

A Comparison of Facebook Addiction between Social and Hard Sciences' Students

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ABSTRACT

The aim of this study is to explore how Facebook entered into our lives at the beginning of the 21st century, become indispensable part of our lives, factors that mainly motivate us to use it and whether it creates addiction on us or not. This site that has entered our live fast and become a part of our daily routines and can attach people to it say and affect their social and psychological behavior.

This study sets out to explore the attitudes of FCMS' and FE' students at the Eastern Mediterranean University in 2010 and 2011 academic year' spring term whether or not Facebook causes addiction. Also, this study sets out to investigate whether there is statistically significant difference between the attitudes of social science and engineering students toward the concept of 'Facebook addiction'.

In the present study, data have been collected through a questionnaire comprising two sections. In the first section of the questionnaire 18 questions are asked in order to collect data about demographic information of the students and information about their Facebook use. The second part of the questionnaire is designed according to the 5 point Likert scale and sought to measure students' attitudes towards Facebook use and addiction. Also, in order to explore whether statistically any significance between the responses of two faculties' students is, T-test is run.

The findings of the study indicate that there is statistically significant difference between the responses of two faculties' students in some topics. However, no addictive behavior has been detected with respect to Facebook use. The most

important finding is to use Facebook to satisfy people's needs to communicate and maintaining communication. Results suggest that, the students of the both faculties use Facebook for communication in general in order to meet some of their social and human needs. Also the site's numerous interactive functions have become indispensable in our lives.

Keywords: Addiction, Motivation, Communication, Relationship, Agenda, Interactive.

ÖZ

21. yüzyılın başlangıcında hayatımıza giren ve şu anda en popüler Sosyal Paylaşım Sitelerinin başında gelen Facebook'un nasıl hayatımızın bir parçası olduğu, bizde onu kullanmaya motive eden faktörleri ve bizde bağımlılık yaratıp yaratmadığı bu çalışmanın amacını oluşturmaktadır. Hayatımıza bu denli hızlı bir şekilde giren ve günlük rutinin bir parçası haline gelen bu site, insanları kendine bağlayabilmekte ve onların sosyal ve psikojik davranışlarını etkileyebilmektedir.

Bu çalışma, 2010-2011 akademik yılı bahar döneminde Doğu Akdeniz Üniversitesi'nin İletişim ve Mühendislik Fakülteleri öğrencilerinde Facebook'un bağımlılık yapıp yapmadığını araştırmayı amaçlamaktadır. Ayrıca bu çalışma sosyal bilimler ve mühendislik öğrencilerinin Facebook bağımlılığı olgusu tutumlarında anlamlı bir istatistiksel farklılık olup olmadığını araştırmayı hedeflemektedir.

Mevcut araştırmada, veriler iki bölümden oluşan anket aracılığıyla toplanmıştır. Anketin birinci bölümünde öğrencilerin demografik bilgileri ve Facebook kullanımı hakkında bilgileri elde etmek için 18 soru sorulmuştur. Anketin ikinci bölümü ise beş dereceli Likert ölçeğine göre hazırlanmış ve öğrencilerin Facebook kullanımı ve bağımlılığına karşı tutumlarının ölçülmesi amaçlanmıştır. Ayrıca iki fakülte öğrencilerinin tutumları arasında istatistiksel olarak fark olup olmadığını ortaya koyabilmek için T- test uygulanmıştır.

Bu çalışmanın tespitleriyle her iki fakültenin öğrencilerinin yanıtları arasında bazı konularda anlamlı istatistiksel farklılıklar olduğu, ancak Facebook kullanımının

öğrenciler üzerinde bağımlılık yaptığına dair bulguya rastlanmamıştır. En önemli bulgu, öğrencilerin Facebook'u iletişim kurmak ve sürekli iletişimde kalmak gibi ihtiyaçlarını giderilmesinde kullanmasıdır. Sonuçlar gösteriyorki her iki fakülte öğrencileri Facebook'u genel olarak bazı sosyal ve insani ihtiyaçlarını gidermek maksadı ile kullanmaktadır. Ayrıca sitenin birçok interaktif özellikleri onu hayatımızın vazgeçilmezi haline getirmektedir.

Anahtar Kelimeler: Bağımlılık, Motivasyon, İletişim, İlişki, Karşılıklı

DEDICATION

I would like to dedicate this thesis to my family.

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Chapter 1

INTRODUCTION

Facebook has established itself as one of the most popular Social Network Sites (SNS) all over the world at the beginning of the 21st century. Unlike other SNS, such as Myspace, Twitter, Badoo or Hi 5, Facebook has been widely used by people with different ages and genders. Within five-year period after its initial appearance, it has attracted over 500 millions of users worldwide (Facebook Info, 2011).

The current study examines how university students use Facebook according to gratifying their some humanistic needs and social desires. Consequently, while satisfying them, it may cause somehow misuse by students and create a kind of addiction. Like some other addictions, using Facebook may enamor its users. Due to its broad applications, it may eventually become irrevocable and lead addiction by their users.

‘Addiction’ a term is associated with alcohol or drugs; in the other words, harmful habits. The idea of ‘Internet addiction’ was firstly introduced by Kimberly S. Young in 1996. Addictive and problematic use of the Internet has newly taken attention of scholars. This, in fact, is a growing phenomenon. The symptoms on virtual addiction appear like other addiction types such as drugs, going shopping, etc. When disconnected to the Internet, feeling of deficiency, being unable to control length of using the site, wondering what the other friends are doing and isolating

himself/herself from the real world are among the main indicators of the uncontrolled use of Facebook. “Excessive Internet users are not addicted to the Internet, they use the Internet as a tool for satisfying their other dependency” (Arisoy, 2009, p. 58). From this perspective, there are some background factors that create addiction for Facebook.

1.1 Background of the Study

Developments in computer technology lead to developments in communication technologies and styles as well. Facebook is one of the significant examples of these developments. The developments on computer technology, especially during the late 1990’s, alter communication behavior of people, particularly social behaviors of young adults based on developments of SNS.

Currently, the Internet plays a significant role in daily communication of the university students. Young adults constitute a significant category in the heavy users of the communication technology, particularly Facebook.

It is important to use the Internet functionally and in a healthy manner. Unfortunately, some individuals use it in an unhealthy manner. The term Internet addiction describes problematic, excessive, or unhealthy use of the Internet, 2–4 a problem that becomes pathological for some individuals (Kesici & Şahin 2010, p.185).

As it has been mentioned earlier, the term ‘addiction’ was firstly introduced by Kimberly S. Young, in American Psychological Association’s annual conference, in 1996. “Addictions are defined as the habitual compulsion to engage in certain activity or utilize a substance, notwithstanding the devastating consequences on the individual’s physical, social, spiritual, mental, and financial well-being” (Young, Yue, Ying. 2011, p. 3).

1.2 Motivation for the Study

There are several reasons that encourage me to work on this topic. There is increasing interest on Social Network Sites especially on Facebook among scholars around the world. There is limited research on this topic in the Turkish Republic of Northern Cyprus (TRNC) and this fact motivated me to conduct the present study.

Facebook has become one of the important parts of university students' daily lives. I observe that particularly for young adults, Facebook is an indispensable constituent of their daily routines. Accordingly, this study predicts that Facebook is so widely used by university students that can lead addiction in them.

Facebook may break daily routines of these people. University students have wider and easier access to the Internet connection, and hence, Facebook. Nowadays, by the mobile devices, users connect to this site wherever they go. It changes daily communication practices and brings a different dimension to it. Moreover, it has become an issue on serials and some TV serials like 'Çocuklar Duymasın' in spring 2011. In addition, mobile phone server companies encourage people to use wireless devices in order to connect to Facebook. The users do not have to be at home. Nowadays, one can connect to the Internet outside the houses like in the cafes, restaurants, on the way etc. In a nutshell, young people particularly university students, have easy and quick access to the web, thus, they get engaged with it more and more. Thus, Facebook has become an indispensable part of daily routine of young people. However, heavy use may cause addiction which is a bad habit.

1.3 Aims of the Study

As it has been mentioned above, Facebook is one of the most popular SNS in the world. Day by day, it becomes an indispensable part of the peoples' lives and using this site has become a part of daily routine of people. In other words, it has an impact

on daily routine of people especially young adults. Therefore, the aim of the present study is to explore the extent to which university students use Facebook, and to what extent they are affected from the site. The current study also examines how university students use Facebook for satisfying their needs. Consequently, the aim is to reveal if it causes misuse on students and create addiction in them or not. The present study sets out to investigate and compare the university students' who study Social sciences and hard sciences habits of and attitudes towards using the Facebook, also, it investigates whether Facebook leads to addiction in them. The study is conducted at the Faculty of Communication and Media Studies and Faculty of Engineering of the Eastern Mediterranean University in Spring 2011.

1.4 Research Questions

Following research questions are set to investigate the aims mentioned above in the current study:

- 1) Which factors motivate students to use the Facebook
- 2) Is Facebook an indispensable part of tertiary students' lives?
- 3) How do tertiary students determine the contents of the messages they send through Facebook?
- 4) What kinds of satisfaction do they get from using Facebook?
- 5) Does Facebook cause addiction in tertiary students?
- 6) Are there any differences between the students of the Faculty of Communication and Faculty Engineering according to their use and attitudes towards Facebook?

1.5 Significance of the Study

Facebook instantaneously entered into people's lives and it has become one of the main daily routines of people, especially young adults'. It fulfils many sociological and psychological desires of students. This causes heavy use of the Facebook and creates some problematic issues like addiction to it. Accordingly, there is an increasing interest in social network sites especially on Facebook by scholars around the world. However, it has newly taken attention of scholars in the Turkish context and there is limited research on this topic as far as the university students in the TRNC are concerned. Likewise, the fact that there is no any research in this topic in the TRNC.

1.6 Limitations of the Study

The current study is conducted with students who study at the Faculty of Communication and Media Studies (FCMS) and Faculty of Engineering (FE) located in the Eastern Mediterranean University (EMU) in Famagusta city of the Turkish Republic of Northern Cyprus (TRNC) in Spring Semester in 2011. The participants study at the EMU. They are mostly from Turkey and are away from their families and friends. There are also students who are from the Turkish Republic of Northern Cyprus and come from different countries especially from 3rd world countries like Iran, Jordan, Palestine and Nigeria. These students meet some of their communication needs through Facebook. However, other social network sites such as Twitter or other means of communicating over the world wide web such as e-mail are beyond the scope of the present study.

Chapter 2

LITERATURE REVIEW

This chapter presents the literature review conducted for the present study. It starts with a brief history of the Internet. Then, it moves to Uses and Gratifications Theory and its relation to the Social Network Sites. After that, definition and general information on Social Network Sites and Facebook will be presented. Finally, research in relation to addiction to Facebook is reviewed.

2.1 The Internet

The history of the Internet started as a result of competition between the United States of America (USA) and the Union of Soviet Socialist Republics (USSR) for technological developments for military purposes. The Internet launched as a result of the establishment of Defense Advanced Research Project (ARPANET) (Gümüş, 2004). “First Internet connection was established in California in 1969” (Arisoy 2009, p. 56).

Contemporarily, new communication technologies thereby the Internet is one of the crucial parts of modern life. Using the Internet started around the 1970’s and in the 1990’s accelerated all over the world. It contributes to the social media that embraces every person, and every job in the world. The main aim of the Internet was establishing contact with far distances based on network system and it diminishes the time and space concept. Arisoy (2009) states that network terminal expanded to about 23 terminals in 1972. Besides, during this year the term “e-mail” was

launched. It was just used for contacting via some codes. It was used by only computer engineers not by the general public. The year 1991 was the year of revolution for the Internet. The term World Wide Web (www) was launched by Tim Barnes Lee. He is known as the father of the Web. He developed HTML coding system that enables more visual system for sharing information. The distribution of the Internet use around the world differs according the development level of the country and their population. The figure 1 shows the Internet users in the world. According to the statistics, Asia Continent, which has the highest population rate, has the highest Internet use rate. However, when usage is compared with population, North America has the highest Internet use rate which is around 280 million.

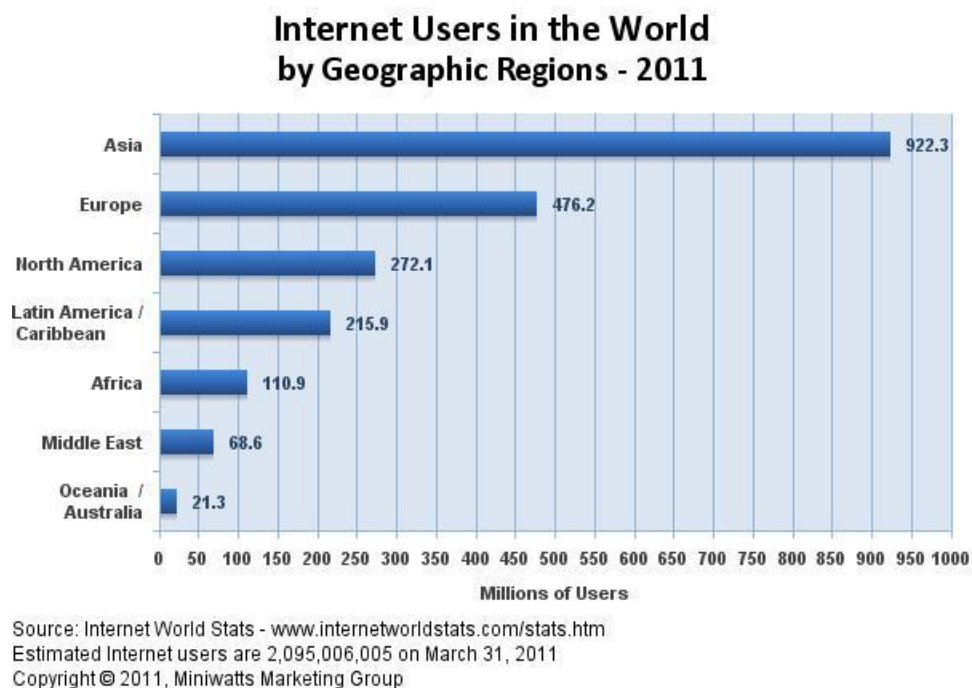


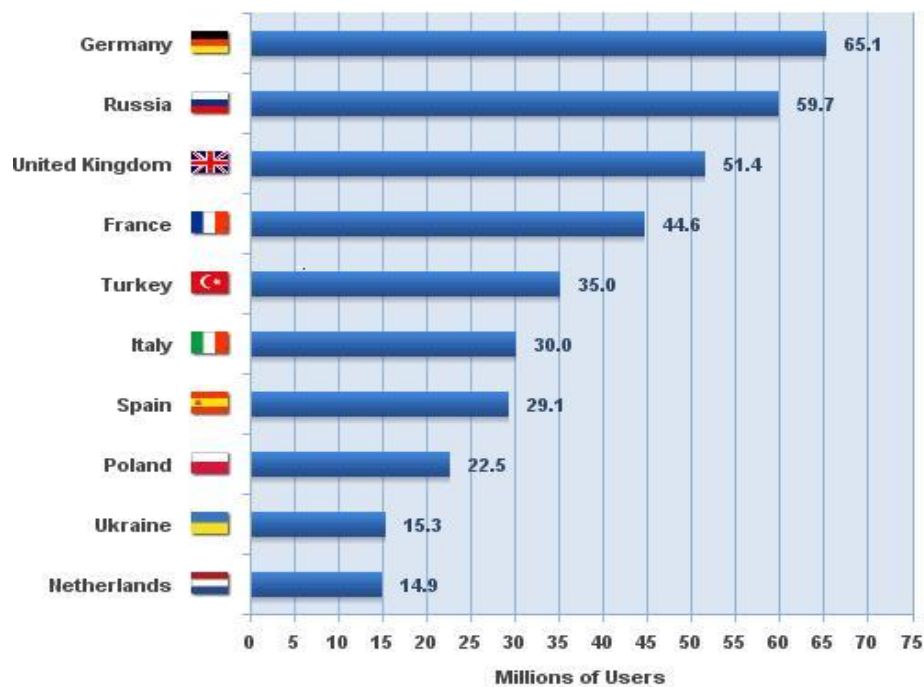
Figure 1. Internet Users in the World by Geographic Regions 2011

<http://www.internetworldstats.com/stats.htm>

As figure 2 shows, according to data of the Internet use and population statistics, Turkey is the 5th biggest Internet user country in Europe. Almost half of the

population has access to the Internet. If we add to this number the users in Internet cafés, workplaces etc, the user rate may be higher than stated. There is deficiency about the Internet use and population statistics in the TRNC. This may be due to the fact that it is not an internationally recognized country.

Internet Top 10 Countries in Europe June 2010



Source: Internet World Stats - www.internetworldstats.com/stats4.htm
 Basis: 475,069,448 estimated Internet Users in Europe on June 30, 2010
 Copyright © 2010, Miniwatts Marketing Group

Figure 2. Top 10 countries of Internet use rate in Europe June 2011

(<http://www.internetworldstats.com/stats.htm>)

2.1.1. Internet Communication

Communication gained a new dimension with the use of the Internet in commercial, and civil purposes. This led to the emergence of the terms ‘Computer Mediated Communication’ and Social Media. Merrill & Christine (1996) assert that the Internet is a kind of mass media and notions it is that based on are mass-audience and

a mediating-technology. According to them, interpersonal communication and mass media are merged together in the Internet technology.

“Computer-Mediated Communication interactions give people greater flexibility in self-representations than face-to-face communication, which facilitates omission or editing of information regarded as negative or harmful” (Chakraborty K, Basu D, Kumar KG V. 2010, p. 125). Unlike traditional media, the Internet offers interactive communication. It is not one way, person to person, or one to mass.

New communication technologies provide people an environment where participation and discussion the basis and where people can share their thoughts, ideas and creations. This virtual environment that is called social media is a user based environment and seem to be important in terms of bringing crowds and people together and increasing the interaction among them (Vural Z. B. A. & Bat M. 2010, p. 3348).

Greenfield D.N. (1999) points out some positive and negative aspects of the Internet and communication on the Internet. Positive sides of the World Wide Web (www) are:

- It's quick and easy to access.
- It's relatively inexpensive.
- It's available any time, day and night.
- You can buy or download (information, products, photos, audio, and video) may not be available elsewhere.
- You can shop for things, or invest, from the comfort of your home.
- It's intellectually stimulating.
- It can change your mood and make you feel good.
- You can communicate with friends, family and for business.

(Greenfield. 1999, pp. 6-7).

