

## **An Investigation of the Preservice Science Teachers' Social Media Addictions**

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### **Extended Summary**

**Introduction:** Today, the effective role of computer and communication technologies in our lives is undeniable. Especially, the fact that different types of data sharing such as video, music, and photography have been instantly realized and information Access has become easier thanks to the internet which is a revolutionary communication technology. The internet has created a giant environment of the computer networks at the same time and everywhere (Yılmazsoy ve Kahraman, 2017). One of the areas of the internet is social media (Torlak ve Ay, 2014; Doğan ve Karakaş, 2017). In general, social media is defined as a set of tools and platforms that people use to share their thoughts, experiences, comprehension, perceptions, environments such as music, video and photography (Lai ve Turban, 2008). Nonetheless, media and dependency relations have become indispensable concepts of new technological developments (Ulusoy, 2017). On the other hand, the researches show that social networking sites, which are becoming more and more popular in the age of information we are in, are increasingly attracting teachers and students, which are indispensable elements of schools, to active participation in social networks and increasing teacher-student interaction (Cemaloğlu ve Bıçak, 2015). In this perspective, determining the social media dependency levels of the teachers and preservice teachers is important in terms of raising awareness of their the students and modeling to them. Therefore, the aim of this study is to investigate the levels of preservice science teachers' social media addictions and also, to compare in terms of gender and grade.

**Method:** The sample of this study with comparative method included in totally 189 preservice teachers (116 female, 53 male) who attended at biology education department in Kazım Karabekir Faculty of Education, Atatürk University. To determine the preservice teachers' social media addiction levels, a five point Likert type 20-item instrument, which was developed namely "Social Media Addiction Scale-Adult Form by Sahin and Yagci (2017), was used. The scale included in 2 subdimensions as (1) Virtual Tolerance [VT; 11 items] and (2) Virtual Communication [VC; 9 items]. The data were analyzed by SPSS 20.0 program.

**Findings:** The findings indicated that the preservice science teachers agreed in average score the statements of the Social Media Addiction Scale-Adult Form. The findings in terms of sub-dimensions of the overall scale indicated that preservice science teachers agreed in average score for virtual tolerance and in low score for virtual communication. The findings also indicated that there was no a statistically important difference between gender, but there was a statistically important difference between grades.

**Conclusion and Discussion:** In the study, it can be concluded that preservice science teachers' addiction levels related to social media is in average level similar to some studies in literature. But, it cannot say that this value is enough. Of course, there is no problem with the use of media and social media. The problem is to come to the extent of addiction. On the other hand, it may be suggested to do studies identifying different variables related to social media addiction and also comparatively examining the effect of other variables, such as gender, class level, etc. affecting these variables.