Personal Constructs Tertiary Students Adopt with Respect to Johari Window on Facebook Pages

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ABSTRACT

Nowadays, most people prefer to use the most popular social network site, Facebook. Some people may not be able to express themselves in real life,but, can express to other Facebook users in virtual life. This study is designed upon the personal constructs (Kelly, 1950) the EMU students who study in 2015 Spring term adopt with respect to the interpersonal communication continuum put forth by Buber (1974) and Johari Window (Joseph Luft, Harry Ingham; 1955).

For the present study, data have been collected through a survey which has 60 questions. It is related to students' demographic information and usage habits related to Facebook. 28 questions are prepared as 5-point Likert Scale questions, and based on personal constructs students adopt in real and virtual life with respect to the 4 areas mentioned in the Johari Window.

The t-test run with respect to sex and all 5-point Likert Scale questions indicate there is a statically significant relationship with respect to at $p \leq 0.05$ level. This is only found at one question. One-way ANOVA test results indicate with respect to questions of, 3,4,5,6 and 15 questions and all 5-point Likert Scale questions show a statistically significant difference with respect to 15 questions at $p \leq 0.05$ level. This is found only in 16 questions.

It is observed that students use Facebook parallel to four areas of Johari Window. In terms of communication and people mostly share their interests and likes on Facebook while hiding their personal information and relationship status participants

show difference in the personal constructs they adopt according to 4 areas of the Johari Window in real and virtual life.

ÖZ

Bugünlerde birçok kişi en popüler sosyal paylaşım sitesi olan Facebook'u kullanmayı tercih etmektedirler. Bazı kişiler kendilerini gerçek yaşamda ifade edememekte ancak sanal yaşamda diğer Facebook kullanıcılarına ifade edebilmektedirler. Bu çalışma, 2015 Bahar döneminde Doğu Akdeniz Üniversitesi'nde öğrenim gören öğrencilerin kişisel yapılarına (Kelly,1950s) uyarlanarak Buber (1974)'in kişilerarası iletişim sürecine ve Johari penceresine uyarlanarak tasarlanmıştır (Joseph Luft, Harry Ingham; 1955).

Bu çalışma için veriler 60 sorudan oluşan ankette toplanmıştır. Anket öğrenciler hakkında demografik bilgi, Facebook kullanımı ve 5'li 4 Likert ölçeğine göre hazırlanan 28 sorudur ve bunlar öğrencilerin sanal ve gerçek yaşamda kullandıkları kişisel yapılar, ve Johari penceresindeki 4 alana dayanmaktadır.

Tüm 5'li Likert ölçeği sorularına $p \leq 0.05$ seviyesinde istatistiksel olarak önemli bir ilişki olup olmadığına bakmak için cinsiyet ile t-test uyguanmıştır. Bu sadece bir soruda bulunmuştur. Tek yönlü ANOVA test, tüm 5'li Likert ölçeği soruları ve 3,4,5,6 ve 15 sorularına uygulayıp $p \leq 0.05$ seviyesinde istatistiksel önemi olup olmadığına bakılmış. Bu 16 soruda buunmuştur.

Kişilerarası iletişim açısından Johari penceresinin her 4 alanına paralel olarak Faceboook'ta öğrenciler tarafından kullanıldığı gözlemlenmiştir. Katılımcılar çoğunlukla kendi kişisel bilgilerini ve ilişki durumunu gizleyerek ilgi ve beğenilerini

Facebook'ta paylaşmaktadırlar. Katılımcılar uyguladıkları kişisel yapıların Johari penceresinin her 4 alanına hem gerçek hem de sanal yaşamda uygulamaktadırlar.

Anahtar Kelimeler: Kişilerarası iletişim süreci, kişisel yapılar kuramı, johari penceresi, Facebook, gerçek ve sanal yaşam

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Chapter 1

INTRODUCTION

At the outset of the new millennium, Social Network Sites (SNS) provide a new public sphere in which people share their thoughts, ideas, creations, etc. Among SNS, Facebook has a very significant place in both Turkish and Turkish Cypriot societies. In Turkey, there are 36 million Facebook accounts and 35 million users (http://www.radikal.com.tr/yazarlar/ertan_acar/turkiye_sosyal_medyada_dunya_lideri-1354432). This is quite a high ratio and might suggest that one million people can have fake accounts or some people may have fake profiles on Facebook.

The number of Facebook users is increasing rapidly: In the world, it is claimed that there were 175 million active users in February 2009, which is now predicted to be around 1.2 billion users (Yanık, B, 2014). SNS are part of the daily routine of many teenagers and the youth population (Hargittai, 2007; Lenhart & Madden, 2007). On Facebook, people share their ideas, feelings and attitudes. It is expected that communication in real life and on the virtual domain may have some differences. The same person can have two or more different personalities or identities: one in real life, one or more accounts on Facebook some of which can be fake account(s). There are three reasons, people have fake accounts on Facebook. The most common falsehood, use of images other people or different images on Facebook. This account usually created by adolescents. The second reason of fake account to open the

discredit the person or institution. Lastly, there are fake account to make advertising on Facebook.

According to Personal Constructs Theory, Kelly & Hewes (1955) put forth that personal constructs place people and issues on a bipolar continuum. These personal constructs are based on our observations and experiences. Kelly points out that people's personal constructs, in other words, their comprehension of them plays a major role in understanding these concepts. This study seeks to shed light on the personal constructs of a person by indicating the difference between real and virtual identities they adopt on Facebook.

1.1 Background of the Study

Facebook is one of the SNS platforms used for creating an individual profile page, add friends and send messages, share videos or music and share status updates. Users communicate through conversation, share their emotions and attitudes on Facebook; thus, communicators on Facebook require important communication skills such as sending an e-mail to friends, relatives and even people they do not know, writing general messages to all Facebook friends as well as responding to others' messages, etc. Facebook allows one to even reach to the people does not know in person, via email, adding friends and poking features. Sometimes, users create an account on Facebook and this may change their personalities; attitudes, opinions or behavior. They usually do not reflect attitudes in real life and even their personality changes. At the same time; people have to fear, doubt or worry about their personalities in their real lives. They can create different identities or they can adopt fake identities. Generally, people may have difficulties in expressing themselves in real life. Thus, they create new profile pages, and form new identities on Facebook. This created

identity requires different personality when people are ready for a new identity. They may create an account in which they feel more comfortable and disclose to other parties/users on Facebook. SNSs provide an opportunity to create new identities and people move away from their real identities or they can express their own real identities. If Facebook users don't use their real names, just they have to take a virtual identity on Facebook. People have an expectation and foresight in their own mind; if that expectation is not met, people start having fears, worries and doubts.

American psychologist George Kelly (1955) expressed that expectations and foresights are among one of the fundamental features of the human mind. This process starts from infancy (Türkçapar & Sargın, 2011, p. 4). A personal construct creates a structural system and it fills the human mind. Kelly (1955) believes that this structure has a bipolar dimension and examples of personal constructs can be happy-unhappy, responsible - irresponsible, kind - unkind, loyalty - disloyalty, love - hate, assertive - unassertive, and attractive - unattractive (Wood, J, 2007, p. 76, 77).

On Facebook users can develop new approaches of communicating with other users. Some people may have concerns regarding their families and friends while communicating with other people in real life which prevents them from openly expressing themselves. Thus, people feel like having a virtual identity is a good option to easily reveal their feelings, attitudes and their behaviours and to achieve this, they prefer to have a Facebook page on the Internet. On the Internet, users usually use a virtual identity in the virtual environments such as Social Networking Sites. Initially on the SNS, instead of their real names, people were using nicknames and people were not complaining about this. People were hiding their real identities

with tangible assets. Initial uses of nicknames were presented by ICQ chat program. ICQ was first established by the company called Israel Mirabilis in 1996. For the Israel Company ICQ is an instant messaging computer program and ICQ users are identified by numbers, user identity numbers known as (UIN) (https://tr.wikipedia.org/wiki/ICQ). People first became acquainted with ICQ chat program service and people are allowed to conceal real names and their personalities on ICQ program. If one hides his or her own personal computer's IP number, they may choose the "Do not allow others to see my IP address" button (http://www.kaydolindir.com/icq/). Moreover, users can decide on their own profile e page and its privacy settings.

Actually, users unconsciously created two personalities and they had two identities: one in real life and one on the virtual environment. Some Internet users consider this as a new beginning for themselves; others see this as an opportunity to do things they would not do in their real lives. This proves how different things can be in real-life and virtual environments.

Indeed, according to Zuckerberg, who established Facebook as Facemash, a student project at Harvard University, Facebook users have to have two different identities and this leads to experiencing character division. Another founder of 4chan SNS platform is Christopher Pool (2003) who stated that located users are avoiding making mistakes and they cannot defend their views easily on the issue discussed on the Internet (Apaydın, B, 2011). 4chan is "A simple image-based bulletin board where anyone can post comments and share images" (http://www.4chan.org/faq).

Numerous people get to know others through Facebook and this has a washback effect on their personalities.

Johari Window was Investigated about self- knowledge, self- disclosure and give feedback to each person, stronger communication with other people. There are a lot of studies about Johari Window was explored with organizations, groups, teams about law, literatures, football teams such as group organizations on their role differentiation.

1.2 Motivation for the Study

As one of the dedicated Facebook users, I have an immense interest in the way Facebook is used. Facebook brings together family, friends and other people you do not know. In other words, Facebook is an appropriate platform to communicate with family and friends as it makes distant people look closer. For example, if you would like to communicate and share your emotions with your family, you can reach them via Facebook. I challenged why we feel closer when we are communicating over Facebook. We could not express ourselves in real life as easily as we do on Facebook. Indeed, Facebook provides services with various applications like games, share anything, sent messages, view of their friends what they like, conversation with others and we can benefit from these applications while communicating via our Facebook accounts.

I observed that numerous people do not have their real names or real identities on Facebook. When I examine my friends' profiles on Facebook, there are many different nicknames, profile photos and personalities. In the world, there are 83 million fake account in order to 3 million fake accounts in Turkey

(http://webrazzi.com/2012/08/06/facebook-turkiye-sahte-hesap-sayisi/). I realize that we have different personalities; one in real life and one on Facebook. We adopt different identities on Facebook; we take up a real identity and one of the other virtual identities. Building on this observation as the starting point, I would like to investigate further how people adopt different identities on Facebook.

1.3 Aim & Objectives of the Study

The present study seeks to investigate the real and virtual personal constructs EMU students who studied at EMU in 2014-2015 Spring semester adopts with respect to interpersonal continuum put forward by Buber (1970). This main aim is divided into the following objectives: The first objective of this study is to explore the personal constructs of university students in their real life with respect to the people in their circle of friends. Evaluating the personal constructs of EMU students in virtual life, particularly Facebook with respect to the people in their circle of friends is the second objective of this study. Thirdly, this study investigates real and virtual identities, personal constructs within people's different personalities and different identities within their relationship with each of their friends. In addition to these objectives, this study also explores on the Johari Window's open, blind, hidden and discovery areas of tertiary level students on Facebook. It is assumed that people may exhibit different behaviours towards their friends in real and virtual life.

1.4 Research Questions

The present study is conducted with EMU students who studied in this particular university in the Spring Semester of 2014-2015 academic year.

The research questions addressed in the present study are as follows;

1) What are the types of information EMU students reveal and conceal about themselves with their Facebook friends based on Johari Window?

2) What are the personal constructs EMU students have with respect to the friends on SNSs, particularly Facebook?

3) What are the differences in the personal constructs of university students in the real and virtual lives?

1.5 Significance of the Study

Communication is a major aspect of an individual's life as people communicate with others every day. Communication is a must for each person for understanding and to be understood by others. Thus, interpersonal communication has a crucial role in our daily lives. Interpersonal communication with SNSs is gaining more importance compared to real life as more and more people are spending a lot of time on SNSs than they do in real life. Facebook, in particular, is a popular platform for spending time with friends.

People are investigated to be categorized with respect to their closeness to the others on the Interpersonal communication continuum (Buber, 1970). Interpersonal Communication is performed by people through their interest and trust towards each other. Interest in the periphery of people is an inherent skill and this issue occurs in social environments. SNS, particularly Facebook, is a significant aspect of interpersonal communication continuum today. With the communication that is realized; people make new friends, they have to make comment about events and have to have an idea about any subject as the user decides what type of information to share about themselves on different SNSs such as Facebook.

Rapidly increasing popularity of SNSs could be helpful to understand the effect of interpersonal relationships and personal constructs in recent years. At the same time,

although SNS is a part of virtual life, it is expected that people will return to the real identities of their virtual identity. There is one source in TRNC about "The Role of SNS on tertiary student's skills in interpersonal communication and ways of maintaining attachment needs like Facebook, Myspace and Twitter have been used by the tertiary students" (Uygarer, 2011) and there has been no study that has taken into personal constructs of a person into account and showing the differences between real and virtual identities of tertiary level students adopt on Facebook.

1.6 The Limitations of the Study

This study focused on students who studied at the Eastern Mediterranean University in the Turkish Republic of North Cyprus, during the Spring Semester of the academic year 2014-2015. The participants of the study are from 20 different countries; the majority of them are from Turkey, Nigeria and the Turkish Republic of Northern Cyprus.

This study adopted quantitative research methodology by using a total of 200 questionnaires, each of them consisting of 60 questions, that were conducted with 200 students who studied at the Eastern Mediterranean University in the Spring semester of the 2014- 2015 academic year.

1.7 Definition of Terms

Definition of the terms section includes the following sub-sections: Interpersonal Communication, Interpersonal Communication Continuum, SNS, Facebook, Personal Constructs Theory and Johari Window.

Interpersonal Communication

Interpersonal communication is the sending and receiving of information between two or more people. It focuses on what happens between people, not where they are or how many people participate. Interpersonal communication is a different type of interaction between people (Wood, 2007).

Interpersonal Communication Continuum

Interpersonal communication. Continuum does not mean to communicating between people internally or persons only, but rather it is purely interpersonal- the continuum is structured from impersonal to interpersonal. Impersonal communication is a type of interaction that is based specifically on social roles, such as communication between a sales representative. This communication type is informal. Martin Buber (1970) put an extensive description stating the differences between the kinds of communication while he is conceptualizing a communication continuum.

Social Network Sites

SNS give individuals the freedom to create their own profiles and to view the profile other friends, with many sites offering users the talent to leave messages or comments on that user's profile. These web sites are perfect for friends to come together and to find other friends who might share a similar interest, these platforms are quickly becoming a major conservation area. SNSs have gained popularity in recent years. Currently, social network sites such as Facebook is playing a big role in between the social media platforms.

Facebook

Mark Zuckerberg, Andrew McCollum and Eduardo Saver found "The Facebook" in 2004 when they were studying at Harvard University. Members of The Facebook users uploaded photographs and visuals during June 2004. Later, starting from September, users wrote their feelings and thoughts on their walls for communication each other. The Facebook reaches 1 million users in one year. At the beginning of 2015, The Facebook changed its named to Facebook (http://en.wikipedia.org/wiki/Facebook).

Personal Constructs Theory

People have different information handling forms from each other. Personal constructs connect the personality differences to differences in people's information handling. Personal construct theory focuses on the different ways in which individual interprets their lives and restructuring (Tatlıdil, 2014, translated by Yıldız, 2015).

Johari Window

The Johari window is a psychological tool. It is a simple and useful tool for understanding and training between individuals (Jackson, 2015). It is improving communications, self awarenesses, interpersonal communication, personal development, team development and inter group relationships (http://www.selfawareness.org.uk/news/understanding-the-johari-window-model).

Chapter 2

LITERATURE REVIEW

This chapter presents the review of the related literature under 7 sections. It starts with a brief definition of interpersonal communication and interpersonal communication continuum followed by definitions of Social Network Sites and Facebook. Then, it moves on to Uses and Gratification Theory (U&GT) from communication and media studies and related theories from psychology, namely, Personal Construct Theory (PCT) and the Johari Window (JW). Then, SNSs and Facebook are elaborated further. Lastly, relevant researches into theories are presented.

2.1 Interpersonal Communication

Interpersonal communication (IPC) is basically described by Joseph De Vito as "sending a message from someone and be accepted by others and getting a direct feedback". Rogers highlights the significant issues of interpersonal communication as face – to – face, via mobile phone or through social media (Vera, 2013, p. 565).

Interpersonal communication has been described in a variety of ways. Researchers assert that "interpersonal communication is based on the situations and the number of participants involved" (Trans: Yıldız, 2015, Vera, 2013, p. 566).

As Smith pointed out, interpersonal communication includes a face - to - face communication which is an interdependent relationship between the sender and receivers (Smith, 2007, p. 36).

