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Research Article

The Relationship between Students' Social Media Attitudes and the Effects of Social Media on the Values*

Öğrencilerin Sosyal Medya Tutumları ile Sosyal Medyanın Değerler Üzerindeki Etkisi Arasındaki İlişki

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ABSTRACT

In today's environment, where technological advancement affects individuals of all ages, it is an important research topic to determine how much the values of teenagers who are in the learning and personal development stage are affected by this change. This research aims to determine the effects of students' social media attitudes and social media use on values. A social media attitude scale, social media's impact on values scale, and a semi-structured interview form had been utilized in the research conducted with a mixed method. Four hundred fifty-seven secondary and high school students had participated in the quantitative dimension of the study conducted in all regions of the Turkish Republic of Northern Cyprus, and 45 students and 33 teachers had participated in the qualitative measurement. According to the research, both the social media attitudes of the students and their perception of social media's impacts on values are high. there is a strong correlation between the student's perception of social media and their beliefs that it influences values. Solidarity, sharing, patriotism, togetherness, sensitivity, and love of nature had been expressed as values that increased with social media usage. It had been stated that the importance of sociability, empathy, love, respect, honesty, responsibility, and diligence decreases with the use of social media. Rich content can be prepared, and individual and institutional studies can be increased, especially for the values aimed to be gained in terms of honesty, transparency, and privacy.

Keywords: Values education, social media, technology, social media attitudes, basic values.

ÖZ

Teknolojik ilerlemenin her yaştan bireyi etkilediği günümüz ortamında, öğrenme ve kişisel gelişim aşamasında olan gençlerin değerlerinin bu değişimden ne kadar etkilendiğini belirlemek önemli bir araştırma konusudur. Bu araştırmanın amacı, öğrencilerin sosyal medya tutumlarının ve sosyal medya kullanımlarının değerler üzerindeki etkisini belirlemektir. Karma yöntemle yürütülen araştırmada sosyal medya tutum ölçeği, sosyal medyanın temel değerlere etkisi ölçeği ve yarı yapılandırılmış görüşme formu kullanılmıştır. Kuzey Kıbrıs Türk Cumhuriyeti'nin tüm bölgelerinde yürütülen araştırmanın nicel boyutuna 457 ortaokul ve lise öğrencisi, nitel boyutuna ise 45 öğrenci ve 33 öğretmen katılmıştır. Araştırmaya göre, öğrencilerin hem sosyal medya tutumları hem de sosyal medyanın değerler üzerindeki etkilerine ilişkin algıları yüksektir. Öğrencilerin sosyal medyaya yönelik tutumları ile sosyal medyanın değerleri etkilediğine

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ilişkin algıları arasında yüksek düzeyde pozitif bir ilişki olduğu ortaya çıkmıştır. Dayanışma, paylaşma, yardımseverlik, vatanseverlik, duyarlılık ve doğa sevgisi sosyal medyanın kullanımıyla artan değerler olarak ifade edilmiştir. Sosyal medya kullanımıyla birlikte sosyallik, empati, sevgi, saygı, dürüstlük, sorumluluk ve çalışkanlık değerlerinin azaldığı belirtildi. Özellikle dürüstlük, şeffaflık ve mahremiyet açısından kazandırılması amaçlanan değerler için zengin içerikler hazırlanabilir, bireysel ve kurumsal çalışmalar arttırılabilir.

Anahtar Kelimeler: Değerler eğitimi, sosyal medya, teknoloji, sosyal medya tutumu, temel değerler.

INTRODUCTION

Values that add meaning to human life are essential for individuals to develop a healthy personality and character. Love, respect, honesty, empathy, justice, reliability, helpfulness, etc., are the social values that make a society a nation (Avcı & Topçu, 2021). Living these values is essential for the community's peace and transferring them to future generations is crucial for the nation's continuity (Koç & Budak, 2021). The spread of social media tools and their becoming a part of our lives has led to the formation of new dimensions in many areas, such as learning, socialization, and communication (Karaboğa, 2018). Social media can be a powerful pedagogue, particularly for children and adolescents, in shaping their values, beliefs, attitudes, and behaviors. Teens want to have an identity, make an impact, and be autonomous in the world. Social media appeals directly to these interests and serves as an avenue to explore these new needs and desires and gives teens the control they wish to have (Swirsky et al., 2022; Ye, 2020).

Social media has an effective power potential over individual, social, cultural, economic, and even political fields, causing radical changes (Hacıkeleşoğlu, 2021). All the information, thoughts, and emotions shared on social media lead to interaction among followers, forming positive or negative attitudes in individuals (Akyürek, 2020). On the other hand, values have affected the individual's feelings, thoughts, attitudes, and behaviors and have a structure influenced by the environment. Social media, which has a considerable impact today, has severe reflections on people and society. One of the most important of these effects is their reflections on values (Abu Bakar et al., 2018; Ayaydın & Yıldız-Ayaydın, 2018; Gürgan and Demirel, 2021; Swirsky et al., 2022; Şener & Yiğit, 2021; Toth-Kiraly, et al., 2021; Valkenburg & Piotrowski, 2017).

While establishing the education system in which the future generations will be raised, each society takes the values that have become a reference to the community. Since education is one of the leading institutions that prepare the individual for society and life, it has to be based on raising individuals who have adopted cultural values and are aware of universal values (Kamer & Şahin, 2021). Religious Culture and Moral Knowledge (RCMK) lessons are one of the stakeholders that shoulder this responsibility of schools. The role of the curriculum of this lesson in terms of students gaining and developing values has been increasing in recent years (Göksu, 2018). This study had been conducted to ascertain the impact of students' social media usage on values in the RCMK curriculum, given the growing importance of this subject. With the participation of middle and high school students in the Turkish Republic of Northern Cyprus (TRNC), this research had been conducted in 2020 to ascertain students' social media attitudes and the effects of social media usage on students' perceptions of value. The mixed-method study uses two different scales for its quantitative section and contains the opinions of both students and teachers for its qualitative section.