The negative sides of the World Wide Web are listed as:

- Sometimes you wait forever to download information.
- The Internet can still be a nightmare to navigate, even with the new and improved search engines.
- The increasing user traffic can slow the electronic highway to a virtual parking lot.
- There is plenty of annoying electronic junk mail, appropriately called Spam for its obvious lack of nutritional value (no offense to Spam lovers).
- Some people can become addicted.
- There is not currently adequate protection for children who are online.
- When you are online, you do not do other important things.
- It can negatively affect marriages and relationships.

(Greenfield 1999. pp. 6-7).

The turning point for the computer mediated communication (CMC) was in 1997 with the launch of the first Social Network Site called ‘SixDegrees’. It can be considered as the milestone for the new form of communication via social network sites (SNS). Developments of the SNS have taken place simultaneously with the developments of computer technology. “SixDegrees allowed users to create profiles, list of their friends and, beginning in 1998, surf the friends list” (boyd & Ellison, 2008).

2.2 Uses and Gratifications Theory

Uses and Gratifications Theory mainly focuses on how individuals use mass media. Roots of the uses and gratification research go to the 1940’s. Early research mostly

focused on the desirability of the radio programs and some soap operas. According to uses and gratification theory, users of the mass media use these tools to satisfy their some psychological and social needs and desires. Besides, audiences are not passive receivers. They have reasons to use mass media channels. This comes forward to meet some personal needs and desires so that this theory focuses on this utility gained from consumption. Blumler, Katz, Grevitch (1974) outline the primary goals of the Uses and Gratifications Theory as; to define how people use media to gratify their needs, to understand what motives the media consumption behavior and their functions and consequences. Consequently Uses and Gratification Theory focuses on:

1)The social and psychological origins of (2) needs which generate (3) expectations of (4) the mass media or other sources, which lead to (5) differential patterns of media exposure (or engagement in other activities), resulting in (6) need gratifications and (7) other consequences, perhaps mostly unintended ones (Katz E., Blumber J.G., Gurevitch M. 1974, p.20).

“Gratifications are assessed through responses to verbal statements about respondents’ reasons for media consumption (e.g. enjoyment, social interaction), typically assessed on multipoint rating scale” (Larose 2011, p. 57).

According to Kayahara and Wellman (2007), gratifications gained from the media have two dimensions. The first one is ‘Content Gratification’ and the other one is ‘Process Gratification’. ‘Content Gratification’ is about the information that users gain from the Internet. In general, the Internet itself is the source of information about everything, other cultures, science etc. Process gratification is the action on the creation of the content such as creating profile.

“Among the process gratifications mentioned are the speed with which information can be found and the availability of up-to-date information. The gratifications shown are all related to access to content, which suggests that the process and content gratifications may overlap somewhat” (Kayahara & Well 2007. p.832).

Katz, Blumber, and Gurevitch (1974) assert that audience’s needs and their gratifications are results of combination of psychological dispositions, sociological factors, and environmental conditions. They point out those social factors that generate media-related needs into 5 factors which are asserted by different scholars as:

- Social situation produces tension and conflicts, leading to pressure for their easement via mass media consumption (Katz and Foulkes, 1962).
- Social situation creates an awareness of problems that demand attention, information about which may be sought in the media (Edelstein, 1973).
- Social situation offers impoverished real-life opportunities to satisfy certain needs, which are then directed to the media for complementary, supplementary, or substitute servicing (Rosengren and Windahl, 1972).
- Social Situation gives rise to certain values, the affirmation and reinforcement of which is facilitated by the consumption of congruent media materials (Dembo, 1972).
- Social situations provide a field of expectations of familiarity with certain media materials, which must then be monitored in order to sustain membership of valued social groupings (Atkins, 1972). (Katz , Blumber, Gurevitch 1974, p.27).

From the definition above, we can infer that audience is aware of what they consume and they act in such a way that they try to fulfill some specific humanistic desires like needs to communicate and entertainment. It is important to know that these desires are socially constructed.

The Social Network Sites (SNS) are one of the apparent examples of socially created media. One of their important functions is to provide appropriate medium to sustain social relations. Quan-Hasae & Young (2010: p. 353 refer to Ellison et. all. (2007) who “found in an investigation of the effects of Facebook on social capital, that Facebook use motivated primarily by social gratifications, which include maintaining existing social ties and being able to reconnect with friends from the past”.

Considerably rich applications of Facebook make it particularly desirable to its users. Such a rich profile contents, blogs, bulletins, photo and video albums, walls, instant messaging are heavily used by its users. The primary gratification of users of Facebook gets that is the happiness which comes from the connections with the people who they already know.

The main use of Facebook is the recreation of social connections between people who had, or still have, a connection in their everyday lives. So, people mainly used Facebook to reconnect with people they went to school with, worked with, or friends they lost touch with. But, the key question is 'what do people do once they have created this network?' The results of the research suggest that this can be divided into four main activities – they can use applications within the site to interact with their network, they can browse their friends' friends and learn more about them, they can join groups and express their identity via shared social experiences, or they can use the site to inform others of their news, and keep up to date with others' actions. (Chittaro, 2008)

In another study, ‘Facebook users awareness of privacy issues and perceived benefits and risks of utilizing Facebook’ (Debatin, Lovejoy, Horn, and Hughes 2009) results support the social utilization of Facebook that is mentioned above. According to the results:

Facebook had become an important part of student life, deeply ingrained in their daily routines, as is typical for pervasive technology. The gratifications drawn from using Facebook were mostly about the convenience and ease of being socially connected to a large number of people (p. 96).

Consequently, Urista M. A. and et. all, (2009) in a study have revealed five factors about the reasons why young adults use MySpace and Facebook to satisfy their needs and wants. These are:

- “1) Efficient communication,
- 2) Convenient communication,
- 3) Curiosity about others,
- 4) Popularity,
- 5) Relationship formation and reinforcement” (p. 221).

They summarize their findings as “‘nature of individuals’, ‘curiosity and the desire to build and develop relationships,’ ‘SNS users enjoy convenience’, ‘efficiency and popularity of using powerful medium to convey messages and find answers’ (p. 225).

Five main factors that are mentioned above enamor the users and have become indispensable part of the daily routines of the young adults. Facebook becomes the source of information about the people around them and people far away from them. Facebook can sustain the contact with other friends, family members, even people whom they are interested in. etc. In another study that aimed the identify dimensions used for friend networking sites, it is found that; primarily reasons to use SNS are “obtaining gratifications from gathering and sharing of information related to themselves and others” (Raacke & Raacke, 2010, p.31). It is not only about information sharing that individual’s benefit from Facebook which they found; they also use the SNS to sustain their relationships. “Users report that having friend networking sites allowed them keep in touch with both old and new friends and to locate old friends” (Raacke & Raacke, 2010, p.31). Urista M.A., & et, al, (2009) state that remarkable and most important leading application of Facebook is that like the

TV and radio announcements, people can send only one message or share anything everybody can see that, no need to send one by one. This application may be one of the most addictive features of the Facebook.

It offers convenient communication because it gives chance to people to manage the communication activities and it is good for communicating with far distances. “According to the uses and gratifications model, a person’s social and psychological factors influence motives for communicating - their gratifications sought and gratifications obtained (Sheldon P, 2008, p. 50). Urista, Dong, & Day’s (2009) conclusion about motivation for the SNS use in their studies reveal that “All participants noted the capacity to stay in touch with friends is one of the most attractive features for using Social Network Sites” (Urista, Dong, Day, 2009, p. 222).

2.3 Social Network Sites

As it has been mentioned earlier, social network sites (SNSs) have become one of the indispensable parts of people’s lives. Since their introduction, Social Network Sites (SNS) such as MySpace, Facebook, Cyworld, and Bebo have attracted millions of users, many of whom integrated these sites into their daily practices” (boyd & Ellison 2008, p. 210). Facebook, Twitter, MySapace etc. are the leading SNS in the world. Especially young adults are among the heavy users of these sites. Social Network Sites are defined as:

Web based services that allow individuals to (1) construct a public or semi public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, (3) view and traverse their list of connections and those made by others within the system the nature and nomenclature of these connections may vary from site to site (boyd, & Ellison. 2008, p. 211).

In other words, “SNS provide members with and easy and convenient medium for communicating with family, friends and others” (Urista, Dong, Day, 2009, p.217).

These are the general definitions of the SNS, however as it is seen in the definition of the SNS, it is inclusive and features may differentiate from site to site. Crofchick (2009) states that, although the first SNS was launched in 1997, its roots goes back to 1994.

In 1994, social network sites were formed on online communities like theglobe.com, geocities, and Tripod. The focus on these particular social network sites focused primarily on live chatting and personal homepage publishing tools that let individuals interact and find information one another, or certain topics of interest (p. 6).

As it has been stated earlier, “The first recognizable social network site that is called ‘SixDegrees’ was launched in 1997. SixDegrees.com allowed users to create profiles, list their friends and, beginning from 1998, surf the friends list” (boyd, & Ellison, 2008 p.214). The first SNS “Promoted itself as a tool to help people connect with and send messages to others” (boyd & Ellison. 2008, p. 214).

The Sixdegrees service was the first online business that attempted to identify and map a set of real relationships between real people using their real names, and it was visionary for its time. Its name evokes the speculative concept that everyone on earth can be connected through an extended chain of relationships that begins with your immediate friends, proceeds to the next "degree"—the friends of your friends, and on until the sixth "degree." (Kirkpatric. 2010, p. 68).

The next site after Six Degree was the ‘Life journal’, which was launched in 1999. These were the first wave of Social Network Sites.

The second wave of the SNS started in 2001with Ryze.com. The aim of Ryze.com was to help people in their business networks. Until 2004, several sites launched and some of them closed back and relaunched. In 2004, ‘Facebook’ was presented by Mark Zuckerberg and his roommates when they were university students in Harward Universty. boyd, & Ellison (2008) state that general public started to log on Facebook two years later after it was launched. As it has been mentioned earlier, in

the beginning, Facebook was a project of a Harvard University student, Mark Zuckerberg, and it was necessary to have a school e-mail address. In the other words, its members were limited with university students. In the following year, it gave access to high school students as well. The difference between Facebook and other Social Network Sites is that Facebook was initially launched for educational purposes and was banned for the public. Later Facebook definitely has become the most popular SNS. This issue will be further elaborated in the next section.

boyd & Ellison (2008) state that numerous functions of the SNS make them attractive and irrevocable for their users. Walls, blogs, live chatting, photo album and applications of comments under it, video uploading, creating group, birthday reminder, horoscope, etc. It is not only some photo sharing and other known applications that make SNS popular and useful tools for students, but also there are some academic purposes of them, which encourage university students, use these sites. Indeed, (Pempek, Yevdokiya, Yermolayevaa, Calvert. 2009, p.237) state that, “popularity of social networking applications could make them a powerful cognitive tool if adapted for academic pursuits and career goals”.

As it is shown in the figure 3 in next page, since launching Six Degrees in 1997, tens of SNSs are launched. However some of them are closed and re-launched back.

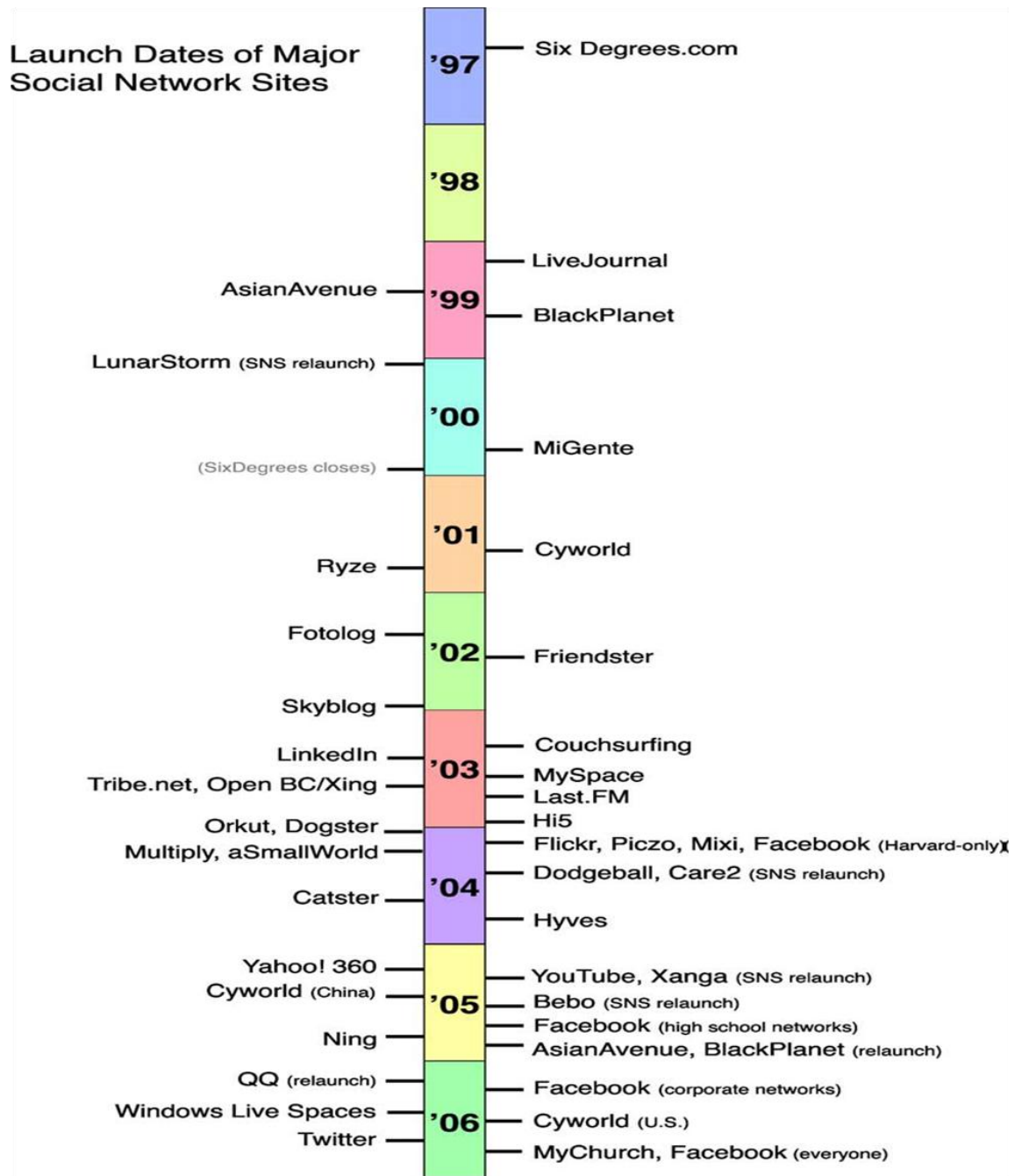


Figure 3. Launch and close timeline of SNS

(boyd & Ellison 2008, p.212)

2.4 Definition and History of Facebook

This section looks at Facebook and its history, contents, and some statistics related to it. As it has been mentioned earlier, Facebook was created in 2004 as a project of a Harvard University student; a valid Harvard e-mail address was required in order to joining. It now includes more than 600 million users all over the world and is available for use by anyone with a valid email address. Facebook site outlines the mission of Facebook as to “give people the power to share and make the world more open and connected” (Facebook Info, 2011).

Everything started with the launching of the project that was called Facemash. David Kirkpatrick (2010) states that aim of the Facemash was to estimate and rank who was the hottest person in Harvard. Kikpatrick (2010) narrates the beginning of the Facebook as:

On the afternoon of Wednesday, February 4, 2004, Zuckerberg clicked a link on his account with Manage.com. Thefacebook.com went live. Its home screen read: "Thefacebook is an online directory that connects people through social networks at colleges. We have opened up Thefacebook for popular consumption at Harvard University. You can use Thefacebook to: Search for people at your school; Find out who are in your classes; Look up your friends' friends; See a visualization of yoursocial network." (Kirkpatric 2010, p.30). Using the kind of computer code otherwise used to rank chess players (perhaps it could also have been used for fencers), he invited users to compare two different faces of the same sex and say which one was hotter. As your rating got hotter, your picture would be compared to hotter and hotter people (Kirkpatric 2010, p.23).

“For the photos for the Facemash website came from the so-called “facebook” maintained by each of the Harvard houses where undergraduates live” (Kirkpatric 2010, p.23). Kirkpatric (2010) states that at 4:00 am project started and was completed by 10:30pm. Facemash was visited by 450 visitors and they voted on 22.000 pairs of student’s photos. It was quickly spread to other campuses and it is

forwarded by students to other students. But, the site was shut down by the Harvard administration because of violating copyright and privacy. Mark Zuckerberg was punished to have probation and in some time period required to be seen by Harvard administration.

According to Mark Zuckerberg what makes Facemash different from other site like Friendster and other dating sites is that created main concept of the 'Thefacebook' by limiting it to students who study in Harvard. It also includes real information about them. Indeed, Kirkpatrick (2010) explains:

"Our project just started off as a way to help people share more at Harvard," says Zuckerberg, "so people could see more of what's going on at school. I wanted to make it so I could get access to information about anyone, and anyone could share anything that they wanted to." His new service for Harvard students was not a dating site like Friendster. It was a very basic communications tool, aimed at solving the simple problem of keeping track of your schoolmates and what was going on with them. Some of Zuckerberg's friends later speculated that it was also intended to help him deal with his own introverted personality. If you're a geek who is a little uncomfortable relating to other people, why not create a website that makes it easier (p.29).

As Mark Zuckerberg stated in the quotation above, his main aim was creating a tool for communication with friends, and building a bridge among them. According to Kirkpatrick (2010), Thefacebook was going to be different from other SNS whose aim was simply dating. His main inspiration came from the editorial in Harvard Crimson about Facemash.

At the same time, Kirkpatrick (2010) states that accusation about Mark Zuckerberg was not only copyright and privacy issues, but he was accused by a few Harvard students who claimed Zuckerberg steal their ideas. These were the main obstacles for Zuckerberg; however, he successfully defended himself and he overcame these problems.

For the serving the site Zuckerberg employed his laptop as the server of Facebook on Harvard's network till he found a hosting company that is called 'manage.com'. He paid eighty-five dollars per one month to 'manage.com'. Thefacebook expanded day by day and "As the Spring 2004 Harvard semester wound down, things at Thefacebook just got busier. By the end of May it was operating at thirty-four schools and had almost 100,000 users" (Kirkpatrick 2010, p.42).



