Research Article

EXAMINING THE ATTITUDES OF CLASS TEACHER CANDIDATES TOWARDS THE EDUCATIONAL USE OF SOCIAL NETWORKS

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A B S T R A C T

Education with the developments experienced with today's technology; Communication, cooperation and active participation interact with Social Networks in aspects such as resource sharing, social networks have entered into education and training life in many aspects and sometimes participated in learning activities. In this research, it is aimed to include the attitudes of classroom teacher candidates regarding the use of social networks from an educational point of view. The participating group in the study consisted of 91 Class Teacher candidates who are continuing their education in the Turkish Republic of Northern Cyprus. The screening model, which is one of the research quantitative research methods, was used. In the study, the data were collected with the Attitude Scale for Educational Use of Social Networks developed by Kesici (2019) and analyzed with SPSS 17 program, and as a result of the research, it was determined that the attitudes of teacher candidates for educational use of social networks were above average.

INTRODUCTION

With the development of computer technology, it paved the way for the beginning of the information age and major advances in communication technology. New communication technologies have led people to new areas of communication and new searches. (Nacak, Baglama, Demir, 2020). The Internet, one of the newest communication destinations, is one of the most popular communication destinations where day-to-day changes occur most frequently. Access to the rapidly developing internet has increased in a short time. Initially, access to the internet was only possible with the help of computers, but now thanks to mobile technologies, access to the internet from anywhere has become widespread. With the widespread use of the Internet, there have been changes in many areas from economy to bureaucracy, education to daily life (Bicen, Demir, 2020). Thanks to the power of the Internet, people from different cultures can be contacted and exchanged information in different places and geographical regions and at different times. With the development of internet technologies today, with an interactive Web 2.0 base that prioritizes collaboration, sharing and social interaction, platforms that express themselves as social networks and make users active, notpassive, began to emerge(Serttas, Kasabali, 2020; Kamisli, Oznacar, 2020) Social networks are websites that allow users to share their own content and communicate in a specific environment (Tastan, 2021; Öğün, Oznacar, Tatar, Debeş, 2020).

In addition, it allows people to share their ideas and thoughts over the internet and interact with each other, creating an open or semi-open profile for people in a system with defined boundaries. It also tries to stay in touch with peers or acquaintances. Social networks where people share their knowledge, skills and tastes, make new friends, maintain existing friendships and maintain social relationships are used intensively today and the number of users is increasing day by day. Today, the intensive use of social networks is affected by many factors. The most important of these factors are the development of Internet and mobile technologies, widespread use and low cost of the Internet, the elimination of time and space restrictions and the ability to communicate with many people at the same time (Yilmaz, 2015). In addition to factors that affect the frequency of use, we can also add people's desire to express themselves easily, show their achievements and abilities, be appreciated and communicate. In addition to these factors, factors such as making friendships, following other users and collecting information about the users they follow, being active on their individual networks, sharing experiences and experiences related to their interests, and promoting social organization can be added.

The use of social networks in educational sciences provides information about educational institutions by examining the relationships between schools, administrators, teachers and students. The focus of social networks on analyzing relationships made it easier to use in schools. The learning organizations we have encountered in recent years, concepts

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such as joint leadership, corporate culture, organizational commitment are based on the relationship between the principal and the teacher in schools (Oznacar, Yucesoy, Demir, 2020) This relationship reveals the social network in terms of administrator-manager, manager-teacher, teacher-teacher. Based on the results of the exams on the social network, official and informal structures and the positions of managers and teachers in the network will be determined Yücesoy, Demir, Baglama, Bastas, Oznacar, 2020; Aydugan, 2020).