In this study, the reflection of social media use on individuals' perception of value had been tried to be analyzed. For this purpose, the relationship between them was determined by using both the social media attitude scale and the effect of social media on the values scale. The subject was then thoroughly analyzed using the qualitative information from the semi-structured interview form. The scope of prior studies typically has been constrained to particular topics

(Dilber, 2019; Tekin, 2016), age groups (Sezer, 2021; Suiçmez & Özdemir, 2020), and quantitative or qualitative scales (Akyürek, 2020; Ayaydın & Yıldız-Ayaydın, 2018; Oğuz & Sözcü, 2016). However, it can be assumed that this study, which used a hybrid method and involved middle and high school students, will significantly advance the field of study. In addition, it is possible to say that the studies conducted to assess the effects of rapidly developing social media networks on values are getting old fast, and new ones need to be made. Because both social media networks are renewed very quickly, and their usage rates are increasing (Kahveci, 2021), the influence of attitudes and values from social media changes positively or negatively sometimes (Çalapkulu & Alp, 2021; Suiçmez & Özdemir, 2020). In various studies, it has been revealed that the social anxiety levels of young people increase and their social relations deteriorate (Gürgan & Demirel, 2021) and their thoughts and values are negatively affected (Şener & Yiğit, 2021) due to the use of social media. However, it is stated that the use of social media has positive effects on digital literacy (Taşçı-Ağaoğlu & Durmaz, 2021). The variety of methods within the study, the speed of change of social media, and the power of affecting values make this research essential. It is believed that the investigation will further contribute to the literature.

This study aims to ascertain students' social media attitudes and how their use of social media affects their perception of value. The effects of social media on students' values of "justice, sensitivity, solidarity, trust, compassion, kindness, honesty, love, respect, responsibility, and cooperation" have been discussed. These are the primary values intended to be taught in the RCMK curriculum, which is why they are the research subject.

The following is the research's problem sentence: "What are the levels of students' perception of social media attitudes and social media's effects on values?" Based on this research problem, the subject to be investigated has been formulated with the following research hypotheses:

H1: Students' social media attitudes are at a high level.

H2: Students have a high level of perception of the effect of social media on values.

H3: Students' perceptions of social media attitudes and the effect of social media on values differ according to demographic characteristics.

H4: Students' attitudes and beliefs that social media impacts values are positively correlated.

H5: There are values that develop with the use of social media.

H6: There are values that regress with the use of social media.

LITERATURE REVIEW

2.1. Values and Values Education in the RCMK Lesson

Values are standards that guide a particular behavior or belief (Rokeach, 1973), thoughts, and actions (Feather, 1975), preferred in line with the purpose of life. Values have a function that contributes to social peace and progress by forming the basis of social life (Erdoğmuş, 1976) and enables co-existence by communicating ideas with other individuals. In this sense, values shape the relations, behaviors, choices, and personality of the individual with his social environment (Sezer, 2021). Since values act as a guide in the preferences and ideas of the individual, they can also be expressed as a set of thoughts that lead him to the goal and the truth (Başol, 2016). Values also describe how we shape and maintain our lives, feelings, thoughts, attitudes, and behaviors (Kirmanoğlu, 2016).

The transfer of values is not a genetic situation but an event that occurs in learning social roles from generation to generation (Bayırlı et al., 2020; Tekin, 2016). Values education starts to be given by the parents relatively unscheduled in the family. This education, which begins in the family, is programmed in schools that have an important place in the socialization process (Gündoğan, 2020; Oğuz & Sözcü, 2016), is given to advance the individual and society (Ergün Kaplan & Sulak, 2017). In addition, this education includes a multidimensional and holistic process (Altıntaş, 2016). Today, it is seen that the task of transferring values is shifting out of the family, and the effectiveness of the school is increasing. The finding in the studies of Zümrütkal & Arslantaş (2021) is that the family transfers the educational function in addition to the teaching function to the school, and accordingly, the responsibilities of the school increase, significantly increasing the already apparent importance of teaching values in educational institutions. Equipping every individual of school age with values and skills that will help them exhibit appropriate moral decisions and behaviors is inevitably among the main goals of schools (Sezer, 2021).

Teaching social, human, moral, spiritual, and cultural values are stated as a goal and duty in the sections of the TRNC National Education Law, "general purposes," "development of national morality and culture," "awareness of democracy," and "aims and duties" (TRNC, 1986). Values education is critical within the education system, and studies are carried out on transferring values to students. In this context, training programs cover "justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, and helpfulness." By this purpose and target, the RCMK curriculum aimed to teach 44 values, which are taught between grades 4 to 12. Among these, the most frequently emphasized values at different grade levels; are "justice, peace, sensitivity, solidarity, trust, compassion, kindness, honesty, love, respect, responsibility, and cooperation." (TRNC, 2018).

2.2. Social Media and Values

Social media are defined as blogs, e-mails, websites, forums, and all other social media where users can share their feelings and thoughts, communicate with each other, access information about products or services, share photographs, sounds, images, and movies (İliş & Gülbahçe, 2019; Kalender, 2016). Introducing social media into our lives has brought advantages and disadvantages in many areas (Panchanathan & Raj, 2022). The first of these advantages is the convenience it provides in socialization and communication. Thanks to social media tools, it has become much easier for individuals to stay in touch with their families, loved ones, and surroundings (Suiçmez & Özdemir, 2020). In addition, individuals are aware of all the developments in the world by using social media tools, and they also have the opportunity to express themselves on these issues. Organizing charity works, dealing with local problems, and communicating ideas and feelings about societal issues are other material and moral contributions a person makes to their environment through social media (Uğurlu, 2018). An educational advantage of social media has been also demonstrated in a study that students' academic performance can increase when they practice cooperative learning using social media (Hussain & Abdul Rahim, 2022).