> Interpersonal communication involves smaller numbers of participants who exchange messages designed for, and directed toward, particular others. Interpersonal communication has been considered a two-way message exchange between two or more individuals in which communication strategies are shaped by the instrumental and relational goals of the individuals involved, and knowledge about one another's idiosyncratic preferences (see for review Berger & Chaffee, 1989; Cappella, 1989, p. 19).

According to Miller this description about interpersonal communication is something that takes place between two people when they are nearby in a relationship and can give feedback and make use of a variety of feelings. Another definition of interpersonal communication suggests that it depends on the degree people know each other or realize the quality (Peters, 1974, translated by Vera; 2013). Peters argues that interpersonal communication involves interaction which is intimate and occurs between people who are familiar to each other.

Communication between people is an interpersonal communication and it also includes various types such as formal – informal, verbal – non- verbal communication types. Formal communication is defined as an intentional message in an intentional setting and its styles are speech, publication and e-mail. Informal communication is random messaging in relational settings. Informal communication styles involve conversation, personal note, and overhearing comment. Verbal communication is oral interaction; written communication is involved in its sorting (Vera, 2014, translated by Yıldız; 2015).

According to Knapp and Daly (2011), also, interpersonal communication defines the verbal communication and the ability to relate to people in written. This kind of communication can take place in both a one-on- one and group setting. Also, it means being able to handle dissimilar situations, and making people feel at simplifying. Types of interpersonal communication may change from verbal and non – verbal communication and situation to situation. Interpersonal communication and includes face to face communication in accomplishes the purpose and is appropriate (Ramaraju, 2012, Knapp and Daly, 2011, p. 3). Basically, communication has three different types of communication as verbal, non – verbal. Verbal communication into divided; written, oral, and visual.

According to Wood;

> Interpersonal communication is central to our everyday lives. We count on others to care about what is happening in our lives and to help us sort through problems and concerns. We want them to share our worries and our joys. In addition, we need others to encourage our personal and professional growth. Friends and romantic partners who believe in us often enable us to overcome self- defeating patterns and help us become the people we want to be (Wood, 2007, p: 10).

Wood (2007) asked many people definition of interpersonal communication; many people are explained the interpersonal communication draw into a few people, usually may only two. Despite to interpersonal communication often involves only two or three people, this is not an advisable meaning.

According to Wood "the best way to define interpersonal communication is by focusing on what happens between people, not where they are or how many are present". Wood explained interpersonal communication is a different kind of mutual effect between one on one person (Wood, 2007, p. 20).

Interpersonal communication is a continuum that people use to communicate their behaviours, reflections, ideas and feelings of a human being. Interpersonal communication comes to face to face, two way communication only. This difference limits human discussion by omitting verbal and non- verbal communication as well as a formal discussion of organizational and mass communication. Keep in mind, however, that interpersonal communication takes place within the organization (Tubbs and Mass, 1980).

According to Wood's definition of interpersonal communication, it focuses on what happens between people, not where they are or how many people participate. Interpersonal communication is a different type of interaction between people.

According to Wood (2007), features of Interpersonal communication were explained with these steps; selective, systematic, unique, processual, transactional, individual, personal knowledge and creating meaning.

Selective: People decide on their wants regarding interpersonal relationships for its supposed time and commitment.

Systematic: It takes place in a social system where time, background of participants' social roles they take upon, culture in which they live are important (Wood, 2010, p. 22).

Unique: It cannot replace inmates, people are not interchangeable. Each person is inimitable considering social roles in their relationships.

Processual: Another means that is an ongoing process. It continually changes, however, is related to the past and influences the next.

Transactional: People are communicating reciprocity in terms of interpersonal communication and people communicate with each other permanently and for effective communication they share their responsibilities.

Individual: Between the people who advance and keep on a relationship.

Personal Knowledge: Trough Interpersonal communication, ones get to know another well.

Meaning Creating: In the interpersonal communication as the history of people increases, the shared meaning also increasing. The means of having the shared meaning.

On the other hand, according to Hartley (1999) interpersonal communication focused on characteristics:

•   Person communicates to another (such a sender and receiver get to feedback)

•   Face - to - face communication

•   Not only the form both also the form interpersonal communication reflected communicators' characteristics their relationships, and social roles.

Clampitt (1991) explained of interpersonal communication is an arrow approach goal- directing of target and it is a one- way action based on the sender's skills. According to Clampitt, it is a linear approach. In this approach aim is effective communication and effective expression.

According to Clampitt, there is another approach of interpersonal communication. Communication seems two-way, it is called the cyclical approach. Clampitt definition of the cyclical approach emphasizes understanding refers to acceptance, instead of respond the feedback, the relationship refers to content and denotation rather than connotation. In this approach aim is understanding and effective communication (http://ilef.ankara.edu.tr/dersler/kisilerarasi-iletisim/#prettyPhoto).

2.1.1 Models of Interpersonal Communication

Wood represents that interpersonal communication have three models.

Follow the these models;

1) *Linear Models:* It is first of interpersonal communication. This model is developed by Laswell in 1948 portrayed communication as a one - way or linear, process in which one person acts on another person. There are 5 questions about these models.

- Who?

- Says who?

- In what channel?

- To whom?

- With what effect? (Laswell, 1948)

The visual representations of the questions are presented in Figure 2.1 below.
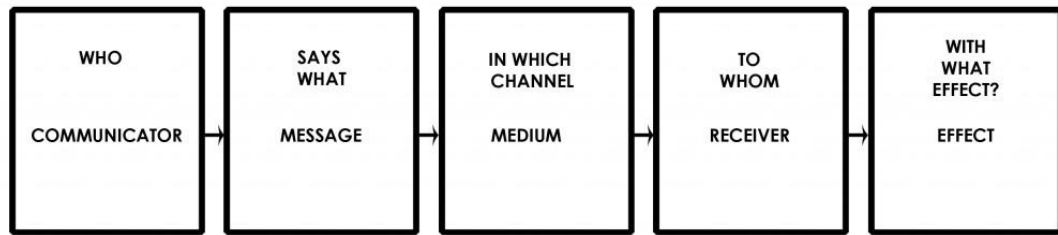
Figure 2.1. Lasswell's Linear Model of Communication (1948)
(http://communicationtheory.org/lasswells-model/)

Then, Claude Shannon and Warren Weaver developed this model and added the

feature of noise in 1949.

 A visual representation of this model is shown in Figure 2.2 below.
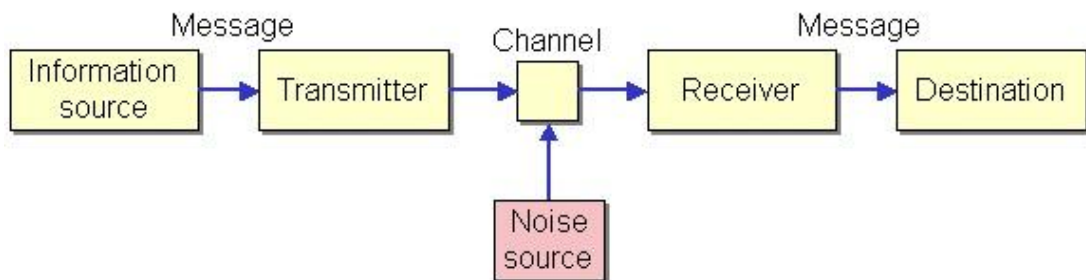
 Figure 2.2. Claude Shannon and Warren Weaver's Model of Communication (1949)
http://conferences.idealliance.org/extreme/html/2004/Degler01/EML2004Degler01.h
tml

> These early linear model had serious shortcomings. They portrayed
> communication as flowing in only one direction, from a sender to a
> passive receiver. This implies that listeners never send messages and that
> they absorb only passively what the speakers say (Wood, 2007, p. 18).

Linear model includes noise or interference that distorts understanding between the

speaker and the listener. According to Chandler (1994) stated gaps in the Shannon

and Weaver's model is more generally implemented for organizational

communication. Especially its interest to us is our understanding of the touchdowns

and practical implementation challenges of ontologies in computer or information

environments, and above all the lack of *feedback* and *context*. Feedback touches upon to the assets role of the goal in great communication, and context interests of situational information (Degler and Lewis, 2004).

2) *Interactive Models:* Listeners give feedback in an interactive model, which respond to a message. Communicators design and explicate messages in personal areas of their experimentation (Wood, 2007, p: 18)
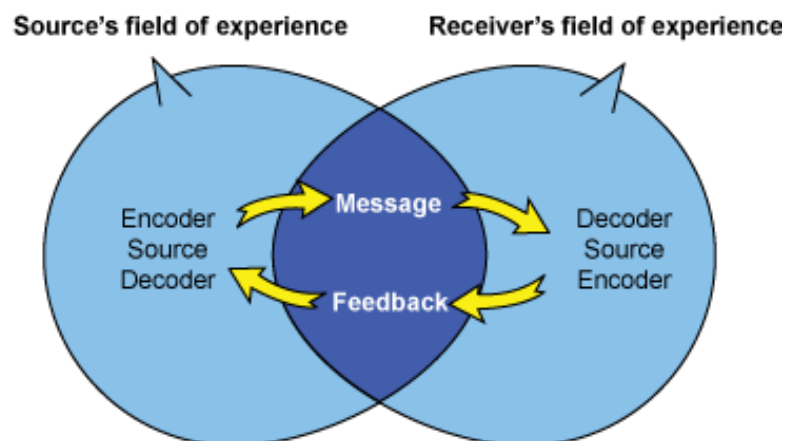
Figure 2.3. The Interactive Model of Communication
http://lms.oum.edu.my/econtent/OUMH1303KDP/content/24094922OUMH1303_Or alCommunication_v1/OUMH1303_Topic1/OUMH1303_1_2.html

Tubbs and Moss represent interpersonal communication means to face to face, two-way communication only. This difference limits our discussion strategies written communication and public communication besides that a formal discussion of organizational and mass communication takes place in the organization (Tubbs and Moss, 1981, p: 4).

According to Tubbs and Moss (1981); Interpersonal communication can be thought of as exposing in one of three ways.

The first and most simple conception is Linear model, this is a one-way view of communication, in which I say something and it is goes from me to you. The hypodermic needle analogy is sometimes cited: If I want to persuade you, I shoot a dose of persuasion into you so that you will "get well" and do what I want you to do. The instructional conception goes beyond a linear model in a more complex way of thinking about communication. The third and more contemporary view of such communication, the transactional, takes all the elements of interpersonal communication and builds on them(Tubbs and Moss, 1981, p: 9-10).

2.2 Interpersonal Communication Continuum

Buber (1970) explains Interpersonal communication allows people to construct personal knowledge of others by transactions which are defined as selective, systematic and unique.

(www.comm320interpersonalcomm.blogspot.com.tr/2011/09/defining-interpesonal-communication.html)

All communication types cannot to be classified as interpersonal. It is on a continuum between impersonal to interpersonal. Philosopher Martin Buber (1970) classified distinctions of communication types on his interpersonal communication continuum.

Table 2.1. Interpersonal Communication Continuum

IMPERSONAL		INTERPERSONAL
I- IT	I-YOU	I-THOU

I–IT communication means that people treat others impersonally as objects. People may not even accept others' existence of this level.

I–YOU communication represents bonded interactions that are defined by slight rules and roles. For example, people may accept others' existence, but they may behave like the opposite. This level is called "seeming" according to Buber. I-YOU stage includes the vast majority of the relationships.

I-THOU communication means people treat others as individual and unique. This level/stage is the most complex type of communication called I – Thou relationship (Peterson, 2001).

(www.department.monm.edu/cata/McGaan/Classes/cata101/IntroInterpersonal.101.htm)

According to West; Interpersonal communication continuum is a different way to understanding interpersonal communication is by investigated. Miller thought that all personal communication are not interpersonal. Our mutual effects to each others may be fixed on a continuum from impersonal to interpersonal. The various mutual affects you have that might be considered impersonal or closer to the impersonal end of the continuum (West and Turner, 2009).

Buber (1973) of the matters, all the world is one where the ability to find oneself in a relationship. This relationship is so complex that even the Buber's statement has to be explained in a later. Despite this situation, In an *I-You* mentioned is a real stage. Buber gave the name encounter. According to Buber, the encounter is the birthplace of the real life; it is not limited to, live between the man and man. Buber presents to

transmit three levels of communication in this life. These are; *I–it*, *I-you* and *I-thou* (Smith &Dag, 1984, p. 300, translated by Yıldız, 2015).

According to Buber, *I–It* relationship is very impersonal communication. This relationship includes surprising others impersonally as goals. A person is not if acknowledging the current of another in this level (Anastasia, 2012).

According to Buber, *I-you* communication was the second level. People acknowledge one another as more than objects, but they don't engage each other as unique individuals. In *I–you* communicate has typically engaged casual friends, work associates, and distant family member (Defining of Interpersonal Communication, 2011).

Wood explains *I-You* relationships may also be more individuals than interaction with salespersons. In an *I–you* relationship, people acknowledge each other as more than objects this relationship involves.

> For instance, we talk with others in classes, on the job, and on sports teams in ways that are somewhat personal. Fundamental interaction still guided by our roles as peers, as members of a class or team, and as people who have common interests (Wood, 2007, p: 21).

Buber regarded just inside *I–thou* communication does we become a completely individual dialog because each person declares the other as cherished and unique. Buber believes it is at this level, we truly hold human relationships. *I-thou* communications are not causal because we can't afford to reveal ourselves completely to everyone all the time. In this way, *I-thou* relationship and the communication with them are rare and special (Wood, 2007; p. 22).

Buber (1970) specifies of features of interpersonal communication is a systemic, selective, unique and ongoing process of reciprocal interaction between individuals who reproduces and build personal knowledge of one another and create shared meaning (Wood, 2007, p. 23)

2.3 Social Network Sites

SNS is a system that provides users to create public or semi – public web-based profiles. In this bounded system, user can see their connections or can see others' connection within the system. The terminology of the site can be changed one to another (boyd & Ellison, 2007, p. 211). With develop of technology, SNS is service web-based to meet person to person in social areas (Toprak, 2009, p. 28 – 29). On SNSs, users do not look to find new person or not necessarily networking users are related to the people who they included their social network before (boyd and Ellison, p. 211)

boyd and Ellison (2007) defined SNSs are web - based services; users could (1) view their shares or other users' shares, (2) create profile public or semi – open, a limited system, (3) creates list their friends. SNS are reflective personal characteristic of people and it is a way to present own self to other users on SNSs (Trans: Yıldız, E. Özdayı, 2010, p. 39). Virtual identities are being rebuilt, regardless of the physical, spatial and temporal limits of the electronic era. SNSs create as a new identity area, users join in social relations and they redefine themselves users (Çetin, 2009, translated by Yıldız, E, 2015).

A first social network sites as launched SixDegrees.com in 1997 and now there are hundreds of SNSs across the globe, supporting spectrum of interests and users. SNS

have become one of the Internet's most visible and intriguing phenomena. The sites allow individuals to create a profile, which typically includes a picture and information about the profile owner, and develop a virtual network by linking to profiles created by others. What makes SNS unusual is not that they permit people to meet unknown people, but rather that they enable users to understand and perceptible their social network sites (see body and Ellison, 2007). First SNS has been established for communicating with old school friends again.

According to Kwon and Wen (2009), the first social network is Classmates.com, it is established and provided users in 1995 and this social network site has reached 40 million users 10 years in the USA (Özdayı, 2010, p. 39, translated by Yıldız, E, 2015). Active users are 50 million now (http://www.seokursu.com.tr/sosyal-medya-siteleri/) (Sosyal Medya Siteleri, 2012). A lot of SNSs were created groups for users such as Myspace, Facebook, Hi5 and Cyworld allow its users to participate or create groups so that they may communicate with other users who have much the same interest (Kwon and Wen, 2009).

SEO (Search Engine Optimize) Academy explained popular social networking sites and users the world in 2012. These are; Facebook (1, 2 billion active users, 2012), Twitter (230 million active users, 2012), LinkedIn (275 million active users, 2012), Instagram 150 million active users, 2012), Myspace (50 million active users, 2012), Flixter (63 million active users, 2012), Flickr (80 million active users, 2012), Tumblr (230 million active users, 2012) and YouTube (800 million active users, 2012).

According to SEO Academy results, Facebook is most popular and Facebook has the most active users in the world (Sosyal Medya Siteleri, 2012).

Most SNS also provide a defined through which users can communicate with each other by, for example, posting comments on message boards associated with their profiles or sending instant messages. After participating in an SNS users are moved to identify others, they have a relationship before in the system. These relationships alterable depending on popular terms as " Friends", "Contacts," and "Fans". SNSs are the environment, effective use of the communicate people in their daily life. Also SNSs reflect to be a new place of public web- based features (Altunay, 2010, p. 36, Trans: Yıldız, E, 2015).

