college students and 21.5 (n=43) of the high school students are

addicted to the Facebook. Results shows that high school students addiction score is 6% more than college students' addiction score.

H6 predicted that high school students will be more addicted to Facebook than the college students. Results of Table 21 and 22 shows that high school students' addiction scores in both scales are slightly higher than college students' addiction scores. Therefore, H6 was slightly supported.

As mentioned earlier in chapter 2, media exposure might affect the TPE. In the present study RQ1 asked: Are there any relation between Facebook usage level and perceived negative effects of Facebook on themselves and on others.

Table 19: Descriptive statistics for the Facebook addiction level and perceived negative effects

		Addiction Scale		
		Not Addicted	Addicted	Total
	Strongly Disagree	26	1	27
	Disagree	85	16	101
	Undecided	89	23	112
	Agree	68	21	89
TPE	Strongly Agree	58	13	71
Total		326	74	400

$t(398) = 1.61$, $p = .11$

Although TPE scores were higher for addictive students (M=3.39, SD=1.06) than for non-addictive students (M=3.14, SD=1.21), an independent samples t-test indicated that the difference was statistically non-significant, $t(398) = 1.61$, $p = .11$

As mentioned earlier in chapter 2, gender is one of the distinguishing variable both in addiction and TPE studies. While female respondents tend to perceive greater negative effects on others, males were found to be more addictive to Facebook in Turkey, whereas, female respondents were found to be more addictive in other countries. Because of contradictory findings, RQ2 asks: Are there any differences between the male and female students perceived negative effects of Facebook in terms of addiction.

Table 20: Distribution of perceived negative effects by gender

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	185	3.23	1.230	.090
Female	198	3.17	1.184	.084

$t(381) = 0.49$, $p = .65$

RQ 2. Investigates if there are any differences between the male and female students' perceived negative effects. Table 24 shows that TPE scores were slightly higher for male students (M=3.23, SD=1.23) than female students (M=3.17, SD=1.18), an independent samples t-test indicated that the difference was statistically non-significant, $t(381) = 0.49$, $p = .65$. Results show that there was not significant difference in terms of gender on perceived effects.

While measuring the perceived effects, measuring addiction levels also one of the aims of this study. Therefore participants' addiction levels also compared in terms of gender.

Table 21: Distribution of FBI by gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
	Male	184	3.4823	.71529	.05273
FBI_Scale	Female	196	3.4987	.81443	.05817

$t(378) = 0.21$, $p = .84$.

Facebook usage of the female participants (M=3.50, SD = 0.81) slightly more than male participants (M= 3.48, SD = 0.72) an independent samples t-test indicated that the difference was statistically non-significant, $t(378) = 0.21$, $p = .84$.

Table 22: Distribution of BFAS by gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
	Male	183	2.4536	.88129	.06515
BFAS	Female	198	2.5042	.91648	.06513

$t(379) = 0.55$, $p = .58$.

Secondary Facebook usage scale shows similar results to FBI. Female participants (M=2.58, SD = 0.91) slightly more than male participants (M=2.45, SD = 0.88) an independent samples t-test indicated that the difference was statistically non-significant, $t(379) = 0.55$, $p = .58$.

Compilation of results from Table 20, 21 & 22 exhibits that gender was not a distinguishing variable in the present study.

Although there is not any hypothesis formulated related with the perceptions about the effects of Facebook over lessons and other social activities, statements related with the effects on lessons and effects on other social activities has been asked in order to get more precise and detailed TPE scores.

College students believe that the time they spend on Facebook does not negatively affects their lessons as their friends and other students lessons affected. Predictions of the college students are in-line with social distance.

Table 23: College students' perceptions of the effects of Facebook on lessons

		I believe the time I spend on Facebook negatively affects my lessons.	I believe the time my friends spend on Facebook negatively affects their lessons.	I believe the time college students in general spend on Facebook negatively affects their lessons.	I believe the time high school students in general spend on Facebook negatively affects their lessons.
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		2.77	3.22	3.34	3.49
Std. Deviation		1.268	.978	1.141	1.094

Although the high school students' score for perceived effects of the time spent on Facebook negatively affects my lessons is higher than college students' score. Results still support the TPE. Like college students, high school students too, believe that their lessons are affected less than others'.