Relationships between teachers are of great importance in performing the school's duties and engaging in appropriate behaviors with the employees at the school. In order for collaborative work environments and organizational culture ideas to progress successfully, the interaction between teachers must be continuous (Daly,2019; Aydugan,2020). Strong connections between teachers increase teachers' skills and confidence. In addition, teachers stated that their feelings of trust increased more as professional seniority increased (Oznacar, 2018; Healey, 2013). Studies that investigated the importance of managers and teachers in social network studies in educational sciences have always demonstrated the presence of students as complementary to these two important actors. In the studies where the teachers were at the center, it was seen that the relationships developed by the students with each other were at the level of more intimate friendships. In another study, it is seen that students with low success and socio-economic level make obligatory friendships with each other, and as the socio-economic level increases, it is seen that the type of friendship networks of the students increases. Another study found that when teachers have problems maintaining in-class control, students tend to be in a central position, while teachers are at the center, and lessons are handled more efficiently (Er, 2017). In this research, it is aimed to examine the attitudes of teacher candidates towards the use of social networks in education instead of teaching, students and administrators based on this basic purpose;

For the Educational Use of Social Networks by classroom teaching students;

1. Behavior size
2. Information size
3. attitudes towards emotion dimension and the general average of the responses of teacher candidates to all dimensions of the scale for the educational use of social networks will be looked at.

METHOD

Model of Research

In the research, the screening model, which is one of the descriptive research methods, was used. The scanning model is the model that aims to describe and convey the results in a way that exists in a way that exists in the past or present (Karasar, 2005). It provides quantitative transfer of the universe with the study of the sample selected from the specified universe with the scanning model (Cresswell, 2012).

Participants

The participants in the study consisted of 91 Class teacher teacher candidates who are continuing their duties in Nicosia, Turkish Republic of Northern Cyprus. The research was based on volunteerism and teacher candidates who did not want to participate were not included in the study.

Data Collection Tools

The research also used the Attitude Scale for Educational Use of Social Networks developed by Kesici (2019) Scale is of type 5 likert,"1" I Strongly Disagree "2", "3" Partially Disagrees, "4" I Agree, "5" Is Definitely Agreeing. Data collected from participants was obtained through Google Form due to covid-19 pandemic

Table 1 Classroom Teaching 1. Students' Responses toBehavioral Dimension

	N	Minimum	Maximum	Mean	St. Deviation
I use it to learn the tricks and practical information about the subjects we process in the course.	43	1,00	5,00	1,9	1,05759
I use it to learn about lessons, exams and assignments.	43	1,00	5,00	3,4	1,49972
When I can't attend class, I use it to find out what's going on in class.	43	1,00	5,00	3,6	1,56052
I use it to learn things I don't understand.	43	1,00	5,00	2,9	1,47027
I use it to watch videos about the class.	43	1,00	5,00	3,2	1,51332
I use it to access different materials related to lessons.	43	1,00	5,00	3,3	1,51222
I use it to solve questions (tests) related to course subjects.	43	1,00	5,00	2,9	1,42241
I use it to do my homework.	43	1,00	5,00	2,6	1,36074
I use it to take advantage of the experiences of people who are experienced in the courses.	43	1,00	5,00	3,3	1,50452
Valid N (listwise)	43				

Table 2 Classroom teaching 1. Responses of Classroom Teacher Candidates to the Information dimension

	N	Minimum	Maximum	Mean	St. Deviation
They can be used in training.	43	1,00	5,00	3,2	1,41147
They can be used to better understand the lessons.	43	1,00	5,00	3,0	1,39728
Their use for course purposes positively affects success.	43	1,00	5,00	3,3	1,49640
It can be used to prepare for exams.	43	1,00	5,00	3,1	1,43443
They help reinforce the subjects that are processed in school.	43	1,00	5,00	2,5	1,31479
It can be used to learn a topic.	43	1,00	5,00	3,2	1,31521
They provide students with the opportunity to learn outside of school at any time and place.	43	1,00	5,00	2,8	1,33112
Valid N (listwise)	43				

Analysis of Data

The data obtained in the research were analyzed using spss 17 program. The average of the responses given by the participants to the scale dimensions and the results obtained by taking the frequency (n) distribution were presented by table.

Findings and Comments

In this section, classroom teaching 1.2.3. and 4. In general, the average of the answers given to the scale will be given along with the attitudes of the students towards the dimension of Behavioral Knowledge and Emotion in the Educational Use of Social Networks.