In addition to the advantages social media tools provide to our lives, there are also disadvantages. One of the potential negative consequences of social media usage is that it can lead to violations on privacy or hinder the development of a sense of privacy (Çalapkulu & Alp, 2021). Another disadvantage of social media is that individuals become dependent on social media tools (Şahin & Ballı, 2020). It is stated that especially if children and young people do not use social media tools consciously and correctly, different types of addictions may occur, and these addictions can negatively affect them mentally, behaviorally, and psychologically (Kahveci, 2021; Şahin & Ballı, 2020). While individualization occurs with social media on one side, a new form of socialization emerges on the other (Tekin, 2016). This situation creates significant effects

of social media on individuals and society. One of the most important of these effects is the effect on values (Abu Bakar et al., 2018; Ayaydın & Yıldız Ayaydın, 2018; Oğuz & Sözcü, 2016).

Youth and their vulnerability to media effects are a frequent concern. Typically, this stems from worries about how rapid technological growth in the media affects youth (Ye, 2020). Today, the effect of social media on young people is more than the effect on their parents. Teens are avid social media users, spending hours per day on social media, which suggests social media is central to their daily lives (Jarman et al., 2021). Children and young people spend much time with the media during the day, stealing their time from playing games, reading books, or communicating face-to-face with their friends and family. Young people's values are more significantly impacted by social media than other social groups because they are regarded as heavy social media users and because their lives have always included internet technology (Brännback et al., 2017). The new generation, who is constantly involved with technology, is more exposed to these side effects and can be affected more quickly because their personality is in the formation stage (İnan Kılıç, 2020). In addition, under this intense interest, young people, in particular, are unconsciously attracted and influenced directly, without having a choice of the material presented (Deniz & Gürültü, 2018).

It is understood that social media is effective in the value-creation process of young people by looking at the fact that they started to experience and perceive some values through social media (Otrar & Argın, 2015). Young people who see being helpful as liking or sharing a post by a friend may have difficulty perceiving real-life benevolence or may not show the same sensitivity when sharing their pen or anything. However, this can also be the opposite. An injured animal or children who see posts about animals can behave more respectfully towards animals in real life (Ayaydın & Yıldız-Ayaydın, 2018).

Studies show that social media has positive or negative effects on students learning and internalizing values. Children now have many more chances thanks to digital technologies and online mobility, but there are also numerous concerns associated with these developments. On the one hand, "victim children" who are captured by computer games, can be exposed to various images of violence. On the other hand, it gives rise to "new digital generations" who learn and discover through information and communication technologies (Aygül & Gürbüz, 2021). In some research, it is seen that social media hurts some values, such as individualizing students and driving them to loneliness (Dilber, 2019; Tóth-Király et al., 2021), preventing them from fulfilling their responsibilities (Panchanathan & Raj, 2022; Tekin, 2016), eroding the values of hospitality and honesty (Ayaydın & Yıldız Ayaydın, 2018). However, some studies show that social media usage has a positive impact on values such as happiness, solidarity, patriotism, and animal love (Ayaydın & Yıldız Ayaydın, 2018; Oğuz & Sözcü, 2016).

In today's world, where technological progress affects people of all ages, it is essential to research the extent to which the values of young people in the learning and personal development stages are affected by this change. Understanding how the media affects youth allows for more protective strategies around vulnerable children (Ye, 2020).

METHOD

3.1. Research Design

The research had been conducted in accord with the simultaneous transformational research design included in the mixed research method. In simultaneous designs, frequently preferred in mixed-method qualitative and quantitative data are collected simultaneously and analyzed separately. Then, the results obtained from the two separate analyses are discussed and evaluated. Like the sequential transformative design, this design is also beneficial in terms of allowing wide-ranging or alternative perspectives, supporting the participants in the research, and providing a

better understanding of the phenomenon being studied (Baki & Göçek, 2012). In this design, the qualitative or quantitative method does not come to the fore; the weight of the two ways is the same. The general aim is to compare the findings obtained by obtaining two different data, thus confirming the conclusions obtained by one method with another. Researchers aim to see the big picture about the subject studied and serve additional research questions or purposes in complex matters (Bryman, 2006; Morgan, 2014; Tashakkori et al., 2021). It takes less time than sequential methods and is used to strengthen the results and increase the validity results (Aydın-Çakır & Türkeş-Kılıç, 2021).

In line with the research methodology, quantitative and qualitative data had been gathered and examined concurrently. The survey model in the quantitative part of the research had been conducted according to the simultaneous transformational research design; in the qualitative aspect, the phenomenology design was preferred. The survey model in the quantitative section is a research approach that aims to describe a past or present situation as it is (Büyüköztürk et al., 2019). The phenomenology design in the qualitative section is the method in which the opinions of individuals who have experienced the phenomenon are consulted to obtain information about the experienced phenomenon (Ceylan-Çapar & Ceylan, 2022). During the data analysis process, both quantitative and qualitative data had been independently assessed, and the combination of the two had been carried out during the stage of data interpretation, outcome, and discussion (Creswell & Plano Clark, 2018). The reason for choosing this research design is, firstly, it is aimed that the participants understand the subject better. Then, it ensures that the quantitative data, which had a priority in the research, were more descriptive with qualitative findings. Because in studies made with the mixed method, it is ensured that the data in quantitative and qualitative research designs are expanded, verified, exemplified, and integrated (Alkan et al., 2019). This design provided alternative perspectives on the research subject, which helped the participants give more detailed answers. This helped make the conclusions about the studied phenomenon more comprehensive and understandable. The stages of the simultaneous transformational research process are shown in Table 1:

Table 1

Simultaneous Transformational Research Process

Determination of the problem situation	Evaluation of the issue with RCMK teachers and academicians Observation in the community and schools Literature review
Deciding by which method and how data will be collected	Literature review Determination of measurement tools
Preparation process	Determining the working group and obtaining ethical and legal permissions Development of the SISMV scale Preparation of semi-structured interview form
Data collection and analysis process	Collecting quantitative and qualitative data together Analyzing quantitative and qualitative data separately Presenting qualitative data to participants for review Transforming qualitative data into themes and codes and presenting them to field experts for review
Data reporting process	Combining quantitative and qualitative data Systematic reporting of results Presentation of quantitative data, themes, and codes in tables Comparing the results with previous research and making a written text

3.2. Data Collection

The study had used a mixed method to measure the social media attitude scale, social media's impact on values scale, and a semi-structured interview form.