SNSs permit to create websites and online the social network development by its users. SNS use as a users' own websites. On SNSs involve until the information on location in the favorite films, favorite books for personal information, occupation, name, political view, belief and birthplace as personal information as users may edit own profile page and they can add content such as their photos, video clips and music files (http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/02_04_08_ofcom.pdf, 2008).

2.4 Facebook

Facebook was founded in 2004 under the name of The Facebook by Mark Zuckberg and his friends. Andrew MacCollum and Eduardo saver from Harvard University. In a very short time, more than half of the students studying at Harvard University became members of Facebook. A total number of 450 people and approximately 2200 photographs and visuals were uploaded. The Facebook is to introduce to students. (https://en.wikipedia.org/?title=Facebook).

To join, a user had to have accessible e- mail address. As Facebook began sustaining other schools, those users were also required to have a university e - mail address

associated with those institutions, a requirement that kept the site comparatively closed and contributed to users' perceptions of the site as an intimate, private community (boyd and Ellison, 2008, p. 218).

According to Alexa statistics Facebook is most visited second sites after Google in the world (http://sosyalmedya.co/facebook-alexa/). Zuckberg has announced that reaches 1 billion 250 thousand active users worldwide. According to knowledge, one out of every six people is using Facebook in the world (http://www.sabah.com.tr/fotohaber/teknoloji/facebook-10-yasinda?tc=20&page=2).

In a statement from Facebook, 600 people login to Facebook with their mobile phone in 2011(http://www.ntv.com.tr/arsiv/id/25387711#storyContinued). ABD, Indonesia, India, England, and Turkey countries have a lot of Facebook users. ABD had 153 million active users, England and Turkey had 30 million active users in 2011. According to statistics, Turkey ranks among the top 3 of active users Facebook in terms (Trans: Yıldız, E., Intelligence, 2011). Socialbakers' statistics shown this result in the Figure 2.4.

#	Ülke	Kullanıcı	Büyüme (Son 1 Ay)		Penetrasyon
1.	ABD	153 167 600	+1 305 640	+0.86%	49.37%
2.	Endonezya	39 204 200	+32 880	+0.08%	16.14%
3.	Hindistan	32 669 120	+2 239 260	+7.36%	2.78%
4.	İngiltere	29 780 760	-10 580	-0.04%	47.77%
5.	Türkiye	29 654 240	-8 900	-0.03%	38.11%
6.	Meksika	27 785 660	+708 720	+2.62%	24.71%
7.	Filipinler	25 955 960	+471 380	+1.85%	25.98%
8.	Brazilya	23 968 960	+2 017 380	+9.19%	11.92%
9.	Fransa	22 590 820	-89 520	-0.39%	34.88%
10.	Almanya	20 253 500	+522 960	+2.65%	24.61%
11.	İtalya	19 797 000	-31 580	-0.16%	34.08%
12.	Kanada	16 546 000	-4 620	-0.03%	49.01%
13.	Arjantin	16 289 840	+497 220	+3.15%	39.40%
14.	Kolombiya	15 026 000	+307 920	+2.09%	33.99%
15.	İspanya	14 312 980	-76 760	-0.53%	30.78%

Figure 2.4. Active Facebook users ranking of countries in 2011
http://www.connectedvivaki.com/facebook-istatistikleri/

- According to Turkey marketing d0irector of Facebook, %90 of the online population of Turkey used Facebook. In Campaign Turkey researches give information about some Facebook statistics in Turkey from June 2013 until December 2013. These statistics are;

- The number of monthly active users increased from 33 million to 34 million in Turkey.

- The number of daily active users increased from 20 million to 21 million in Turkey.

- The number of monthly active users login with a mobile phone increased from 21 million to 23 million in Turkey.

- The number of daily active users login with a mobile phone increased from 9.5 million to 12 million in Turkey. Facebook reaches %58 of Turkey online population (Dirik, 2015).

According to Oliva, Facebook has 1.23 billion monthly active users in the world. Oliva presented some statistic about global Facebook users in the world.

These are;

Facebook has 945 million active users login with a mobile phone in the world. Facebook has 757 million active users in the world. There are 556 active users login with a mobile phone in the world. %61 of Facebook users again used Facebook login with a mobile phone. %77 of active users' connection with a mobile phone (Trans: Yıldız, E., Kaytmaz, 2014).

According to We Are Social Research Center, Facebook has a lot of active users on a global scale than other social network sites (Trans: Yıldız E., Taylan, 2015). Intended use of a user's Facebook varies culture to culture. The result shown by the researchers in this Figure 2.5.
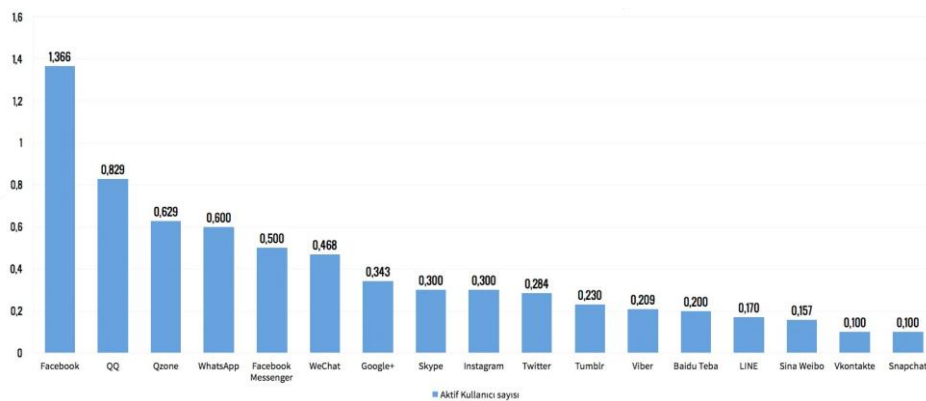
Figure 2.5. Facebook active users on a global scale shown in this Figure.
http://webrazzi.com/2015/02/09/sosyal-aglar-aktif-kullanici-webrazzi-pro/

According to Online MBA company, Facebook has a lot of women users (%57) more than men users (% 43) but Online MBA company's data are not reliable because there are users who have fake accounts (%6) on the Facebook. Therefore, in

average, there are 40 million fake accounts on the Facebook (Trans: Yıldız E., Sakallıoğlu). On the other hand, Facebookbaker's explained, 13 million of Turkey's profile men users, 7 million of whom belong to Turkey's profile female users.

Facebook explained first quarter reports to public. Facebook presents below their Monthly active users with Figure 2.6 in 2015.
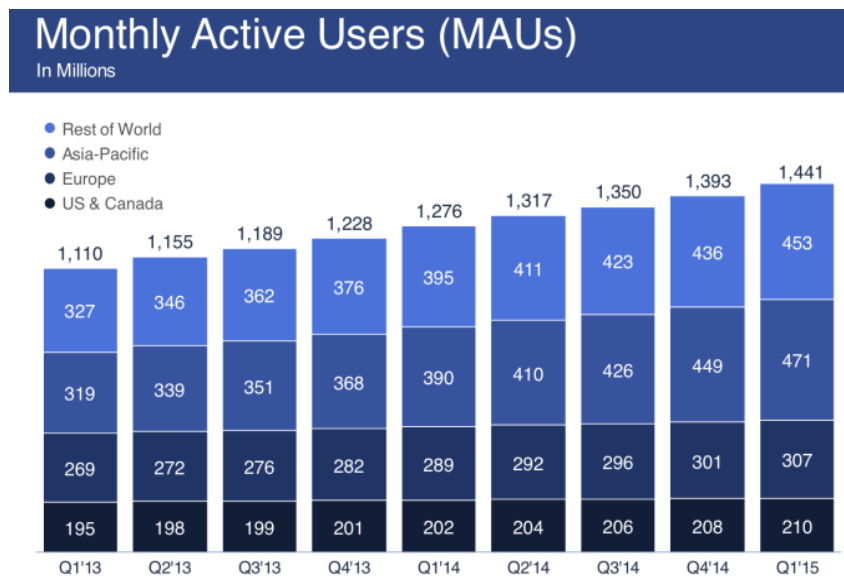
Figure 2.6. Monthly active users in 2015

Facebook continues to grow, as seen in the report, Facebook has been 1 billion 440 million monthly active users, continue to increase this number. According to the last quarters of 2014, Facebook showed growth. According to Figure 2.6, the number of daily active users is 798 million people. 936 million daily users were determined Facebook and shown below in Figure 2.7.
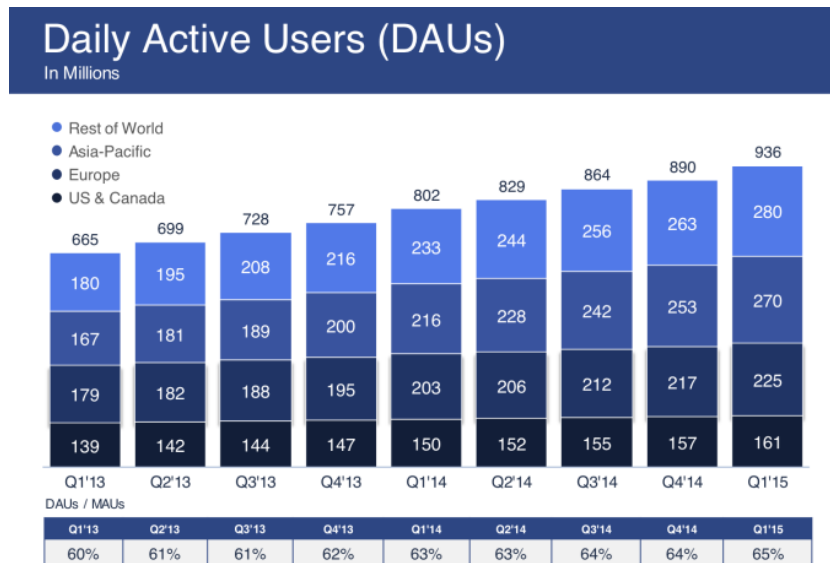
Figure 2.7. Daily active users Facebook in 2015
(http://www.marketingturkiye.com.tr/content/facebook-2015-ilk-%C3%A7eyrek-
raporunu-yay%C4%B1nlad%C4%B1)

According to these statistics in Figure 2.7, Facebook has been growing with the improve himself and increase of the number of users. The purpose of the use Facebook by users, vary from culture to culture. For example, Students in France, used to refresh old friends' relationships and stay in touch with friends and they do not prefer entertainment applications and groups on Facebook. Moreover, Facebook does not seem safety for youth in Japan, so it is not preferred by young Japanese. In Mexico It is used, stay in touch with friends, make new friends and finding love (Şener, 2009).

Fogg argued that Facebook has changed to perception of the world humanity and Facebook is bringing people together and It provides is a secure environment (Özsoy, 2009).

SNSs provide to share with the society people' profile. On SNS, sharing the personal information increases personalization feature is also increasing. This also reveals the

personal confidentiality status on SNSs. People conceal about their private life knowledge, but they reveal easily about their private life when they communicate on SNS. In fact, people are unaware of explaining their share out of people who want to communicate (Trans: Yıldız, E., Yurtkoru, 2009).

2.4.1 Features of Facebook

SNSs are established for various purposes, it is observed that the various advantages and disadvantage provided to organizations and users. As a social networking site, the advantages are; to be user's control, provided to establish strong relations with the social environment and work environment, relatives and friends. The cause of disadvantages are communication is not clear as the thought on SNSs.

According to Çakır, increasing the noise component in the communication are factors that can be considered as disadvantages increase. SNS are a one- way interaction area in social networks, only people who actually members of the social network and social network data exchange to take place between servers, the increasingly crowded SNS (Trans: Yıldız, E., Çakır, 2011).

Social networks are applications that allow the users to be anonymous. SNSs offer the opportunity to be able to express themselves. Therefore SNS presents a variety of amenities to produce user's identities. At the beginning of these facilities are located the information given writing. Users are stated in writing these are their hobbies, work information, ages, birthday, like/unlike and communication information on SNS. On the other hand, Most of the SNSs' sharing function is announcing their produced users' identity and It is directed to create identification with sharing photo, music and video (Trans Yıldız, E., Kaya, 2011).

The most important features of Facebook are different from other websites such as large applications are; create own profile page, games, conversations, celebrate on special occasions and share emotions, photos, comments etc.

Profile page: It is a page that users identify themselves via video, music and text. Example of profile page on Facebook. Show within the Figure 2.8.
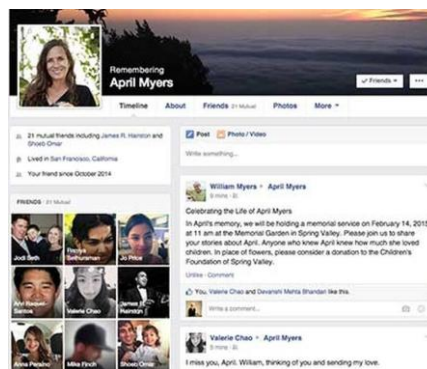
Figure 2.8. Example of Facebook profile page
http://abc7chicago.com/technology/whos-in-charge-of-your-facebook-profile-when-you-die-now-you-can-decide/514447/

Friend Network: On SNS usually involves to showing a user's picture in friend list.

Example of Friend list on Facebook profile page. Show within the Figure 2.9.
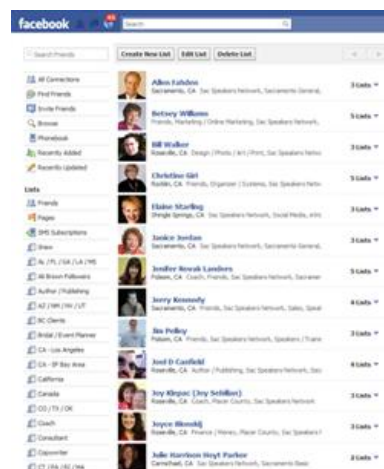
Figure 2.9. Example of Facebook friend list.
http://abc7chicago.com/technology/whos-in-charge-of-your-facebook-profile-when-you-die-now-you-can-decide/514447/

Comments: This system is open public or close depending on the user's profile setting and user' profile privacy on SNS. The system allows friends and foreigners are writing to explanation letter and small notes via the profile page. Example of comments any SNS. Show within Figure 2.10.

Figure 2.10. Example of Comments on SNS.
http://www.buckleyplanet.com/2012/07/the-sharepoint-community-on-yammer.html

Secret messaging System: This system allows friends or foreigners send you private messages via the profile page (Trans: Yıldız, E., Toprak, 2000, p. 28). Example of Facebook's private message part. Show within Figure 2.11.