When Table 1 is examined, classroom teaching for the use of social networks for educational purposes according to the frequency of use of social networks 1. When the answers given by the students of the class were examined, it was concluded that the answers given in general were above average, but the teacher candidates did not participate completely according to the answers given to the article aimed at learning the tricks and practical information about the topics covered in the course.

When the responses of the teacher candidates to the information dimension are examined, it is seen that above-average responses are obtained. However, it has been observed that the teacher candidates stated that they did not participate in the article aimed at reinforcing the subjects processed in the school with the article that allows them to learn wherever and at any time outside the school.

When we looked at the average of the responses of first-year teacher candidates to the emotional dimension of the scale, it was concluded that they were above average as in other dimensions, but they did not agree with this article when looking at the average of the answers to the article that social networks are quite fun in their in-class use.

they participated in other articles compared to the articles aimed at solving questions and examples related to course subjects.

When we looked at the responses of the second-year teacher candidates to the emotional dimension of the scale for the educational use of social networks, it was concluded that they participated in the answers that have all dimensions on average but did not agree with the article that the courses can be used for better understanding.

When we look at the answers given to the emotional dimension of the scale for the use of social networks in the education of second-year teacher candidates in the classroom teaching department, it is concluded that the average of the answers given to is other dimensions is lower but they participate in general, but the average of the answers given to the substance in which the social networks of the teacher candidates are fun to use for the course is not agreed.

When the responses of third-year students in the classroom teaching department for the use of social networks for educational purposes were examined, it was determined that they were generally above average on the same average as the candidates at the other level, but it was concluded that the teacher candidates did not participate in the article for the purpose of learning what the students were doing in the course when they could not attend the course.

When we looked at the responses of third-year students to the information dimension for the educational use of social networks, it was concluded that the average was higher than that of students at the other level and that the students participated in the substances, but the article stating that social networks can be used for better understanding of the courses was the substance that remained below average with a rate of 2.8 and the students did not participate.

Table 3 Classroom Teaching 1. Students' responses to emotion dimension

	N	Minimum	Maximum	Mean	St. Deviation
The use of it for course purposes causes me to develop positive feelings towards my friends.	43	1,00	5,00	3,0	1,44749
It relaxes me to use it for lesson purposes.	43	1,00	5,00	2,8	1,41773
When I use it for lessons, it reduces my anxiety about the lessons.	43	1,00	5,00	3,2	1,43636
Using it for class increases my motivation for success.	43	1,00	5,00	2,7	1,37732
Their use for the course is quite fun.	43	1,00	5,00	2,2	1,18639
Valid N (listwise)	43				

Table 4 Classroom Teaching 2nd Grade Students' Responses to Behavioral Dimension

	N	Minimum	Maximum	Mean	St. Deviation
I use it to learn the tricks and practical information about the subjects we process in the course.	12	1,00	4,00	2,4	,90034
I use it to learn about lessons, exams and assignments.	12	3,00	5,00	4,2	,75378
When I can't attend class, I use it to find out what's going on in class.	12	1,00	5,00	4,2	1,21543
I use it to learn things I don't understand.	12	3,00	5,00	4,0	,85280
I use it to watch videos about the class.	12	1,00	5,00	3,6	1,50151
I use it to access different materials related to lessons.	12	2,00	5,00	3,2	1,21543
I use it to solve questions (tests) related to course subjects.	12	1,00	5,00	2,7	1,21543
I use it to do my homework.	12	1,00	5,00	3,2	1,60255
I use it to take advantage of the experiences of people who are experienced in the courses.	12	1,00	5,00	3,3	1,61433
Valid N (listwise)	12				

When we looked at the responses of second-year students to the behavior dimension for the educational use of social networks, it was concluded that their attitude towards substances was more positive than the first grades and that

When the answers given to the emotional dimension of the scale for the use of social networks for educational purposes of teacher candidates were examined, it was determined that the references to the courses decreased the concerns and that the

use of the course for the purpose of the course constituted positive feelings for individuals and their friends, however, the responses to the remaining substances for the emotional dimension were above average.