3.2.1. The Social Media Attitude Scale (SMAS)

SMAS had been developed to determine students' social media attitudes by Otrar and Argın (Otrar & Argın, 2015). It is a 5-point Likert-type scale consisting of 23 items. It consists of four factors: "Social Competence, Need for Sharing, Relationship with Teachers and Social Isolation". Researchers state that the total variance of the scale, which consists of four factors, is .52. Test-retest reliability coefficients were also significant for each sub-dimension (.72-.89; $p<.001$), and the correlation coefficient calculated for the whole scale (.83; $p<.001$) was significant. They also said that Cronbach's alpha coefficient for the total scale was .85, and its dimensions were above 0.70. After all these validity and reliability processes, it was revealed that the scale is a valid and reliable measurement tool that can be used to determine students' attitudes toward social media. In this study, Cronbach's alpha value is .82 for the whole scale and .90, .82, .83, .79 for its sub-dimensions, respectively. Item total correlations are between .46 and .68.

3.2.2. The Scale of the Impact of Social Media on Values (SISMV)

The researchers had constructed SISMV to assess the effect of social media on values. To ensure the scale's internal validity, two faculty members with educational backgrounds had been consulted in developing the scale. The questions in the scale were then piloted with 50 students to see if they were clear and understandable, whether they meant the same thing to the participants, and how well they would support the research's objectives. Data from 50 participants for the pre-trial application, 208 participants for the first trial application with EFA, and 180 participants for the second trial application with CFA were used. All groups have similar characteristics to the sample group in which this research was conducted, but they consist of different people. The scale has one dimension and ten items and is set up as a five-point Likert scale. First, the suitability of the data for factor analysis was measured by Bartlett's Test of Sphericity and Kaiser-Meyer-Olkin (KMO) sampling proficiency test. The Kaiser-Meyer-Olkin value was .94, and the Barlett value was less than .001 as .000. These values show that the scale is at an excellent level for factor analysis (Yurtkoru et al., 2018). The factor load values of the scale were between .59-.78, and the total variance explained was 52%. Cronbach's alpha value is .89. Item accurate correlations are between .51 and .71. The expression "reliable" can be used for the scale (Büyüköztürk, 2020). According to the CFA performed as a result of the second application, which was carried out with a different group of 180 participants to reveal whether the factor structure formed as a result of the first main application was compatible or not, it had been determined that $X^2=1.36$ and RMSEA=.045. These results show that the X^2 and RMSEA values are in perfect agreement. Other fit indices were NFI=.93, RFI=.91, GFI=.94, AGFI=.91, CFI=.98, IFI=.98, and TLI=.97. These values show that the scale items fit perfectly. The X^2 value is below 2, the RMSEA value is below .05, and the other matters in the scale vary between .91 and .98, revealing that the scale structure shows a perfect fit (Brown, 2006; Kline, 2005; Tabachnick & Fidell, 2007). These values indicate that the scale is a valid and reliable measurement tool.

3.2.3. Semi-structured Interview Form

The primary data collection tool in phenomenological studies is the interview. "To reveal the experiences and meanings of the phenomena, the interaction, flexibility and probing through probes that the interview offers to the researchers should be used" (Yıldırım & Şimşek, 2016). The data of this research, carried out in the phenomenology design, were collected through interviews with teachers and students. First, the literature had been examined to create the data collection tool, and unstructured interview questions had been prepared. Interviews had been held with two teachers and two students to determine the clarity of the prepared questions. Based on

the data obtained from the discussions and the literature review, essential questions, alternative questions, and probes had been prepared. Then, the interview form was given its final form by taking the opinions of two experts experienced in the qualitative research method. The semi-structured interview form consists of two parts. In the first part, there are questions about the personal information of the interviewed participants, and in the second part, there are two questions for two different groups.

Here are the questions aimed at teachers:

1. How does the rapid development of technology affect your students' values (positive or negative)? How does this change to reflect on your profession?
2. How does social media reflect on transferring the values in your lesson to your students?

The questions directed to the students are as follows:

1. What changes have happened in your approach to values since using social media? Could you share some examples on the subject, if any?
2. What is the impact of social media on you regarding the prominent values in social relations, such as open-mindedness, kindness, honesty, compassion, helpfulness, justice, solidarity, and social equality? Could you share some examples on the subject, if any?

First, the participants had been informed about the purpose of the research, and their permission had been obtained by stating that the interviews would be recorded with a voice recorder. The discussions had taken a place in environments where the participants felt comfortable and healthy conversations could be held. The interviews lasted for 20-25 minutes on average. The data collected through the interviews were transferred to the computer environment.