Table 24: High school students' perceptions of the effects of Facebook on lessons

		I believe the time I spend on Facebook negatively affects my lessons.	I believe the time my friends spend on Facebook negatively affects their lessons.	I believe the time high school students in general spend on Facebook negatively affects their lessons.	I believe the time college students in general spend on Facebook negatively affects their lessons.
N	Valid	200	199	200	200
	Missing	0	1	0	0
Mean		3.30	3.61	3.69	3.40
Std. Deviation		1.417	1.384	1.242	1.268

College students believe that their social activities are not affected by Facebook as much as others' social activities. Results show that college students' perceptions are in-line with social distance. They believe Facebook affects high school students' social activities more than college students.

Table 25: College students' perceptions of effects of Facebook on social activities

		I believe the time I spend on Facebook negatively affects my other social activities.	I believe the time my friends spend on Facebook negatively affects their other social activities.	I believe the time college students in general spend on Facebook negatively affects their other social activities.	I believe the time high school students in general spend on Facebook negatively affects their other social activities.
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		2.60	2.88	3.12	3.21
Std. Deviation		1.013	1.000	.877	.959

Although high school students believe that their friends and high school students' social activities affected by Facebook more than their social activities. They believe their social activities affected more than college students' by Facebook.

Table 26: High school students' perceptions of effects of Facebook on social activities

		I believe the time I spend on Facebook negatively affects my other social activities.	I believe the time my friends spend on Facebook negatively affects their other social activities.	I believe the time high school students in general spend on Facebook negatively affects their other social activities.	I believe the time college students in general spend on Facebook negatively affects their other social activities.
N	Valid	200	200	200	200
	Missing	0	0	0	0
Mean		2.94	3.01	3.47	2.77
Std. Deviation		1.236	1.278	1.227	1.112

Chapter 5

CONCLUSION

The information included in this chapter comprises conclusions drawn from the study, the limitations of the study and suggestions for further research.

5.1 Conclusions Drawn from the Study

The present study sets out to explore the perceived level of media effects on themselves and on others in the context of Facebook. In addition, the present study also measures the Internet addiction levels and Facebook addiction levels of the high school and college students in North Cyprus.

There exists several studies on Facebook usage in TRNC but none of them looks at the issue from the perspective of TPE Theory. As mentioned in Chapter 2, TPE studies measures the perceptual differences. In most cases, TPE examined undesirable media content and expected that individuals will rate others as more affected from the media content. Any effect that communication achieves may lead them to take some action. Therefore, effects of media on behaviors and opinions are expected to be perceived as stronger on others in a typical TPE studies. In the present study, results show that both high school and college students believe that others' behaviors and opinions are affected more by Facebook than their behaviors and opinions.

The nature of the social comparison between self and others is the keystone of the

TPE theory. Social distance is a continuum going from "just like me", which is perceived as less affected, to "not at all like me" which, perceived as more affected. In the present study each statement questioned four times (perception for them selves, perceptions for their friends, perceptions for other students at their education level and perceptions for other students from another education level). By doing this, present study measures the correlation between social distance and perceived negative effects.

Second common reason for the TPE is perceived knowledge. Individuals' understanding of their expertise provides sureness to evaluate themselves as smarter than others and more aware of effects of media. Hence, the more education level increase the more perceived effects on others expected in TPE studies. In summary, the present study set out to compare and contrast two education levels (high school and college). The results revealed that college students' perceptions are in line with social distance. Consistent with the social distance, college students believe that their friends are affected more than themselves; College students in general affected more than their friends; high school students in general are affected more than college students in general. However, high school students believe that college students in general are affected less than high school students in general while they still perceived themselves as less affected than others. In terms of social distance, high school students' perceptions are not in line to general tendency in TPE studies. The reasoning for this result can be explained by perceived knowledge factor on TPE. Because of the difference between education levels high school students believe that college students are more aware and guarded for negative effects of media. Therefore high school students rate college students as less affected in general.

When the gap between perceived effects on themselves and others compared, findings show that perceived knowledge significantly has more effects on college students' perceptions. Both college and high school students believe that Facebook has more negative effects on high school students in general. Therefore, findings of the study suggest that perceived knowledge is more dominant than social distance in perceived effects from Facebook.

Although, previous TPE studies has precarious results on relation between the media exposure and perceived effects of media, it is predictable that any individual with an addictive usage of any substance or medium would not able to predict the real effect of that substance or medium. Therefore, the present study also measures the Facebook addiction levels of the participants in order to find out the relation between Facebook usage level and perceived negative effects from Facebook are statistically significant or non-significant.