Figure 2.11. Example of Facebook private message part.
http://www.tamindir.com/facebook-mesajlarin-tasarimi-degisiyor_h-846/

Facebook is different other SNSs like Qzone (QQ), WhatsApp Viber. These social network sites have different processing and it have different usage by people. People have limits with just instant messaging like Qzone, WhatsApp and Viber. They allow to correspondence and interview with people. Qzone usually is used and it is a popular platform for Chinese. Although QQ is social platform which has only a feature about instant messaging, it is commonly used website after Facebook site. QQ have 816 active users also it have 37 million daily active users. (http://www.dijitalajanslar.com/internet-ve-sosyal-medya-kullanici-istatistikleri 2014/). This platform is just provided instant messaging. But WhatsApp and Viber have calling and video conversation. WhatsApp have 500 million active users and Viber have 100 million active users. Example of Qzone is platform of instant message shows within Figure. 2.12.
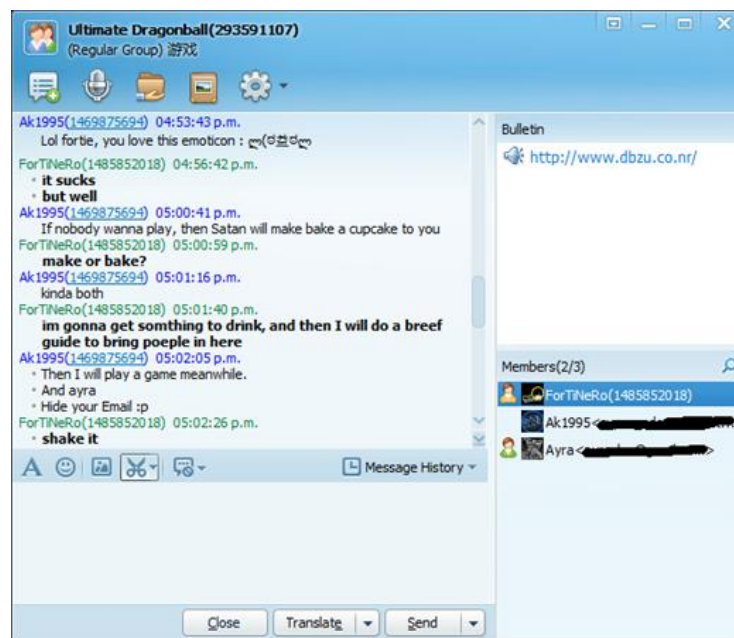
Figure 2.12 Instant messaging on Qzone
(http://maximizesocialbusiness.com/want-attract-chinese-tourists-target-community-18082/)

WhatsApp and Viber have instant messaging and also, it have video conversation and calling other users. In this platform, people create conversation groups and they make conversation with each other. Examples of Viber social platform show within Figure 2. 13. Also, another social network site as a WhatsApp have calling and conversation. It shows within Figure 2.14.
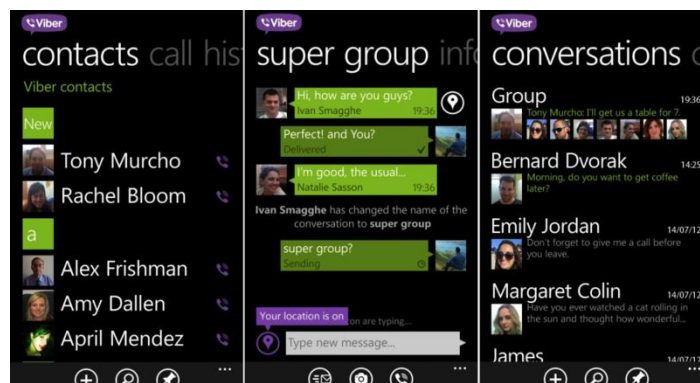
Figure 2.13. Instant messaging within groups on Viber
(http://www.windowscentral.com/viber-available-windows-phone-still-exclusive-nokia)
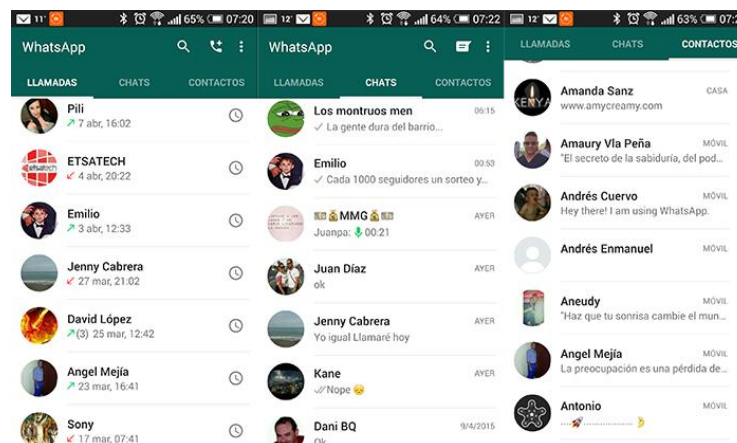
Figure 2.14. Instant messaging and calling on WhatsApp
(http://domadis.com/2015/04/14/descarga-ya-la-ultima-version-de-whatsapp-con-el-nuevo-diseno-material-design/)

Online SNS are supporting both the established to the new connections and existing of the maintenance of social ties. The recently developed interface Facebook,

34

Twitter, and MySpace offers new many applications users. Today SNS, finding friends or maintain existing friendships beyond has become a habit and a way of life in the routine of everyday life (Trans: Yıldız, E., Toprak and others, 2000, p. 26).

SNS presents content and plenty of activities for users. The way in which statement is benefit that are obtained from human face to face communication replaced (Trans: Yıldız, E., Özdayı, 2010, p. 41). Traditional form of SNS, while focusing on friendship and face to face communication, SNS are focused on virtual communities and virtual communication (Kwon and Wen, 2009, p. 255).

"We are Social Media" explained countries' report social network site. Approximately, 2,5 billion had been social network sites users of all world population (7 billion) is determined by We are Social media as of 2015. At the same time, SNSs have made significant progress last 12 months and SNSs reached 2 billion users. Most of the users on the social platform are users on Facebook although decrease the number of members (Trans: Yıldız, E., 2015, Tavukçuoğlu, 2015).

Facebook users can present themselves in an online profile, invite friends who can post comments on their personal pages, and visit others' profiles and personal pages. In addition, it is possible to join online groups based on common interest, learning each others or even sexual orientation. Given these various functions and characteristics that facilitate interpersonal and group relations from SNSs, a prominent activity performed by users is self presentation (Schlenker, 2003).

Even though, the basis of usage of Facebook is using real identity, it is also the social network site which provides to take back with add- ons, interfaces. Facebook

provides virtual communication which people can not be made in real life, and also enables to express feelings which can not be expressed in real life. The reason of this is Facebook includes a lot of application in it. For example, communication tools which improved via add-ons provides people to set the drinking table and then make other people pay the bills. This could not be possible in real life.

In addition to this, Facebook provides to reach the groups. People can meet the new people who have similar ideas with them in those groups. So that people feel less loneliness compared to real life by adding or meeting with new friends (Altun, 2008,translated by Yıldız, E, 2015).

According to University of New South Wales studied about people is identifying ownself as "alone" generally, % 79 lone people is share such as their favourite books and movies personal information.

According to Nielson % 98 of alone users share their relationship status with friends and they share with people in the world. At the same time they share home address of Facebook. Alü Saggaf explained that it is normal people who feel lonely behave like this. Lonely people want to communicate easy communication with other users. This is helping to relieve the loneliness.

An indication of the behaviour exhibition loneless on the Facebook environment, though hardly likely to lead to loneliness. The most important example about this, comes from Christopher Shea, he is fan Facebook and master student at New York University. He explained that "when I like Facebook, I'm feeling good". This is related with having noticed confidence.

According to researcher, Facebook is a great environment for shy people. Facebook is secure for interaction each other. DeNagel argued Facebook is useful for communication with people. But Facebook makes feel more alone. I' don't want to tell my ideas with takes photos in my mind.

2.5 Related Communication Theories

In this part, explore two communication theories related within this study. These theories are; uses and gratification theory and personal construct theory.

2.5.1 Uses and Gratification Theory

Uses and gratification theory is widely used theory in order to understand mass communication. Uses and gratification theory emphasizes the effect of media on people instead of how people use the media (Katz, 1954).

Katz, Blumber and Gurevitch (1974: 21, 15) are specified that Uses and Gratification is not common orientation such as connecting a single theory. They suggested that Uses and Gratification contain to various theoretical developments in other disciplines instead of being self- limited and specialized a method of communication in advanced. For instance; Uses and Gratification theory attributed Wright's (1974) functional theory is in the approach, McGuire's (1974) motivational theory in psychology, Kleine, Miller and Morrison's personal theory and Cazeneuve's anthropology and philosophy. If we look closely uses and gratification theory' researches, we see the reflection of various surfaces. For example; Wright (1960, 1974), Klapper (1963), Halloren (1964), McQuail (1969), DeFleur (1970), Rosengren and Windahl (1972) and Katz and Haas (1973) based on functional theory related researches of Uses and Gratification theory (Erdoğan and Alemdar, 2010, p. 155, translated by Yıldız, E, 2015).

Rosengren (1974) purposed certain basic needs to produce detected problems and detected solutions and their interactions with personal character and the individual's social environment. Media usage or other activities can create some problems and solution for gratification. Individuals or society can be affected from both media usages or activities.

McQuail (1994) explained Uses and Gratification is usually recognized to be a subtraction of media effects research. The history of communication research, developed to study the gratifications that hold spectators to the types of mass media and kinds of context that responds their psychology and social needs in an approach (Cantril, 1942). "Much early effects research adopted the experimental approach, in which communication conditions were manipulated in search of general lessons about how best to communicate, or about the unintended consequences of the messages "(Klapper, 1960. p.) Uses and gratifications points out that people use media to satisfy their interest.

> Too much one's wits against other, to get information and advice for daily living, to provide a framework for one's day, to prepare oneself culturally for the demands of upward mobility, or to be reassured about the dignity and usefulness of one's role (Ruggiero, 2000, P. 4; Katz, Blumler, &Gurevitch, 1974, P.20).

Wimmer and Dominick (2009) suggested uses and gratifications began in the 1940 when researcher become attention in why audience engaged in different creates like radio listening or newspaper reading of media behaviour. In any case before the time uses and gratification theory studies were primarily narrative, seeking to classify of

the responses of audience members into meaningful categories. (Wimmer and Dominick, 2009, p.13)

Zizi (2005) stated Uses and Gratification is a perspective of psychological communication that investigates the usage of mass media via individuals. According to people needs or wants to satisfy them, individuals choose media content, the assumption is. Those needs are the needs that motives, psychologically satisfies individuals, by connecting social media in a particular medium. People experience gratification based on the needs variety of media usage and consequences of it can be understood from the perspective.

The motives, attitudes and behaviours would be varied by individual or group related to the media consumption, the uses and gratifications focus and to satisfy their needs or wants the content or media chosen on purpose (Papacharissi, 2009)

2.5.2 Personal Construct Theory

In 1950s, George Kelly, who was an American psychologist developed personal construct theory which is a theory of personality and cognition. Personality is a form of some mental constructs which are related with how people view reality as a person, according to Kelly. For Instance, each person can be imagined like a scientist, Kelly said. As a scientific person may see the world from their view and estimates the events and make theories against those events and so on (Fransella, 2005).

According to Kelly, constructs have two opposite sides pairs named as bipolar. For example; active – passive, stable – changing, friendly – unfriendly. The emergent

pole is the active pole that people individuals' perform in the events. The other pole called implicit pole that people do not perform the activity. (http://psychology.about.com/od/theoriesofpersonality/fl/What-Is-Personal-Construct-Theory.htm).

George Kelly (1955) states that personally construct grid provide people to recognize their feelings about other people by enhancing their self-awareness. Kelly's main theory demonstrates that people behave due to what they experienced before in their lives people wanted to control events and for better understanding. They observe, test and predict what they may face with among their lives. The construct includes at different edges cruel and kind at the same time according to Kelly. He considers people from both sides by making comparisons on the continuum of the construct. Kelly says that a person can create, construct about everything. The theory can be applied to the classroom, which its students are coming with their experiences from different cultures (Rowsell, 1992).

According to Kelly, people may create fixed ideas and form impermeable constructs which means that when people face with the events which they do not meet before, they create resistance inside to the events and also resist to change and reconsider them again.

Kelly asserts that if people could see their ideas without prejudice of own, they could change in their environment and develop a technique which is called Fixed Role and Therapy and also named as a Repertory Grid Technique or Repgrid. With this technique, he analysed his parents causes fixed constructs they have for people in their lives.

According to Kelly, people are always in a position that they continually try to understand themselves and the world around them. This causes to make predictions about the events. Kelly presents personal constructs can change from person to person. This is relative to individual's behaviours about the events and how they react face of such a situation. To understand this behavior or reaction one should first understand the construct that leads the person's sense the event the way they do. Constructive alternative is the major principle in Kelly's theory and it means that people can be distinguished from the act, construct their they ready to select for different situations (Boeree, 1997)

Kelly states that, experimental and behavioral actions are determined by the mental reality rather than physical reality. He defines personality change equivalent to change in their personal construct system. For instance, new constructs replace with the old ones. Therefore, people's point of view of the world change by personality change.

Kelly's theory includes everyday living experiences is not all about types and traits of people, it is about experiences, thoughts and actions indeed. Personal construct theory born as an alternative to behaviorism, psycho-dynamic theories which are the two main approaches to human understanding. Kelly suggested that a scientific approach to human beings should be changed. For instance, Kelly states that personal construct theory were bipolar which it includes pairs of two disagreeing parties like active - passive, stable – changing, friendly – unfriendly (Butler, 2009).

2.6 Model of Joseph Luft and Harry Ingham: Johari Window

Joseph Luft and Harrington Ingham, two American psychologists were developed a technique in 1955 named Johari Window. They made use of the Johari Window to lead people to make sense of their relationship better with themselves and others. Johari is made from their names: join taken from Jo-seph, and, hari is taken from Harrington. The Johari Window is used for the first time in 1955 and it is now widely used technique to understand "self-awareness". Self – awareness consists of some activities like developing the self, interpersonal communication and relationship like being a part of a team. Another word of the Johari Window is a method to examine known and shared by between two or more than two people or person unknown or unshared by itself (Trans: Yıldız. E, Doruk, 2012).

Johari window has two sizes (Karagülmez, 2012):

- Who knows about himself/herself
- Who knowledge about others

(Received on http://www.indensebb.com/2012/06/makale-kendini-acma-johari-penceresi.html)

Joseph and Harry suggested 'Johari Window Model' in 1950 which is related to self-awareness, personal developing, increasing relationships, interpersonal communications, group dynamics, inter - group communication (Pareek 1978, p. 170). Describes it as "simple model for self- awareness" in which different areas of knowledge about a person are represented. Cüceoğlu (1997) has been named "self-knowledge window" after by addressing Luft and Harry's Johari Window. Because of people trying to know them and they seek to recognize themselves during to their life (Trans: Yıldız E., Çetinkaya, 2013, p. 147).

The Johari Window is considered as a tool for self – disclosure and for increasing self- awareness. (https://en.wikipedia.org/wiki/Johari_window).

The model from four perspectives gives information about feelings, experience, views, attitudes, skills, etc. Also, it gives information about 'self' and 'others'. Those four perspectives are called regions, areas or quadrants. Quadrants include information about 'person' which are known or unknown also it is same in the 'others'.The Johari Window can be seen in Figure 2.12.
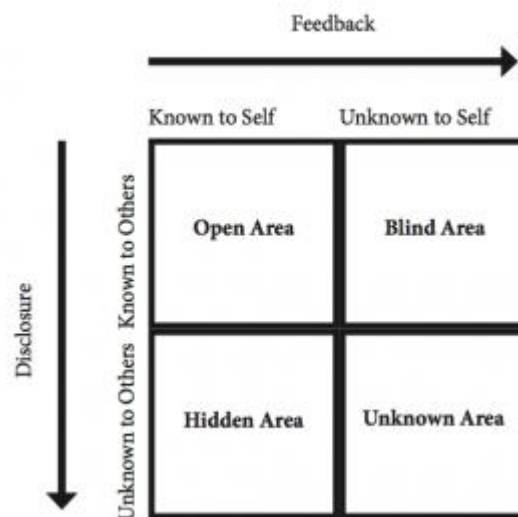
Figure 2.15. Johari Window Model.
https://en.wikipedia.org/wiki/Johari_window

The open quadrant: The open quadrant is also admitted as the open quadrant includes personal characteristic and traits that you openly accept and that your friends know you for. Open quadrant to all kinds of information about a person. This information lovers attitudes, emotions, feelings, etc., which the person himself/ herself and others know. According to Pareer (1978) this involves features of the person of whom he or she is aware of their attitudes all the world around.

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Luft (1950s) explained the features of the Johari Window in four quadrants as:

The first quadrant (*Open area*) refers to others know what the person knows about himself/ herself. The second quadrant (*Blind area*) refers to others know what the person do not know (unknown) about himself/herself. The third quadrant (*Hidden area*) refers to others do not know what the person knows about himself/herself. Lastly, the fourth quadrant (*Unknown area*) refers to others do not know what the person also do not know about himself/herself. Fourth quadrant is an unknown quadrant. In this instance the term 'person' applies to each individual within the group. The term to others refers to the rest of the group.

Open quadrants include individual's conscious movements and expression (Trans: Yıldız, E., Karagülmez, 2012).

> The aim in any group should always be to develop the open area for every person, because when we work in this area with others, we are at our most effective and productive, and the group is at its most productive too. The open free area, or 'the arena', can be seen as the space where good communications and cooperation occur, free from distractions, mistrust, confusion, and misunderstanding (Hattangadi, 2014, p. 1)

The size of the open quadrant changes to vary depending on with whom we are communicating and we are in the situation. For instance, people feel comfortable with some people and they are a lot of information about themselves but, they conceal information about themselves from some people. If people don't allow to give information about themselves, may be most difficult communication or not communication between them. The size of Open quadrants has to expand for improving communication with people (Trans Yıldız, E., Aysun Kaya, 2011, p. 17).

The blind quadrant: Also known as "blind self contains" information known to others in the relationship but not perceived by the individual. The quadrant is characterized by the individual's mannerisms, style or verbal cues in which the individual relates to others (Kormanski, 1988, p. 149).

According to Pareer (1978) this quadrant contains personalities of the individual that are known to people, but not to the actual individual. These include all aspects of the self which are seen by the others, but not by the owner. Blind quadrant can be defined as a person does know about himself, but it is not an effective area for others because people hide information of own from others.

> A blind area could also include issues that others are deliberately withholding from a person. We all know how difficult it is to work well when kept in the dark. No-one works well when subject to 'mushroom management'. People who are 'thick-skinned' tend to have a large 'blind area (Chapman, 1995-2008 p. 17).

Blind quadrant includes concerns, fears and about jealously (Trans: Yıldız, E., Karagülmez, 2012).

The hidden quadrant: Also known as a private area. This may involve hidden motives or sensitive feelings, reactions and thoughts. This quadrant self contains information that the individual knows but does not choose to share with others in the relationship (Kormanski, 1988).