Four main strategies in qualitative research guarantee the reliability and validity of the findings. These are "credibility, transferability, reliability, and verifiability" (Çepni et al., 2018). In this research, the first operation to ensure reliability is triangulation. The triangulation process has been applied in four aspects: data-based, research-based, theory-based, and method-based (Başkale, 2016). Data-source triangulation: It is the use of a wide variety of data sources in the study. This study obtained data from different groups, including teachers and students. Investigative triangulation: More than one investigator is involved in data collection, analysis, and interpretation. This research is a study conducted by more than one researcher with equal responsibility. In addition, the themes and codes created by the researchers were compared in the study, and reliability coefficients were found. Reliability calculations were calculated using the formula [Agreement / (Agreement + Disagreement)] X 100. The intercoder reliability is recommended to be higher than 90% (Miles & Huberman, 1994). In this study, the inter-rater reliability was found to be 97%. Theory triangulation: obtaining various views using other researchers or printed literature. This study had used literature to prepare the scale and interview forms and interpret the data obtained. Method triangulation: It is the use of many data collection methods. Different data methods and patterns had been used in this research. In addition, in this study, the data collection tool was well structured, and maximum participant diversity had been achieved for credibility. It was based on volunteerism, and a pilot application was made. For transferability, the recording and note-taking procedures were carried out in a natural environment. Some of the data were transferred to the study untouched after analysis. The individuals' demographic traits were described for reliability. All stages of the research have been announced. Before and after the research, an expert examination was made. For verifiability, expert opinion was taken while preparing the data collection form. The interviews had been naturally conducted to maintain social distance with the participants.

3.3. Universe and Sample

The universe of the quantitative part of the research consists of all secondary and high school pupils in the Turkish Republic of Northern Cyprus (TRNC) in the 2019-2020 academic year. In calculating the representation power of the population for the sample group, a .95 confidence level and a .05 deviation amount were accepted, and the minimum sample number to represent the population had been calculated as 378 (Büyüköztürk et al., 2019). It was determined that the sample of 457 students was sufficient to represent the study universe. The study was applied in all districts of the TRNC, and it was carried out in 11 schools in seven different school types that were chosen from a pool of 53 secondary and high schools using a wide range of deliberate sampling methods.

Purposeful sampling, generally used when desired to access universes with multiple and different characteristics, makes the main changes between groups visible (Baltacı, 2018). This study revealed the main differences between the sample groups consisting of students from different age groups and school types. For the qualitative aspect of the research, the study group comprised 78 participants, 45 pupils, and 33 teachers, who were chosen from among the participants using the simple random sampling method. It is assumed that this number corresponds to 17% of the total participants and will sufficiently convey the group's views in detail. It is recommended that the qualitative study group in mixed studies should be at least 10% of the total participants (Morse, 2016). The demographic characteristics of the research participants are as follows:

When the demographic characteristics of the participants are examined, it is seen that there is a balanced distribution according to their gender (Female N=213, 46.6%; Male N=244, 53.4%). Secondary school students according to school types N=185, 40.4%; high school students N=272, 59.6%. It had been discovered that most of the students N=370 (81.0%) were members of a social platform, and 87 students (19%) were not. When looking at the time to use social media per day of the participants, 59 (12.9%) spent more than 5 hours a day, 120 (26.3%) between 2-5 hours, 157 (34.4%) 1-2 hours, 113 (24.7%) stated that they used it for less than 1 hour and 8 (1.8%) said that they never used it.

3.4. Data Analysis

Quantitative and qualitative data had been analyzed separately in the study. In the interpretation phase, it was combined. The analysis techniques had used for each sub-problem are shown in Table 2.

Table 2

Analysis Techniques Used in the Research

Hypothesis	Sup-problem	Research Method	Analysis Technique
1	Students' social media attitudes	Quantitative	Descriptive statistics
2	Students' perceptions of the impact of social media on values	Quantitative	Descriptive statistics
3	To identify the differences between the demographic characteristics of the participants	Quantitative	T-test, ANOVA test, Brown-Forsyth test, and LSD test
4	The relationship between students' social media attitudes and values	Quantitative	Correlation analysis
5	Values that develop with the use of social media	Qualitative	Content analysis
6	Values that regress with the use of social media	Qualitative	Content analysis

For the analysis of quantitative data, the SSPS 25.0 program had been used. Arithmetic averages had been obtained to measure students' social media and values attitudes. Since both data collection tools used a 5-point Likert scale, an evaluation scale from 1 to 5, each option's score range had been determined by dividing the scale into five equal parts. In the study, appropriate statistical techniques for each sub-problem were used. A T-test had been used to compare the two groups' demographic factors to find differences. The Levene test had been used to ascertain whether the items with more than two groups had been distributed uniformly in the questions they had been asked. The ANOVA test had been used to determine whether the difference between groups was at the .05 level of significance in homogeneously distributed groups. Brown-Forsyth test, an alternative to the ANOVA test, had been used as a different test in groups that had not shown homogeneous distribution. LSD test was conducted to find out which groups diverged from others in groups with significant differences. Correlation analysis had been performed to discover the relationship between students' social media attitudes and values.

One of the qualitative analysis techniques, content analysis, had been utilized to assess the semi-structured interview forms used in the qualitative part. Content analysis is a technique for systematically shaping data into predetermined categories. Finding ideas and connections that explain the data gathered is the primary goal of content analysis. In this sense, content analysis entails encoding similar information, classifying it by particular themes, and interpreting it in a comprehensible manner for the reader (Yıldırım & Şimşek, 2016). In this research, the codes related to each other had been gathered under specific themes. While creating the themes, interview questions and the participants' approach to the subject, similarly or differently, had been taken into account. Additionally, direct quotations have been usually utilized in qualitative research to vividly reflect the opinions of the subjects interviewed (Yıldırım & Şimşek, 2016). For this reason, the study's validity had been increased by supporting the participants' views with direct quotations.

RESULTS

4.1. Quantitative Results

4.1.1. Students' Social Media Attitudes and Perceptions of Social Media's Effect on Values

The data showing the overall scores of the pupils regarding the social media attitude scale used in the research and the effect of social media on values have been shown in Table 3:

Table 3

Students' Social Media Attitudes and Perceptions of Social Media's Effect on Values

Scale	N	Min.	Max.	$\bar{X}$	SD	Value
SMAS	457	1.00	5.00	3.51	.85	High
SISMV	457	1.00	5.00	3.57	1.07	High

According to the results in Table 3, $\bar{X}$=3.51 points given by the pupils to the social media attitude scale, and $\bar{X}$=3.57 points given to the social media's effects on values scale indicate a high value. These findings demonstrate that students' attitudes and perceptions of social media's effects on their values are high.