Figure 4. Appearance of Facebook profile in 2011

<http://www.facebook.com/#!/profile.php?id=695425911>

Figure 4. show general view of the Facebook profile of the researcher in winter 2011. This is the last version of the profile in 2011. In the past, profile views and their contents were little different.

Shortly, Facebook site maintains that:

Founded in February 2004, Facebook is a social utility that helps people communicate more efficiently with their friends, family and coworkers. The company develops technologies that facilitate the sharing of information through the social graph, the digital mapping of people's real-world social connections. Anyone can sign up for Facebook and interact with the people they know in a trusted environment (Factsheet , 2011).

About definition and function of the Facebook, Sheldon (2008) states that;

It allows users to stay in touch with old friends and those at other schools, to make new “friends,” to join “groups” that fit their interests, advertise their parties, check how many personal messages/wall posts they received from their friends, and see other people’s pictures and new features that Facebook continually adds. Facebook's mission gives people the power to share and make the world more open and connected (p. 41).

A typical Facebook profile consists of many different sections and features including personal information, photos, status, friend list, poke, games, instant messaging notes, groups and the wall. boyd & Ellison (2008) state that it is not only limitation on users that make Facebook different from other SNS, there are some uniqueness on the applications currently. Facebook users may control their visibilities to other users and they may personalize them. One of the clear emphases for uniqueness of the Facebook is stated by Kobak & Biçer (2008). According to them; “Facebook perception of users is that the site is for finding their friends rather than finding friend. We may infer a result that Facebook is not a simple dating site, it used as a tool for maintaining relationship. King (2009) compares Facebook with other SNS. He explains that:

Facebook has often been compared with MySpace. However, there is one important difference between these two websites in terms of level of customization. Facebook uses plain text to decorate their profiles whereas MySpace user HTML and CSS. Facebook also has a number of features for users to interact with such as Wall, Pokes, Photos and Status. Moreover, it also has several popular applications such as Photos application where users can upload photos, Facebook Notes where blogs can be imported from other blogging services and Comet, which is a desktop-based instant messenger. There are still many other Facebook applications that users must see and try. (p.140).

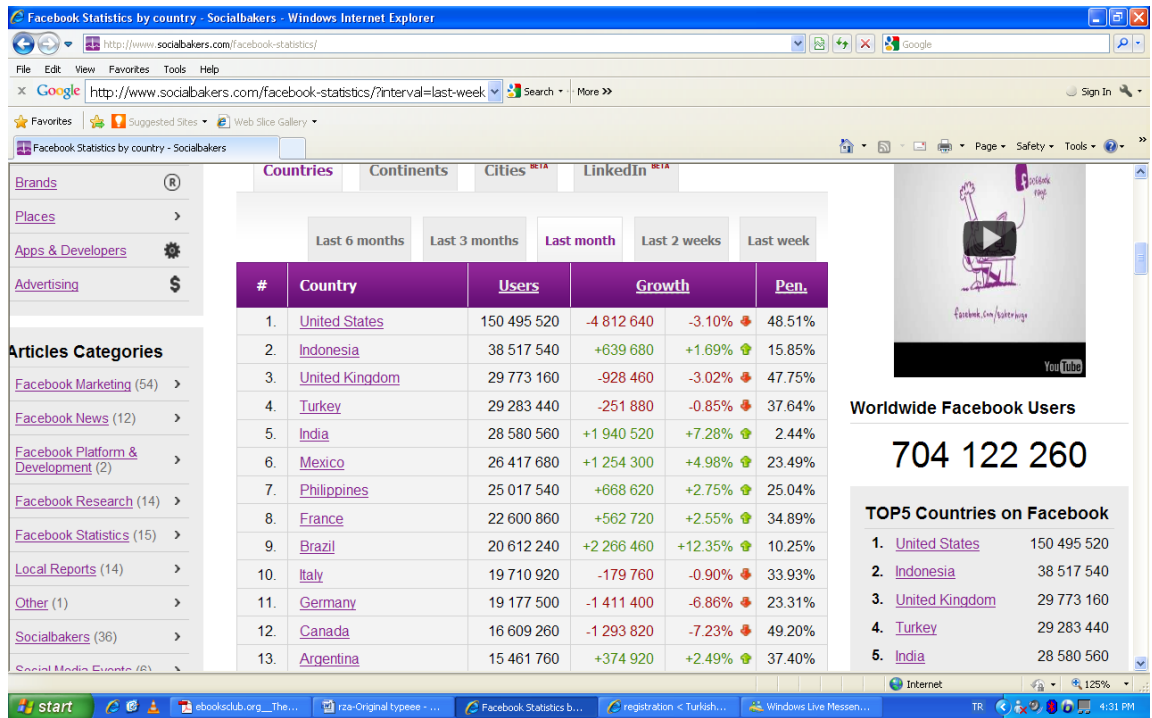


Figure 5. Statistics of Facebook use in the world

<http://www.socialbakers.com/facebook-statistics/>

The figure 5 shows the list of countries that use Facebook. It shows statistics about Facebook use rate in the World that is taken from ‘Social Bakers site’ that was established for monitoring Facebook use statistics. The slogan of the site is ‘Heart of the Social Media Statistics’. According to statistics presented in the site, Turkey has the 4th highest rank as Facebook user country. According to Social Bakers, United States of America has the highest user rate in the world. According to Social Bakers, Turkey has 29 283 440 Facebook users as of 20 June 2011. On the basis of city scale, which is shown in the Figure 6, Istanbul has the 2nd highest rate of Facebook users in the World. It has about 9 602 100 users as of 25 June 2011. The city that has highest ranking is Jakarta in Indonesia. The users in Jakarta are about 17 484 300 in a day. It is important to know that Ankara has 6 549 680 users and it is about the 7th in the ranking. Unfortunately, there are no statistics of the TRNC because of its official recognition problems.



Figure 6. Top 10 list of cities on Facebook.

<http://www.socialbakers.com/facebook-statistics/cities/>

Some of the best applications on Facebook are:

1. Photos – an application where users may add photo or create photo albums to their Facebook site. It has unlimited storage that can upload over 5 billion photos and share them with your friends around the world based on user's privacy settings.
2. Groups – an application where Facebook users may join groups to find people who share the same interest. You will be asked to sign up or register in the group of your choice and be able to join in the group discussion board. Groups provide updated information on what's happening within your circle. If you are not able to find a group of your interest, you can even start creating your own group. To search for groups, Facebook provides a feature that filters groups by network and by type such as common interest, business, entertainment & arts, geography, Internet & technology, just for fun, music, organizations, sports & recreation and student groups.
3. Gifts – application where it allows users to send virtual gifts to friends. A purchase of US\$1 gift is equivalent to 100 gift credits.
4. Marketplace – an application where users can post free classified ads.
5. Events – an application where users can use to remind friends of upcoming events.

6. Video – an application where users share their personal videos, record and send video messages and send videos from users mobile phone. (King, 2008)

2.5 General Information of the Facebook

This section comprises people on Facebook, actively on Facebook, global reach platform and mobile.

2.5.1. People on Facebook

In relation to people in Facebook, following information are obtained Facebook press information page.

- More than 500 million active users;
- 50% of our active users log on to Facebook in any given day;
- Average user has 130 friends;
- People spend over 700 billion minutes per month on Facebook. (Facebook Statistics, 2011).

2.5.2. Activity on Facebook

Content activities of Facebook are as follow as:

- There are over 900 million objects that people interact with (pages, groups, events and community pages);
- Average user is connected to 80 community pages, groups and events ;
- Average user creates 90 pieces of content each month;
- More than 30 billion pieces of content (web links, news stories, blog posts, notes, photo albums, etc.) shared each month. (Facebook Statistics, 2011)

2.5.3. Global Reach

The statistics about global reach are;

- More than 70 translations available on the site,
- About 70% of Facebook users are outside the United States,

- Over 300,000 users helped translate the site through the translations application (Facebook Statistics, 2011).

2.5.4. Platform

- Entrepreneurs and developers from more than 190 countries build with Facebook Platform,
- People on Facebook install 20 million applications every day,
- Every month, more than 250 million people engage with Facebook on external websites,
- Since social plugins launched in April 2010, an average of 10,000 new websites integrate with Facebook every day ,
- More than 2.5 million websites have integrated with Facebook, including over 80 of comScore's U.S. Top 100 websites and over half of comScore's Global Top 100 websites (Facebook Statistics, 2011).

2.5.5. Mobile

In relation to mobile devices:

- There are more than 250 million active users currently accessing Facebook through their mobile devices,
- People that use Facebook on their mobile devices are twice as active on Facebook than non-mobile users
- There are more than 200 mobile operators in 60 countries working to deploy and promote Facebook mobile products. (Facebook Statistics, 2011)

On the other hand, according to statistics blog of the Facebook, its users have become over 500 million and it increases day by day. “Facebook is still on the rise, and as we're seeing the latest progress, number of its total users is closing in to 700 million users” (Facebook is globally closing in to 700 million users!, 2011).

2.6 Addiction and Facebook

There are several descriptions of addiction according to its types and causes. Nevertheless, it can generally be defined as; “Habitual compulsion to engage in certain activity or utilize a substance, notwithstanding the devastating consequences on the individual’s physical, social, spiritual, mental, and financial well-being” (Young, Yue, Ying 2011, p.6). Rapid rise widespread of the World Wide Web, (www) around the world, leads to the appearance of the term ‘Internet Addiction’. In a short time, researchers and therapists started to show interest on this topic. Young is the first introducer of the term Internet Addiction. David N. Greenfield, Cristiano Nabuco de Abreu, Kesici S, & Sahin I., Emre B. Arisoy Ö, Wattkinson S.C, Yue X.D. are some of the authors who study Internet addiction.

There are some criticisms about the term ‘Internet Addiction’. Chow, Leung, Ng, Yu, (2009) assert that the term ‘Internet addiction’ is controversial and it is inappropriate because there are deficient diagnostic testing. Therefore, it should be called ‘Maladaptive Internet Use’ rather than ‘Internet Addiction’. Addiction is separated as the ‘Substance Related Addiction’ and ‘Non-Substance Related Addiction’. The Internet related addiction is considered as non-substance related addiction. There are different terminologies used to express the problematic Internet use such as “compulsive computer use, pathological Internet use, problematic Internet use, Internet dependency, Internet addiction, and even internetomania” (Shaw & Black, 2008. p.354). “Problematic Internet use shares common features of drug and alcohol abuse disorders, obsessive-compulsive disorders and impulse-control disorders” (How Many Teens have Internet Addiction?, 2011)

For diagnosing compulsive Internet usage, there is an 8 eight-item questionnaire developed by Young K.S. (1996), and presented in her study. “Only nonessential computer/Internet usage (i.e., nonbusiness or nonacademic-related use) should be evaluated, and addiction present when clients answer yes to five (or more) of the questions during a 6 month period (Young 2004, p. 404). “Internet is a highly promoted technological tool, making detection and diagnosis of addiction difficult. Therefore, it is essential to understand the criteria that differentiate normal from pathological Internet use” (Young 2004, p.404).

Since the Internet is such a new kind of addiction, how to measure Internet addiction becomes an important issue. Accordingly first diagnosis criteria are defined by Kimberly S. Young (1996). Young (1996) defines the a questionnaire to reveal addictive Internet use that consists of eight items:

- a) Do you feel preoccupied with the Internet (think about previous online activity or anticipate next online session)?
- b) Do you feel the need to use the Internet with increasing amounts of time to achieve satisfaction?
- c) Have you repeatedly made unsuccessful efforts to control, cut back, or stop Internet use?
- d) Do you feel restless, moody, depressed, or irritable when attempting to cut down or stop Internet use?
- e) Do you stay online longer than originally intended?
- f) Have you jeopardized or risked the loss of a significant relationship, job, educational or career opportunity because of the Internet?

- g) Have you lied to family members, therapists, or others to conceal the extent of involvement with the Internet?
- h) Do you use the Internet as a way of escaping from problems or of relieving a dysphonic mood (e.g., feelings of helplessness, guilt, anxiety, and depression)? (Young, 1996, p.239).

This criterion determines the addictive behavior of individual. In the same manner, there are some other factors that diagnose the disorder. Other symptoms include:

- Failed attempts to control behavior,
- Heightened sense of euphoria while involved in computer and Internet activities,
- Neglecting friends and family,
- Neglecting sleep to stay online,
- Being dishonest with others,
- Feeling guilty, ashamed, anxious, or depressed as a result of online behavior,
- Physical changes such as weight gain or loss, backaches, headaches, carpal tunnel syndrome,
- Withdrawing from other pleasurable activities,

(<http://www.netaddiction.com/>).

Besides the criteria of reveal addictive behavior of the Internet, Young separated the internet addiction into five subtypes. These are:

Cybesexual addiction: This occurs in individuals who are typically engaged in viewing, downloading and trading online pornography or are involved in adult fantasy role-play chat room.

Cyper-relational addiction: This occurs in people who become overly involved in online relationship or may engage in virtual adultery. Online relationship become more important than real life ones, and marital discord and family instability may result.

Net compulsion: This subtype includes a broad category of behaviors, including online gambling, shopping or stock trading. Significant financial losses may result, as well as relational and job disruptions.

Information overload: The World Wide Web has created a new kind of compulsive behavior that involves excessive web surfing and database searches. These individuals spend a disproportionate amount of time searching for, collecting and organizing information.

Computer addiction: Most computers come equipped with pre-programmed games and people become addicted to playing them at the cost of work performance or family obligations (Shaw & Black, 2008, p.355).

Greenfield (2011) states that there are five factors about the addictive potential of the Internet;

- “1.Content factor,
2. Process and access/availability factors,
3. Reinforcement/reward factors,
4. Social factors,
5. Gen-D factors” (Greenfield, 2011, p. 140).

According to content factor; the Internet provides its users desirable contents. These contents provide satisfaction on users and may create addiction on them. “When content is consumed online and through other digital media technologies, it in essence becomes the psychoactive raw material for Internet addiction” (Greenfield, 2011, p. 140). Young (1996) states that “The Internet itself is not addictive, specific applications appeared to play significant role in the development of pathological Internet use as dependents were more less likely to control their use of highly interactive features than other online applications” (Young, 1996). “Among addicts,

their use of Internet goes beyond using technology as a functional information tool” (Greenfield, 2011, p. 55).

According to Greenfield (2011), availability of the Internet at any time and its unlimited feature to reach any information may increase its attractiveness. “The ability to instantly obtain anything and to gratify any intellectual, communicative, or consumer urge in a seemingly anonymous fashion makes the Internet almost irresistible for many people” (Greenfield 2011, p.143).

According to Greenfield (2011), the Internet provides content to charge pleasurable reward for its users. “The Internet operates with a high degree of unpredictability and novelty, and it is unpredictability that facilitates the compelling nature of Internet’s attractiveness” (Greenfield , 2011, p.144).

“The internet is in part addictive because of its psychoactive properties. Inherently to any reinforcement system are the secondary gains that occur from a habitual pleasure pattern such as Internet addiction and compulsive media use. The secondary gains are those aspects of direct benefits that serve to further reinforce the addictive pattern (elevation of dopamine). These secondary benefits may present in the form of avoidance of anxiety provoking social interaction or effortful school or work performance, or as psychological exist from family or primary relationship (Greenfield, 2011, p.144).

Griffiths (2011) remarks another example from gambling Addiction on the Internet for the reward factor. According to him, “Addictions are essentially about rewards and the speed of rewards. Therefore, the more potential rewards there are, the more addictive an activity is likely to be” (Griffiths, 2011, p. 107).

Thirdly, some social factors have a role on appearance of addictive potential of the Internet. “The Internet narrows and simplifies the social-emotional intelligence cues

needed to a more manageable interaction level. For most users, it lessens and attenuates level of attention, interaction, emotional risk, and intimate connection needed in the social relationship” (Greenfield 2011, p.146). These kinds of social factors may encourage users use more Internet. Facebook is may one of most significant example for the socially uses of the Internet. It may become mainstream social interaction tool for the people.

If one wishes to be part of the mainstream, one needs to be connected to Internet. This sociotechnical peer pressure is not to be ignored. Many of our peers, coworkers, teachers and superiors have expectations for people to maintain constant availability, and amour our youth culturehaving a cell phone and Internet acces is becoming standard issue (Greenfield D. 2011. p.147).

At the same time, in another study about the ‘Internet Relationships and Their Impact on Primary Relationship’, authors found that “participants were significantly more satisfied with their relationship with their online partner than they were with their relationship with their primary partner” (Underwood H., & Findlay B., 2004, p.138).

With so many college students using this friend networking sites and spending a significant amount of their time on them, users must be meeting personal and social needs from these sites. For example, popular uses and gratifications such as “to keep in touch with old friends,” “to keep in touch with current friends,” and to make new friends” indicate that users are meeting a “friend” need (Raacke & Raackle 2008, pp.173-174).

In a similar vein, Sheldon (2008) states that:

Most students go to the Facebook to maintain relationship with people they know. Their motives include behaviors such as sending a message to a friend, posting a message on their friend’s wall,, staying in touch with a friend or getting in touch with someone who is difficult to reach. Females go to the Facebook for relationship maintenance more than males (Sheldon P, 2008, p. 50)

The last factor is Gen-D factor that is developments of addictive behavior on users.

According to this factor, Greenfiled states that:

According to GEN-D factor, unlike their parents, new generations growing with the technological devices as synchronously, and they are more familiar with computer technology. These may increase desirability of the Internet it is like a part of them. The trouble is that old generation who grown before computer technology developed may have inadequate knowledge about the internet and its effects. Consequently parents can not sufficiently manage their children and control them to use Internet properly. “Often, the parent will have little or no knowledge of what is going on or how it will all work and not be aware of the level of activity or abuse” (Greenfield D. 2011. p.149).

Because of living technology based and knowledge based century, adaptation to technology is an inevitable condition (İşman & Dabaj, 2004).

From 1996 to nowadays, there are many studies conducted about problematic uses of the Internet. “Early studies attempt to define Internet addiction and examined behavior patterns that differentiated compulsive from normal Internet usage. More recent studies examined the prevalence of Internet addiction and investigated the etiologic factors or causes associated with the disorder” (Young, Yue, Ying, 2011, p.3).

According to a study’s result that was conducted in the United States of America;

Specifically, three questions were used to determine if a student had “problematic Internet use.” They asked students if they ever had an “irresistible urge” to be online, if they had experienced “a growing tension or anxiety that can be relieved only by using the Internet,” or if they had tried to quit or cut down. Out of 3,560 students, 4 percent met the criteria for problematic Internet use. Asian and Hispanic students were more likely to qualify, although the majority of students in the study were white (How Many Teens have Internet Addiction?, 2011).