According to Pareek (1978); the hidden area includes individuals who she or he does not reveal to others to own self-knowledge. The hidden area includes fears, hidden agendas, manipulative intentions, and secrets. A person knows but does not reveal, for whatever reason. Personal or private information could stay hidden, but

experiences, feelings or some other information is not related to work should be stay hidden. Some work related information are not personal, so they should be placed in the open quadrant (Chapman, 1995-2014).

The unknown quadrant: Also known as an unknown area. Self contains information of which neither the individual nor he other members in the relationship are aware. This could take the form of early childhood experiences, unrecognized resources, or latent potential (Kormanski, 1978).

According to Pareek, An unknown area includes the appearance of person neither the person nor anyone else known. Attitudes, behaviours, capabilities can take a lot of forms. They could be specified as positive or useful, deeper personality, etc.. The most unknown areas could be seen in younger people because they do not experience enough self – esteem.

For instance, of unknown factors are followed; the first example is particularly relevant and common, especially in typical organizations and teams:

- An ability that is under-estimated or un-tried ability, lack of chance, encouragement, confidence or training.

- Not realized natural ability or aptitude from people.

- Unknown fear of aversion people have but they don not know about

- An illness which is not known

- Feelings which repressed or subconscious

- Childhood behavior or attitudes

The information or knowledge can be obtained by self- discovery or other's observations of people. Those information's uncovered can be several counselling could be known person to person instead of group and it can be also uncovered unknown subjects (Chapman, 1995).

Up until the present study, no study adopted the four windows of the Johari Window to Facebook users. With this respect, this is a pioneering study.

Chapter 3

METHODOLOGY

This chapter explains how research is dealth with as part of this study. The present study aims to explore the real and virtual personal constructs EMU students adopt with respect to the interpersonal communication continuum. To obtain primary data for the study, quantitative research methodology has been favored and a questionnaire was administered. Therefore, this chapter focuses on the research methodology and design, context of the Eastern Mediterranean University, population and sample selection, data collection instrument, and data collection procedures and analysis.

3.1 Research Methodology and Design

In this study, quantitative research methodology is preferred where an objective research in which data is collected numerically through a systematic process. This research methodology is used for three functions; descriptive variables, examining relationships among variables, and determining cause and effect interact of each other between changeable (Burns and Grove 2005).

The data have been collected through an in-house questionnaire at the Eastern Mediterranean University in the spring term of 2014 – 2015 academic year. This study has been designed as a case study. A case study tackles with one group at a given time. Robert K. Yin (1984) asserts that a case study is a research design in which a group or in the event is investigated through a variety of sources.

SNSs are very popular and the most acceptable media instrument among those SNSs is Facebook. Students use it to communicate with each other. Therefore, this questionnaire is prepared to explore real and virtual personal constructs of the EMU students, who studied at EMU in the Spring Semester of 2014-2015 academic year, on Facebook with respect to the interpersonal communication continuum.

3.2 Context of the Eastern Mediterranean University

Eastern Mediterranean University established in 1979 in order to provide higher education in TRNC since then. Its programs are accredited by the Turkish Higher Education Council (HEC) and it is of the two state universities in TRNC. EMU has 19,112 students from 98 different countries and also EMU has 1, 100 lecturers from 35 different countries. EMU provides its services in a multicultural environment.

The survey questions were prepared and administered to 200 students from 20 different countries. These countries are; North Cyprus, Turkey, Nigeria, Jordan, Palestine, Iraq, Sudan, Syria, Libia, Tanzania, Somali, Azerbaijan, Kyrgyzstan, China, and South Korea, etc.

3.3 Data Collection Instrument

In this study, an in-house questionnaire is prepared. The questionnaire consists of 3 sections and 60 questions. These questions are prepared on the basis of the uses and the gratification theory. The first part sought to collect demographic information on the participants. In this part, participants answer questions 1 to 8 about their personal information. Secondly, participants' use of Facebook was investigated by answering questions 9 to 32 focusing on issues such as "Use of Facebook" and "Effect of Facebook on Interpersonal Communication".

Finally, Johari Window was explored through the five-point Likert Scale questions. At the same time, these questions were prepared to examine EMU students' real and virtual identities they show to others in relevance to Johari Window. There are 28 questions in the second part is about the 'real and virtual life, relationships and identities' adopting interpersonal continuum, Johari Window and real and virtual personal constructs. Also, this section is used for exploring the real and virtual personal constructs of Facebook adopted by EMU students with respect to interpersonal continuum. It is a technique that is used to understand people's relationships with themselves or others.

3.4 Population and Sample of the Study

Eastern Mediterranean University students form the population of this study. The total number of participants is 200 and they all are university undergraduate students. In the Eastern Mediterranean University, there are about 17075 undergraduate students registered in 2014-2015 spring semester. Thus, with 93% confidence level 200 questionnaires were distributed to EMU undergraduate students by using the simple random sampling method. Questionnaires were distributed to student at the cafeteria located within the campus.

3.5 Validity and Reliability of Data Collection Instrument

Firstly, a pilot study was carried out with 5 master students by using the interview method involving 5 semi-structures questions. The 5 master students were from outside the university-they are either graduates or did not receive any university education before administering the questionnaire.

The main instruments were developed based on the feedback received from the pilot study. The feedback was used to amend the questionnaire which improved the

content validity of the survey. Data collection was done by administering the questionnaire.

Case Processing Summary

		N	%
Cases	Valid	200	100,0
	Excluded[a]	0	,0
	Total	200	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,817	29

To check the reliability of the survey for the research participants, a factor analysis is done for all Likert Scale type questions (28 questions in total) comprised by the questionnaire. The alpha coefficient of reliability level of the whole questionnaire was calculated as 0,817 which can be accepted as high reliability for the data collection instrument.

Generally, when the reliability coefficient is above 0.70 this is considered to be sufficient for exploratory studies (Nunnally, 1978; p. 245).

3.6 Data Analysis Procedures

The collected data was analysed by using SPSS software which is used for analysing statistical data.

Chapter 4

ANALYSIS AND FINDINGS

This chapter presents the outcomes obtained from the research carried out with 200 EMU students in the spring term of 2014 - 2015 Academic Year. In this chapter, firstly, descriptive statistics related to demographic information of the participants are presented. Then the questions related to the use of Facebook, effect of Facebook on interpersonal communication and, Facebook users' personal constructs and interpersonal relationship with other users on Facebook are analysed descriptively. The definition of statements was given according to the 5 point Likert Scale analysis results. The values assigned to the selection of attitude scale questions are as follows: 5: Strongly Agree, 4: Agree, 3 Undecided, 2 Disagree, 1 Strongly Disagree. Balcı (2004) suggests that the division of the five-point Likert Scale would be as follows: (5 – 4.20) Strongly Agree, (4.19 - 3.40) Agree, (3.39-2.60) Undecided, (2.59 - 1.80) Disagree (1.79 - 1) Strongly Disagree. Last but not the least, a t-test and a ONE WAY ANOVA are run in order to test whether there are statistically significant differences between or among the choices of the participants.

4.1 Analysis of Demographic Characteristics of the Participants

Totally, 200 participants, who studied at Eastern Mediterranean University, participated in the study. Among these participants, 129 (68.3 %) were male and 60 (31.7 %) were female whose ages ranged between 22 – 25. 92 (46.7 %) participants were between the ages of 18 – 21, 79 (40.1 %) were between the ages of 26 – 29, 20 (10.2 %) and 30 and above 6 (3.0 %). With relation to the nationality of the

participants, a total of 20 were hit meaning that participants come from 20 different countries. The details of nationalities of participants can be found in Figure 4.1 below.
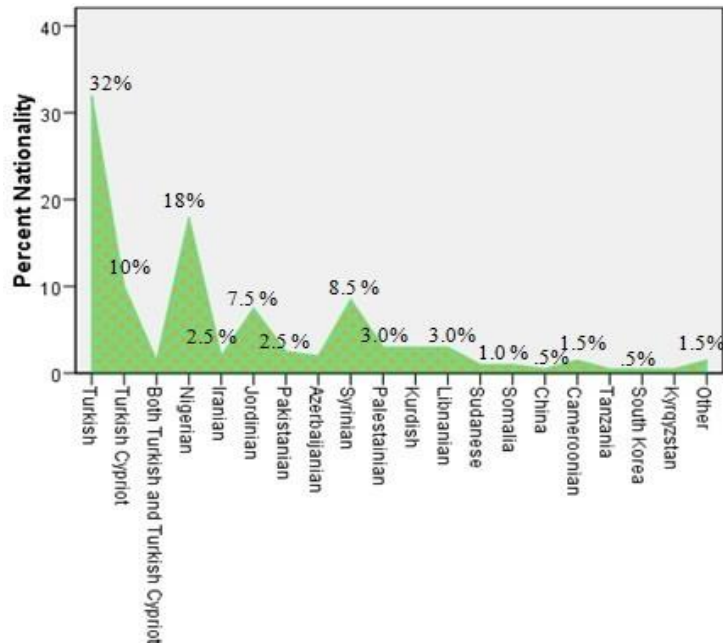
Figure 4.1. Descriptive statistics of students' answer to "Nationality"
As it has been indicated in Table 4.1, the number of Turkish students is 64 (32.0 %)

Nigerian students are 36 (18.0 %); Turkish Cypriot students are 20 (10.0 %); Syrians are 17 (8.5 %), the number of Jordanian students are 15 (7.5 %) and 6 (3.0 %) participants are Palestinian, Kurdish and Libyan. The number of Iranian and Azerbaijani students is 4 (2.0 %). Turkish and Turkish Cypriot students (both nationalities in one person) are 3 (1.5 %), also Somalia, Chinese, Tanzania, South Korea and Kirghiz students are 2 (0,5).

63 (31.5%) participants have been studying at EMU for 2 years, 45 (22.7 %) participants have been studying for 1 year, 40 (20,2 %) participants have been studying for 3 years, 31 (15.7 %) participants have been studying for 4 years, and 19

(9.6) students have been studying at EMU for more than 5 years or above. 200 (100.0 %) students stay in private accommodation and 75 (37.5 %) of them stay in dormitory. Among those who stay in private accommodation, 69 (34.5) participants stay at home, and 56 (28.0) participants stay in the flat. Table 4.1 provides information on where participants stay.

Table 4.1. Descriptive statistic of students' answer to do you lives alone or with other people?"

	Frequency	Percent age	Valid Percentage	Cumulative Percentage
I 'm staying alone in the dormitory	17	8,5	8,5	8,5
I'm staying with my family at home	24	12,0	12,0	20,5
I'm staying with my friend/friends in the dormitory	72	36,0	36,0	56,5
I'm staying with my partner at home	20	10,0	10,0	66,5
I'm staying alone at home	26	13,0	13,0	79,5
I'm staying with a friend / friends at home	39	19,5	19,5	99,0
Total	200	100,0	100,0	

The percentages of students who live with their friends in the dormitory are 72 (36.0%), 39 (19.5%) students live with their friends at home. On the other hand, 26 (13.0%) students live alone at home. 17 (8.5%) students live alone in the dormitory, and 24 (12.0 %) students live with their families at home. 20 (10.0 %) students live with their partners at home. 111 students live with their friends in dormitory or at home. 43 students live alone in a dormitory or at home. Most of the participants do not stay alone. Participants choose to stay with their 'bonding social capital' who becomes their families, their partners and their close friends.

> "Bonding social capital refers to the links between like-minded people, or the reinforcement of homogeneity. It builds strong ties, but can also result in higher walls excluding those who do not qualify" (Putnam, 2000, p. 11).

72 (36.0 %) students like spending time at home. 70 (35.0 %) students like spending time in the dormitory. 58 (29.0 %) students like spending time in a flat. According to the results, the largest relation of students likes spending time in a dormitory or a flat. Also, students like spending their time at home.

4.2 Analysis of Facebook Use of Participants

The first personal computer has had by 29 (14,5%) of the participants in the 1990's. 74 (37%) of the participants have had their first personal computer between the years 2000 and 2004. Also, the first personal computer has had by 66 (33.0%) of the students, in the between the years 2005 and 2009. At the same time, 30 (15. 0%) of the students have had the 2010 and 2015.

In addition to "When they first owned their personal computer" the participants were also asked when they first started to use the Internet The first time use of the internet, were started between the years 1996 and 2000 by 28 (14.0%) of the participants. 79 (39.5%) of the students' first time used the internet between in the years 2001 and 2005. 85 (42.5%) participants, first time use of internet was started time between the years 2006 and 2010. Also, 7 (3.5%) participants were used the internet for the firstly started between the years 2011 and 2015.

All of the students 200 (100.0%), have Facebook profile page. Questions were prepared to be asked to the students who use Facebook. For the first time,152 (76.0%) participants heard about Facebook from their friends. Initially, 22 (11.0%)

students heard about Facebook from their relatives. For the 11 (5.5%) participants, Facebook perceived about it for the first time, when researching the internet. 6 (3.0%) students preside over about Facebook for the first time via e- mail as well as 4 (2.0%) students perceived about Facebook for the first time from the traditional media.

While the participants were asked "Why did you join Facebook?. 80 (40.0%) of students use Facebook to find their old friends, 55 (27.5%) of them use Facebook to contact with their current friends; 9 (4.5%) of participants use Facebook to know about other users' lives via Facebook, 5 (2.5%) of participants use Facebook meet with people, 3 (1.5%) of students are using Facebook to contact with their relatives on Facebook, as well as the results, 3 (1.5%) of participants affirmed that of their friends were on Facebook.

When the participants were asked "Why did you join Facebook?. They were given the chance to choose 3 answers. 85 (42.5%) of participants use Facebook to find their old friends; 85 (42.5) of students use Facebook to contact with their current friends, and last of the popular answer. 56 (28.0%) of students use Facebook want to meet different people on Facebook. This finding is parallel to Kaya who suggest that, on Facebook, when people met different people, it suppresses the feeling of loneliness. Facebook users create a 'socialization area' by sending friend requests to their friends or they don't meet people yet. Facebook users can contact with their old friends and with different people via Facebook profile photos and their identify information on Facebook (Trans: Yıldız E., Kaya, 2011, p. 74).

What is more, also, 34 (17.0%) participants use Facebook to get to learn it their old friends are on Facebook, 30 (15, 0%) students use Facebook just to spend time, 12 (6.0%) of them want to flirt on Facebook. 8 (4.0%) participants use Facebook to contact with their colleagues. On Facebook, participants come across their old friends and they keep in contact with their current friends. Already, other students are the social capital of them. At the same time, the participants want to meet new people via Facebook. How participants develop human relations and develop their personal identity. In a nutshell, Facebook is a popular and a significant communication platform for the participants and students' personal identities. This platform provides them the opportunity to communicate with their friends. Also, it gives them the chance to meet different people.

"Where do you have access the Internet?" question of the questionnaire, the students were unconfined to prefer more than one answer. 126 (63.0%) participants connect to the internet from home. 93 (46.5%) participants preferred that they connect to the internet from Wi – Fi areas. 56 (28.0%) participants wanted that they prefer to connect to the internet in their dormitories. 29 (14.5%) students chosen that they connect to the internet from university labs. 26 (13.0%) participant preferred that they connect to the internet from all internet cafes as well as in 6 (12.0%) of the students' office who prefers that they connect to the internet. For the results, participants chose to stay at home and generally, they want to be in Wi-Fi areas. At the same time this result shows that, students know where the Wi-Fi placed in. It's become like at their home; because students want to connect to the internet in everywhere; so, students see all Wi-Fi areas like their home. Both these factors are in line. OECD explained the social capital as a "networks together with shared norms,

values and understandings that facilitate cooperation within or among groups". In this description of social capital have variety. These are three varieties of social capital; bonds, bridges and linkages. Bonds are links to people based on the sense of common identity people like us. For example, their families, their close friends and people who share our culture or ethnicity. The second variety points out that the bridges are "links that stretch beyond a shared sense of identity", for instance to far friends, colleagues and associates. Lastly, variety of social capital is linkages, "links to people or group further up or lower down the social ladder" (OECD, 2007, p. 103). The potency advantage of social capital can be seen by looking at social bonds. In a lot of ways friends and families can help us as socially, emotionally and economically.

Another question that the students may choose multiple choices is the question "What do you think about Facebook?". 88 (44.0%) students' think that Facebook is entertaining. 57 (28.5%) participants' assume that it makes their firm friendship, and according to the 40 (20.0%) of the students think that Facebook creates new profile, and 22 (11.0%) students think that Facebook increases interdependence. Students' focal point of entertaining and friendship. According to the results Facebook, has beneficial effects on their personal identity, interpersonal communication, and friendship. They believe that, it is fun with strengthening friendship. Below, in Table 4.2 provides information participants feel when they login to Facebook.