Typical TPE studies measure the perceived negative effects of media. The present study measures the TPE over Facebook. The challenge in this study is that Facebook usage is not perceived as negative by majority of its users, while hiding the addiction is the general tendency in other types of addiction. Both of the Facebook addiction scales used in the present study contains statements like 'I am proud to tell people that I am in Facebook' or 'I feel I am part of the Facebook community'. As a result, although majority of the students have a tendency towards addiction and the findings show TPE scores were higher for addictive students, the difference was not statistically significant because Facebook usage was not perceived as negative as much as other compulsive usages.

As mentioned in Chapter 2, some studies found that gender plays significant role on perceived effects when males or females addressed as other. The present study does not compare the perceived effects between genders. Therefore predictions of the participants on opposite sex were not asked. In the present study there was no significant difference in terms of gender.

As a conclusion, consistent with the TPE theory, the findings of the study suggest that students from both education levels perceive that Facebook has more negative effects on others.

5.2 Limitations of the Study

The present study is conducted with the university students and high school students. Who are students of: Eastern Mediterranean University and Namık Kemal Lisesi from Famagusta, Near East University and 20 Temmuz Fen Lisesi from Nicosia, The Girne American University and Girne Anafartalar Lisesi from Kyrenia and European University of Lefke and Lefke Gazi Lisesi from Lefke, in Spring Semester, 2013-2014 Academic year. The present study surveyed 400 students, 50 students for each university and 50 students for each high school. Because of the time factor, convenience sampling was used in the present study, which has internal validity but does not have external validity. Therefore, the findings of this study cannot be extrapolated to the general high school and college student population in the TRNC.

5.3 Suggestions for Further Research

Only young generation was studied in the present study. However it could be interesting to study other age groups as well.

Findings of the study reveal that perceived knowledge affects students' perceived

effects on others more than social distance. Further research can compare perceived effects of students from same level of education with different levels of success in lessons.

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APPENDICES

Appendix A: Questionnaire in English

Internet Usage

The following questions are prepared to detect your level of internet usage.

		Rarely	Occasionally	Frequently	Often	Always
1	How often do you find that you stay online longer than you intended?	☐	☐	☐	☐	☐
2	How often do you neglect household chores to spend more time online?	☐	☐	☐	☐	☐
3	How often do you prefer the excitement of the Internet to intimacy with your partner?	☐	☐	☐	☐	☐
4	How often do you form new relationships with fellow online users?	☐	☐	☐	☐	☐
5	How often do others in your life complain to you about the amount of time you spend online?	☐	☐	☐	☐	☐
6	How often do your grades or school work suffer because of the amount of time you spend online?	☐	☐	☐	☐	☐
7	How often do you check your e-mail before something else that you need to do?	☐	☐	☐	☐	☐
8	How often do you become defensive or secretive when anyone asks you what you do online?	☐	☐	☐	☐	☐
9	How often do you block out disturbing thoughts about your life with soothing thoughts of the Internet?	☐	☐	☐	☐	☐
10	How often do you find yourself anticipating when you will go online again?	☐	☐	☐	☐	☐
11	How often do you fear that life without the Internet would be boring, empty, and joyless?	☐	☐	☐	☐	☐
12	How often do you snap, yell, or act annoyed if someone bothers you while you are online?	☐	☐	☐	☐	☐
13	How often do you lose sleep due to late-night log-ins?	☐	☐	☐	☐	☐
14	How often do you feel preoccupied with the Internet when off-line, or fantasize about being online?	☐	☐	☐	☐	☐
15	How often do you find yourself saying "just a few more minutes" when online?	☐	☐	☐	☐	☐
16	How often do you try to cut down the amount of time you spend online and fail?	☐	☐	☐	☐	☐
17	How often do you try to hide how long you have been online?	☐	☐	☐	☐	☐
18	How often do you choose to spend more time online over going out with others?	☐	☐	☐	☐	☐
19	How often do you feel depressed, moody, or nervous when you are off-line, which goes away once you are back online?	☐	☐	☐	☐	☐

1

Facebook Usage

The following questions are prepared to measure your Facebook usage. Please indicate the level of your agreement with the following statements by ticking the response that most nearly coincides with your own.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
20 Facebook is part of my everyday activity.	☐	☐	☐	☐	☐
21 I am proud to tell people I am on Facebook.	☐	☐	☐	☐	☐
22 Facebook has become part of my daily routine.	☐	☐	☐	☐	☐
23 I feel out of touch when I have not logged onto Facebook for a while.	☐	☐	☐	☐	☐
24 I feel I am part of the Facebook community.	☐	☐	☐	☐	☐
25 I would be sorry if Facebook shut down.	☐	☐	☐	☐	☐