4.1.2. SMAS and SISMV Scores by the Gender Variable

The findings of the T-test used to ascertain whether student responses on the SMAS and SISMV scales differ according to the gender variable have been shown in Table 4:

Table 4

SMAS and SISMV Scores by the Gender Variable

Scale	Factor	Gender	N	$\bar{X}$	SD	T	p
SMAS	Social Competence	Female	213	3.55	1.10	2.155	.03*
		Male	244	3.53	1.09		
	Need for Sharing	Female	213	4.14	.669	5.441	.00**
		Male	244	3.73	.906		
	Relationship with Teachers	Female	213	3.40	1.34	2.276	.02*
		Male	244	3.11	1.39		
	Social Isolation	Female	213	3.43	1.20	3.896	.00**
		Male	244	2.97	1.28		
SISMV		Female	213	3.73	.987	2.919	.00**
		Male	244	3.44	1.13		

*P<.05; **P<.01

There is a noticeable difference in favor of female students in all factors of the scale when the social media attitudes of the participants are examined according to their gender. While female students gave $\bar{X}$=3.55 points to the social competence factor, male students gave $\bar{X}$=3.53 points. While female students gave $\bar{X}$=4.14 points to the sharing need factor, male students gave $\bar{X}$=3.73 points. While female students gave $\bar{X}$=3.40 points to the factor of relationship with teachers, male students gave $\bar{X}$=3.11 points. While female students gave $\bar{X}$=3.43 points to the social isolation factor, male students gave $\bar{X}$=2.97 points. This result shows that female students' social media attitudes are higher than male students.

When the gender variable had been used to analyze student perceptions of the impact of social media on values, it had been discovered that there was a significant difference in favor of female students. While female students gave $\bar{X}$=3.73 points to the scale, male students gave $\bar{X}$=3.44 points. Accordingly, female students think higher that social media affects values.

4.1.3. SMAS and SISMV Scores According to the School Type Variable

The findings of the T-test used to examine whether student scores on the SMAS and SISMV scales alter depending on the type of school they attend are shown in Table 5:

Table 5

SMAS and SISMV Scores According to School Type Variable

Scale	Factor	School Type	N	$\bar{X}$	SD	T	p
SMAS	Social Competence	Secondary School	185	3.14	.917	-4.725	.00**
		High School	272	3.63	1.17		
	Need for Sharing	Secondary School	185	3.67	.805	-5.641	.00**
		High School	272	4.10	.801		
	Relationship with Teachers	Secondary School	185	2.90	1.09	-4.553	.00**
		High School	272	3.48	1.49		
	Social Isolation	Secondary School	185	2.73	.976	-6.518	.00**
		High School	272	3.49	1.35		

SISMV	Secondary School	185	3.17	.952	-6.945	.00**
	High School	272	3.85	1.06		

**P<.01

Analyzing the participants' social media attitudes about the type of school they attend reveals a considerable difference in favor of high school students in all scale factors. While high school students gave $\bar{X}$=3.63 points to the social competence factor, secondary school students gave $\bar{X}$=3.14 points. While high school students gave $\bar{X}$=4.10 points to the sharing need factor, secondary school students gave $\bar{X}$=3.67 points. While high school students gave $\bar{X}$=3.48 points to the factor of relationship with teachers, secondary school students gave $\bar{X}$=2,90 points. While high school students gave $\bar{X}$=3.49 points to the social isolation factor, secondary school students gave $\bar{X}$=2.73 points. These results show that high school students' social media attitudes are higher than that of secondary school students.

When the school type variable examined students' perceptions regarding the effect of social media on values, it was found that there was a significant difference in favor of high school students. While high school students gave $\bar{X}$=3.85 points to the scale, secondary school students gave $\bar{X}$=3.17 points. Accordingly, high school students think higher that social media affects values.

4.1.4. SMAS and SISMV Scores According to Possession of Technological Tools Variable

The findings of the test used to see if student's scores on the SMAS and SISMV scales varied depending on whether they owned technological items or not are shown in Table 6:

Table 6

SMAS and SISMV Scores According to Possession of Technological Tools Variable

Scale	Factor	Levene	ANOVA			Different Groups
		Statistic	p	F	p	
SMAS	Social Competence	1.559	.198	.369	.77	No
	Need for Sharing	1.572	.195	3.123	.02*	N<P and T&P
	Relationship with Teachers	1.406	.240	2.115	.09	No
	Social Isolation	.936	.423	1.575	.19	No
SISMV		.108	.955	.195	.90	No

*P<.05

N: No technological device, T: Students with only tablet/iPad, P: Students with only phone, T&P: Students with both phone and tablet/iPad

Levene test had been applied first to determine whether the scores given by the students to the data collection tools differ according to their possession of technological devices, and it was observed that all groups were homogeneously distributed. Because of the ANOVA test applied later, it was determined that there is a significant difference between the groups in need of sharing factor (F=3.123; P <.05). The students who had neither a phone nor a tablet/iPad differ considerably from the students who had both, according to the findings of the LSD test used to identify between which groups there was a significant difference. Students with no technological devices pointed to the need for sharing factor $\bar{X}$=3.29. Students with the same factor only phone $\bar{X}$=3.87 points; students with both a phone and a tablet/iPad rated it with $\bar{X}$=3.99 points. This result reveals that students with both a phone and a tablet/iPad need more sharing. It was found that other social media attitude factors did not significantly differ between the groups.

When the perceptions of the effect of social media on values are examined according to the variable of having technological devices, it is understood that there is no significant variance between the groups.