Table 4.2. Descriptive statistics of students' answers to "How do you feel when you open your Facebook?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Relaxed	49	24.5	24.5	24.5
Reducing stress	43	21.5	21.5	46.0
Satisfaction	27	13.5	13.5	59.5
Feeling less lonely	42	21.0	21.0	80.5
Nothing	34	17.0	17.0	97.5
Other	6	2.5	2.5	100.0
Total	200	100.0	100.0	

49 (24.5%) participants sense relaxed when they log in to Facebook. 43 (21.5%) students feel less stressed and 42 (21.5%) students feel less lonely, 34 (17.0%) students claim that feel nothing whenever they log in to Facebook. 27 (13.5%) participants feel satisfied. Therefore, mostly they use Facebook for reducing stress. At the same time, they use Facebook for socialization, it is the second factor for the use of Facebook. They sense lonelier on Facebook, so they feel relaxed, Therefore, it is clear that the basic requirements are socialized that appear to be pleased with virtual environment Students are looking for reducing them and satisfying their socialization needs on Facebook.

Table 4.3. Descriptive statistics of students' answers to "Who are you when you login to Facebook?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
a) My own self	151	75.5	75.5	75.5
b) Someone else	17	8.5	8.5	84.1
c) Both (a) and (b)	32	16	16	100
Total	200	100.0	100.0	

151 (75.5) participants are their own self on Facebook, 32 (11.5%) students are their own self and also they are someone else. In other words, they adopt fake identities. 17 (8.5%) they are someone else. According to Tarhan (2014) some people expose their attitudes, their suppress emotions when they have power and control. So, people easily expose their identity on Facebook. At the same time, Tarhan stated that, the bigger psychological characteristic of social media is, people feel free from the safety of home (Trans: Yıldız, E., Tarhan, 2014).

Table 4.4. Descriptive statistics of students' answers to "How many years have you been using Facebook?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
6 years	103	51.5	52.3	52.3
5 years	51	25.5	25.9	78.2
4 years	30	15.0	15.2	93.4
3 years	6	3.0	3.0	96.4
2 years	6	3.0	3.0	99.5
Less than 1 year	1	0.5	0.5	100.0
Total	200	100.0	100.0	

According to Table 4.4, Facebook used the last 6 years by 103 (51.5%) of the participants. For the 51 (25.5%) students, Facebook used the last 5 years. 30 (15.0%) of the participants, they are using Facebook 4 years, and 6 (3.0%) participants were

using Facebook for the last 3 and 2 years, and just 1 (5%) student answered about using of Facebook the less than 1 year. Facebook used for a long time, by the most of the students and so Facebook become an unavoidable part of the their life.

Table 4.5. Descriptive statistics of students' answers to " How often do you login on Facebook?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Once a month	11	5.5	5.6	5.6
Once a week	15	7.5	7.6	13.2
Once a day	50	25.0	25.4	38.6
2- 5 times	68	34.0	34.5	73.1
I'm online all day long	44	22.0	22.3	95.4
Total	200	100.0	100.0	

68 (34.0%) participants log in to Facebook 2 and 5 times in a day, as it can be viewed from the Table 4.5. 50 (25.0%) participants log in once in a day. 44 (22.0%) students stay logged into Facebook all day. At the same time, 162 (81.0%) students given to answer as they log in to Facebook daily. 15 (7.5%) participants log in to Facebook once in a week and 11 (5.5%) participants log in to Facebook only once in a month. According to 4.6 of the Table views, the most of the territory students choose to use Facebook every day. Also, the results show that, students are more sociable on Facebook than real life. Because they spent long time on Facebook.

Table 4.6. Descriptive statistics of students' answers to " How much time do you spend on Facebook on a daily basis?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Less than an hour	47	23.5	23.7	23.7
1 - 2 hours	73	36.5	36.9	60.6
3 - 4 hours	44	22.0	22.0	82.8
5 – 6 hours	10	5.0	5.1	87.9
More than 6 hours	5	2.5	2.5	90.4
Total	200	100.0	100.0	

According to Table 4.6, 73 (36,5%) participants spend between 1 and 2 hours on Facebook on a daily basis, 47 (23.5%) students prefer to spend less than an hour on Facebook on a daily basis. 44 (22.0%) participants choose to spend between 3 and 4 hours on Facebook every day, 10 (5.0%) of the participants spend between 5 and 6 hours on Facebook in every day, whereas and 5 (2.5%) participants spend more than 6 hours on Facebook every day. The greater number of the students uses Facebook as use of daily. For the students, Facebook is a usual communication area. 174 (82.0%) students spend between less than an hour and 6 hours in a day on Facebook and also they spend this time in every day. So, students like to spend time in a day.

Table 4.7. Descriptive statistics of students' answers to "Which technological tool do you use to login to Facebook?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Laptop/ Notebook	50	25.0	25.6	25.6
Desktop	12	6.0	6.2	31.8
Mobile Phone	131	65.5	67.2	99.0
Tablet	2	1.0	1.0	100.0
Total	200	100.0	100.0	

The majority of the students preferred to log into Facebook via mobile phone. This number of these participants is 131 (65.5%). 50 (25.0%) students log in to Facebook with laptop or notebook, 12 (6.0%) participants log in to Facebook with desktops. 2 (1.0%) students log in to Facebook with a tablet. Of the total, 183 (81.5%) students prefer portable gadgets to login to Facebook, of the total. Students may want to log in to Facebook anytime. With this new technology students are connected to Facebook by using mobile gadgets. This new way is faster and easier for the users to login to Facebook. Also, it provides them an opportunity for easy transportation and accessibility.

Table 4.8. Descriptive statistics students' answers " How many friends do you have on Facebook?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Less than 200	33	16.5	16.8	16.8
Between 201 and 400	64	32.0	32.5	49.2
Between 401 and 600	43	21.5	21.8	71.1
Between 601 and 800	15	7.5	7.6	78.7
More than 801	42	21.0	21.3	100.0
Total	200	100.0	100.0	

According to table 4.7, 64 (32.0%) students have between 201 and 400 their friends on Facebook. 43 (21,5%) students have between 401 and 600 friends, 42 (21.0%) students have more than 801 friends, 33 (16.5%) students have less than 200 friends. 15 (6.5%) students have between 601 and 800 friends on Facebook.

In all, 161 (80.5%) students are very sociable their virtual lives on Facebook. 80.5% of students have between less than 801 their friends on Facebook. Also, 62 (31.0%) of participants have between 95% and 85 % their friends on their Facebook account.

35 (17.5%) of students have between 84% and 75% friends at the same time in their real lives, 34 (17.0%) students meet all of them in real life and on their Facebook account, 26 (13.0%) students have between 64% and 54% friends on their Facebook account, 25 (12.5%) students have less than 64% friends on their Facebook account, and 14 (7.0%) participants have between 74% and 65% friends in the real lives of their Facebook account. As a result, 126 (63.0%) of the participants, who are on their Facebook friends list, they have between 100 % and 75% their friends. This results seen that, the greater number of students choose to socialize and they aware of their friends well. At the same time, students often communicate with each person from their social lives.

Table 4.9. Descriptive statistics students' answers "What kind of and content do you share with your friends on your Facebook page?"

	Frequency	Percentage
Like and interest	115	57.5
Photos	108	54
Name	99	49.5
Videos	83	41.5
Educational Background	74	37
Birth Date /Age	69	34.5
Occupation	54	27
Relationships	44	22
Political views	42	21
Mail Address	35	12.5
Telephone number	23	11.5
Home Address	19	9.5
Location	3	1.5
Total	200	100.0

Frequency
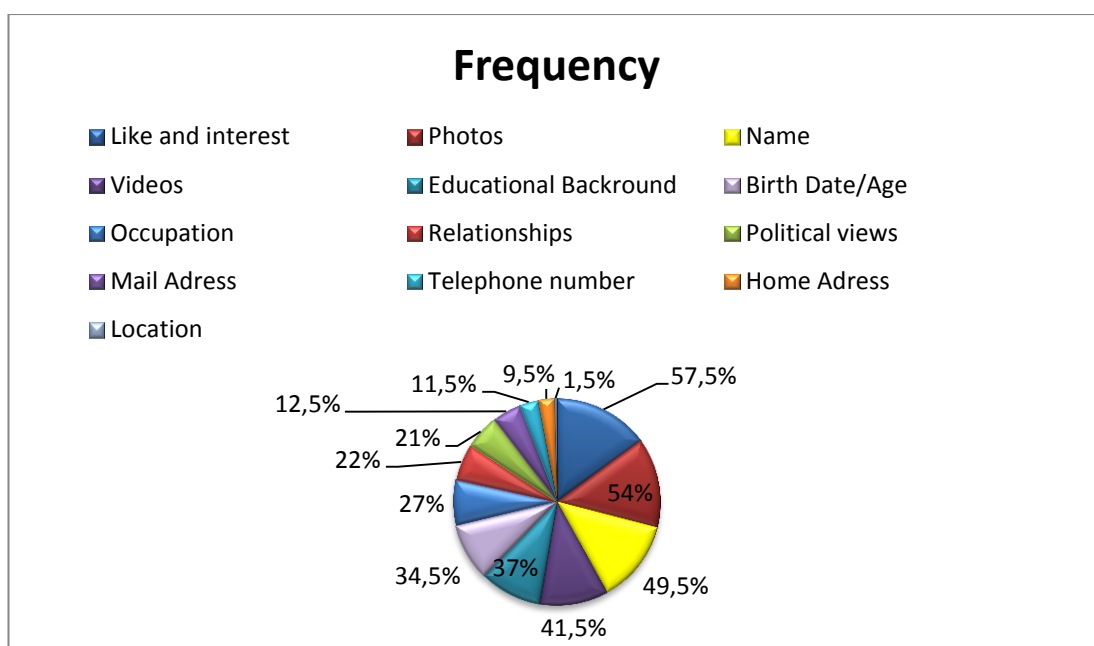
Figure 4.2. Descriptive chart on students' answers to "What kind of information and content do you share with your friends on your Facebook page?"

At the EMU of students share a lot of information with their friends on their Facebook pages. (From this question, the replies were given to opportunity to prefer more than one classification). 115 (57.5) participants share their like an interest on the Facebook page. For the results, students keep at the forefront their like and interest more than their names. They need to conceal their real names they share their likes and interests. Also, the results show that, students don't share their real names, and they use nicknames or they use fake accounts on Facebook. 108 (54%) students share their photos on Facebook, 99 (49,5%) students share their names on Facebook. The results show that, firstly, students pay attention to share their likes and interests. Secondly, students care to share their photos on Facebook. It is important for the students to share of their like and interest, their photos than a share of their name on Facebook. 83 (41,5%) students share their videos, 74 (37%) students' educational background, they shared on Facebook, 69 (34.5%) participants

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share their birthday, at the same time, 44 (22.0%) students' relationships shared via Facebook. 42 (21.0%) students share their political views. At the same time, 35 (12.5%) participants prefer to share their mail address, and also 23 (11,5%) participants prefer to share their telephone numbers, 19 (9.5%) participants choose to share their home address. According to the results of the questionnaire, students preferred to share their likes and interest, their names the most; their location, their photos, and their telephone numbers the least. In this issue views us that students are relaxed when they prefer to share general information such as likes and interests, their photos and their names. In other words, students do not prefer to share more private information such as location, their name, address and telephone number. This is a significant point which views that tertiary students do not trust Facebook that much to share personal information. Furthermore, students do not prefer everyone to have student contact information and then they reach them at any time they want.

When the students were asked "What kinds of photographs they share in their Facebook?". 108 (54%) of the students stated that they share photographs of their friends and their photos. 66 (33%) students share photographs of their families. 46 (23%) students share photographs of party or celebrations. 28 (14%) of the student shares photographs of landscapes and also share their photographs of animals. 27 (13,5%) students share photographs of their partner. Students narrate their private lives by sharing photographs. They share the photographs of their friends and their photos and then they share photographs of their families. Sharing these photographs provide information about the tertiary university students' social lives and students' interest about which landscapes and animals.

When the students were asked "What do you usually share on Facebook?" the replies were given the opportunity to prefer more than one answer. 120 (60%) students claim that participants share photographs on Facebook. 75 (37.7%) participants, mostly share videos on Facebook. 66 (33%) of the students share news on Facebook, 64 (32%) of students shares music on Facebook. 63 (31.5%) participants share their comments on Facebook. 16 (8%) participants share none of them, and 15 (7.5%) students choose to share all of them. Students mostly share photographs, they like to share photographs, when we look the answer of the question 23, comment is proven of the result, therewithal, participants like to share information about themselves and the result of question 23 shows that, the important points of sharing information are shared students' photographs and their friends. Students want to share their daily life activities with their Facebook friends. Especially, it is an important point for their families and their friends away; this will be perfect opportunity to share their lives in a day.

Table 4.10. Descriptive statistics of student' answers " How often do you update your profile page?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Once a day	31	15.5	15.9	15.9
Once a week	60	30	30.9	45.9
Once a month	80	40	36.6	94.3
Once a year	29	14.5	14.9	100.0
Total	200	100.0	100.0	

According to the Table 4.10 overhead, 31 (15.5%) participant indicate that they update their profile pages once a day, 60 (30%) students update their profile pages once a week, 80 (40%) participants update their profile page once a month. 29

(14.5%) tertiary students update their profile pages once a year. The 4.9 Table shows that tertiary university students update their profile pages frequently once a month.

The students' answers to "Which of the following do you consider to be private to share on Facebook?" are as follows. According to the 97 (48.5%) students personal information is private. 53 (26.5%) students indicate that relationship status is private for them, 42 (21%) students indicate that their photographs are private, 36 (18%) student state that their political views and their comments are private, 29 (14.5%) students claim that nothing is private, 8 (4%) students indicate that all of them is private. According to results, the most important privacy for university students is personal information and relationship status for them. The majority of the participants are sharing personal information and relationship status themselves, still they continue to share them on Facebook. Participants feel good when they share things on Facebook. So, they have opened themselves and they could be comfortable expression on Facebook. These results are related personal constructs (Kelly, 1950s) and Johari Window (Joheps and Harry, 1955).

Table 4.11. Descriptive statistics of students' answer " What do you mostly do to spent time on Facebook?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Sending a message	84	42.0	44.0	44.0
Playing game	25	12,5	13.1	57.1
Using instant message	23	11.5	12.0	69.1
Finding new friends	12	6.0	6.3	75.4
Controlling activities of friends	37	18.5	19.4	94.8
Total	200	100.0	100.0	

According to Table 4.11, 84 (42%) participants choose to send a message to friends on Facebook. 37 (18.5%) students like better on the control the Facebook activities of Friends via Facebook. 25 (12.5%) of the students plays games on Facebook; 23 (11.5%) students use instant messaging, 12 (6.0%) students prefer to find new friends on Facebook. Most of the students (107 students) prefer to use Facebook in order to send messages in instant messaging. University students focus on their friends on Facebook. They are interested in their activities, they share and their attitudes on their Facebook profile or page. They like to observe their friends Facebook wall. Sending message are indispensable for students on Facebook. They like communication with their friends via Facebook. Tertiary students choose to monitor their friend's activities.

Table 4.12. Descriptive statistics of students' answer "Do you use Facebook to congratulate your friends on special days?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Yes	151	75.5	77.0	77.0
No	49	24.5	26.0	100.0
Total	200	100.0	100.0	

The students' answer to" Do you use Facebook to congratulate your friends on special days?" are as follows; 151 (75.5%) of participants use Facebook to congratulate the special days of their friends, whereas before Facebook, people preferred other communication channels, such as, post card, telephones, letters and telegraphs. Now, Facebook brings innovation by developing technology and, also Facebook might be a new communication channel. Facebook is a quick communication platform to contact with others and it is also free communication as a

face to face communication with each other it is not as a telephone and other communication channels.

Tertiary students were asked whether they send virtual gifts to your friends on their special days via Facebook. 69 (34.5%) of students send virtual gifts to their friends special day on Facebook. 131 (65.5%) of the students points out that they do not send virtual gifts to their friends on Facebook. According to the results, sending virtual gifts is not beloved among tertiary students and they do not use this application on Facebook. Students congratulate their friends on special days, but they do not send special gift their special days. To send virtual gifts does not spread among university students on Facebook. University students make a point of face to face communication and also, this application is pointless for them, they care to give gift them who see and face to face as real life.

Table 4.13. Descriptive statistics of students' answer " How many of your real life friends, are you with on Facebook?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Less than 200	113	56.5	57.4	57.4
Between 201 and 400	56	28.0	28.4	85.8
Between 401 and 600	12	6.0	6.1	91.9
Between 601 and 800	6	3.0	3.0	94.9
More than 801	10	5.0	5.1	100.0
Total	200	100.0	100.0	

Table of 4.13 shows that, 113 (56.5) students know less than 200 Facebook friends from their daily life. 56 (28%) students know between 201 and 400 Facebook friends from their daily lives. 12 (6.0%) participants know between 401 and 600 Facebook

friends from their environments, 6 (3.0%) participants know between 601 and 800 Facebook friends from their daily lives. 10 (5.0%) students know more than 801 Facebook friends from their daily lives.