	100 or less	101 - 200	201 - 300	301 - 400	More than 400
26 Approximately how many Facebook friends do you have in total?	☐	☐	☐	☐	☐

	0-14 min.	15-29 min.	30-59 min.	60-89 min.	More than 90 min.
27 In a typical day, on average, approximately how much time PER DAY have you spent actively using Facebook?	☐	☐	☐	☐	☐

	Very Rarely	Rarely	Sometimes	Often	Very Often
28 I spend a lot of time thinking about Facebook or planning how to use it.	☐	☐	☐	☐	☐
29 I feel an urge to use Facebook more and more.	☐	☐	☐	☐	☐
30 I use Facebook in order to forget about personal problems.	☐	☐	☐	☐	☐
31 I have tried to cut down on the use of Facebook without success.	☐	☐	☐	☐	☐
32 I become restless or troubled if I am prohibited from using Facebook.	☐	☐	☐	☐	☐
33 I use Facebook so much that it has had a negative impact on my studies.	☐	☐	☐	☐	☐

2

Your Thoughts About Facebook

Please indicate the level of your agreement with the following statements by ticking the response that most nearly coincides with your own.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
34 I believe Facebook in general has a negative effect on my behaviors.	☐	☐	☐	☐	☐
35 I believe Facebook in general has a negative effect on my friends' behaviors.	☐	☐	☐	☐	☐
36 I believe Facebook in general has a negative effect on high school students' behaviors.	☐	☐	☐	☐	☐
37 I believe Facebook in general has a negative effect on college students' behaviors.	☐	☐	☐	☐	☐
38 I believe Facebook in general has a negative effect on my opinions.	☐	☐	☐	☐	☐
39 I believe Facebook in general has a negative effect on my friends' opinions.	☐	☐	☐	☐	☐
40 I believe Facebook in general has a negative effect on high school students' opinions.	☐	☐	☐	☐	☐
41 I believe Facebook in general has a negative effect on college students' opinions.	☐	☐	☐	☐	☐
42 I believe the time I spend on Facebook negatively affects my lessons.	☐	☐	☐	☐	☐
43 I believe the time my friends spend on Facebook negatively affects their lessons.	☐	☐	☐	☐	☐
44 I believe the time high school students in general spend on Facebook negatively affects their lessons.	☐	☐	☐	☐	☐
45 I believe the time college students in general spend on Facebook negatively affects their lessons.	☐	☐	☐	☐	☐
46 I believe the time I spend on Facebook negatively affects my other social activities.	☐	☐	☐	☐	☐
47 I believe the time my friends spend on Facebook negatively affects their other social activities.	☐	☐	☐	☐	☐
48 I believe the time high school students in general spend on Facebook negatively affects their other social activities.	☐	☐	☐	☐	☐
49 I believe the time college students in general spend on Facebook negatively affects their other social activities.	☐	☐	☐	☐	☐
50 I believe that I am addicted to Facebook.	☐	☐	☐	☐	☐
51 I believe that my friends are addicted to Facebook.	☐	☐	☐	☐	☐
52 I believe that high school students in general are addicted to Facebook.	☐	☐	☐	☐	☐
53 I believe that college students in general are addicted to Facebook.	☐	☐	☐	☐	☐
54 I believe that high school students will be effected more on general from Facebook.	☐	☐	☐	☐	☐

Demographic Questions

55- Nationality a)TC b) TRNC c) Other_____   56- Age: ☐   57- Gender: a)Male b)Female

58- Education:

a)First year student b)Second year student c)Third year student d)Fourth year student
e) Master student f) PhD student

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Appendix B: Questionnaire in Turkish

İnternet Kullanımı

Aşağıdaki sorular internet kullanım düzeyinizi tespit etmek için hazırlanmıştır.