In that study, researcher stressed that data collected according to answer of the students and they may unaware of problem and research result may undervalue the issue.

Young (1996) points out that dependents spend their time on the Internet as personal or pleasure oriented not for academic or any work related. Besides Young (1996) found out that:

“Dependents spend $M = 38.5$, $SD = 8.4$ hours per week compared to non-dependents who spent $M = 4.9$, $SD 4.70$ hours per week. These estimates show that dependents spend nearly eight times the number of hours per week as that of non-dependents in using Internet” (p.242).

In the other study about the college students’ social networking experiences on Facebook researchers found that:

Facebook was part of their everyday experiences, with students reporting approximately 30 min of Facebook use each day. In the present study, 85% of college students used Facebook to communicate with friends, both on campus and from their former high school. Only about 9% of our young adult sample used Facebook to make new friends (Pempeka, Yermolayevaa, Calvert, 2009, p. 236).

In a study conducted in Cyprus International University, the researcher found that “Large majority of participant use the Internet and computer about 8 hour in a day. This result shows that some of the students addicted to internet and some of them under the risk to be risk” (Balkan, 2011, p. 237).

Internet addiction has started to be discussed by government and health institutions to diagnose and treatment. There are some news published in mainstream news channels and their news web. The heading of the News is ‘Facebook Addiction Treatment Clinic in Serbia’. According to news that was published in NTVMSNBC about Facebook addiction, there is rehabilitation clinic opened for the people who have irresistible Facebook urge to use it. According to the news:

“In the Novi Sad city of the Serbia, rehabilitation clinic opened for the people who have addiction on ‘like button’ of the Facebook. A woman 33 years old applied the clinic for treatment. According to women; ‘at the beginning I thought it is harmless for me, but after sometime pass I started to care that my friends ‘like’ my messages photos, etc. and I started to share messages that my

friends like, not mine. I share messages that look like my friend's messages and I started to follow who get more like'. Serbia society firstly meets the 'like addiction' of Facebook three months ago. About three months ago a girl attempt to suicide, for she did not get any 'like click' to her sharing for twenty minutes. She survived in the hospital thanks to intervention of the doctors. According to World Health Organization, there are three thousand 'like addictive' patient live in Serbia and this number of patient going to quadruple in two years (Sırbistan'da 'Facebook bağımlılığı' kliniği, 2010).

In the news published in the same site, the heading of the news is 'Lindsay Lohan get treatment for Twitter Adddiction'. According to the news, Lohan use the Twitter and send e-mail to resolve her feelings of loneliness. Doctors let her use her phone to contact with her relatives. They limit use of phone because they do not want to distract her mind. According to the news;

“Expert in the nervous system psychotherapists worries about effect of Social Network Sites on brain. Nervous system specialist Barones Susan Greenfield asserts that due to SNSs like Facebook and Twitter users break from reality. Users satisfying their need to belonging of human and you can acquire reaction and approval from anybody any time thanks to them. These offers 'continuous assurance' also they can avoid stress of face-to-face communication (İnternet Bağımlıları İçin Tedavi Merkezi, 2009).

This kinds of health centers are established towards Internet addiction shows governments concern this issue and they are evidences to significance of the issue. Internet addiction rehabilitation center is putt into service in the United States of America in 2009 was another example of Internet addiction treatment center. The center called 'ReSTART' which way established for the Internet addiction and its treatment.

This center opened near the head office of the Microsoft and Computer industrial Center in Redmond. It offers 45 day treatment for 14.000 dollar, for people who diagnosis on computer game addiction, chat addictives, Facebook, eBay, Twitter. 'Internet Addiction' does not accept as mental disorder by the USA Psychiatry Union, therefore, it is not including health insurance coverage. Nevertheless according to some doctors, Internet Addiction may come up result of the depression or adverse conditions for the mental health. In addition to this there is treatment center established in China, South Korea and Taiwan (İnternet Bağımlıları İçin Tedavi Merkezi, 2009).

Today Facebook has become a sine qua non of our lives. Particularly university students who have free access to Internet and who are mostly away from their friends and families use it extensively. In relation to the Facebook in the TRNC context, research which is 'Facebook and its Influence on Interpersonal Communication' has been conducted by Burcu Demiröz and Rıza Teke in the 2010 in Eastern Mediterranean University. Other research is again conducted in Eastern Mediterranean University it is called 'Implications of Facebook on Students Who Study at Eastern Mediterranean University in 2010. At the same time, there is some study that was conducted recently in Turkey. One of them is conducted by Kadriye Kobak, and Serkan Biçer and presented in ISTC conference in 2008. The title of the study 'Facebook Sosyal Paylaşım Sitesinin Kullanım Nedenleri'. It is about reasons for using Facebook. The other study is 'Facebook'un Tasarım Eğitiminde Kullanımı'. This study is about using Facebook in art education. It was conducted by İlgi Eldem, Özer Anar, Hatice Öz, in 2010. Another study is 'Instructor's Dispositions Toward Facebook as a Teaching Tool' conducted by Jim Kusch and Olga Pilli in 2010. The last study is conducted by Zülfü Genç in 2010 and presented in IETC conference. The study is about 'Use of One Facebook Application - "Courses": Ceit students' perception and experiences'.

The last study is done in TRNC is 'The Relationship Between Internet Addiction and Communication, Educational and Physical Problems of Adolescents in North Cyprus. This study done by Zehra Özçınar in Aratürk Teacher Training Academy According to result "420 (49.4%) were typical users, 375 of them(44.1%) were at risk of becoming Internet addicts and 56 (6.6%) were Internet addicts." (Özçınar, 2011).

However, there is no research into Facebook addiction in the Eastern Mediterranean University in TRNC, and the present study aims to fill this gap in the literature.

Chapter 3

METHODOLOGY

This chapter sets out to lay down how research is tackled for the present study. Firstly, research methodology will be presented. This will be followed by the research design. Later, population and sample selection conducted for the study will be explained. Then, data collection instruments, validity and reliability of data collection instruments, and data analysis procedures will be presented. Lastly, the results of will be introduced.

3.1 Research Methodology and Design

For the present study, quantitative methodology has been favored. Data has been collected through a questionnaire with university students who study at the Faculty Communication and Media Studies (FCMS) and the Faculty of Engineering (FE) at the Eastern Mediterranean University in the spring term of 2010-2011 Academic Year. It compares two faculties' undergraduate students' habits of use and attitudes towards Facebook. It is a comparative study. A comparative study “involves comparing one measure of two or more groups. The measures are ideally taken at the same time. The question addressed by a comparison study is, ‘Are A and B different?’ (Bouma & Atkinson, 1995).

3.2 Data Collection Instruments

For the present study, an in-house questionnaire is prepared. The questionnaire consists of 95 questions which aim to answer the one of the research questions about Facebook use of the EMU's students which is mentioned in Chapter 1. The first part

of the questionnaire is designed to get demographic information about the participants. There are 18 questions in demographic questions section of the questionnaire. Then, it moves to five-point Likert Scale questions. This section has 6 sub-sections. The first one is 'Use of Facebook'. These statements aim to reveal how participants use Facebook and consist of 10 questions. The title of the second section is 'What are you curious about as soon as you log on your Facebook account?' This category of the statements aimed to reveal for what purpose student use this site and see the factors that motivate them to use Facebook. There are 9 statements in this part. The third section's title is 'How do you decide the content of the message you want to share on Facebook?'. This category of the statements aim to reveal how students of the both Faculties determine what they send, which factors affect their decisions and how their messages are shaped by themselves. There are 13 statements in this part. The forth part is about 'Although Facebook has a history which has been created in near past, what do you think about your motivation for using Facebook?' This category of statements aim to reveal motivations and satisfactions gained from using Facebook. There are 11 statements in this part. The fifth title is 'By means of Facebook'. This set of statements aim to reveal social and psychological origins of needs to use Facebook. There are 11 statements in this part. The last title of the questionnaire is the 'Addiction on Facebook'. These statements aim to reveal attitudes of the students according to addictive potentials of the Facebook. There are 24 statements in this part.

3.3 Population and Sample of the Study

The entire sample of students was selected from the students of Faculty of Communication and Media Studies and Faculty of Engineering at the EMU. The total student number of the Faculty of the Communication and Media Studies is 528

in the Spring Semester of the 2010-2011 Academic Year. In the same semester, total number of students attending the Faculty of Engineering in 1622. In the present study, 300 students participated. 150 (50%) students are selected from the Faculty of the Communication and Media Studies and 150 (50%) students selected from the Faculty of Engineering. Nonproportional Random Sampling strategy applied for the selecting the sample of the study. The aim was to have equal number of students from both faculties in order to make a comparison.

3.4 Validity and Reliability of Data Collection Instrument

Before administering the questionnaire to the whole student population, verbal consent has taken from deans of both faculties and for high school verbal consent taken from administrator of Bekirpaşa Lisesi. An in-depth interview was done with 17 graduate and undergraduate students about their Facebook use and their thought about Facebook. These interviews were recorded and analyzed in order to prepare the questionnaire. Then a pilot study was done with high school students in 3 different classes with the prepared question which appeared as a result of the interviews. The total number of students were 35 and they were 3rd class students. This enhances the content validity of the survey. Then, lastly questions were cross check with supervisor of the researcher. After data collected through questionnaire, firstly, factor analysis was done. In the questionnaire firstly, demographical questions are asked. Then, means of the statements are analyzed for the Likert Scale type questions. Then T-test has been done to reveal whether there is any statistically significant difference between the responses of the students of two faculties.

Case Processing Summary

		N	%
Case s	Valid	300	100.0
	Exclude d ^a	0	.0
Total		300	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.953	78

For the sustainability of the whole sample, a factor analysis is done for all Likert-Scale type questions (78 in number) comprised by the questionnaire. The alpha coefficient of reliability level for the whole questionnaire is 0.953 showing perfect reliability of the data collection instrument.

Items for each subscale were subjected to reliability analysis. The alpha coefficient for the total scale was 0.93 and 0.85, 0.89, 0.89, 0.88 respectively for tangibles, reliability, assurance and empathy. Usually a reliability coefficient above 0.70 is considered sufficient for exploratory studies (Nunally, 1967).

Also a reliability test was done for addiction statements:

Case Processing Summary

		N	%
Case s	Valid	300	100.0
	Excluded ^a	0	.0
Total		300	100.0

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

Cronbach's Alpha	N of Items
.918	26

The alpha coefficient of reliability level for the whole questionnaire about addiction is 0.918 showing perfect reliability of the data collection instrument.

3.5 Data Analysis Procedures

After collecting data, they were entered in SPSS (Statistical Package for Social Sciences) program for analysis.

Chapter 4

ANALYSIS and FINDINGS

The present chapter seeks to present the analysis of the data collected for the study and findings drawn from them. In other words, it presents the findings obtained from the research carried out in two faculties of the Eastern Mediterranean University: the Faculty of Engineering (FE) and the Faculty of Communication and Media Studies (FCMS). Firstly, analysis of demographical characteristics of the participants and use of Facebook will be presented. Secondly, the means of statements designed according to five-point Likert Scale will be given and compared in relation to two faculties. Thirdly the T- test results will be presented. In the present study, values attached to the choices of attitude scale questions are as follows: 1=Strongly Agree, 2= Agree, 3=Undecided, 4=Disagree, 5= Strongly Disagree. For the scale division, Balci's (2004) recommendation has been followed. Balci suggests that the division for the five-point Likert Scale would be as follows: (1-1.79) Strongly Agree; (1.80- 2.59) Agree; (2.60- 3.39) Undecided; (3.40- 4.19) Disagree; (4.20- 5.0) Strongly Disagree.

4.1 Analysis of Demographic Characteristics of the Participants

Out of the 150 Faculty of Engineering (FE) students, 131 (87.3%) were males and 19 (12.7%) were females. However, for the Faculty of Communication and Media Studies (FCMS), 88 (58.7%) of the participants were males and 62 (41.3%) were females. Also it is important to note that in FCMS, number of non-users of Facebook is 8 in 158 participants. In FE numbers of non users are 20 in 170 participants. Non-

users of both faculties are taken out of the sample and numbers of users are equaled to 150. Almost all participants are single in both faculties in FCMS, 3 participants stated they are married, and in FE, 2 participants state they are married. Out of 150 students in FCMS, 102 (68%) participants come from Turkey, 17 (11.3%) are from TRNC, 6 (4%) have double nationality (both TR and TRNC), 25 (16.7%) come from other nations. In FE, participants state that, 104 (69.3%) are from TR, 6 (4%) are from TRNC, 6 (4%) participants have both TR and TRNC nationalities, and 34 (22%) participants are from other nations such as Iran, Nigeria, Azerbaijan, etc. More than half of the FCMS (58%) and FE (64%) students are between ages of 19-23. At the same time, 36% of the FCMS and 34% of the FE students were between ages of 24-30. Moreover 4% of the FCMS and 0.7% of the FE participants were between ages of 13-18. Most of the participants stay in Cyprus for education. However, this number is higher in FE than in FCMS. While 78% of participant's reason for staying in TRNC is education related in FCMS, it is 90% for FE students. For this reason, number of students who live with their families is higher in FCMS. Percentage of students who live with their families is 16% in FCMS, and 10% in FE. Two faculties have almost equal percentage of students who live with their friends: 28% in FCMS and 29% in FE. On the other hand, 21% of the FCMS, and 22% of the FE participants live alone. As the frequency of using Facebook, almost half of the participants in FCMS log on Facebook more than 3 times a day. Also, 44% of the FCMS log on more than 3 times a day while this number decline 31% in FE. What is more, 44% of the FCMS, 54% of the FE log on Facebook 1-3 times a day. Similarly, there is a parallel result in the duration of using Facebook during the day. The table below shows that although 29% of the FCMS use Facebook less than one hour, this rate rise to 40% in the FE. Moreover, 30% of the FE and 28% of the FCMS use

Facebook 1-2 hours in a day. It is important to note that, while 21% of the FCMS and 7% of the FE students use more than 5 hours. Tables 1 and 2 show the duration of using Facebook in a day by two faculties' students. The result indicates that the FCMS students are more interested in Facebook and they are more eager to use Facebook.

Table 1 Descriptive statistics of students' answers to the "Duration of using Facebook in a day" FCMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hour	44	29.3	29.3	29.3
	1-2 Hours	42	28.0	28.0	57.3
	2-3 Hours	14	9.3	9.3	66.7
	3-4 Hours	18	12.0	12.0	78.7
	More than 4 Hours	32	21.3	21.3	100.0
Total		150	100.0	100.0	

Table 2 Descriptive statistics of students' answers to the "Duration of using Facebook in a day" FE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 hour	61	40.7	40.7	40.7
	1-2 Hours	45	30.0	30.0	70.7
	2-3 Hours	17	11.3	11.3	82.0
	3-4 Hours	16	10.7	10.7	92.7
	More than 4 Hours	11	7.3	7.3	100.0

Similar results emerged in number friends of students. 15% students of the FCMS has between 0-100 friends. On the other hand, in FE %12 of the students has between 0-100 friends. Results reveal that half of FE students have 101-300, 76 students have 101-300 friends on their list that is 50% of the participants from the FE. This number

is 49 students, (32%) for the FCMS. However, the gap starts to expand between two faculties when number of friends rise. FCMS students have more friends than FE students. For example, 10% of the FCMS and 2% of the FE students have 701-900 friends on their list. Furthermore, 5% of the FCMS and 2% of the FE students have more than 901 friends on their friend list. This result shows that FCMS students are more active in using Facebook. According to the results, frequency of update of information was higher in FCMS students. 19% of FCMS students updated their information on Facebook daily, in FE students this number decreases to 14%. Almost same percentage of students (FCMS 20% and 21% FE students) update their information weekly. Approximately one third of the FE (34%) students update their information monthly. What is more, about 22% of the FE students and 24% of the FCMS update their information once a year. According to students from both faculties, they let some of their personal information be visible for others but some of them are hidden by them. Some students even hide their names as well. 4 of 150 students of the FCMS and 3 of FE students hide their names. The same percentage of students, 64% (97) from both faculties display their age on their profile. At the same time, vast majority of participants display their date of birth. This 118 (78%) students from both faculties. Majority of, (121) of FE, and 116 of FCMS display place of living. It is important to note that students from both faculties avoid displaying their political views. Only 30 (20%) of the FE and 29 (19%) of the FCMS students preferred to display their political views on their walls. The vast majority of the participants (123 from FE, and 122 from FCMS) feel free to display their personal photos on their profile. There is obvious distinction in displaying cell phone numbers. FE students seem to be more courageous in displaying their cell phone numbers. It was 15% of the FE and 6% of the FCMS display their mobile phone

numbers. Vast majority of the students 103(68%) from the FE and 109(72%) from the FCMS) prefer to display their education status. FCMS students are more indented to announce their relationship status on their walls. It is about 48% of the FCMS students and 41% of the FE students who display their relationship status on their walls. There is no significant difference in sharing their interests and hobbies for both faculties' students (42% of the FE and 44% of the FCMS students). Interestingly, both faculties' students have same the percentage 13% in sharing their addresses in their profiles. This shows that students hesitate to give close personal information. Vast majority of students (75% of the FCMS and 73% of the FE) heard Facebook from their friends and majority of them created their own profile by themselves. Most of the participants stated that they learned applications of Facebook by using and searching. Finally students were asked if they had membership to any other SNS or not. Tables 3 and 4 below show that 55% of the FE and 65% of the FCMS had another SNS membership. This shows that students who study in Social Sciences are more willing to use SNS than students who study in Hard Sciences.