When the answers given by the fourth grade students to the knowledge dimension of the scale for the use of social networks for educational purposes were examined, it was concluded that all substances were above average, unlike

Table 5 Classroom Teaching 2nd Grade Students' Responses to Information Dimension

	N	Minimum	Maximum	Mean	St. Deviation
They can be used in training.	12	1,00	5,00	3,5	1,50504
They can be used to better understand the lessons.	12	1,00	5,00	2,9	1,37895
Their use for course purposes positively affects success.	12	1,00	5,00	4,1	1,19342
It can be used to prepare for exams.	12	1,00	5,00	3,7	1,54479
They help reinforce the subjects that are processed in school.	12	2,00	5,00	3,6	1,37069
It can be used to learn a topic.	12	1,00	5,00	3,4	1,50504
They provide students with the opportunity to learn outside of school at any time and place.	12	1,00	5,00	3,0	1,56428
Valid N (listwise)	12				

Table 6 Classroom Teaching 2nd Grade Students' Responses to Emotion Dimension

	N	Minimum	Maximum	Mean	St. Deviation
The use of it for course purposes causes me to develop positive feelings towards my friends.	12	1,00	4,00	2,6	1,43548
It relaxes me to use it for lesson purposes.	12	1,00	5,00	2,9	1,44338
When I use it for lessons, it reduces my anxiety about the lessons.	12	1,00	5,00	3,0	1,53741
Using it for class increases my motivation for success.	12	1,00	5,00	3,7	1,35680
Their use for the course is quite fun.	12	1,00	5,00	2,4	1,24011
Valid N (listwise)	12				

Table 7 Classroom Teaching 3. Students' Responses to the Scale's Behavior Dimension

	N	Minimum	Maximum	Mean	St. Deviation
I use it to learn the tricks and practical information about the subjects we process in the course.	8	1,00	5,00	3,2	1,48805
I use it to learn about lessons, exams and assignments.	8	1,00	5,00	2,8	1,55265
When I can't attend class, I use it to find out what's going on in class.	8	1,00	5,00	2,5	1,30931
I use it to learn things I don't understand.	8	1,00	5,00	3,0	1,69031
I use it to watch videos about the class.	8	1,00	5,00	3,0	1,51186
I use it to access different materials related to lessons.	8	1,00	5,00	3,0	1,41421
I use it to solve questions (tests) related to course subjects.	8	1,00	5,00	3,6	1,50594
I use it to do my homework.	8	1,00	5,00	3,2	1,66905
I use it to take advantage of the experiences of people who are experienced in the courses.	8	1,00	5,00	3,5	1,85164
Valid N (listwise)	8				

Table 8 Classroom Teaching 3. Students' Responses to the Scale's Knowledge Dimension

	N	Minimum	Maximum	Mean	St. Deviation
They can be used in training.	8	1,00	5,00	3,5	1,60357
They can be used to better understand the lessons.	8	1,00	5,00	2,8	1,55265
Their use for course purposes positively affects success.	8	2,00	5,00	3,0	1,30931
It can be used to prepare for exams.	8	2,00	5,00	4,0	1,30931
They help reinforce the subjects that are processed in school.	8	2,00	5,00	3,2	1,38013
It can be used to learn a topic.	8	1,00	5,00	4,5	1,41421
They provide students with the opportunity to learn outside of school at any time and place.	8	1,00	5,00	3,3	1,76777
Valid N (listwise)	8				

When we looked at the responses of the fourth grade students who are candidates with class teachers to the extent of behavior of the scale for the use of social networks in education, it was concluded that they were above average like other teacher candidates and that they did not agree with the articles that were intended to use the subjects and practical information related to the subjects and related to the course with a ratio of only 2.7.

students in other classes. It is seen that the fourth grade teacher candidates received the highest average with a ratio of 3.8 and participated in the articles that should be used for better understanding of the courses and for them to learn wherever and when outside of school.