		Nadiren	Ara sıra	Sıkça	Çoğu zaman	Her zaman
1	Ne sıklıkla planladığınızdan daha uzun süre çevrimiçi kaldığınızı fark ediyorsunuz?	☐	☐	☐	☐	☐
2	Çevrimiçi daha fazla vakit geçirmek için ev işlerini ne sıklıkla ihmal ediyorsunuz?	☐	☐	☐	☐	☐
3	Ne sıklıkla çevrimiçi kalmak yakın arkadaşlarınızla vakit geçirmekten daha heyecan verici geliyor?	☐	☐	☐	☐	☐
4	Diğer çevrimiçi kullanıcılar ile ne sıklıkla yeni arkadaşlıklar kuruyorsunuz?	☐	☐	☐	☐	☐
5	Hayatınızdaki insanlar internette harcadığınız zamanla ilgili olarak ne sıklıkla şikayet ediyor?	☐	☐	☐	☐	☐
6	İnternette harcadığınız zaman yüzünden ödevleriniz ve sınav notlarınız ne sıklıkla zarar görüyor?	☐	☐	☐	☐	☐
7	Ne sıklıkta yapmanız gereken başka bir şeyden önce e-postalarınızı kontrol ediyorsunuz?	☐	☐	☐	☐	☐
8	Çevrimiçi olduğunuzda ne yaptığınız sorulduğunda ne sıklıkla savunmaya geçiyor veya gizliyorsunuz?	☐	☐	☐	☐	☐
9	Hayatınız hakkındaki rahatsız edici düşünceleri ne sıklıkla internetin rahatlatıcı düşünceleriyle bloke ediyorsunuz?	☐	☐	☐	☐	☐
10	Ne sıklıkla kendinizi tekrar ne zaman çevrimiçi olabileceğinizi tahmin etmeye çalışırken buluyorsunuz?	☐	☐	☐	☐	☐
11	İnternetsiz bir hayatın boş, sıkıcı ve eğlencesiz olacağı endişesini ne sıklıkla yaşıyorsunuz?	☐	☐	☐	☐	☐
12	Çevrimiçi iken rahatsız edildiğinizde ne sıklıkla kızıyor, bağırıyor ve kırıcı davranıyorsunuz?	☐	☐	☐	☐	☐
13	Gece geç vakitlere kadar çevrimiçi kalmaktan dolayı ne sıklıkla uykusuz kalıyorsunuz?	☐	☐	☐	☐	☐
14	Çevrimiçi değil iken internet kafanızı ne sıklıkla meşgul ediyor veya çevrimiçi olmayı ne sıklıkla hayal ediyorsunuz?	☐	☐	☐	☐	☐
15	Çevrimiçi iken ne sıklıkla "sadece bir kaç dakika daha" diyorsunuz?	☐	☐	☐	☐	☐
16	Ne sıklıkla internette harcadığınız zamanı azaltmaya çalışıyor ve başarısız oluyorsunuz?	☐	☐	☐	☐	☐
17	Ne kadar süre ile çevrimiçi olduğunuzu ne sıklıkla gizliyorsunuz?	☐	☐	☐	☐	☐
18	Arkadaşlarınızla dışarıya çıkmak yerine internette vakit geçirmeyi ne sıklıkla tercih ediyorsunuz?	☐	☐	☐	☐	☐
19	Tekrar çevrimiçi olana kadar süren gergin, depresif ve sinirli ruh halini ne sıklıkla yaşıyorsunuz?	☐	☐	☐	☐	☐

1

Facebook Kullanımı

Aşağıdaki sorular sizin Facebook kullanımınızı ölçmek için hazırlanmıştır. Lütfen size en yakın ifadeyi işaretleyiniz.

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
20 Facebook benim günlük aktivitelerimden birisidir.	☐	☐	☐	☐	☐
21 Facebook'ta olduğumu söylemekten guru duyuyorum.	☐	☐	☐	☐	☐
22 Facebook'a girmek benim günlük rutinlerimdendir.	☐	☐	☐	☐	☐
23 Bir süre Facebook'a giriş yapmayınca arkaşlarımla iletişimimin koptuğunu hissediyorum.	☐	☐	☐	☐	☐
24 Kendimi Facebook toplumunun bir parçası olarak hissediyorum.	☐	☐	☐	☐	☐
25 Eğer Facebook kapatılırsa üzülürüm.	☐	☐	☐	☐	☐

	100'den az	101 - 200	201 - 300	301 - 400	400'den fazla
26 Facebook arkadaş listenizde tahminen kaç kişi vardır?	☐	☐	☐	☐	☐

	0-14 dk.	15-29 dk.	30-59 dk.	60-89 dk.	90 dk.'dan fazla
27 Normal bir günde Facebook'ta aktif olarak ortalama ne kadar zaman geçiriyorsunuz?	☐	☐	☐	☐	☐