Table 3 Descriptive statistics of students' answers to the "Do you have any membership of any other SNS alongside Facebook?" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	83	55.3	55.3	55.3
	No	67	44.7	44.7	100.0
Total		150	100.0	100.0	

Table 4. Descriptive statistics of students' answers to the "Do you have any membership of any other SNS alongside Facebook?" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	98	65.3	65.3	65.3
	No	52	34.7	34.7	100.0
	Total	150	100.0	100.0	

4.2 Descriptive Analysis of the Attitude Scale Statements

In the current study, after the Demographic Questions, proposition were offered by five-point Likert Scale to participants and they were asked whether they agreed with the statements or not. The first section (Table 5) is on "Uses of Facebook" means and Attitudes of respondents on 'Uses of Facebook'

Table 5. Means and Attitudes of respondents on Uses of Facebook

Statements	FCMS	FE
18) Not only at home, I can use Facebook everywhere with portables devices	2.04 (A)	2.34 (A)
19) I accept all the incoming friends request on my Facebook account	3.83 (D)	3.82 (D)
20) I add the people who are suggested by Facebook	3.78 (D)	3.77 (D)
21) Facebook has a superior side in terms of its usage features comparing to other social network sites	2.28 (A)	2.36 (A)
22) I generally visit my close friends` profiles on a daily basis	2.46 (A)	2.70 (U)
23) Facebook has fairly simplified my life in terms of communicating with others	2.34 (A)	2.42 (A)
24) The advertisements on Facebook draw my attention	3.40 (D)	3.52 (D)
25) I have bought the products being advertised on Facebook	4.05 (D)	4.13 (D)
26) The advertisements on Facebook are changed according to my private information on my profile	3.40 (D)	3.30 (U)
27) The virtual social network created by Facebook provides opportunity to make me feel comfortable in expressing myself	2.95 (U)	2.98 (U)

According to Table 5, means and related attitudes of students from both faculties are presented. The means and hence attitudes of two faculties' students are mostly similar to each other. Students agreed that they on log on Facebook outside the houses via portable devices. Although both faculties' students agree on it, FE students' values are a little more than FCMS' students. Students of both faculties disagree on accepting all friendship requests, particularly the ones that come from strangers. They further disagree on accepting friends suggested by Facebook. This shows that they care about privacy issue. They all agree on Facebook is superior to the other Social Network Sites according to its applications. Although FCMS students agree that they regularly visit their close friends' profiles, FE students are undecided about it. As Tables 6 and 7 present students from the both faculties show agreement with the statements of 'Facebook has fairly simplified my life in terms of communicating with others' shows that Facebook is a great tool for them in communicating with each other.

Table 6. Descriptive statistics of students' answers to the "Facebook fairly simplified my life in terms of communicating with others" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	41	27.3	27.3	27.3
	Agree	51	34.0	34.0	61.3
	Undecided	34	22.7	22.7	84.0
	Disagree	14	9.3	9.3	93.3
	Strongly Disagree	10	6.7	6.7	100.0
Total		150	100.0	100.0	

Table 7. Descriptive statistics of students' answers to the "Facebook fairly simplified my life in terms of communicating with others" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	32	21.3	21.3	21.3
	Agree	56	37.3	37.3	58.7
	Undecided	36	24.0	24.0	82.7
	Disagree	18	12.0	12.0	94.7
	Strongly Disagree	8	5.3	5.3	100.0
	Total	150	100.0	100.0	

Results show that both faculties' students are uninterested in advertisements that appear on their page. Accordingly, they state they do not buy products that are advertised on their wall. What is more, students are unaware of advertisements adjusted according to their personal information. FCMS students disagree with the statement 'the advertisements on Facebook are changed according to my private information on my profile' nevertheless; FE students are undecided about it. Research participants from the both faculties point out that they are undecided about 'The virtual social network created by Facebook provides opportunity to make them feel comfortable in expressing themselves'

The second section of the Likert Scale statements presents means and corresponding attitudes of two faculties' students on "What are you curious about as soon as you log on Facebook?"

Table 8. Means and Attitudes of respondents on “What are you curious about as soon as you log on Facebook?”

Statements	FCMS	FE
28) Games	3.43 (D)	3.14 (U)
29) Everything on Facebook	3.30 (U)	2.95 (U)
30) Finding my childhood friends	2.71 (U)	2.48 (A)
31) Reminder of birthdates	2.67 (U)	2.74 (U)
32) Inbox mails	2.02 (A)	2.24 (A)
33) What my friends send me	2.24 (A)	2.53 (A)
34) News about my friends	2.44 (A)	2.42 (A)
35) Getting know about my friends` emotions	2.66 (U)	2.86 (U)
36) I follow all the messages, comments or pictures of what my friends share or post on my home page	2.75 (U)	2.82 (U)

The students were asked ‘what they are curious about on Facebook as soon as they log on Facebook. Table 8 summarizes averages of the responses to the related questions. This category of the statements aims to reveal for what purpose student use this site and to find out the factors that motivate them to use Facebook.

The students of the FCMS disagree with the idea of playing games on Facebook. However, the FE students are undecided about the effects of game. In another question, it is revealed that students from both faculties are undecided about what motives them to use Facebook. This shows that students act selectively when they use Facebook.

Table 9. Descriptive statistics of students' answers to the Finding my childhood friends (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	31	20.7	20.7	20.7
	Agree	52	34.7	34.7	55.3
	Undecided	23	15.3	15.3	70.7
	Disagree	17	11.3	11.3	82.0
	Strongly Disagree	27	18.0	18.0	100.0
	Total	150	100.0	100.0	

Table 10. Descriptive statistics of students' answers to the "Finding my childhood friends" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	40	26.7	26.7	26.7
	Agree	48	32.0	32.0	58.7
	Undecided	28	18.7	18.7	77.3
	Disagree	17	11.3	11.3	88.7
	Strongly Disagree	17	11.3	11.3	100.0
	Total	150	100.0	100.0	

As Tables 9 and 10 show, FE students agree with 'finding childhood friends' is one of the motivations for using Facebook. Despite that, FCMS' students are undecided about whether finding their childhood friends is one of the facts that motivate them to use the site. One of the important applications of Facebook is its function of 'reminder of birthdates of friends'. The students from both faculties are undecided about whether these characteristics are among the elements that cause them to use the site. Inbox mail and life chatting are one of the important applications of Facebook. Students of both faculties agree on 'inbox mail is one of the important elements for motivation' for them and they are curious about it what their friends write them. Also they point out that what their friends send them is important for them. Furthermore,

as shown in Tables 11 and 12, students from both faculties agree that ‘Facebook is a tool that they get information about their friends’. It is important that they stay in touch with their friends. This is one of the important sources of motivation for them.

Table 11. Descriptive statistics of students’ answers to the “News about my friends” (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	36	24.0	24.0	24.0
	Agree	50	33.3	33.3	57.3
	Undecided	39	26.0	26.0	83.3
	Disagree	12	8.0	8.0	91.3
	Strongly Disagree	13	8.7	8.7	100.0
	Total	150	100.0	100.0	

Table 12. Descriptive statistics of students’ answers to the “News about my friends” (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	34	22.7	22.7	22.7
	Agree	57	38.0	38.0	60.7
	Undecided	31	20.7	20.7	81.3
	Disagree	17	11.3	11.3	92.7
	Strongly Disagree	11	7.3	7.3	100.0
	Total	150	100.0	100.0	

On the other hand, students were also asked questions about their attitudes towards wondering their friends’ emotions. Students from both faculties are undecided about curiosity to see what their friend’s feelings are. What is more, the students are also undecided with the statement that ‘I follow all the messages, comments or pictures of what my friends share or post on my home page’. This also indicates that they behave selectively on what they share and follow.

The third section of the attitude scale statements explore how students decide on the content of the message they would like to share on Facebook.

Table 13. Means and attitudes of respondents on “How do you decide the content of the message you want to share on Facebook?”

Statements	FCMS	FE
37) It must represent me	2.22 (A)	2.23 (A)
38) It must be funny	2.64 (U)	2.54 (A)
39) It must be current	2.31 (A)	2.47 (A)
40) It must be meaningful	1.96 (A)	2.12 (A)
41) It must have news value	2.36 (A)	2.38 (A)
42) It must be informative	2.19 (A)	2.26 (A)
43) It must reflect my personality	2.46 (A)	2.42 (A)
44) It must reflect my emotional state	2.55 (A)	2.65 (U)
45) It must be acceptable	2.60 (U)	2.40 (A)
46) It mustn't be heartbreaking	2.44 (A)	2.54 (A)
47) It is based on my emotional mood at that time	2.26 (A)	2.55 (A)
48) I share the things both I and my friends like	2.48 (A)	2.46 (A)
49) The things I share on Facebook is mostly informative and because of reason I want my friends to read those I share	2.36 (A)	2.36 (A)

The students were asked ‘How do they decide the content of the message they want to share on Facebook. Table 13 summarizes averages and corresponding attitude of the questionnaire items. These category of the statements aim to reveal how students of both Faculties determine what they send, which factors affect their decisions, and how their messages are shaped.

As Tables 14 and 15 show, the students of the both faculties agree that the messages that they share on their wall have to represent them. It should reflect their personalities. Besides, students of FE agree that the messages and any other sharing should be funny and entertaining. However, students of FCMS are undecided about it.

In relation to other issues, students of the both faculties agree that the messages and any other sharing should be current, not out of agenda, and it should be meaningful for them. They indicate that they do not care about insignificant messages.

Table 14. Descriptive statistics of students' answers to the "It must represent me" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	52	34.7	34.7	34.7
	Agree	51	34.0	34.0	68.7
	Undecided	21	14.0	14.0	82.7
	Disagree	13	8.7	8.7	91.3
	Strongly Disagree	13	8.7	8.7	100.0
	Total	150	100.0	100.0	

Table 15. Descriptive statistics of students' answers to the "It must represent me" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	46	30.7	30.7	30.7
	Agree	51	34.0	34.0	64.7
	Undecided	35	23.3	23.3	88.0
	Disagree	8	5.3	5.3	93.3
	Strongly Disagree	10	6.7	6.7	100.0
	Total	150	100.0	100.0	

As Tables 16 and 17 show, they agree that messages should carry news value and should be informative for them. Also, they point out that messages and any other sharing must reflect their personalities.

Table 16. Descriptive statistics of students' answers to the "It must have news value" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	42	28.0	28.0	28.0
	Agree	49	32.7	32.7	60.7
	Undecided	36	24.0	24.0	84.7
	Disagree	8	5.3	5.3	90.0
	Strongly Disagree	15	10.0	10.0	100.0
	Total	150	100.0	100.0	

Table 17. Descriptive statistics of students' answers to the "It must have news value" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	40	26.7	26.7	26.7
	Agree	50	33.3	33.3	60.0
	Undecided	32	21.3	21.3	81.3
	Disagree	18	12.0	12.0	93.3
	Strongly Disagree	10	6.7	6.7	100.0
	Total	150	100.0	100.0	

What is more, according to the mean scores, as it is seen in Table 18 and 19, FCMS students agree that the messages are reflection of their emotional state. However, it is important to know that FE students are undecided about the issue emotional state has effect on their messages.

Table 18. Descriptive statistics of students' answers to the "It must reflect my emotional state" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	38	25.3	25.3	25.3
	Agree	40	26.7	26.7	52.0
	Undecided	39	26.0	26.0	78.0
	Disagree	17	11.3	11.3	89.3
	Strongly Disagree	16	10.7	10.7	100.0
Total		150	100.0	100.0	

Table 19. Descriptive statistics of students' answers to the "It must reflect my emotional state" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	19.3	19.3	19.3
	Agree	45	30.0	30.0	49.3
	Undecided	43	28.7	28.7	78.0
	Disagree	15	10.0	10.0	88.0
	Strongly Disagree	18	12.0	12.0	100.0
Total		150	100.0	100.0	

While students of FE are undecided whether the messages must be acceptable for their friends, FCMS students stated it should be reasonable and it had to offend nobody. Lastly, they point out that they share the messages that they like according to their emotional state and according to some personal criteria and they think that their friends should see and read those things.

The fourth part of the Likert scale type statements inquire: "Although Facebook has a history which has been created in near past, what do you think about your motivation of using Facebook?"

Table 20. Means and Attitudes of respondents on "Although Facebook has a history which has been created in near past, what do you think about your motivation of using Facebook?"

Statements	FCMS	FE
50) To share my emotions	2.91 (U)	2.96 (U)
51) I can communicate with my friends in remote places	2.13 (A)	2.21 (A)
52) I am always in touch with people I know	2.14 (A)	2.20 (A)
53) Curiosity	2.61 (U)	2.85 (U)
54) It gathers all my friends under the same roof	2.16 (A)	2.28 (A)
55) News	2.21 (A)	2.50 (A)
56) Shared political opinions	3.02 (U)	3.08 (U)
57) It provides money free communication opportunity	2.23 (A)	2.53 (A)
58) While interacting with people on Facebook I feel more secure than I interact outside	3.06 (U)	3.22 (U)
59) I use Facebook because of its content	2.76 (U)	2.66 (U)
60) I am used to live with technology such as computer. I like using other online communication devices and Facebook	2.60 (U)	2.72 (U)

Table 20 indicates that the motivation and satisfaction gained from using Facebook. The results indicate that Facebook is used mostly for communication. Communication feature of Facebook is the primary tool that gratifies students' need to communicate. Also results showed that there is no difference between these two faculties. As Table 21 and 22 show, they agree with the statement; 'I communicate with my friends in remote places'. Also, averages show that, they agree with the statement; 'I am always in touch with people I know'.

Table 21. Descriptive statistics of students' answers to the "I communicate with my friends in remote places" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	43	28.7	28.7	28.7
	Agree	68	45.3	45.3	74.0
	Undecided	22	14.7	14.7	88.7
	Disagree	10	6.7	6.7	95.3
	Strongly Disagree	7	4.7	4.7	100.0
Total		150	100.0	100.0	

Table 22. Descriptive statistics of students' answers to the "I communicate with my friends in remote places" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	24.7	24.7	24.7
	Agree	64	42.7	42.7	67.3
	Undecided	34	22.7	22.7	90.0
	Disagree	10	6.7	6.7	96.7
	Strongly Disagree	5	3.3	3.3	100.0
Total		150	100.0	100.0	

Tables 23 and 24 present findings for the questionnaire items 'I always get in touch with people I know'. The results obtained from the students of two faculties show similarities. 72.7% of FCMS and 70% of FE students agree or strongly agree with getting in touch with people they already know.

Table 23. Descriptive statistics of students' answers to the "I always get in touch with people I know" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	52	34.7	34.7	34.7
	Agree	57	38.0	38.0	72.7
	Undecided	21	14.0	14.0	86.7
	Disagree	8	5.3	5.3	92.0
	Strongly Disagree	12	8.0	8.0	100.0
Total		150	100.0	100.0	

Table 24. Descriptive statistics of students' answers to the "I always get in touch with people I know" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	24.7	24.7	24.7
	Agree	69	46.0	46.0	70.7
	Undecided	27	18.0	18.0	88.7
	Disagree	11	7.3	7.3	96.0
	Strongly Disagree	6	4.0	4.0	100.0
Total		150	100.0	100.0	

About the statement curiosity about others, students from both Faculties are undecided. Despite that, as Tables 25 and 26 show they agree with ‘Facebook gathers all their friends under the same roof’. It brings their friends to their room/house. It is about 67% of FCMS and 63% of FE students.

Table 25. Descriptive statistics of students’ answers to the “It gathers all my friends under the same roof” (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	48	32.0	32.0	32.0
	Agree	53	35.3	35.3	67.3
	Undecided	30	20.0	20.0	87.3
	Disagree	14	9.3	9.3	96.7
	Strongly Disagree	5	3.3	3.3	100.0
	Total	150	100.0	100.0	

Table 26. Descriptive statistics of students’ answers to the “It gathers all my friends under the same roof” (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	24.7	24.7	24.7
	Agree	58	38.7	38.7	63.3
	Undecided	38	25.3	25.3	88.7
	Disagree	10	6.7	6.7	95.3
	Strongly Disagree	7	4.7	4.7	100.0
	Total	150	100.0	100.0	

Besides, they agree that Facebook offers news about their friends. This is also related to their need to communicate. However, students from two faculties are undecided about the political news on Facebook. They are not very much interested in messages that include political content. Mean values of both faculties’ students are almost equal. They agree with ‘Facebook provides (money) free communication opportunity’. Students are undecided about whether they feel more secure while interacting on Facebook than outside. They are further undecided that ‘they use

Facebook is because of its content'. Lastly when attitudes of the students from the two faculties were asked whether their motivation for using Facebook related to inclination technology; they are undecided about it and they point out there are some other reasons behind it.

Table 27 presents means and attitudes of two faculties' students towards what they do by means of Facebook.

Table 27. Means and attitudes of respondents on "By means of Facebook"

Statements	FCMS	FE
61) I share what is happening in my life with friends	2.50 (A)	2.63 (U)
62) It make good use of my free time	2.38 (A)	3.53 (A)
63) I can gossip	2.54 (A)	2.45 (A)
64) It helps me to be social	2.69 (U)	2.75 (U)
65) I can chat with my friends	2.40 (A)	2.52 (A)
66) I think it is like a news resource. I can easily get news from my friends and I can learn everything what is going on in their lives	2.14 (A)	2.48 (A)
67) I can play games	3.10 (U)	2.97 (U)
68) It reminds me everything like a calendar for special events	2.13 (A)	2.53 (A)
69) I like writing comments to my friends and I like them to respond to me	2.44 (A)	2.70 (U)
70) Facebook makes further closer and it holds all my friends all together	2.06 (A)	2.32 (A)
71) Owing to the opportunities that Facebook provides people are able to share their daily lives with other people moment to moment	2.24 (A)	2.43 (A)

Table 27 indicates the means of social and psychological origins of needs to use Facebook. Results show that there is no significant difference between the responses of these two faculties' students. According to the results, Facebook fulfils some needs of the students. As it is shown in the means of Table 27 and percentages in Tables 28 and 29, students of the FCMS agree with the statement 'I share what is happening in my life with my friends'. Despite that, FE students state they are

undecided about it. Although there is no significant difference in the means of the responses given to this statement, it shows that FCMS students are more active in using Facebook and they are more social.

Table 28. Descriptive statistics of students' answers to "I share what is happening in my life with friends" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	35	23.3	23.3	23.3
	Agree	52	34.7	34.7	58.0
	Undecided	31	20.7	20.7	78.7
	Disagree	16	10.7	10.7	89.3
	Strongly Disagree	16	10.7	10.7	100.0
	Total	150	100.0	100.0	

Table 29. Descriptive statistics of students' answers to "I share what is happening in my life with friends" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	15.3	15.3	15.3
	Agree	61	40.7	40.7	56.0
	Undecided	32	21.3	21.3	77.3
	Disagree	16	10.7	10.7	88.0
	Strongly Disagree	18	12.0	12.0	100.0
	Total	150	100.0	100.0	

Students agree with the statement that proposes they use Facebook as a tool that fulfils their free time. Besides they agree that they can gossip via Facebook. However, as it is shown in Tables 30 and 31, students from both faculties are undecided whether Facebook contributes to them in being social.