Table 9 Classroom Teaching 3. Students' Responses to The Emotional Dimension of Scale

	N	Minimum	Maximum	Mean	St. Deviation
The use of it for course purposes causes me to develop positive feelings towards my friends.	8	1,00	5,00	2,5	1,85164
It relaxes me to use it for lesson purposes.	8	1,00	5,00	3,1	1,80772
When I use it for lessons, it reduces my anxiety about the lessons.	8	1,00	5,00	2,7	1,66905
Using it for class increases my motivation for success.	8	1,00	5,00	3,0	1,51186
Their use for the course is quite fun.	8	1,00	5,00	3,0	1,69031
Valid N (listwise)	8				

Table 10 Classroom Teaching 4. Students' Responses to the Scale's Behavior Dimension

	N	Minimum	Maximum	Mean	St. Deviation
I use it to learn the tricks and practical information about the subjects we process in the course.	28	1,00	5,00	2,7	1,41047
I use it to learn about lessons, exams and assignments.	28	2,00	5,00	3,6	1,02611
When I can't attend class, I use it to find out what's going on in class.	28	1,00	5,00	3,3	1,27812
I use it to learn things I don't understand.	28	2,00	5,00	3,8	,83174
I use it to watch videos about the class.	28	2,00	5,00	3,9	,79266
I use it to access different materials related to lessons.	28	2,00	5,00	3,8	,84828
I use it to solve questions (tests) related to course subjects.	28	1,00	5,00	3,6	1,16553
I use it to do my homework.	28	1,00	5,00	3,7	1,00462
I use it to take advantage of the experiences of people who are experienced in the courses.	28	1,00	5,00	3,6	1,18801
Valid N (listwise)	28				

Table 11 Classroom Teaching 4. Students' Responses to the Scale's Knowledge Dimension

	N	Minimum	Maximum	Mean	St. Deviation
They can be used in training.	28	1,00	5,00	3,7	1,32936
They can be used to better understand the lessons.	28	1,00	5,00	3,8	1,25725
Their use for course purposes positively affects success.	28	1,00	5,00	3,6	1,34272
It can be used to prepare for exams.	28	1,00	5,00	3,7	1,35693
They help reinforce the subjects that are processed in school.	28	1,00	5,00	3,5	1,13797
It can be used to learn a topic.	28	1,00	5,00	3,7	1,32936
They provide students with the opportunity to learn outside of school at any time and place.	28	1,00	5,00	3,8	1,05597
Valid N (listwise)	28				

Table 12 Classroom Teaching 4. Students' Responses to The Emotional Dimension of Scale

	N	Minimum	Maximum	Mean	St. Deviation
The use of it for course purposes causes me to develop positive feelings towards my friends.	28	1,00	5,00	3,8	1,05597
It relaxes me to use it for lesson purposes.	28	1,00	5,00	3,8	1,11270
When I use it for lessons, it reduces my anxiety about the lessons.	28	1,00	5,00	3,5	1,26146
Using it for class increases my motivation for success.	28	1,00	5,00	3,1	1,32537
Their use for the course is quite fun.	28	1,00	5,00	3,5	1,13622
Valid N (listwise)	28				

Table 13 Classroom Teaching Students' Average Responses to The Behavior Dimension of the Scale

	N	Minimum	Maximum	Mean	St. Deviation
I use it to learn the tricks and practical information about the subjects we process in the course.	91	1,00	5,00	2,3	1,25298
I use it to learn about lessons, exams and assignments.	91	1,00	5,00	3,5	1,31879
When I can't attend class, I use it to find out what's going on in class.	91	1,00	5,00	3,5	1,45582
I use it to learn things I don't understand.	91	1,00	5,00	3,3	1,33040
I use it to watch videos about the class.	91	1,00	5,00	3,5	1,35124
I use it to access different materials related to lessons.	91	1,00	5,00	3,4	1,30020
I use it to solve questions (tests) related to course subjects.	91	1,00	5,00	3,1	1,35170
I use it to do my homework.	91	1,00	5,00	3,1	1,38913
I use it to take advantage of the experiences of people who are experienced in the courses.	91	1,00	5,00	3,4	1,44690
Valid N (listwise)	91				

When looking at table 12, it was concluded that the scale of the use of social networks for education by the fourth-grade teacher candidates was above average in the relevant articles, and the use of social networks for the purpose of the social networks for the purpose of the course was the highest rate with 3.8 to create positive feelings for the individual and his friends and to relieve them for the purpose of the course.