The majority of the students (169 students) transfer their social capital to Facebook. These students know between 200 and 400 people from their daily lives who are on their Facebook friend list. According to results shows that, the majority of students, mostly communicate with people comes from the social environment. Then participants choose to socialize with the people they know well.
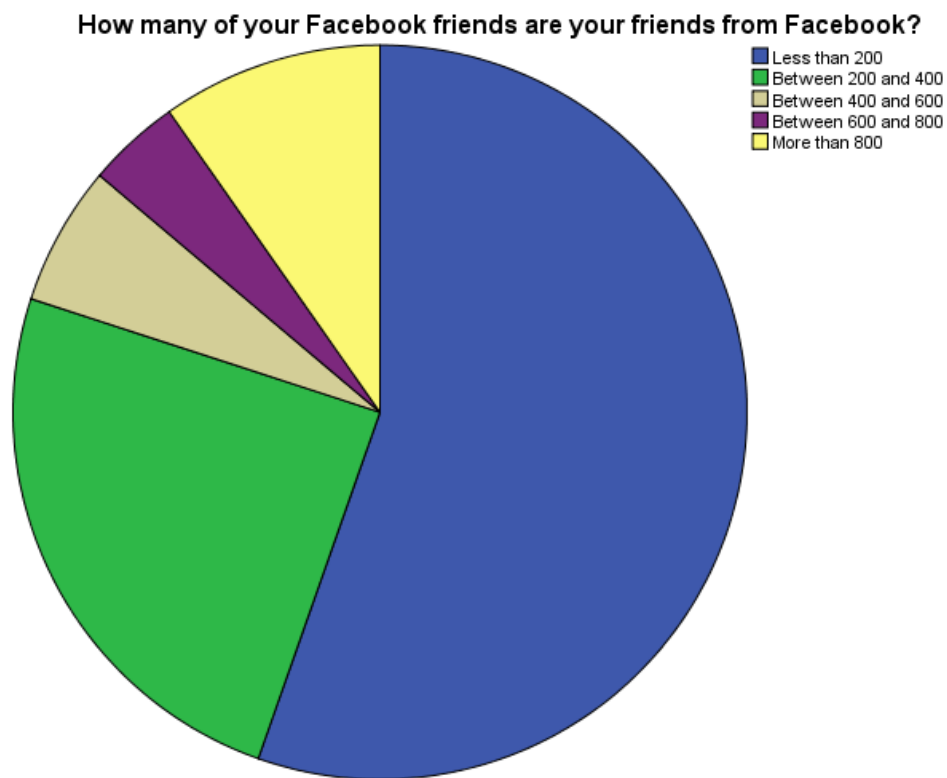
Figure 4.3. Pie chart statistics of students' answer " How many of your real life friends are you friends with on Facebook?"

Table 4.14. Descriptive statistics of students' answer " How many of your Facebook friends are your friends only from Facebook?"

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Less than 200	108	54.0	55.4	55.4
Between 201 and 400	48	24.0	24.6	80.0
Between 401 and 600	12	6.0	6.2	86.2
Between 601 and 800	8	4.0	4.1	90.3
More than 801	19	9.5	9.7	100.0
Total	200	100.0	100.0	

108 (54.0%) students know less than 200 Facebook friends from Facebook, 48 (24.0%) students know between 201 & 400 Facebook friends from Facebook, 19 (9.5%) participants know more than 801 Facebook friends from Facebook, 12 (6.0%) students know between 401 & 600 Facebook friends from Facebook, and 8 (4.0%) students know between 601 and 800 Facebook friends from Facebook. These friends are virtual friends for them.

4.3 Descriptive Analysis of the Attitude Scale Statements

In this study after the two sections; demographic characteristics of participants and Facebook use of participants, proposition were offered by 5 point Likert Scale was used for analysis. This part means, behaviours and attitudes of students on Johari Window.

Table 4.15. Means and Attitudes of participants on the Johari Window.

Statements	EMU Students Means and Attitude
33) On my Facebook friends' list there are friends I have never met in real life.	4.02 (A)
34) I have any friends in my Facebook list that I don't meet face - to - face in my real life.	3.06 (U)
35) I feel that I am closely followed by my friends when I share something on Facebook.	3.53 (A)
36) I want to share everything that I post on my Facebook with all of my Facebook Friends.	3.07 (U)
37) I look at my friends' wall in Facebook.	3.53 (A)
38) I reveal everything on Facebook.	2.74 (U)
39) I reveal only facts about me on Facebook.	3.05 (U)
40) I reveal only my feeling on Facebook.	2.93 (U)
41) I reveal the things I would like friends know about me.	3.49 (A)
42) My Facebook friends look at my Facebook wall, they share their comments on my Facebook wall.	3.49 (A)
43) My Facebook friends reveal everything on Facebook than real life.	3.10 (U)
44) My Facebook friends conceal everything on Facebook like a real life.	3.15 (U)
45) My Facebook friends reveal only facts about them on Facebook.	3.15 (U)

46) I conceal everything to my parents in real life.	2.93 (U)
47) I don't conceal everything from my parents in real life.	3.14 (U)
48) I reveal the things I would like parents know about me.	3.13 (U)
49) I met virtual friends via Facebook.	3.18 (U)
50) I share my private life with my friends freely on Facebook (Sevük, 2013)	2.81 (U)
51) I feel free to share my personal life on Facebook.	2.92 (U)
52) I don't share my virtual life with my family freely on Facebook.	3.16 (U)
53) I don't add my family members on Facebook.	2.79 (U)
54) I conceal my private life problems from my family in my real life.	3.06 (U)
55) I reveal my private life with my friends in my real life.	2.88 (U)
56) I conceal from my family when I share photos and comments on Facebook.	2.89 (U)
57) I conceal from my parents when I share my location on Facebook.	2.78 (U)
58) I express more comfortable myself, when ı communicate people on Facebook than real life.	2.81 (U)
59) I hide my real life relationship from my Facebook friends.	3.03 (U)
60) I hide what I declare about myself in real life from my Facebook friends.	3.07 (U)

For this Table 4.15; means and attitudes of students from faculties and schools are presented. Students agree with the statements 33, 35, 37, 41, and 43; students are undecided about the remaining statements. Students agreed that they have any friends in their Facebook list that they meet face to face in their real life. Also, they feel that, they are closely followed by their friends when they share something on Facebook. Generally, they look at their friends' Facebook wall. Besides this, students agreed that they reveal the things they would like friends know about them. Students are observed, their Facebook friends on Facebook, students agreed that their Facebook friends reveal everything on Facebook. This situation showed that, students follow their friends' activities and their attitudes when they login to Facebook. So, when students observing on Facebook, they look their friends' Facebook page than their Facebook page. This is why, they observed their friends reveal only facts of their Facebook friends on Facebook.

Table 4.16. Descriptive statistic of students' answer to " I have any friends in my Facebook lists that I meet face to- face in my real life."

	Frequency	Percentage	Valid percentage	Cumulative Percentage
Strongly Disagree	9	4.5	4.5	4.5
Disagree	8	4.0	4.0	8.5
Undecided	37	18.5	18.5	27.5
Agree	61	30.5	30.5	57.5
Strongly Agree	85	42.5	42.5	100.0
Total	200	100.0	100.0	

Tertiary students have any friends in their Facebook lists that, they meet face to face in their life. Users communicate with their real environments friends on Facebook. So, they reach easily with their real life friends on Facebook lists. Face to Face communication is very important for interpersonal communication when students

communicate with their friends more reliable than they just met virtual environment. Students can easily reach their friends on Facebook friends list, because they have their social capital in their Facebook friends list.

Table 4.17. Descriptive statistics of students' answer to "I feel that I am closely followed by my friends when I share something on Facebook."

	Frequency	Percentage	Valid percentage	Cumulative Percentage
Strongly Disagree	11	5.5	5.5	5.5
Disagree	25	12.5	12.5	18.0
Undecided	50	25.0	25.0	43.0
Agree	74	37.0	37.0	80.0
Strongly Agree	40	20.0	20.0	100.0
Total	200	100.0	100.0	

It seems that students are 50 (25.0%) of them undecided in the stage. 74 (37.0%) of students agree "I feel that I am closely followed by my friends when I share something on Facebook." 40 (20.0%) students strongly agree with this idea. 25 (12.5%) students disagree; they feel that, they are closely followed by their friends when they share something on Facebook. 11 (5.5%) students strongly agree with this idea. The majority of the students feel that, they are closely followed by my friends when they share something on Facebook.

Students share something, when their friends follow their activities and their behaviours on Facebook. This result shows that, students when follow by their friends on Facebook, they are satisfied. Therefore, it is satisfactory for students who, followed by other students and gives willing for posting something more on their Facebook page.

Table 4.18. Descriptive statistics of students' answer to "I look at my friends' wall in Facebook."

	Frequency	Percentage	Valid percentage	Cumulative Percentage
Strongly Disagree	13	6.5	6.5	6.5
Disagree	20	10.0	10.0	16.5
Undecided	55	27.5	27.5	44.0
Agree	72	36.0	36.0	80.0
Strongly Agree	40	20.0	20.0	100.0
Total	200	100.0	100.0	

According to Table 4.18, 132 (66.0%) students agree and strongly agree with this idea. Students look at their friends' wall on Facebook. The majority of students wonder their friends' activities and attitudes on Facebook and they look their Facebook wall. Students look their friends' wall for spending time and they learned what they curious about. So, they get to know about their attitudes, their activities and their feelings. So, they have knowledge about their attitudes on Facebook. 55 (27.5%) students chose undecided for this question. Another result about this idea, 20 (10.0%) students agree and 13 (6.5%) students strongly disagree.

Table 4.19. Descriptive statistics of students' answer to " I reveal the things I would like friends know about me."

	Frequency	Percentage	Valid percentage	Cumulative Percentage
Strongly Disagree	13	6.5	6.5	6.5
Disagree	20	10.0	10.0	16.5
Undecided	55	27.5	27.5	44.0
Agree	72	36.0	36.0	80.0
Strongly Agree	40	20	20.0	100.0
Total	200	100.0	100.0	

It seems that students are also undecided on the statement, "I reveal the things I would like friends know about me." Yet, 112 (56.0%) students agree and strongly agree with this statement. They reveal the things they would like friends know about them. It shows that, students like to have an idea by their friends. Also, students think that, they would like friends know about them on virtual environment, and they comfortable expression about them, so, they want to reveal the things with their friends.

Table 4.20. Descriptive statistics of student's answer to "My Facebook friends reveal everything on Facebook than real life."

	Frequency	Percentage	Valid percentage	Cumulative Percentage
Strongly Disagree	12	6.0	6.0	6.0
Disagree	34	17.0	17.0	23.0
Undecided	61	30.5	30.5	53.5
Agree	67	33.5	33.5	87.0
Strongly Agree	26	13.0	13.0	100.0
Total	200	100.0	100.0	

93 (46.5%) of university students agree and strongly agree about the statement; "My Facebook friends reveal everything on Facebook than real life". This is because mainly everybody looks their friend's Facebook pages and they closely follow each other on Facebook. So, they have to see their expression on Facebook. The majority of students (169) know less than 800 from their daily lives on Facebook they have friends. 61 (30.5%) students were undecided about the statement. With this idea, 46 (23.0%) of the participants disagree and strongly agree. Students are remarkable about their attitudes with their Facebook shares. Students' results show that, university students reveal everything on Facebook than real life, because users happy

when they share about them and about their life than real life. Also, students think that virtual life is more effective than real life about to reveal each other.

4.4 T-Test Results

A two-tailed T – test is conducted for 28 questions in order to explore whether there is a statistically significant relationship between male and female EMU students towards the reveal and conceal with their parents based on Johari Window. The Table 4.21 shows in T- test results. Out of 28 Likert Scale questions only 1 question, indicate statistically significant value.

Table 4.21. T-test result were statistically significant difference is found

	Gender	N	Mean	Std. Deviation	t	df	P
I don't add my family member on Facebook.	**Male**	129	2,9457	1,38806	2,177	187	,031
	Female	60	2,4833	1,29525	2,33	122	,027

In other words, as the results of the T- test run, it is found there is one statistically significant difference between the male and female EMU tertiary students with respect to the statement presented in Table 4.21 (t0, 05: 187 = 2,177). According to this result, Female students' respondents, is higher (X=13, 8333) than male students' respondents (X: 10,0833). According to female students' result is p=,031 and male students' result, is p≤ ,027. Thus, Female;p≤,031 and Male ,p≤,027.

4.5 One - way ANOVA Test Results

A one-way ANOVA is conducted for 28 questions in order to explore whether there is statistically significant difference between the attitudes of the Eastern Mediterranean University's students towards who reveal and conceal anything on

Facebook than their real lives. The Table 4.20 shows the significance levels out of 28

Likert Scale questions only 16 questions for questions of 3, 4, 5, 6 and 15 indicate

statically significant value.

Table 4.22. One – way ANOVA test results

Question 3 and 5 point Likert Scale Statements	Significance
Question 3: Nationality; there are students from 20 different countries. Also, this result shows that, is multicultural in this survey. 33. On my Facebook friends' list there are friends I have never met in real life.	,011
44. My Facebook friends conceal everything on Facebook like a real life.	,026
Question 4: For how long time you been studying at EMU? 44. My Facebook friends conceal everything on Facebook like a real life.	,037
57. I conceal from my parents when I share my location on Facebook.	,003
Question 5: What is your accommodation type? 60. I hide what I declare about myself in real life from my Facebook friends.	,044
Question 6: Who do you stay within dormitory or at home? 43. My Facebook friends reveal everything on Facebook than real life.	,033

Question 15: How do you feel when you open your Facebook?	
35. I feel that I am closely followed by my friends when I share something on Facebook.	,017
36. I want to share everything that I post on my Facebook with all of my Facebook friends.	,043
38. I reveal everything on Facebook.	,000
42. My Facebook friends look at my Facebook wall, they share their comments on my Facebook wall.	,001
46. I conceal everything to my parents on Facebook like a real life.	,002
51. I feel free to share my personal life on Facebook.	,029
56. I conceal from my family when I share photos and comments on Facebook.	,015
57. I conceal from my parents when I share my location on Facebook.	,017
58. I express more comfortable myself, when I communicate with people on Facebook than real life.	,016
60. I hide what I declare about myself in real life from Facebook friends.	,001

A one-way ANOVA is run, there are some statistically significant differences are founded of the Eastern Mediterranean University tertiary students with attachment to the statements presented in Table 4.20 on $p \leq 0.05$ level.

Chapter 5

CONCLUSION

The aim of this chapter is to summarize the study. First, there is an overview of research questions and their answers followed by the conclusions drawn from the given study. Suggestions for further research are also provided in the last section.

5.1 Summary of the Study

Facebook is part of the digital world and a communication tool for users. In Turkey, there are 36 million Facebook accounts and 35 million users, but 3 million may have fake accounts in Turkey or some people may have fake profiles on Facebook in 2015. Facebook is a platform where users may share their feelings, their attitudes and their ideas on SNS. The most popular of SNS is Facebook in the Turkish and Turkish Cypriot societies.

It's assumed that communication in real life and on the virtual domain may have some differences. The same person can have two or more different personalities or different identities: one in real life, one or more accounts on Facebook with some of them being account(s).

University students use Facebook and they show different behaviour on virtual environment than their real lives. Therefore, tertiary level students make use of Facebook as the most popular social network site in order to satisfy their needs. When on Facebook, students interact with others through chatting, messaging,

sharing photos, comments, etc. This shows us that Facebook has a variety of components such as applications, games and creating new pages or creating new groups on Facebook. In addition to this, Facebook responds to the needs of the students as it is in real life. Another feature of Facebook for students' needs is that they use it to understand others as well as observing others on Facebook. This communication tool is very useful and may easily accessible to other Facebook users and then their comments, their views, their relationship status and their ideas, etc.. Since the users think that Facebook is an effective communication tool Facebook is used globally. Students are different countries as all Facebook users. Facebook shortens the distance between the students and their friends, their families. Thus, those on Facebook can connect with their friends and family easily though Facebook. This expedites and increases the communication and usage of Facebook. At the same time, it responds Facebook contribute to personal construct and the Johari Window with its content in the study, it is found out that tertiary students choose to communicate with their friends on Facebook and they share everything with their friend but not their families. The most important of the results of the Likert scale questions analysis, the students usually hide their attitudes and their behaviours from their families on Facebook. According to T-test results, Students don't add their families on Facebook, because they do not want to follow by their families. At the same time, according to One–way ANOVA test result, students feel that they are closely followed by their friends when they share their ideas, photos and comments on Facebook.