	Çok Nadiren	Nadiren	Ara sıra	Sıkça	Oldukça Sık
28 Facebook'u veya onu nasıl kullanacağımı düşünerek çok zaman harcıyorum.	☐	☐	☐	☐	☐
29 Facebook daha fazla kullanmak için bir dürtü hissediyorum.	☐	☐	☐	☐	☐
30 Facebook'u kişisel problemlerimden uzaklaşmak, unutmak için kullanıyorum.	☐	☐	☐	☐	☐
31 Facebook'u kullanmayı bırakmayı denedim ancak başarısız oldum.	☐	☐	☐	☐	☐
32 Facebook'u kullanmam yasaklanırsa veya engellenirse huzursuz olurum.	☐	☐	☐	☐	☐
33 Facebook'u derslerime olumsuz etkisi olacak kadar çok kullanıyorum.	☐	☐	☐	☐	☐

2

Facebook'la İlgili Düşünceleriniz

Lütfen size en yakın ifadeyi işaretleyiniz.

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
34 Genel olarak Facebook'un davranışlarıma etkisi olduğunu düşünüyorum.	☐	☐	☐	☐	☐
35 Genel olarak Facebook'un arkadaşlarımın davranışlarına etkisi olduğunu düşünüyorum.	☐	☐	☐	☐	☐
36 Genel olarak Facebook'un lise öğrencilerinin davranışlarına etkisi olduğunu düşünüyorum.	☐	☐	☐	☐	☐
37 Genel olarak Facebook'un üniversite öğrencilerinin davranışlarına etkisi olduğunu düşünüyorum.	☐	☐	☐	☐	☐
38 Genel olarak Facebook'un düşüncelerime etkisi olduğuna inanıyorum.	☐	☐	☐	☐	☐
39 Genel olarak Facebook'un arkadaşlarımın düşüncelerine etkisi olduğuna inanıyorum.	☐	☐	☐	☐	☐
40 Genel olarak Facebook'un lise öğrencilerinin düşüncelerine etkisi olduğuna inanıyorum.	☐	☐	☐	☐	☐
41 Genel olarak Facebook'un üniversite öğrencilerinin düşüncelerine etkisi olduğuna inanıyorum.	☐	☐	☐	☐	☐
42 Facebook'ta harcadığım zamanın derslerime olumsuz etkileri olduğuna inanıyorum.	☐	☐	☐	☐	☐
43 Arkadaşlarımın Facebook'ta harcadığı zamanın derslerine olumsuz etkileri olduğuna inanıyorum.	☐	☐	☐	☐	☐
44 Lise öğrencilerinin Facebook'ta harcadığı zamanın derslerine olumsuz etkileri olduğuna inanıyorum.	☐	☐	☐	☐	☐
45 Üniversite öğrencilerinin Facebook'ta harcadığı zamanın derslerine olumsuz etkileri olduğuna inanıyorum.	☐	☐	☐	☐	☐
46 Facebook'ta harcadığım zamanın diğer sosyal aktivitelerime olumsuz etkileri olduğuna inanıyorum.	☐	☐	☐	☐	☐
47 Arkadaşlarımın Facebook'ta harcadığı zamanın diğer sosyal aktivitelerine olumsuz etkileri olduğuna inanıyorum.	☐	☐	☐	☐	☐
48 Lise öğrencilerinin Facebook'ta harcadığı zamanın diğer sosyal aktivitelerine olumsuz etkileri olduğuna inanıyorum.	☐	☐	☐	☐	☐
49 Üniversite öğrencilerinin Facebook'ta harcadığı zamanın diğer sosyal aktivitelerine olumsuz etkileri olduğuna inanıyorum.	☐	☐	☐	☐	☐
50 Facebook bağımlısı olduğumu düşünüyorum.	☐	☐	☐	☐	☐
51 Arkadaşlarımın Facebook bağımlısı olduğunu düşünüyorum.	☐	☐	☐	☐	☐
52 Genel olarak lise öğrencilerinin Facebook bağımlısı olduğunu düşünüyorum.	☐	☐	☐	☐	☐
53 Genel olarak üniversite öğrencilerinin Facebook bağımlısı olduğunu düşünüyorum.	☐	☐	☐	☐	☐
54 Üniversite öğrencilerinin Lise öğrencilerine göre Facebook'tan daha çok etkilendiğine inanıyorum.	☐	☐	☐	☐	☐

Son olarak, sizinle ilgili aşağıdaki soruları cevaplar mısınız?