4.1.5. SMAS and SISMV Scores According to Social Media Platform Membership Status

The results of the T-test used to ascertain whether the scores given by the students to the SMAS and SISMV scales vary or not according to their membership status to a social media platform are presented in Table 7:

Table 7

SMAS and SISMV Scores According to Social Media Platform Membership Status

Scale	Factor	Social Media Platform Membership Status	N	$\bar{X}$	SD	T	p
SMAS	Social Competence	Yes, I am a member.	370	3.47	1.06	1.533	.12
		No, I am not a member.	87	3.27	1.25		
	Need for Sharing	Yes, I am a member.	370	4.01	.747	4.571	.00**
		No, I am not a member.	87	3.57	1.04		
	Relationship with Teachers	Yes, I am a member.	370	3.24	1,36	-.148	.88
		No, I am not a member.	87	3.27	1.43		
	Social Isolation	Yes, I am a member.	370	3.18	1.27	-.186	.85
		No, I am not a member.	87	3.20	1.25		
SISMV		Yes, I am a member.	370	3.63	1.04	2.290	.02*
		No, I am not a member.	87	3.34	1.18		

*P<.05; **P<.01

When the social media attitudes of the students have been analyzed according to their membership status to a social media platform, it is seen that there is a significant difference between the groups in the sharing need factor. While the students who are members of the social media platform gave $\bar{X}$=4.01 points to the sharing need factor, the students who do not have a membership gave $\bar{X}$=3.57 points. It was discovered that there was no significant variance between the groups in the other three factors.

There is a noticeable difference between the groups when students' perceptions about the impact of social media on values are studied by their use of a social media platform. Students who use the social networking platform gave the scale $\bar{X}$=3.63 points, while those who did not provide $\bar{X}$=3.34 points. These findings demonstrate that students participating in social media platforms have a higher perception that social media impacts values.

4.1.6. SMAS and SISMV Scores According to the Variable of Daily Use of Social Media

The outcomes of the tests carried out to determine whether the scores given by the students on the SMAS and SISMV scales vary or not according to the daily use of social media have been shown in Table 8:

Table 8

SMAS and SISMV Scores According to the Variable of Daily Use of Social Media

Scale	Factor	Levene		Anova		Brown-Forsythe		Different Groups
		Statistic	p	F	p	Statistic[a]	p	
SMAS	Social Competence	3.116	.01	-		2.967	.02*	0<1,2,3 4>0,1,2,3
	Need for Sharing	3.107	.01	-		6.981	.00**	1>0 2> 0,1 3>0,1,2 4>0,1,2,3
	Relationship with Teachers	2.120	.07	3.933	.00**	-		4<1,2,3
	Social Isolation	1.603	.17	1.197	.31	-		No
SISMV		1.466	.21	1.481	.20	-		0<2,3,4

*P<.05; **P<.01

0: I don't use, 1: Less than 1 hour, 2: 1-2 hours, 3:2-5 hours, 4: More than 5 hours

According to the results in Table 8, it had been determined that the groups who use social media more daily have higher social media attitudes and perceptions that social media affects values. It is seen that those who use social media for more than five hours a day give higher scores for social competence, $\bar{X}$=3.74, and sharing need factors, $\bar{X}$=4.28, than all other groups. These results reveal that the increased duration of daily use of social media increases the student's competence in social media and creates a need to share more. However, those who use social media for more than five hours a day have the lowest score on the relationship dimension with teachers. Students who used social media for more than five hours a day rated the relationship with teachers with a lower score, $\bar{X}$=2.98, than students who used less.

It had been determined that students' perceptions that social media affects values changed according to their daily use of social media, and those who never used it rated them with lower scores, $\bar{X}$=2.78, than other groups. Accordingly, it can be said that increasing the duration of daily social media use also increases the perception that social media affects values.

4.1.7. Correlation Analysis

The findings obtained in the correlation analysis conducted to determine the existence and degree of the relationship between students' social media attitudes and their perceptions that social media affects values have been given in Table 9:

Table 9

The Correlation Analysis Performed for the Relationship between Social Media Attitudes and the Effect of Social Media on Values

Scale		The Social Media Attitude Scale	The Scale of the Impact of Social Media on Values
The Social Media Attitude Scale	Pearson Correlation	1	.721**
	Sig. (2-tailed)		.000
The Scale of the Impact of Social Media on Values	Pearson Correlation	.721**	1
	Sig. (2-tailed)	.000	
	N	457	

**P<.01

According to the correlation results given in Table 9, it is seen that there is a high level, significantly positive relationship between students' social media attitudes and their perceptions that social media affects values. There is a strong positive correlation (r=721; P<.01) between students' social media attitudes and their perception that social media affects values. Accordingly,

it is possible to say that as the social media attitudes of the students increase, their perception that social media affects values also increases. Considering the determination coefficient (r^2=.52), it can be said that 52% of the total variability in the effects on values from social media is due to the social media attitude.

4.2. Qualitative Results

In the research, students are coded from S1 to S45, and teachers are coded from T1 to T33. According to the participant's responses to the questions in the semi-structured interview form, codes had been developed. Three themes and 19 codes were developed based on the results. In line with the opinions of the participants, it had been determined that 7 of the 19 codes were the values that developed with the use of social media, and 12 of them were the values that regressed. The investigation included both the participant's opinions and the idea frequencies. The themes and codes are given in Table 10:

Table 10

Themes and Codes Presenting the Relationship Between Social Media Use and Values

Themes	Code	Idea frequency
Values that develop with the use of social media	Solidarity	38
	Sharing	35
	Fatherland-Nation Love	28
	Sensitivity	26
	Togetherness	22
	Social Equality	17
	Nature love	13
Values that regress with the use of social media	Sociality	25
	Empathy	19
	Love	18
	Respect	18
	Ethic	17
	Pity	15
	Responsibility	14
	Privacy	12
	Diligence	10
	Honesty	10
The reflection of the use of social media on value education	Increase of Negative	14
	Focus Problem	12

The values developed with the use of social media are generally on a social dimension, such as sharing and solidarity. It can be said that aid activities for disadvantaged groups, especially those in difficult situations, become more accessible with social media and create awareness among users. Participant statements supporting this finding are as follows: T23: "*A humanitarian aid in another geographical region is positively seen through social media. This has a positive effect on students*." S9: "*We are aware of many aid campaigns through social media.*" T14: "*It is positive that they are aware of the events in our country and the world and follow the agenda*." It has been determined that social media provides awareness about social equality among users.