Table 30. Descriptive statistics of students' answers to "It helps me to be social" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	31	20.7	20.7	20.7
	Agree	42	28.0	28.0	48.7
	Undecided	38	25.3	25.3	74.0
	Disagree	20	13.3	13.3	87.3
	Strongly Disagree	19	12.7	12.7	100.0
	Total	150	100.0	100.0	

Table 31. Descriptive statistics of students' answers to "It helps me to be social" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	23	15.3	15.3	15.3
	Agree	51	34.0	34.0	49.3
	Undecided	39	26.0	26.0	75.3
	Disagree	14	9.3	9.3	84.7
	Strongly Disagree	23	15.3	15.3	100.0
	Total	150	100.0	100.0	

Students from both faculties agree that 'Facebook is a proper tool to chat with their friends'. As Tables 32 and 33 show, a significant issue emerged from the data. Students from both faculties agree with statement 'I think it is like a news resource. I can easily get news from my friends and I can learn everything what is going on in their lives'. This shows that, as it has been mentioned earlier, students use Facebook as a toll for communicating with far distances. Also they follow the agenda in their close environment via Facebook.

Table 32. Descriptive statistics of students' answers to "I think it is like a news resource. I can easily get news from my friends and I can learn everything what is going on in their lives" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	53	35.3	35.3	35.3
	Agree	54	36.0	36.0	71.3
	Undecided	18	12.0	12.0	83.3
	Disagree	18	12.0	12.0	95.3
	Strongly Disagree	7	4.7	4.7	100.0
	Total	150	100.0	100.0	

Table 33. Descriptive statistics of students' answers to "I think it is like a news resource. I can easily get news from my friends and I can learn everything what is going on in their lives" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	26	17.3	17.3	17.3
	Agree	64	42.7	42.7	60.0
	Undecided	34	22.7	22.7	82.7
	Disagree	14	9.3	9.3	92.0
	Strongly Disagree	12	8.0	8.0	100.0
	Total	150	100.0	100.0	

As shown in Tables 34 and 35, FCMS students further agree with the statement that they like writing comments to their friends and they like to get respond from them. However, students of the FE are undecided about actively writing comments to their friends.

Table 34. Descriptive statistics of students' answers to "I like writing comments to my friends and I like them to respond to me" FCMS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	42	28.0	28.0	28.0
	Agree	44	29.3	29.3	57.3
	Undecided	36	24.0	24.0	81.3
	Disagree	12	8.0	8.0	89.3
	Strongly Disagree	16	10.7	10.7	100.0
	Total	150	100.0	100.0	

Table 35. Descriptive statistics of students' answers to "I like writing comments to my friends and I like them to respond to me" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	24	16.0	16.0	16.0
	Agree	52	34.7	34.7	50.7
	Undecided	35	23.3	23.3	74.0
	Disagree	22	14.7	14.7	88.7
	Strongly Disagree	17	11.3	11.3	100.0
	Total	150	100.0	100.0	

As it is shown in Tables 36 and 37, students (74% of FCMS and 65% of FE are agree with the statement 'Facebook makes further closer and it holds all my friends together'

Table 36. Descriptive statistics of students' answers to "Facebook makes distance closer and it holds all my friends together" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	59	39.3	39.3	39.3
	Agree	52	34.7	34.7	74.0
	Undecided	20	13.3	13.3	87.3
	Disagree	9	6.0	6.0	93.3
	Strongly Disagree	10	6.7	6.7	100.0
	Total	150	100.0	100.0	

Table 37. Descriptive statistics of students' answers to "Facebook makes distance closer and it holds all my friends together" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	24.7	24.7	24.7
	Agree	60	40.0	40.0	64.7
	Undecided	31	20.7	20.7	85.3
	Disagree	12	8.0	8.0	93.3
	Strongly Disagree	10	6.7	6.7	100.0
Total		150	100.0	100.0	

What is more, as Tables 38 and 39 show students from both faculties agree with the statement 'Owing to the opportunities that Facebook provides, people are able to share their daily lives with other people moment to moment'.

Table 38. Descriptive statistics of students' answers to "Owing to the opportunities that provided by Facebook people are able to share their daily lives with other people moment to moment" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	47	31.3	31.3	31.3
	Agree	56	37.3	37.3	68.7
	Undecided	23	15.3	15.3	84.0
	Disagree	12	8.0	8.0	92.0
	Strongly Disagree	12	8.0	8.0	100.0
Total		150	100.0	100.0	

Table 39. Descriptive statistics of students' answers to "Owing to the opportunities that provided by Facebook people able are to share their daily lives with other people moment to moment" FE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	19.3	19.3	19.3
	Agree	61	40.7	40.7	60.0
	Undecided	37	24.7	24.7	84.7
	Disagree	12	8.0	8.0	92.7
	Strongly Disagree	11	7.3	7.3	100.0
Total		150	100.0	100.0	

They further use Facebook reminders of the special days. According to students, Facebook acts like a calendar that reminds them special events like birthdays.

Table 40. Descriptive statistics of students' answers to "It reminds me everything, it is like a calendar for special events" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	52	34.7	34.7	34.7
	Agree	53	35.3	35.3	70.0
	Undecided	27	18.0	18.0	88.0
	Disagree	9	6.0	6.0	94.0
	Strongly Disagree	9	6.0	6.0	100.0
Total		150	100.0	100.0	

Table 41. Descriptive statistics of students' answers to "It reminds me everything, it is like a calendar for special events" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	30	20.0	20.0	20.0
	Agree	57	38.0	38.0	58.0
	Undecided	32	21.3	21.3	79.3
	Disagree	15	10.0	10.0	89.3
	Strongly Disagree	16	10.7	10.7	100.0
Total		150	100.0	100.0	

On the other hand, according to the results game application of Facebook is not very attractive for the students. Students from both faculties are undecided about desirability of playing games on Facebook.

Table 42. Descriptive statistics of students' answers t "I can play games" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	18.7	18.7	18.7
	Agree	32	21.3	21.3	40.0
	Undecided	25	16.7	16.7	56.7
	Disagree	26	17.3	17.3	74.0
	Strongly Disagree	39	26.0	26.0	100.0
	Total	150	100.0	100.0	

Table 43. Descriptive statistics of students' answers t "I can play games" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	28	18.7	18.7	18.7
	Agree	33	22.0	22.0	40.7
	Undecided	34	22.7	22.7	63.3
	Disagree	25	16.7	16.7	80.0
	Strongly Disagree	30	20.0	20.0	100.0
	Total	150	100.0	100.0	

The last part of the attitude scale items of the questionnaire sets out to inquire whether Facebook causes addiction. The means and attitudes of both faculties' students are presented below.

Table 44. Means and attitudes of respondents on "Addiction to Facebook"

Statements	FCMS	FE
72) It would be very difficult life for me without Facebook	3.36 (U)	3.34 (U)
73) If Facebook close down, I will feel like not being in touch with world	3.24 (U)	3.39 (U)
74) It is not a big problem for me if it is shut down I will find another way that is substitute for Facebook	3.85 (D)	3.79 (D)
75) I like more communicating with Facebook than communicating face to face	3.49 (D)	3.24 (U)
76) I like communicating both through Facebook and face to face	2.48 (A)	2.66 (U)
77) I think that I have begun hampering my daily social activities because of using Facebook	3.14 (U)	3.08 (U)

78) I gain more friends through Facebook than I gain face to face outside	3.12 (U)	3.13 (U)
79) People around me are complaining about my occupancy of using Facebook	3.52 (D)	3.54 (D)
80) I have many times hampered my homework because of time I spend for Facebook	3.51 (D)	3.34 (U)
81) I have tried to shorten the time I spend on Facebook, but I couldn't succeed	3.58 (D)	3.48 (D)
82) I have never tried to shorten the time I spend on Facebook	2.90 (U)	2.88 (U)
83) I have shut my Facebook account but I have had it again	3.20 (U)	3.26 (U)
84) When I am outside, I am curious about what is happening on Facebook	3.27 (U)	3.19 (U)
85) I think that I use Facebook improperly	3.27 (U)	3.11 (U)
86) I want to shut down my Facebook account	3.62 (D)	3.40 (D)
87) Spite of being willing to shut my Facebook account, I can't give up using it	3.53 (D)	3.50 (D)
88) I have tried to shut it down but I couldn't succeed	3.56 (D)	3.81 (D)
89) I forget my problems and I feel happy when using it even it takes my time	3.15 (U)	3.18 (U)
90) Facebook makes me feel not alone	3.30 (U)	3.20 (U)
91) Because of whatever reasons if I can't use Facebook, I become more angry and unhappy	3.71 (D)	3.36 (U)
92) I need to use Facebook more frequently even I have many things to do	3.33 (U)	3.19 (U)
93) Even I don't use Facebook, it stay online at the background, so I able to see who writes to me and I sometimes take a look at my messages	2.62 (D)	2.96 (U)
94) If my friends share the things I like or that draw my attention, I immediately comment or I mark the symbol 'like'	2.48 (U)	2.80 (D)
95) Facebook destroys people's private lives	2.62 (D)	2.68 (D)

As it is shown in Table 44, with respect to addiction on Facebook, there are a few differences between the means of the responses given by the two faculties' students. Their responses only differ in a few statements. According to results, generally students are undecided and disagree with whether Facebook causes an addiction of them. Also results show that they both use the site somehow consciously.

As Table 45 indicates, both faculties' students are undecided on the questionnaire items 72,73,77,78,82,83,84,85,89,90,92.

Table 45. Questionnaire items with which FCMS and FE students are undecided about Facebook Addiction

Statements	FCMS	FE
72) It would be very difficult life for me without Facebook	3.36 (U)	3.34 (U)
73) If Facebook close down, I will feel like not being in touch with world	3.24 (U)	3.39 (U)
77) I think that I have begun hampering my daily social activities because of using Facebook	3.14 (U)	3.08 (U)
78) I gain more friends through Facebook than I gain face to face outside	3.12 (U)	3.13 (U)
82) I have never tried to shorten the time I spend on Facebook	2.90 (U)	2.88 (U)
83) I have shut my Facebook account but I have had it again	3.20 (U)	3.26 (U)
84) When I am outside, I am curious about what is happening on Facebook	3.27 (U)	3.19 (U)
85) I think that I use Facebook improperly	3.27 (U)	3.11 (U)
89) I forget my problems and I feel happy when using it even it takes my time	3.15 (U)	3.18 (U)
90) Facebook makes me feel not alone	3.30 (U)	3.20 (U)
92) I need to use Facebook more frequently even I have many things to do	3.33 (U)	3.19 (U)

Shortly, students from both faculties indicate that they are undecided with the items given in Table 45. On the other hand, students of FCMS and FE disagree with the statements 74,79,81,86,87,88 and 95. Table 46 presents the questionnaire items with which students from both faculties disagree with.

Table 46. Questionnaire items with which FCMS and FE students disagreed on Facebook Addiction

Statements	FCMS	FE
72) It would be very difficult life for me without Facebook	3.36 (U)	3.34 (U)
73) If Facebook close down, I will feel like not being in touch with world	3.24 (U)	3.39 (U)
77) I think that I have begun hampering my daily social activities because of using Facebook	3.14 (U)	3.08 (U)
78) I gain more friends through Facebook than I gain face to face outside	3.12 (U)	3.13 (U)
82) I have never tried to shorten the time I spend on Facebook	2.90 (U)	2.88 (U)
83) I have shut my Facebook account but I have had it again	3.20 (U)	3.26 (U)
84) When I am outside, I am curious about what is happening on Facebook	3.27 (U)	3.19 (U)

With respect to other questionnaire items, two faculties' students gave different answers, (75, 80, 91, 93 and 94).

Table 47. Questionnaire items with which FCMS and FE students give different results on Facebook Addiction

Statements	FCMS	FE
75) I like more communicating with Facebook than communicating face to face	3.49 (D)	3.24 (U)
76) I like communicating both through Facebook and face to face	2.48 (A)	2.66 (U)
80) I have many times hampered my homework because of time I spend for Facebook	3.51 (D)	3.34 (U)
91) Because of whatever reasons if I can't use Facebook, I become more angry and unhappy	3.71 (D)	3.36 (U)
93) Even I don't use Facebook, it stay online at the background, so I able to see who writes to me and I sometimes take a look at my messages	2.62 (D)	2.96 (U)
94) If my friends share the things I like or that draw my attention, I immediately comment or I mark the symbol 'like'	2.48 (U)	2.80 (D)

As Table 48 shows, the only answer where FCMS students show agreement with is (2.48) question 76. FE students are undecided (M:2.66) about the same issue..

Table 48. Questionnaire item with which FCMS students show agreement on

Statement	FCMS	FE
76) I like communicating both through Facebook and face to face	2.48 (A)	2.66 (U)

As Tables 49 and 50 show, there are differences between two faculties' students in the mean scores for the statement 'I like more communicating with Facebook than communicating face to face'. According to mean results, students of FCMS disagree with the statement; despite that, students of FE are undecided about it.

Table 49. Descriptive statistics of students' answers to "I like more communicating with others than communicating face to face" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	10.7	10.7	10.7
	Agree	25	16.7	16.7	27.3
	Undecided	30	20.0	20.0	47.3
	Disagree	27	18.0	18.0	65.3
	Strongly Disagree	52	34.7	34.7	100.0
	Total	150	100.0	100.0	

Table 50. Descriptive statistics of students' answers to "I like communicating with others by Facebook than communicating face to face" FE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	10.7	10.7	10.7
	Agree	26	17.3	17.3	28.0
	Undecided	44	29.3	29.3	57.3
	Disagree	34	22.7	22.7	80.0
	Strongly Disagree	30	20.0	20.0	100.0
Total		150	100.0	100.0	

As Table 51 and 52 show, while students of the FCMS agree with the statement, students of Fe are undecided about the statement.

Table 51. Descriptive statistics of students' answers to "I like communicating both through Facebook and face to face" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	38	25.3	25.3	25.3
	Agree	44	29.3	29.3	54.7
	Undecided	40	26.7	26.7	81.3
	Disagree	13	8.7	8.7	90.0
	Strongly Disagree	15	10.0	10.0	100.0
Total		150	100.0	100.0	

Table 52. Descriptive statistics of students' answers to "I like communicating both through Facebook and face to face" FE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	18.0	18.0	18.0
	Agree	45	30.0	30.0	48.0
	Undecided	41	27.3	27.3	75.3
	Disagree	26	17.3	17.3	92.7
	Strongly Disagree	11	7.3	7.3	100.0
Total		150	100.0	100.0	

As the Tables 53 and 54 show, students of the FCMS disagree with the statement which point out they hampered their homework because of the time they spent on Facebook. For the same statement, students of the FE are undecided

Table 53. Descriptive statistics of students' answers to "I have many times hampered my homeworks because of time I spend for Facebook" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	26	17.3	17.3	17.3
	Agree	20	13.3	13.3	30.7
	Undecided	16	10.7	10.7	41.3
	Disagree	27	18.0	18.0	59.3
	Strongly Disagree	61	40.7	40.7	100.0
	Total	150	100.0	100.0	

Table 54. Descriptive statistics of students' answers to "I have many times hampered my homeworks because of time I spend for Facebook" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	14.7	14.7	14.7
	Agree	20	13.3	13.3	28.0
	Undecided	32	21.3	21.3	49.3
	Disagree	37	24.7	24.7	74.0
	Strongly Disagree	39	26.0	26.0	100.0
	Total	150	100.0	100.0	

As Tables 55 and 56 show, students from FCMS disagree with the statement 'Because of whatever reasons if I cannot use the Facebook, I become more angry and unhappy'. Nevertheless, students of the FE are undecided about it.

Table 55. Descriptive statistics of students' answers to "Because of whatever reasons if I can't use Facebook, I become more angry and unhappy" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	12.0	12.0	12.0
	Agree	17	11.3	11.3	23.3
	Undecided	22	14.7	14.7	38.0
	Disagree	25	16.7	16.7	54.7
	Strongly Disagree	67	44.7	44.7	99.3
Total		150	100.0	100.0	

Table 56. Descriptive statistics of students' answers to "Because of whatever reasons if I can't use Facebook, I become more angry and unhappy" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	12.0	12.0	12.0
	Agree	25	16.7	16.7	28.7
	Undecided	35	23.3	23.3	52.0
	Disagree	28	18.7	18.7	70.7
	Strongly Disagree	44	29.3	29.3	100.0
Total		150	100.0	100.0	

As it is shown in the Tables 57 and 58, students of the FCMS are disagree with statement that 'Even I don't use Facebook, it stays online at the background, so I am able to see who writes to me and I sometimes take a look at my messages'. However students of the FE are undecided about the statement

Table 57. Descriptive statistics of students' answers to "Even I don't use Facebook, it is online at the background, so I am able to see who writes to me and I sometimes take a look at my messages" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	37	24.7	24.7	24.7
	Agree	45	30.0	30.0	54.7
	Undecided	28	18.7	18.7	73.3
	Disagree	17	11.3	11.3	84.7
	Strongly Disagree	23	15.3	15.3	100.0
Total		150	100.0	100.0	

Table 58. Descriptive statistics of students' answers to "Even I don't use Facebook, it stay online at the background, so I'm able to see who writes to me and I sometimes take a look at my messages" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	12.0	12.0	12.0
	Agree	44	29.3	29.3	41.3
	Undecided	39	26.0	26.0	67.3
	Disagree	24	16.0	16.0	83.3
	Strongly Disagree	25	16.7	16.7	100.0
Total		150	100.0	100.0	

As it is shown in the Tables 59 and 59, students of the FCMS are undecided about the statement which is 'If my friends share the things I like or that draw my attention, I immediately comment or I mark the symbol 'like', however students of the FE are disagree for the statement. This shows that students of the FCMS are more active in using the site.

Table 59. Descriptive statistics of students' answers to "If my friends share the things I like or that draw my attention, I immediately comment or I mark the symbol 'like'" (FCMS)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	39	26.0	26.0	26.0
	Agree	47	31.3	31.3	57.3
	Undecided	33	22.0	22.0	79.3
	Disagree	15	10.0	10.0	89.3
	Strongly Disagree	16	10.7	10.7	100.0
Total		150	100.0	100.0	

Table 60. Descriptive statistics of students' answers to "If my friends share the things I like or that draw my attention, I immediately comment or I mark the symbol 'like'" (FE)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	21	14.0	14.0	14.0
	Agree	46	30.7	30.7	44.7
	Undecided	45	30.0	30.0	74.7
	Disagree	17	11.3	11.3	86.0
	Strongly Disagree	21	14.0	14.0	100.0
Total		150	100.0	100.0	

4.3 T Test Results

A two-tailed T-test is conducted for 78 questions in order to explore whether there is statistically significant difference between the attitudes of two faculties' students towards the uses of Facebook. The Table 63 shows the significance levels. Out of 78 Likert scale questions only 10 questions, indicate statistically significant value.