55- Uyruğunuz: a) TC   b) KKTC c) Diğer   56- Yaşınız: ☐   57- Cinsiyetiniz: a)Bay   b)Bayan

58- Eğitim Durumunuz: a)Dokuzuncu sınıf öğrencisi b)Onuncu sınıf öğrencisi
                                c)Onbirinci sınıf öğrencisi   d)Onikinci sınıf öğrencisi

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Appendix C: Letter of request for permission to dean of the faculty from supervisor

doğu akdeniz Üniversitesi 1979

eastern mediterranean university

İç Yazışma

Inter-Office Memorandum

Gönderilen/To: **Prof.Dr. Süleyman İrvan** **İletişim Fakültesi Dekanı**

Tarih/Date : 05/12/2013

Gönderen/From: **Yrd.Doç.Dr. Fırat Tüzünkan** **VACD Bölüm Bşk. Yrd.** **(Yüksek Lisans Koordinatörü)**

Sayı/Ref No. : 80/521.5/50

Konu/Subject : Mehmet Balyemez'in tez anketi hk.

Tez danışmanlığını yürüttüğüm, İletişim Bölümü Yüksek Lisans Programı öğrencilerinden Mehmet Balyemez, tez çalışmaları çerçevesinde "Profiles under influence: Third-Person Effect in the Context of Facebook" isimli bir araştırma yürütmektedir. Söz konusu araştırma için öğrencinin çeşitli lise ve üniversitelerde anketler düzenlemesi gerekmektedir.

Bu bağlamda, ekte örneği sunulan anketlerin KKTC Milli Eğitim Bakanlığı'na bağlı lise ve üniversitelerde gerçekleştirilebilmesi için onay ve gereğini saygılarımla rica ederim.

FT/aç

Appendix D: Dean's letter of request for permission to Ministry of Education
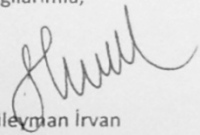
5.12.2013

KKTC Milli Eğitim Bakanlığı

Lefkoşa

Doğu Akdeniz Üniversitesi İletişim Fakültesi İletişim ve Medya Çalışmaları Yüksek Lisans Programı öğrencilerimizden *Mehmet Balyemez*, tez çalışması çalışması kapsamında liselerde bir anket çalışması gerçekleştirmeyi hedeflemektedir. Öğrencilerin facebook profilleri üzerine yapılacak olan bu anket çalışmasını uygulayabilmesi için gerekli izni vermenizi saygılarımla arz ederim.

Saygılarımla,

Prof. Dr. Süleyman İrvan
Doğu Akdeniz Üniversitesi
İletişim Fakültesi Dekanı

EKLER: 1. Öğrenci danışmanının talep yazısı

2. Anket soruları

Appendix E: Permission from the Ministry of Education for applying questionnaire

KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM BAKANLIĞI
GENEL ORTAÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı: GOÖ.0.00.35-A/13/14-4472   19.12.2013

Sayın Mehmet Balyemez,

İlgi: 09.12.2013 tarihli başvurunuz.

Talim ve Terbiye Dairesi Müdürlüğü'nün TTD.0.00.03-12-13/1581 sayı ve 19.12.2013 tarihli yazısı uyarınca "Öğrencilerin Facebook Kullanım Yoğunluğu" konulu anket incelenmiş olup yapılan incelemede müdürlüğümüze bağlı Namık Kemal Lisesi, 20 Temmuz Fen Lisesi, Lefke Gazi Lisesi ile Anafartalar Lisesi'nde öğrenim gören öğrencilere yönelik hazırlanan anketin uygulanması müdürlüğümüzce uygun görülmüştür.

Ancak anketi uygulamadan önce ankete katılacakların bağlı bulunduğu okul müdürlüğüyle istişarede bulunulup, anketin ne zaman uygulanacağı birlikte saptanmalıdır.

Anketi uyguladıktan sonra sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması gerekmektedir.

Bilgilerinize saygı ile rica ederim.

Rauf Ataöv
Bakanlık Müdürü
G.O.Ö.D. Md. a.

OB/PC

Tel   (90) (392) 228 3136 – 228 8187
Fax   (90) (392) 227 8639
E-mail   meb@mebnet.net

Lefkoşa-KIBRIS

Appendix F: Letter of request to 20 Temmuz Fen Lisesi

05 Aralik, 2013

20 Temmuz Fen Lisesi Müdürlüğü'ne

Yürütmekte olduğum "Profiles under influence: Third-Person Effect in the context of Facebook" konulu tez çalışmam için ekteki anketi 20 Temmuz Fen Lisesi öğrencilerine uygulamayı arzulamaktayım, izinlerinize arz ederim.