This study aims to explore the real and virtual personal constructs the EMU students who study at the EMU in spring adopt with respect to interpersonal continuum. This

aim is divided into the following objectives. One of the objectives in this study is to explore personal constructs of university students in their real lives with respect to the people in their circle of friends. At the same time evaluating the personal constructs of EMU students in virtual life, particularly Facebook with respect to the people in their circle of friends is the second objective of this study.

This study reveals how Facebook affects the personal constructs of EMU students. Usually, Facebook communication is preferred over interpersonal communication (face to face communication) by users. Students, on the other hand, prefer both interpersonal communication and Facebook communication. This variation depends on their different needs, at different times.. But, students are more comfortable when they communicate with their friends on a virtual environment instead of in real environment. Students may sometimes prefer communicating on Facebook. In Actually, Facebook has a strong influence on the personal constructs. Now days, Facebook has become an important tool for people in the way they communicate with each other. Facebook also has the power to alter the way people live. They have two different identities and two different personalities as virtual and real.

According to analysis of the Likert Scale questions in the One-way ANOVA test, it is 5 significant issues arise. One of the significant point is, students observed their friends conceal everything on Facebook similar real life. They would know their friends' life via Facebook. The second of the point is, they have any friends in their Facebook list that they don't want to meet face to face in their lives, so this result how that, students like to meet new friends via Facebook or virtual environment. Thirdly, it is important point of different personalities and identities as a virtual and

real. Students claim that their friends reveal everything on Facebook than real life. It is an important assertion of virtual and real identity. People take on a different personality on Facebook. The fourth of the point is, students conceal from their parents when they share their location on Facebook. It shows that students would hide when they share their behaviours in their real life from parents on Facebook. The fifth point in these points. Lastly, students what they declare about themselves in real life from their Facebook friends. Students were stable about their attitudes.

End of the points of the results, participants responses were contradictory about their personalities and their identities as real and virtual. Some answers given the participants, although the emerge of the two different identities and personalities. It shows that EMU students hide what they declare about themselves in real life from their Facebook friends. Other results of the analysis are students who hide their attitudes and behaviours from their family.

5.2 Conclusions Drawn from the Study

The aim of this study to investigate the real and virtual personal construct the EMU students who study at the EMU in 2014- 2015 spring adopt with respect to interpersonal continuum.

The questions used in this research are going to be revisited so that the conclusions are drawn based on their responses.

1. What are the kinds of information EMU students reveal and conceal with their Facebook friends based on Johari Window?

Johari Window has four areas as Open Area, Blind Area, Hidden Area and Discovery Area participants how are these on Facebook. Students use Facebook widely parallel to real life they open, blind, hidden and discovery.

In the open area on Facebook students reveal their likes and interests, their names, photos, videos, their educational background, their birth date/age, and also, students reveal occupation with their friends on Facebook. Students would like to know other Facebook users and they reveal a lot of things on Facebook.

In the blind area, they conceal about personal information on Facebook. Also, students just show their personal information their friends on Facebook. At the same time, students conceal their relationship status from other Facebook users and then they conceal political views, their photos on Facebook. Lastly, students need to conceal something they would like from their friends on Facebook. Students don not want to be known other Facebook users. According to Joseph and HaryIngram, is related to Blind Area.

According to the analysis in the hidden area, students usually prefer to reveal about their feelings with different types on their Facebook wall; write something, share videos, photos, comments, music, etc. Thus, by other Facebook users interpret about their feelings, their attitudes and their wants, when students share something on their Facebook wall. Other Facebook users perceive that students are happy or unhappy and students what feel about, when they share the same thing on Facebook, but students do not anything about themselves. Students don't want to be known about them, other Facebook users are interpreting with their sharing on Facebook. According to Joseph and HaryIngram, this result is related to Hidden Area.

According the results, students prefer to hide something on Facebook, also they prefer to reveal something. Other Facebook users know something about students' or they do not know about. Students sometimes want to be known other Facebook users instead of students do not to be known other Facebook users.

As a result of this analysis has arisen with the response of the EMU students. A new table is emerging, based on the Johari Window about what are the kinds of information on EMU students reveal and conceal with their Facebook friends on Facebook. A New table of Facebook users' personal characteristics, based on the Johari Window Model.

Table 5.1. Based on the Johari Window of Facebook users' personal characteristics on Facebook.

	Known to the Facebook user OPEN AREA	Feedback	Not known to the Facebook user BLIND AREA
Known to other Facebook users / Disclosure	✓ Likes and Interests ✓ Photos ✓ Names ✓ Videos ✓ Educational Background ✓ Birth Date and Age ✓ Occupation		✓ Relationship status ✓ Personal information ✓ Photos ✓ Political views
Not known to other Facebook user	✓ Videos ✓ Comments ✓ Photos		○ Facebook users ▪ and ○ Other Facebook users......
	HIDDEN AREA		DISCOVERY AREA

2. What are the personal constructs EMU students have with respect to the friends on SNS particularly Facebook?

According to the analysis of this study, all of this study's participants whom were all students, had Facebook accounts. Since the majority of students that come to EMU are mostly from Turkey and other countries, they choose to use Facebook as a tool to communicate with their families and loved ones in their home countries.

EMU students prefer to share everything on Facebook, also, they share all activities, photos, videos, comments, political views, relationship status and mail with each other. This issue causes to learn information about other users' activities and also understand them via seeing their profiles. They gain experience and develop an understanding of their friends and their families.

According to analysis, students have any friends in their Facebook list that they do not want to meet face – to – face in their life. Students prefer to meet different people on Facebook for increasing communication. Also, students feel that they are closely followed by their friends when they share something on Facebook. This factor increases satisfaction for the students and increases self- confidence when they closely followed by their friends.

In the analysis, results revealed that students prefer share everything they feel with their friend, but they do not prefer to share everything with their families. They conceal everything to their parents on Facebook as a their real life. Also, they conceal from their families when students share their location on Facebook. At the same time, students conceal from their parents when they share photos and

comments on Facebook as well as students don not share their virtual life with their families freely on Facebook. Students share private life with their friends freely on Facebook. According to this factor, Facebook becomes a very real place than their real life. Virtual environments are very effective for students revealing. Facebook is moving towards become the real environment for students. Because students reveal everything on Facebook. Also, they express themselves more comfortable, when they communicate people on Facebook than real life. Therefore, students hide what they declare about themselves in real life from their Facebook friends.

Another result of according to analysis, students are observed, their friends Facebook page, their friends reveal everything on Facebook than real life. Most of the students prefer to reveal everything on Facebook than their real lives.

The results of the analysis, Tertiary students sometimes conceal everything with their parents, but they reveal everything with their friends. Facebook provides to establish closer friendships than in real life friendships. Students prefer to share their private life on Facebook is not their real life or their life friendship. Therefore, Students prefer to do, not share from their parent with virtual life and their real life activities, they conceal all activities from their families.

3. What are the differences in the personal constructs of university students in the real and virtual lives?

According to analysis, the importance on personal constructs of Facebook users' virtual life to their real life; is observation and they easily share their comments, their ideas and their views on Facebook. Students prefer to share everything on Facebook

instead of their real life. Another important point of personal constructs of Facebook users' virtual life to their life is students express more comfortable them, when they communicate people on Facebook than their real life. Facebook provides to an open area with their friend and their relationships. This result shows that, students can be open with their friends on virtual life than their real life.

Thus, Facebook can shape to have different personalities and different identities of people; one in real life and one on Facebook. People act different identities on Facebook, one of the real identity and one of the other virtual identities.

The personal construct theory is used while preparing the survey questions. The uses and gratification theory is also mentioned earlier in the study. The findings support that tertiary students make use of Facebook in order to gratify their needs.

5.3 Suggestions for Further Research

This study took place at the Eastern Mediterranean University, in 2014-2015 academic year's first half. Further studies can be conducted with university instructors who teach at the Eastern Mediterranean University. University instructors can be participants and they contribute to the development of the study.

This study expanded with other research methods. Qualitative research which used interviews and examinations in order to investigate real and virtual identities, personal constructs within people's different personalities and different identities with their each friend relationships particularly Facebook. Also, only the Johari Window section of the study can be expanded further with quantitative research

method. This method uses observations to examine deeply Facebook users' disclosure based on Johari Window.

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APPENDIX

Appendix A: Questionnaire Form

Dear Students,

My Name is Ecem Yıldız. I am doing MA in the Department of Communication and Media Studies at the Eastern Mediterranean University. My aim is to get information about "to explore the real and virtual personal constructs the EMU students adopt with respect to interpersonal continuum who study at the EMU in 2014 – 2015 academic year. This questionnaire aims to collect the required data that is necessary for the completion of this study. Please answer all questions listed below carefully and honestly.

1) Gender a) Male   b) Female

2) Age a) 18- 21   b) 22-25   c) 26 – 29   d) 30 and above

3) Nationality a) Turkish   b) Turkish Cypriot   c) Both Turkish and Turkish Cypriot   d) Nigerian   e) Iranian   f) Other (Please specify) ....

4) For how long have you been studying at EMU?

a) 1   b) 2   c) 3   d) 4   e) 5 and above

5) What is your accommodation type?

a) Dormitory   b) house   c) Flat   d) with my family

e) Other (Please specify)...............................

6) Do you live alone or with other people?

a) I'm alone   b) I'm staying with my family

c) I'm staying with my friend/ friends   d) I'm staying with my partner

e) Other(please specify)..............................

7) Where do you like to spend most of your time?

a) Dormitory   b) House   c) Flat   d) have all Wi-Fi areas

8) When did you have first your personal computer?

a) In 1990s   b) between the years 2000 – 2004   c) between the years 2005 –

2009   d) between the years 2010 – 2015   e) Other (Please specify)……….

9) When did you first start to use the Internet?

a) 1996 - 2000   b) 2001 – 2005   c) 2006 – 2010

d) 2011 – 2015

10) Do you have a Facebook account? a) Yes   b) No

11) How did you first hear about Facebook?

a) My friends   b) My relatives   c) Traditional media channels   d)   Searching

the internet e) Notices that come by e-mail   f) Other (Please specify) …………

12) Why did you join Facebook? (You can choose more than one answer)

a) To find my old friends

b) To be in contact with my current friends

c) To learn about other people's lives via Facebook

d) To be in contact with my relatives

e) To meet with different people

f) To be in contact with my colleagues

g) To flirt on the internet

h) Because all of my friends are on Facebook

j) To spend time

k) Other (Please specify)..............................

13) Where do you have access to the Internet? (You can choose more than one answer)

 a) Home   b) Internet cafe   c) Office   d) University Labs

e) Dormitories   f) Wİ-Fİ areas   g) Other (Please specify)............................

14) What do you think about Facebook? (You can choose more than one answer)

a) It's creates new profile

b) It strengthens friendship

c) It's entertaining

d) It increasing solidarity

e) Other (Please specify)...............................

15) How do you feel when you open your Facebook?

a) Relaxation b) Reducing stress   c) Satisfaction   d) Feeling less lonely

e) Other (Please specify) ....

16) Who are you when you login to Facebook?

a) my own self   b) someone else   c) I do not recognize myself

d) It is not my real account   e) Other (Please specify) ....

17) How many years have you been using Facebook?

a) 6   b) 5   c) 4   d) 3   e) 2   f) 1   e) Less than 1 year

18) How often do you login to Facebook?

a) Once a month   b) Once a week   c) Once a day   d) 2-5 times a day

e) I'm online all day long   f) Other (Please specify)................................

19) How much time do you spend on Facebook on a daily basis?

a) Less than an hour   b) 1-2 Hours   c) 2-3 hours   d) 3- 4 hours   e) 4-5 hours

f) More than 5 hours   g) Other (please specify)................................

20) Which technological tool do you use to login Facebook?

a) Laptop/ Notebook   b) Desktop   c) Mobile Phone   d) Tablet

21) How many friends do you have on Facebook?

a) Less than 200   b) Between 201 and 400   c) between 401 and 600

d) Between   601 and 800   e) More than 801

22) How many of your friends are real life friends on Facebook?

a) All of them   b) Between % 95 and % 85   c) Between % 85 and % 75

d) Between % 75 and % 65   e) Between % 65 and % 55   f) Less than % 55

23) What kind of information and content do you share with your friends your Facebook page? (You can choose more than one answer)

a) Name   b) Occupation   c) Likes and Interest   d) Political views

e) Relationship Status   f) Mail Addresses   g) Telephone Numbers

h) Educational Background   i) Home Addresses   j) Birth Date/ Age

k) Location   l) Photographs   m) Videos

n) Other (Please specify)............................

24) What kind of photographs do you share on Facebook? (You can choose more than one answer)

a) Family   b) Partner   c) Friends   d) Animal   e) Party/Celebration

f) Your own   g) Landscape   h) Other (Please specify)................................

25) What do you usually share on Facebook? (You can choose more than one answer)

a) Music   b) Video   c) Photography   d) News

e) Comments f) Citation/Apopthegm   g) None of them   h) All of them

İ) Other (Please specify)............

26) How often do you update your profile page?

a) Once a day   b) Once a week   c) Once a month

d) Once a year   e) Other (Please specify).......................

27) Which of the following do you consider to be private to share on Facebook?

(You can choose more than answer)

a) Personal Information   b) Comments   c) Relationship Status

d) Photographs   e) Political views   f) None   e) All of them

g) Other (Please specify)................................

28) What do you mostly do to spend time on Facebook?

a) Sending a message to friends

b) Playing Games

c) Using instant messaging

d) Finding new friends

e) Controlling the Facebook activities of friends

f) Other (Please specify)....................

29) Do you use Facebook to celebrate your friends on their special days?

a) Yes   b) No

30) Do you send virtual gifts to your friends on their special days via Facebook?

a) Yes   b) No

31) How many of your real life friends, are you friends with on Facebook?

a) Less than 200   b) Between 200 and 400   c) Between 400 and 600

d) Beetween   600 and 800   e) More than 800

32) How many of your Facebook friends are your friends only from Facebook?

a) Less than 200   b) Between 200 and 400   c) Between 400 and 600

d) Beetween   600 and 800   e) More than 800

Please read the items below and choose the number that describes you the most

for each question.

(5- Strongly Agree)   (4- Agree)   (3- Undecided)

(2 Disagree)   (1- Strongly Disagree)

33) On my Facebook friends' list there are friends I have never met in real life..	**5**	**4**	**3**	**2**	**1**
34) I have any friends in my Facebook list that I don't meet face – to – face in my real life.	**5**	**4**	**3**	**2**	**1**
35) I feel that I am closely monitored by my friends when I share something on Facebook.	**5**	**4**	**3**	**2**	**1**
36) I want to share everything that I post in my Facebook with all of my Facebook Friends.	**5**	**4**	**3**	**2**	**1**
37) I look at my friend's wall in Facebook.	**5**	**4**	**3**	**2**	**1**
38) I reveal everything on Facebook.	**5**	**4**	**3**	**2**	**1**
39) I reveal only facts about me on Facebook.	**5**	**4**	**3**	**2**	**1**
40) I reveal only my feeling on Facebook.	**5**	**4**	**3**	**2**	**1**
41) I reveal the things I would like friends/ parents know about me.	**5**	**4**	**3**	**2**	**1**
42) My Facebook friends look at my Facebook wall, they share their comments on my Facebook wall.	**5**	**4**	**3**	**2**	**1**

43) My Facebook friends reveal everything on Facebook than real life.	5	4	3	2	1
44) My Facebook friends conceal everything on Facebook than real life.	5	4	3	2	1
45) My Facebook friends reveal only facts of them on Facebook.	5	4	3	2	1
46) I conceal everything my parent on Facebook as a real life.	5	4	3	2	1
47) I don't conceal everything from my parents in real life.	5	4	3	2	1
48) I conceal everything my parent in real life.	5	4	3	2	1
49) I met virtual friends via Facebook.	5	4	3	2	1
50) I share my private life with my friends freely on Facebook.	5	4	3	2	1
51) I feel free to share my personal life on Facebook.	5	4	3	2	1
52) I don't share virtual life with my family freely on Facebook.	5	4	3	2	1
53) I don't add my family members on Facebook.	5	4	3	2	1
54) I conceal my private life problems from my family in my real life.	5	4	3	2	1
55) I reveal my private life with my friends in my real life.	5	4	3	2	1
56) I conceal from my parents when I share photos and comments on Facebook.	5	4	3	2	1
57) I conceal from my parents when I share my location on Facebook.	5	4	3	2	1

58) I express more comfortable myself, when communicate people on Facebook than real life.	5	4	3	2	1
59 I hide my real life relationship from my Facebook friends.	5	4	3	2	1
60) I hide what I declare about myself in real life from my Facebook friends.	5	4	3	2	1