Table 61 T-test results where statistically significant difference is found

Section and Statements	Significance
Section: What are you curious about as soon as you log on Facebook? ➤ Everything on Facebook	.030
Section: How do you decide contents of message you want to share on Facebook? ➤ It is based on my emotional mood at that time	.042
Section: Although Facebook has a history which has been created in near past, what do you think about your motivation for using Facebook. ➤ News ➤ It provides money free communication opportunity	.030 .043
Section: By means of Facebook ➤ I think it is like a news resource. I can easily get news from my friends and I can learn everything what is going on in their lives ➤ It reminds me everything, it is like a calendar for special events ➤ Facebook makes distance closer and it holds all my friends all together	.012 .004 .051
Section: Addiction on Facebook ➤ Because of whatever reasons if I can't use Facebook, I become more angry and unhappy ➤ Even I don't use Facebook, it stay online at the background, so I'm able to see who writes to me and I sometimes take a look at my messages	.033 .030
➤ If my friends share the things I like or that draw my attention, I immediately comment or I mark the symbol 'like'	.025

In other words as the result of the T-test run, it is found that there are some statistically significant differences between the responses of FCMS and FE students with respect to the statements presented in Table 59, at $p < 0.05$ level. For 10 items in the questionnaire, it is found that there is statistically significant difference between the responses of FCMS and FE students with respect to $p < 0.05$.

Chapter 5

CONCLUSIONS

This chapter aims to pull the strings of the study together. Firstly, a thorough summary of the study is given. Then, research questions are revisited and conclusions are drawn from the study. Lastly, suggestions for further research are made.

5.1 Summary of the Study

Facebook offers a unique communication for its users due to its rich applications. Facebook has established itself as one of the most popular Social Network Sites (SNS) all over the world at the beginning of the 21st century. Nowadays, it attracts around 700 millions of users worldwide. Turkey is the 4th in the world as Facebook user. Also, it is important to note that Turkey is the 5th highest Internet user country. Unfortunately, there are no statistics about TRNC for the Internet and Facebook.

University students may use the Facebook in order to satisfy some of their needs. Consequently, while satisfying them, it may cause somehow misuse by students and create a kind of addiction. Like some other addictions, using Facebook may enamor its users. Due to its broad applications, it may eventually become irrevocable and lead dependence in people. Considerably rich applications of the Facebook make it particularly desirable for its users. Such rich profile contents, blogs, bulletins, photo and video albums, walls, instant messaging are heavily used by its users. The

primary gratification that users of the Facebook get is the happiness which comes from the connections with being connected to people who they know.

‘Addiction’ is a term associated with alcohol or drugs, in other words, harmful habits. The idea of ‘Internet addiction’ was firstly introduced by Kimberly S. Young in 1996. According to Young, the symptoms on virtual addiction exhibit like other addiction types such as drugs, going shopping, etc. When disconnected from the Internet, feeling of deficiency, being unable to control length of using the site, wondering what the other friends are doing and isolating itself from the real world is the main indicator of the uncontrolled use of the Facebook. “Excessive Internet users are not addicted on the Internet, they use the Internet as a tool that satisfying their other dependency” (Arisoy, 2009, p. 58). From this perspective, there are some background factors that create addiction for the Facebook. These factors are introduced by Greenfield in 2011. According to him, there are five factors that cause addiction for users. These are;

1. Content factor,
2. Process and access/availability factors,
3. Reinforcement/reward factors,
4. Social factors,
5. Gen-D factors (Greenfield, 2011, p. 140).

To diagnose virtual addiction, Young (1996) designed a questionnaire to reveal addictive Internet use that consists of eight items. This was the first diagnostic criteria to reveal addictive behaviors of the users. Then she added some other factors to define the problem. Afterwards she has also introduced some more items to the virtual addiction.

The present study seeks to explore how university students use this site, and to what extent they are affected from the site. It also examines how university students use the Facebook in order to satisfy their needs. Consequently, the aim is to reveal if it causes misuse on students and create addiction on them or not. Accordingly, in the present study, students' (who study in social sciences and hard sciences) use and attitude towards Facebook is compared according to the aims which are stated above. Eventually, it is aimed at exploring whether there any differences between the responses of the students who study Engineering and Communication.

Data have been collected through a questionnaire that contains two sections. The first section aims to explore demographic characteristics of students and some technical uses of the Facebook. The second section is designed according to five-point Likert scale and seeks to collect data on the students' attitudes towards uses of the Facebook and its' addictive potential. Then T-test has been done to reveal whether there are any statistically significant differences between the responses of students of two faculties.

For the present study, 300 students were selected randomly. Out of 300 students, 150 of them are from FCMS, and 150 of them are from FE of the Eastern Mediterranean University in the Turkish Republic of Northern Cyprus. Data are analyzed by SPSS (Statistical Package for Social Sciences).

The present study reveals that generally there is no statistically significant difference between the responses of students of two faculties. Facebook is one of the SNS that has become an inevitable part of people's lives as satisfying social and psychological need of communication. The advance in communication via one of the Social

Network Sites, that is Facebook, is one of the core elements that shape our life styles, even our concept of friendship.

Data collected for the present study reveals that there are some differences in demographic information of the participants and their use of Facebook. Like frequency of using, reasons of living in the TRNC. It is important to note that number of non-users of Facebook is higher in FE. There are 20 participants who do not use the site; while in FCMS, this number is 7 students. However, here, it should be highlighted that students population of Faculty of Engineering is more crowded.

There are some factors that motivate students to use Facebook. Maintaining relationships and staying in contact with friends and people whom they know are primary factors that lead them to use Facebook. Another aspect of Facebook is that it leads people to think that distance disappears. It gathers all friends under the same roof and it seems that they get well all together. What is more, it offers opportunity to students so that they follow the agenda of what their friends are doing, thinking, feeling etc. Students of two faculties share their opinions that indicate whether they like their friends think or do too. These are reasons that attract people to Facebook. They think that Facebook is one of their daily practices and is used as a tool or a way to build up a bridge between them and other people. Therefore, they like using this site. However, the present study does not reveal that students of the two faculties are addicted to Facebook. As it has been stated earlier, students like this site because of its applications that offers them. However, frequency of using the site is not enough to diagnose addiction. There are some students, who heavily use the site, but they use the site consciously and it does not hamper the daily practice of students.

A T-test is administered to check whether there is any statistically significant difference between the attitudes of students of two faculties.

The t-test results indicate that there is statistically significant difference between the means of attitudes of the FE and FCMS students at the $p < 0.05$ level with respect to questionnaire items: 29, 47, 55, 57, 66, 68, 70, 91, 93, 94.

5.2 Conclusions Drawn from the Study

The present study is conducted in order to explore whether there is any difference in the attitudes of students who study Social Sciences (at the FCMS in EMU) and Hard Sciences (the FE in EMU) towards Facebook.

It was predicted that some factors motivate students to use this site and eventually it creates dependence on it. As it has been stated in previous chapters, Facebook is one of the computer-mediated communications and has become an inevitable part of people's lives. It satisfies social and psychological need of communication. After Facebook, communication style and concept of friendship are re-defined. This is very much so for the tertiary students who prefer communicating through Facebook

According to demographic analysis of the study, although in FCMS both sexes are almost equally represented in the sample, FE is a rather male dominated Faculty. It is important to note that number of nonusers in FE is higher than FCMS. This finding may indicate two significant reasons. Firstly, students who study at the FCMS study communication and are more aware of the significance of communication and their communication needs are higher. Secondly, due to heavy course load, FE students do not have much free time to spend on Facebook. FE has 9 departments whereas FCMS has 4. Thus, the number of students who study at the FE is higher. Most

students come from Turkey or other countries. This shows that they are away from their families and friends. Thus, Facebook is one of the technological developments that provides them with means for communication. According to the time students start using Facebook, FE students started using Facebook earlier, but now frequency of Facebook use of FCMS students exceeds FE students. Also, duration of using the Facebook during the day is higher among FCMS. Students of FCMS spend more time on Facebook. As Young (1996) states dependents spend M: 38.5 (SD: 8.4) hours in one week and non-dependents are spend M: 4.9, (SD: 4.70) hours during one week. In the present study, 21% of the respondents spend more than 4 hours in a day. This makes about 28 hours in a week. In the FE, only 7% of the students spend more than 4 hours, which is about 28 hours in a week. This result shows that numbers of dependents are very low in two faculties; however, in FCMS number of dependents is higher than FE. What is more, students of the FCMS have more friends on their friend list. This shows that they are more social and they contact with more people via Facebook. Furthermore, students of the FCMS are more active in updating their profile. Also, it is important to note that number of FCMS students who use another SNS other than Facebook is higher than the number of FE students who use other SNS.

A two-tailed T-test is conducted for 78 questions in order to explore whether there is statistically significant difference between the attitudes of two faculties' students towards the uses of Facebook. The Table 61 shows the significance levels. According to the responses given with the respect to the use of Facebook, out of 78 Likert scale questions only 10 questions indicate statistically significant value. According to the results, they care about privacy issues and they behave consciously while using Facebook. Furthermore, as it was stated earlier, students of the FCMS

are more active and they visit their friends on daily basis. Also, portable devices contribute to the opportunity of using Facebook. It means they are close to Facebook and they use it more and it contributes to be dependent on it. It is possible to say that Facebook is good and unique for sustaining relationship with friends. Similar to Pampeka, Yermolayevaa, Calvert's (2009) ideas, students of two faculties use Facebook for maintaining their relationships, they do not care about strangers' request to be friends. Also, it is important to note that they do not care about some features of Facebook like advertising.

The second category of the Likert questions aimed to reveal the reasons for students of the two faculties for using this site. Also it seek to explore what they are curious in Facebook and factors that motivate them to use it. According to the results, they are not in consensus with the 28th and 30th statements which are about playing games and finding their childhood friends. Students of the two faculties state Facebook builds, a bridge between them and their friends. They stress they use the Facebook as a communication tool. That is the main motivation for them to use it. Learning about what their friends are doing and seeing what they share make them happy. As they state, communication is an important issue for them. Although they somehow use these applications like games, and reminders of birthdates, they do not have clear ideas about the importance of these applications.

The third category of Likert questions aims to reveal how students of the two faculties determine what they share on Facebook wall, which factors affect their decision; in the other words how their messages are shaped by themselves. According to findings, there is no consensus on three statements: 38th 44th and 45th statements. For the students, contents of their profiles are important. They care about

what their profiles represent. They hold that their profiles present their personality. Messages that they share in their Facebook wall is important for them. Generally they share meaningful, informative messages. This shows that they use Facebook as a tool for information exchange and that information should have some criteria according to their personality and emotional mood. Also, according to students, the messages should be socially acceptable. It shouldn't be heartbreaking and abusive. Also, they generally share the messages that they like and their friends likes makes them happy.

The fourth and fifth categories of the Likert scale types questions aim to reveal motivation for using Facebook and social and psychological origins of their needs for using the site. In these statements, students of the two faculties are in consensus. As stated earlier, communication is one of the main motivations for using Facebook. Majority of students who live in TRNC for studying in the university and they are far away from their relatives and friends. Facebook makes them feel closer and holds them together and they share their lives with their loved ones. Portable devices, like cell phones also support these programs. They agree with the statements that they stay connected to their friends in remote places without paying any money. Facebook offers them an opportunity to stay connected to all people they know and it collects all their friends under one roof. On the other hand, they are undecided about sharing their emotions in the primary motivation for them. They use the site selectively and political issues do not occupy a significant place in the site. Also, they are not sure about the security measures of Facebook leads them to use site. At the same time, they are not sure whether they use Facebook because they are used to live with technological devices. This shows that their adaptation for using technological devices is considerably high. Furthermore, Facebook offers some useful applications

for students. For example, it works as a calendar for special events. It reminds birthdays of friends so they can follow their friends' lives easily and they stay connected more. Games are not very important for users. They are undecided about its importance for using Facebook. Although students heavily play games, numbers of players are low.

The last category aims to reveal the addictive potentials of tertiary students towards Facebook. According to the answers the statements in Likert scale questions, students of the two faculties are not sure whether they have symptoms of addiction on Facebook. They are undecided about if they will have a problem provided that Facebook is closed. Their reaction to the statement 'What happens if Facebook closes' is mostly 'It is not a big problem for me if it close down I will find another way to substitute Facebook'. This shows that Facebook has an irreplaceable place in their lives. For the students of the FCMS, face to face communication is still important and Facebook cannot substitute its place; however, Facebook has a special place in their lives. FE students are undecided about it. At the same time they are not sure if they gain more friends on Facebook than outside. As it has been stated in the Literature Review chapter, Pempeka, Yermolayvaa, Calvert, (2009, p. 236) maintain that "Only about 9% of our young adult sample used Facebook to make new friends". Facebook is used mainly for maintain relationships rather than building new relationships. Furthermore, Facebook is an important tool for communication on daily basis; they have opportunity to contact with their friends face-to-face. On the other hand, according to the results, students are not sure if Facebook hampers their homework. What is more, there is no complaint for the time they spend on Facebook. This shows that they use Facebook consciously. Also, we can conclude that, they log on it as a free time activity. Results show that they do not think spending time on

Facebook is a problem so they do not try to shorten the time they are online. Majority of the students are undecided if they are curious about what is going on Facebook during the time they are not online. Curiosity starts when they turn on the computer and log on Facebook. Students of the two faculties are undecided with the statement 'I forget my problems and I feel happy when log on Facebook although even it takes my time'. Additionally, although students of the FCMS show disagreement, students of the FE are undecided with the statement 'Because of whatever reason if I cannot log on Facebook, I become angry and unhappy'. This shows that, they do not close Facebook much. As it has been stated earlier, they use Facebook as a tool for contacting with their friends and other relatives and sharing their lives with them. Amount of contacting is not as much as illness, they use it consciously. What is more, they think they use Facebook properly. They are undecided about the issue when computer turns off, they do not try to turn on computer just for Facebook. All students are undecided with the statement 'I need no use Facebook more frequently although I have many things to do'. This result shows that Facebook does not hamper their other stuff, it looks like an activity when they are online on the Internet. Lastly, students of the two faculties disagree that Facebook destroys people's private lives. This also indicates that students use Facebook consciously and they share the information and messages they what to share.

5.3 Suggestions for Further Research

The present study was conducted at the EMU in Spring 2011. Further research can be conducted with tertiary students who study in other faculties. Tertiary students constitute an educated group of people. Further research can be conducted with high school students who are younger and at the stage of building relationship.

Also, addiction is a personal issue. Qualitative research where in-depth interviews and observations are used in order to investigate addiction caused by Facebook can be conducted. Moreover, Facebook addiction can be compared to addiction caused by other SNS.

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APPENDICES

Appendix A

ENGLISH VERSION OF QUESTIONNAIRE FORM

The survey questions I prepared are aimed to answer the questions related to influential roles of Facebook on university students.

1) What is your gender?

- a) Female b) Male

2) What is your marital status?

- a) Single b) Married c) Divorced d) Separated
e) I don't want to mention f) Others (Please define).....

3) What is your nationality?

- a) TR b) TRNC c) Both TR and TRNC
d) Others (Please define).....

4) What is your age?

- a) 09-12 b) 13-18 c) 19-23 d) 24-30
e) 31-40 f) 41+

5) What is your occupation?

- a) Student b) Full-time employee c) Part-time employee
d) Unemployed e) Others (Please define).....

6) Do you live with your family in Cyprus? Or is the purpose of your stay for studying University?

- a) With my family b) My stay is study-related c) Others (Please define).....

7) The type of the place you live in?

- a) I live with my family at home b) I live with my friends at home c) I live alone at home
d) I live with friends at dormitory e) I live alone at dormitory

8) I use Facebook:

- a) Yes b) No

9) I have begun using Facebook:

- a) 4 years ago b) 3 years ago c) 2 years ago d) 1 year ago
e) Less than a year before

10) The frequency of using Facebook:

- a) 1- 3 times a day b) More than 3 times a day c) Once a week
d) Once a month e) Rarely

11) How many hours do you use Facebook during the day?

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

12) The number of my friends in my list on Facebook:

- a) Less than 100 b) 101-300 c) 301-500 d) 501-700
e) 701-900 f) More than 901

13) The frequency of updating your profile:

- a) Daily b) Weekly c) Monthly d) Yearly
e) I have never tried before, because I have no idea about updating
f) Others (Please define).....

You can mark as many option as you want:

14) My Facebook profile includes that information:

- a) My name b) My age c) My date of birth d) The place where I
live
e) My political view f) My photographs g) My cell phone
number
h) My relationship
status
i) My address
j) My job experiences k) My e-mails l) Others (Please
define).....

15) From who have you heard Facebook first?

- a) My relatives b) My friends c) My colleagues/Business partners
d) Media e) E-mail f) Others (Please define).....

16) How have you created your Facebook account? By yourself? or by help of others?

- a) By myself b) By my friends c) By my relatives or family member d)
Others (Please define).....

17) Do you have any membership of other social network sites alongside Facebook?

- a) Yahoo (Orkut) b) Twitter c) Hi 5 d) My Space e) Others
(Please define).....