Mehmet Balyemez

İletişim Yüksek Lisans Öğrencisi

İletişim Fakültesi

Doğu Akdeniz Üniversitesi

Ek 1: Uygulanacak anket soruları

Ek 2: KKTC Milli Eğitim Bakanlığı'ndan alınan izin mektubu

Appendix G: Letter of request to Girne Anafartalar Lisesi

05 Aralık, 2013

Girne Anafartalar Lisesi Müdürlüğü'ne

Yürütmekte olduğum "Profiles under influence: Third-Person Effect in the context of Facebook"
konulu tez çalışmam için ekteki anketi Girne Anafartalar Lisesi öğrencilerine uygulamayı
arzulamaktayım, izinlerinize arz ederim.

Mehmet Balyemez

İletişim Yüksek Lisans Öğrencisi

İletişim Fakültesi

Doğu Akdeniz Üniversitesi

Ek 1: Uygulanacak anket soruları

Ek 2: KKTC Milli Eğitim Bakanlığı'ndan alınan izin mektubu

Appendix H: Letter of request to Lefke Gazi Lisesi

05 Aralık, 2013

Lefke Gazi Lisesi Müdürlüğü'ne

Yürütmekte olduğum "Profiles under influence: Third-Person Effect in the context of Facebook" konulu tez çalışmam için ekteki anketi Lefke Gazi Lisesi öğrencilerine uygulamayı arzulamaktayım, izinlerinize arz ederim.

Mehmet Balyemez

İletişim Yüksek Lisans Öğrencisi

İletişim Fakültesi

Doğu Akdeniz Üniversitesi

Ek 1: Uygulanacak anket soruları

Ek 2: KKTC Milli Eğitim Bakanlığı'ndan alınan izin mektubu

Appendix I: Letter of request to Namık Kemal Lisesi

05 Aralık, 2013

Namık Kemal Lisesi Müdürlüğü'ne

Yürütmekte olduğum "Profiles under influence: Third-Person Effect in the context of Facebook" konulu tez çalışmam için ekteki anketi Namık Kemal Lisesi öğrencilerine uygulamayı arzulamaktayım, izinlerinize arz ederim.

Mehmet Balyemez

İletişim Yüksek Lisans Öğrencisi

İletişim Fakültesi

Doğu Akdeniz Üniversitesi

Ek 1: Uygulanacak anket soruları

Ek 2: KKTC Milli Eğitim Bakanlığı'ndan alınan izin mektubu

Appendix J: Letter of request to Near East University

05 Aralık, 2013

Yakın Doğu Üniversitesi Rektörlüğü'ne

Yürütmekte olduğum "Profiles under influence: Third-Person Effect in the context of Facebook" konulu tez çalışmam için ekteki anketi Yakın Doğu Üniversitesi öğrencilerine uygulamayı arzulamaktayım, izinlerinize arz ederim.

Mehmet Balyemez
İletişim Yüksek Lisans Öğrencisi
İletişim Fakültesi
Doğu Akdeniz Üniversitesi

Ek 1: Uygulanacak anket soruları

Appendix K: Letter of request to European University of Lefke

05 Aralik, 2013

Lefke Avrupa Üniversitesi Rektörlüğü'ne

Yürütmekte olduğum "Profiles under influence: Third-Person Effect in the context of Facebook" konulu tez çalışmam için ekteki anketi Lefke Avrupa Üniversitesi öğrencilerine uygulamayı arzulamaktayım, izinlerinize arz ederim.

Mehmet Balyemez
İletişim Yüksek Lisans Öğrencisi
İletişim Fakültesi
Doğu Akdeniz Üniversitesi

Ek 1: Uygulanacak anket soruları

Appendix L: Letter of request to The Girne American University

05 Aralik, 2013

Girne Amerikan Üniversitesi Rektörlüğü'ne

Yürütmekte olduğum "Profiles under influence: Third-Person Effect in the context of Facebook" konulu tez çalışmam için ekteki anketi Girne Amerikan Üniversitesi öğrencilerine uygulamayı arzulamaktayım, izinlerinize arz ederim.

Mehmet Balyemez
İletişim Yüksek Lisans Öğrencisi
İletişim Fakültesi
Doğu Akdeniz Üniversitesi

Ek 1: Uygulanacak anket soruları