Looking at Table 13, the average of the responses of all class teaching candidates to the level of behavior for the use of social networks in education in general is seen, accordingly, when the answers given are taken, I use the highest rate with 3.5 to learn about courses, exams and assignments. When I can't attend class, I use it to find out what's going on in class. The lowest proportion of people who received the substances I used to watch the videos related to the course was 2.3, and it was concluded that the article I used to learn the tricks and practical information about the subjects we processed in the course was obtained.

highest rate was 3.6 percent, and the lowest rate was 2.5, and I used it to find out what was being processed in the course when I could not attend the course. It has been determined that the article has been received. According to the responses of fourth graders to the behavioral dimension of the scale, I used the highest proportion to watch videos related to the Course with 3.9 of the substance receiving the most, while the minimum rate was 2.7 percent, and the result of the article I used to learn the tricks and practical information about the subjects we processed in the course was reached.

Table 14 Classroom Teaching Students' Average Responses to The Scale's Knowledge Dimension

	N	Minimum	Maximum	Mean	St. Deviation
They can be used in training.	91	1,00	5,00	3,4	1,40842
They can be used to better understand the lessons.	91	1,00	5,00	3,2	1,41102
Their use for course purposes positively affects success.	91	1,00	5,00	3,5	1,40920
It can be used to prepare for exams.	91	1,00	5,00	3,4	1,43223
They help reinforce the subjects that are processed in school.	91	1,00	5,00	3,0	1,34749
It can be used to learn a topic.	91	1,00	5,00	3,5	1,37685
They provide students with the opportunity to learn outside of school at any time and place.	91	1,00	5,00	3,2	1,36903
Valid N (listwise)	91				

Table 15 Classroom Teaching Students' Average Responses to The Emotional Dimensionof Scale

	N	Minimum	Maximum	Mean	St. Deviation
The use of it for course purposes causes me to develop positive feelings towards my friends.	91	1,00	5,00	3,1	1,43189
It relaxes me to use it for lesson purposes.	91	1,00	5,00	3,2	1,41827
When I use it for lessons, it reduces my anxiety about the lessons.	91	1,00	5,00	3,2	1,41473
Using it for class increases my motivation for success.	91	1,00	5,00	3,0	1,38605
Their use for the course is quite fun.	91	1,00	5,00	2,7	1,35044
Valid N (listwise)	91				

When we look at the overall average of the answers given by class teacher candidates for the use of social networks in education to the information dimension of the scale, the use of the highest average for course purposes with a ratio of 3.5 positively affects success. In order to learn about a subject, it was concluded that the substance that helps to reinforce the subjects processed in the School with the lowest rate of 3.0 when taking the exploitable substances was obtained.

When table 15 is examined, I am relieved to use the highest rate for course purposes with 3.2 and reduces my concerns about the courses when I use them for lessons when I look at the general average of the responses of the class teacher candidates to the emotional dimension of the scale for the use of social networks in education. It has been determined that the substances are taken with the lowest rate of 2.7, which indicates that it is quite fun to use for the course.

CONCLUSION AND DISCUSSION

Classroom teaching 1. It has been concluded that the substance that receives the highest rate of behavior size, the first dimension of the scale, is 3.6 percent of what is processed in the course when I am not able to attend the course, while the substance that receives the minimum rate is 2.6 and I use it to do my homework. With 4.2, the highest proportion of class students in behavior size, which is the first dimension of the scale, I use it to learn about lessons, exams and assignments m.ve I use it to learn what is being processed in the course when I cannot attend the course. When I take the articles, I use the lowest rate with 2.4 to learn the tricks and practical information about the subjects we are processing in the course. He's got it. Classroom teaching 3. In the responses of the students to the articles related to the behavior dimension, the