For following questions below: 1: Strongly agree, 2: Agree, 3: No idea, 4: Disagree, 5: Strongly disagree					
A) Use of facebook (18-27)					
18) Not only at home, I can use Facebook in everywhere with portables devices	1	2	3	4	5
19) I accept all the incoming friends request on my Facebook account	1	2	3	4	5
20) I add the people who are suggested by Facebook	1	2	3	4	5
21) Facebook has a superior side in terms of its usage features comparing to other social network sites	1	2	3	4	5
22) I generally visit my close friends` profiles on a daily basis	1	2	3	4	5
23) Facebook has fairly simplified my life in terms of communicating with others	1	2	3	4	5
24) The advertisements on Facebook draw my attention	1	2	3	4	5
25) I have bought the products being advertised on Facebook	1	2	3	4	5
26) The advertisements on Facebook are changed according to my private information on my profile	1	2	3	4	5
27) The virtual social network created by Facebook provides opportunity to make me feel comfortable in expressing myself	1	2	3	4	5
B) What are you curious about as soon as you log on Facebook ? (28-36)					
28) Games	1	2	3	4	5
29) Everything on Facebook	1	2	3	4	5
30) Finding my childhood friends	1	2	3	4	5
31) Reminder of birthdates	1	2	3	4	5
32) Inbox mails	1	2	3	4	5
33) What my friends send me	1	2	3	4	5
34) News about my friends	1	2	3	4	5
35) Getting know about my friends` emotions	1	2	3	4	5
36) All the messages, comments or pictures of what my friends share or post on my home page	1	2	3	4	5
C) How do you decide the content of the message you want to share on Facebook? (37-49)					
37) It must represent me	1	2	3	4	5
38) It must be funny	1	2	3	4	5
39) It must be current	1	2	3	4	5
40) It must be meaningful	1	2	3	4	5
41) It must have news value	1	2	3	4	5

42) It must be informative	1	2	3	4	5
43) It must reflect my personality	1	2	3	4	5
44) It must reflect my emotional state	1	2	3	4	5
45) It must be acceptable	1	2	3	4	5
46) It musn't be heartbreaking	1	2	3	4	5
47) It is based on my emotional mood at that time	1	2	3	4	5
48) I share the things both I and my friends like	1	2	3	4	5
49) The things I share on Facebook is mostly informative and because of reason I want my friends to read those I share	1	2	3	4	5
D) Although Facebook has a history which has been created in near past, what do you think about your motivation for using Facebook? (50-60)					
50) To share my emotions	1	2	3	4	5
51) I communicate with my friends in remote places	1	2	3	4	5
52) I am always in touch with people I know	1	2	3	4	5
53) Curiosity	1	2	3	4	5
54) It gathers all my friends under the same roof	1	2	3	4	5
55) News	1	2	3	4	5
56) Shared political opinions	1	2	3	4	5
57) It provides money free communication opportunity	1	2	3	4	5
58) While interacting with people on Facebook I feel more secure than I interact outside	1	2	3	4	5
59) I use Facebook because of its content	1	2	3	4	5
60) I am used to live with technology such as computer. I like using other online communication devices and Facebook	1	2	3	4	5
E) By means of facebook (61-71)					
61) I share what is happening in my life with friends	1	2	3	4	5
62) It make good use of my free time	1	2	3	4	5
63) I can gossip	1	2	3	4	5
64) It helps me to be social	1	2	3	4	5
65) I can chat with friends	1	2	3	4	5
66) I think it is like a news resource. I can easily get news from my friends and I can learn everything what is going on in their lives	1	2	3	4	5
67) I can play games	1	2	3	4	5
68) It reminds everything like a reminder calendar for special events	1	2	3	4	5
69) I like writing comments to my friends and I like them to respond to me	1	2	3	4	5
70) Facebook makes distance closer and it holds all my friends all together	1	2	3	4	5

71) Owing to the opportunities that Facebook provides people are able to share their daily lives with other people moment to moment	1	2	3	4	5
F) ADDICTION ON FACEBOOK					
72) It would be very difficult life for me without Facebook	1	2	3	4	5
73) If Facebook is close down, I will feel like not being in touch with world	1	2	3	4	5
74) It is not a big problem for me if it is close down, I will find another way that is substitute for Facebook	1	2	3	4	5
75) I like more communicating with others than communicating face to face	1	2	3	4	5
76) I like communicating both via Facebook and face to face	1	2	3	4	5
77) I think that I have begun hampering my daily social activities because of using Facebook	1	2	3	4	5
78) I make more friends through Facebook than I make face to face outside	1	2	3	4	5
79) People around me are complaining about my occupancy of using Facebook	1	2	3	4	5
80) I have many times hampered my homework because of time I spend for Facebook	1	2	3	4	5
81) I have tried to shorten the time I spend on Facebook, but I couldn't succeed	1	2	3	4	5
82) I have never tried to shorten the time I spend on Facebook	1	2	3	4	5
83) I have shut my Facebook account but I have had it again	1	2	3	4	5
84) When I'm outside, I'm curious about what is happening on Facebook	1	2	3	4	5
85) I think that I use Facebook unproportionately	1	2	3	4	5
86) I want to shot down my Facebook account	1	2	3	4	5
87) Spite of being willing to shut my Facebook account, I can't give up using it	1	2	3	4	5
88) I have tried to shut it down but I couldn't succeed	1	2	3	4	5
89) I forget my problems and I feel happy when using it even it takes my time	1	2	3	4	5
90) Facebook makes me feel not alone	1	2	3	4	5
91) Because of whatever reasons if I cannot log on Facebook, I become more angry and unhappy	1	2	3	4	5
92) I need to use Facebook more frequently even I have many things to do	1	2	3	4	5
93) Even I don't use Facebook, it stay online at the background, so I'm able to see who writes to me and I sometimes take a look at my messages	1	2	3	4	5
94) If my friends share the things I like or that draw my attention, I immediately comment or I mark the symbol 'like'	1	2	3	4	5
95) Facebook destroys people's private lives	1	2	3	4	5

Appendix B

TURKISH VERSION OF QUESTIONER FORM

Hazırlamış olduğum anket soruları Facebook' un kisiler üzerindeki etkisel rolleri ile ilişkili sorular sormayı amaçlamaktadır.

1) Cinsiyetiniz:

- a) Kadın b) Erkek

2) Medeni haliniz

- a) Bekar b) Evli c) Boşanmış d) Ayrılmış
e) Söylemek istemiyor f) Diğer (Lütfen belirtiniz).....

3) Uyuşgunuz:

- a) TC b) KKTC c) Hem TC hem KKTC
d) Diğer (Lütfen belirtiniz).....

4) Yaşınız:

- a) 09-12 b) 13-18 c) 19-23 d) 24-30
e) 31-40 f) 41+

5) Çalışma durumunuz:

- a) Öğrenci b) Tam zamanlı çalışan c) Yarı zamanlı çalışan
d) İşsiz e) Diğer (Lütfen belirtiniz).....

6) Kıbrıs'ta ailenizle mi yaşıyorsunuz sadece eğitim amaçlı mı bulunmaktasınız?

- a) Ailemle b) Eğitim amaçlı c) Diğer (Lütfen belirtiniz).....

7) Konaklama şeklim

- a) Evde ailemle yaşıyorum b) Evde arkadaşlarımla yaşıyorum
c) Evde yalnız yaşıyorum d) Yurtta arkadaşlarımla yaşıyorum
e) Yurtta yalnız yaşıyorum

8) Facebook'u kullanıyorum:

- a) Evet b) Hayır

9) Facebook'u kullanmaya başladım:

- a) 4 yıl önce b) 3 yıl önce c) 2 yıl önce d) 1 yıl önce
e) 1 yıldan daha az

10) Facebook'u kullanım sıklığım:

- a) Günde 1- 3 kez b) Günde 3 kezden fazla c) Haftada 1 kez
d) Ayda 1 kez e) Çok nadir

11) Günde kaç saat Facebook kullanırsınız?

- a) 1 saatten az b) 1-2 saat c) 2-3 saat d) 3-4 saat
e) 5 saatten fazla

12) Facebook'ta ki arkadaş sayım:

- a) 100 den daha az b) 101-300 c) 301-500 d) 501-700
e) 701-900 f) 901'den daha fazla

13) Facebook'ta ki kişisel bilgilerimi güncelleştirme sıklığım:

- a) Günlük b) Haftalık c) Aylık d) Yıllık
e) Hiç denemedim çünkü böyle bir seçenektan haberim yok
f) Diğer (Lütfen belirtiniz).....

Lütfen istediğiniz kadar şıkları işaretleyiniz:

14) Facebook hesabım şu bilgilerimi içeriyor:

- a) İsmim b) Yaşım c) Doğum tarihim d) Yaşadığım yer
e) Siyasi görüşüm f) fotoğraflarım g) Telefon Numaram
ğ) Eğitim durumum h) İlişki durumum ı) İlgi ve hobilerim i) Adresim
j) İş deneyimlerim k) Elektronik postalarım l) Diğer (Lütfen belirtiniz).....

15) Facebook'u ilk kimden duydunuz?

- a) Akrabalarımndan b) Arkadaşlarımdan c) Meslektaşlarımdan/İş ortamından

d) Medya dan e) E-mail den f) Diğer (Lütfen belirtiniz).....

16) İlk olarak Facebook'a üye olduktan sonra diğer özelliklerini nasıl öğrendiniz?

a) Kullandıkça b) Araştırarak c) Tanıdıklarına sorarak
d) Gereksinim duydukça inceledim e) Diğer (Lütfen belirtiniz).....

17) Facebook haricinde başka sosyal paylaşım sitelerine üyeliginiz var mı?

a) Yahoo b) Twitter c) Hi 5 d) My Space
e) Diğer (Lütfen belirtiniz).....

FACEBOOK KULLANIMI (18-27)					
18) Facebook'a sadece evde değil, taşınabilir aletlerle her yerden kolayca erişebiliyorum	1	2	3	4	5
19) Facebook'ta bana gelen arkadaş tekliflerinin hepsini kabul ediyorum	1	2	3	4	5
20) Facebook'un önerdiği kişileri arkadaş olarak ekliyorum	1	2	3	4	5
21) Facebook özellikleri açısından diğer sosyal paylaşım sitelerinden daha üstündür	1	2	3	4	5
22) Genellikle gün içinde yakın arkadaşlarımın profillerini ziyaret ediyorum	1	2	3	4	5
23) Facebook iletişim açısından hayatımı oldukça kolaylaştırdı	1	2	3	4	5
24) Facebook'taki reklamlar dikkatimi çekiyor	1	2	3	4	5
25) Facebook'taki reklamları yapılan ürünlerden satın aldığım oluyor	1	2	3	4	5
26) Facebook'taki reklamlar benim profil bilgilerime göre değişiyor	1	2	3	4	5
27) Facebook sayesinde yaratılmış olan sanal sosyal ortam kendimi rahat ifade edebilmem için bana imkan sunuyor	1	2	3	4	5
B) FACEBOOK'U AÇTIĞINIZDA EN ÇOK NEYİ MERAK EDERSİNİZ? (28-36)					
28) Oyunlar	1	2	3	4	5
29) Facebook'taki her şeyi	1	2	3	4	5
30) Çocukluk arkadaşlarımı bulmayı	1	2	3	4	5
31) Doğum günü hatırlatıcısını	1	2	3	4	5
32) Mesajları	1	2	3	4	5
33) Arkadaşlarımın iletilerini	1	2	3	4	5
34) Arkadaşlarım hakkında haberler	1	2	3	4	5

35) Arkadaşlarımın duygularını öğrenmek	1	2	3	4	5
36) Ana sayfada arkadaşlarımın bütün paylaştıkları iletileri merak edip okurum	1	2	3	4	5
C) FACEBOOK'DA PAYLAŞMAYA KARAR VERDİĞİNİZ HERHANGİ BİR İLETİNİN İÇERİĞİNE NASIL KARAR VERİYORSUNUZ? (37-49)					
37) Beni temsil etmeli	1	2	3	4	5
38) Komik olmalı	1	2	3	4	5
39) Güncel olmalı	1	2	3	4	5
40) Anlamlı olmalı	1	2	3	4	5
41) Haber değeri olmalı	1	2	3	4	5
42) Bilgi verici olmalı	1	2	3	4	5
43) Kişiliğimi yansıtmalı	1	2	3	4	5
44) İçinde bulunduğum durumu yansıtmalı	1	2	3	4	5
45) Kabul edilir olmalı	1	2	3	4	5
46) Kırıcı olmamalı	1	2	3	4	5
47) O anki ruh halime bağlı	1	2	3	4	5
48) Sevdiğim ve arkadaşlarımın da beğeneceğini umduğum şeyleri paylaşırım	1	2	3	4	5
49) Facebook'ta paylaştığım iletiler bilgilendirici içerikli oluyor ve arkadaşlarımın da bunu görmesi için paylaşıyorum	1	2	3	4	5
FACEBOOK'UN ÇOK YAKIN BİR GEÇMİŞİ OLMASINA RAĞMEN ADETA HAYATIMIZIN BİR PARÇASI OLDUĞUNU SÖYLEYEBİLİRİZ, SİZİ FACEBOOK'A NEYİN BAĞLADIĞINI DÜŞÜNÜYORSUNUZ? (50-60)					
50) Duygularımı paylaşmak	1	2	3	4	5
51) Uzaktaki arkadaşlarım	1	2	3	4	5
52) Tanıdıklarımla sürekli iletişim halinde kalıyorum	1	2	3	4	5
53) Merak	1	2	3	4	5
54) Arkadaşlarımı bir çatı altında toplaması	1	2	3	4	5
55) Haberler	1	2	3	4	5
56) Siyasi paylaşımlar	1	2	3	4	5
57) Bedava iletişim olanağı sunması	1	2	3	4	5
58) Facebook'ta iletişim kurarken kendimi dışardakinden daha güvende hissediyorum	1	2	3	4	5
59) Facebook'u içeriğinden dolayı kullanıyorum	1	2	3	4	5
60) Bilgisayar ile iç içe büyüdüm bu yüzden diğer online iletişim araçlarımı ve Facebook'u kullanmak hoşuma gidiyor	1	2	3	4	5

FACEBOOK SAYESİNDE (61-71)					
61) Hayatımda olup bitenleri sevdiğilerimle paylaşıyorum	1	2	3	4	5
62) Boş zamanımı değerlendirebiliyorum	1	2	3	4	5
63) Dedikodu yapabiliyorum	1	2	3	4	5
64) Sosyalleşmeme katkıda bulunuyor	1	2	3	4	5
65) Chat yapabiliyorum	1	2	3	4	5
66) Bence haber kaynağı gibi arkadaş ve yakın çevremden haber alıyorum ve onların neler yaptığını görebiliyorum	1	2	3	4	5
67) Oyun oynayabiliyorum	1	2	3	4	5
68) Özel günlerin bir takvimi gibi bana herşeyi hatırlatıyor	1	2	3	4	5
69) Arkadaşlarımın iletilerine yorum yazabiliyorum onlarında bana yazmasını çok seviyorum	1	2	3	4	5
70) Uzaklar yakın oluyor ve bütün arkadaşlarımı bir odada topluyor	1	2	3	4	5
71) İnsanlar günlük hayatlarını an be an başka insanlarla paylaşabilmektedir	1	2	3	4	5
FACEBOOK VE BAĞIMLILIK					
72) Facebook'suz bir hayat benim için zor olurdu	1	2	3	4	5
73) Facebook kapansa kendimi Dünya ile iletişimim kesilmiş gibi hissederim	1	2	3	4	5
74) Facebook'un kapanması önemli değil başka bir yol bulurum o Facebook'un yerini tutar	1	2	3	4	5
75) Yüz yüze iletişim yerine Facebook ile iletişim kurmaktan daha çok hoşlanıyorum	1	2	3	4	5
76) Hem yüz yüze hem de Facebook ile iletişim kurmak hoşuma gidiyor	1	2	3	4	5
77) Facebook kullanımından dolayı günlük sosyal aktivitelerimi aksatmaya başladığımı düşünüyorum	1	2	3	4	5
78) Facebook sayesinde dışarda yüz yüze arkadaşlıklardan daha çok yeni arkadaşlar ediniyorum	1	2	3	4	5
79) Çevremdeki insanlar Facebook kullanma süremden dolayı şikayetçidirler	1	2	3	4	5
80) Facebook'ta harcadığım zamandan dolayı okul ödevlerimde aksamalar oluyor	1	2	3	4	5
81) Facebook kullanma zamanımı kısaltmayı denedim ama başaramadım	1	2	3	4	5
82) Facebook kullanma zamanını kısaltmayı denemedim	1	2	3	4	5

83) Facebook'u kapattım tekrar açtım	1	2	3	4	5
84) Dışarıdayken Facebook'da olup bitenleri merak ediyorum	1	2	3	4	5
85) Facebook'u gereğinden fazla kullandığımı düşünüyorum	1	2	3	4	5
86) Facebook'u kapatmak istiyorum	1	2	3	4	5
87) Facebook'u kapatmak istediğim halde vazgeçemiyorum	1	2	3	4	5
88) Facebook'u kapatmayı denedim ama başaramadım	1	2	3	4	5
89) Facebook zamanımı alsa da kendimi mutlu hissedip sorunlarımı unutuyorum	1	2	3	4	5
90) Facebook yalnızlığımı gideriyor	1	2	3	4	5
91) Herhangi bir nedenden dolayı Facebook'a giremediğim zaman keyifsiz ve hırçın oluyorum	1	2	3	4	5
92) Yapacak birçok işim varken Facebook'a sık sık girme ihtiyacı duyuyorum	1	2	3	4	5
93) Facebook'umu kullanmasam da arka planda açık kalıyor arasıra girip kim, ne yazmış merak edip bakıyorum	1	2	3	4	5
94) Arkadaşlarım benim de ilgimi çeken bir ileti paylaşmışsa hemen yorum yaparım ya da beğendi olarak işaretlerim	1	2	3	4	5
95) Facebook insanların özel hayatını ortadan kaldırdırıştır	1	2	3	4	5

LETTERS OF CONSENT

March 10, 2010

İletişim Fakültesi Dekanlığına

Sn. Prof. Dr. Süleyman İrvan

Yürütmekte olduğum ‘A Comparison of Facebook Addiction between Social and Hard Sciences’ konulu tez çalışmam için ekteki anketi Bekirpaşa lisesi öğrencilerine uygulamayı arzulamaktayım izinlerinize arz ederim.

Rıza Teke

İletişim Yüksek Lisans Öğrencisi

İletişim Fakültesi

Doğu Akdeniz Üniversitesi

March 10, 2010

Mühendislik Fakültesi Dekanlığına

Sn. Prof. Dr. Hasan Amca

Yürütmekte olduğum ‘A Comparison of Facebook Addiction between Social and Hard Sciences’ konulu tez çalışmam için ekteki anketi Bekirpaşa lisesi öğrencilerine uygulamayı arzulamaktayım izinlerinize arz ederim.

Rıza Teke

İletişim Yüksek Lisans Öğrencisi

İletişim Fakültesi

Doğu Akdeniz Üniversitesi

February 20, 2010

Bekirpaşa Lisesi Müdürlüğüne

Yürütmekte olduğum 'A Comparison of Facebook Addiction between Social and Hard Sciences' konulu tez çalışmam için ekteki anketi Bekirpaşa lisesi öğrencilerine uygulamayı arzulamaktayım izinlerinize arz ederim.

Rıza Teke

İletişim Yüksek Lisans Öğrencisi

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Doğu Akdeniz Üniversitesi