According to the results obtained by averaging the answers given by all students to the behavioral dimension of the scale, I use the highest proportion with 3.5 to learn about courses, exams and assignments, I use it to learn what is being processed in the course when I cannot attend the course, and I use it to watch videos related to the course, while the lowest rate is 2.3 percent to learn the tricks and practical information about the subjects we are processing in the course. It has been concluded that the article has been taken. FUQUENE (2020) examined the use of social media sites to support the participation of students learning English as a foreign language in writing courses and examined the opinions of students regarding the use of the Instagram social network in their writings, and found that they had the same attitude towards education as the results obtained in this research and that the Instagram social media platform has positive perspectives towards education, and that students have a very positive attitude towards the integration of Instagram learning as an additional writing tool in the language learning process.

Classroom teaching 1. In the information dimension, which is the first dimension of the scale, the use of the substance with the highest proportion with 3.3 for course purposes positively affects success, while those who receive the least amount help to reinforce the subjects processed in the School with 2.5. Classroom teaching 2. When we look at the ratios obtained from the responses of the students to the first dimension of the scale, Bilgi dimension, the highest rate is 4.1, the use of the course for course purposes has a positive effect on success, while the lowest ratio is 2.9 and they can be used to better understand the courses. According to the answers given to the knowledge dimension of third-year students in classroom

teaching, the highest rate is 4.5 percent, while the lowest rate can be used for better understanding of the courses with a rate of 2.5, while the lowest rate is 2.5. According to the answers given by the fourth grade students to the knowledge dimension of the scale, the highest rate is 3.8, allowing students to learn wherever and when outside of school. And they can be used to better understand the lessons. When taking substances, the lowest rate is 3.5, which helps to reinforce the subjects processed in the school. It has been determined that the article has been received. When we look at the results obtained from the average of the answers given by all students for the information dimension of the scale, it is concluded that the use of the highest rate for course purposes with 3.5 positively affects success and the lowest rate is 3.0 when taking available substances to learn a subject. Sönmezoglu (2018) In the research examining the use of social networks in educational environments of science teacher candidates, teacher candidates can be similarly related to the results obtained in this research,
It has been concluded that they use social networks mostly for "communicating" in cases of educational use, and in the case of educational usability for "information exchange". According to another data, it has been concluded that science teacher candidates can use social networks in science teaching. It has been concluded that they use social networks for "experiments, activity videos and shares related to science education" in case of use in science teaching. According to another result, science teacher candidates stated that they can use social networks in all science subjects.

In the emotion dimension, which is the third dimension of the scale, the substance that receives the most reduces my concerns about the courses when I use them for the courses, while the substance that receives the least is quite fun to use for the Course with 2.2. Classroom teaching 2. When we looked at the results obtained from the response of the students to the third dimension of the scale, Emotion dimension, it was determined that using the highest rate for the course with a ratio of 3.7 increases my motivation for success, while the lowest rate is 2.4, which is quite fun to use for the course. In the data obtained according to the responses of third grade students to the emotional dimension of the third grade students, it is a relief to use the highest rate with a ratio of 3.1 percent of the substance that receives the course. The lowest rate when taking the substance is 2.5, which causes positive feelings to develop for my friends. When we look at the average of the answers given by fourth grade students to the emotional dimension of the scale, it is determined that using the highest rate for course purposes with 3.8 causes me to develop positive feelings towards my friends and relaxes me to use them for the purpose of the course, while the lowest rate increases my motivation for success to use for the course with a rate of 3.1. At the end of the study, it was determined that the substance that received the most rate according to the general results obtained in light of the responses given by all students to the third dimension of the scale, with 3.2, is used for course purposes and reduces my concerns about the courses when I use them for courses, while the lowest rate is 2.7 percent, which is quite fun to use for the course. Aca (2020) Is an examination of whether there is a meaningful relationship between "Mood Change" in the study of the relationship between Enneagram Personality Types and Social Network Addiction Levels of High School Students. According to the results of the analysis, "Mood Change" scores from the lower dimensions of social network addiction of high school students

determined a positive increase in support of the results obtained in this study.

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