Participant statements supporting this finding are as follows: S1: "*It made me realize the importance of justice*." S12: "*I think I became more aware of social equality thanks to social media." S15: "I think it is beneficial in terms of community unity and unity*."

The feeling of sociality is one of the values that are thought to be lost to users by the use of social media. It is believed that the person, who is a social being, becomes more isolated and selfish with social media. Participant statements supporting this finding are as follows: S4: "*It led us to an individual lifestyle. That's why I think there is a negative impact on a social and moral level*." T9: "*It affects my students negatively. I can say that students don't socialize at all anymore*." T7: "*Lack of face-to-face communication in social media causes people to have problems in social relationships*." T12: "*The desire of students to believe in a virtual world and to have a life like life there drives children to behave laziness, pretentiousness, and selfishness.*" T24: "*Unfortunately, it has become a generation that does not care about social values, has decreased human feelings, and has become individualized*."

One of the values thought to be lost with social media is honesty and empathy. Participant statements supporting this finding are as follows: T10: "*It causes students to appear sensitive only on social media, far from real sensitivity*." T14: "*Social media exists only for interaction. In other words, a person becomes a keyboard hero in the virtual world, but there is no change in his daily life.*" S16: "*Since there is no face-to-face communication, social media is an arena where sharing is made to disregard someone else's feelings. It kills empathy, compassion, and respect*." S8: "*People can easily write what they do not say to our faces on social media.*" S9: "*Hypocrisy and lies are proliferating in social media, as true identity can be hidden.*"

It had been stated by the participants that social media decreases the love and respect between people. Participant statements supporting this finding are as follows: T6: "*It caused the students to increase their selfish, thoughtless, daring, and disrespectful behaviors. This has destroyed ethical values by moving to the school and classroom environment.*" Unlike teachers, some of our students think that social media helps them gain value. Participant statements supporting this finding are as follows: S12: "*Thanks to a picture or video I see on social media, I learn that I should be more compassionate and kinder*."

Some of the teachers stated that the use of social media has various reflections on teaching their lessons and values of education. They express that the behaviors and values they strive to gain in the classroom can quickly disappear. Participant statements supporting this finding are as follows: T8: "*Even if these values are tried to be instilled in students, when the student enters the social network, the virtual realm, he is almost reset. This situation reduces the effectiveness of educational activities*." T17: "*Especially uncontrolled use of technology affects teachers negatively at school. The teacher, who is struggling with presenting the current gains, has to struggle with the negativities the student acquired by being affected by social media.*" T24: "*In an environment where everything becomes visual and ordinary with social media and technology, we have difficulty conveying abstract feelings and values to the student*." T2: "*The biggest problem in classrooms right now is the unfocused student profile.*" T15: "*Unconscious use of technology causes distraction, concentration difficulties, and perception problems in children*."

DISCUSSION

This study was conducted to determine the attitudes of secondary and high school students towards social media and the impact of social media use on their value perceptions in TRNC in 2020. The study, which employed a mixed method approach, placed a particular emphasis on the values that are meant to be taught in the RCMK curriculum.

The study's first hypothesis is that students' social media attitudes are at a high level. The second hypothesis is that students strongly perceive social media affects values. Both hypotheses

are supported by the results which are presented. It has been noted that students' value perceptions are significantly influenced by their social media attitudes and their use of social media. Similar results are also seen in the literature. It has been revealed that the social media application used by students and the frequency of their use are at a high level (Akyürek, 2020; Şahin & Ballı, 2020) and that the use of social media has effects on the values of individuals (Çalapkulu & Alp, 2020). With the confirmation of both hypotheses in this research, it can be concluded that social media attitudes and the effects of social media on values feed each other.

The third hypothesis of the research is that students' perceptions of social media attitudes and social media's effects on values change based on their demographic characteristics. The findings show that this hypothesis is confirmed. It had been discovered that female students' social media attitudes and perceptions that social media affects values were higher than male students. This may be because female students are more willing to communicate with friends, chat together and spend time as a group. Kalender (2016) and Dilber (2019) reached the same conclusion with this study in their studies and stated that female pupils have higher social media attitudes than boys.

It was found that high school students' social media attitudes and perceptions that social media affects values were higher than secondary school students. This may be because high school students have been using social media for a long time since they started using it at an earlier age. Because there are similar findings in different studies. Bolat and Korkmaz (2021), in their research on secondary school students, reached a narrower conclusion (6th, 7th, and 8th grade) and found that social media addiction gradually increased as the grade level increased. In the same way, Gürgan and Demirel (2021) shared in their research with high school students that the social media addiction of 11th-grade students is higher than that of students in lower grades, and they attach more importance to social media than friendship relations at school.

When the data had been analyzed according to the variable of having technological devices, it was found that students who had not had any technological device needed less sharing than students with both a phone and a tablet/iPad. It has been determined that whether or not having specialized tools does not change students' perception that social media affects values. It was found that the social media attitudes of students who were members and their perceptions that social media affected values were higher than those who were not. These results may be because those who are members of the social media platform think that social media reduces their loneliness and creates an environment where they can express their feelings more comfortably. Because Urfalıoğlu et al. (2021), in their study with high school senior students, state that the primary purpose of the participants to use social media is to establish interpersonal relationships. Akyürek (2020) revealed in his study that the social media attitudes of pupils who are members of a social media platform are higher than those of students who are not.

It was found that students who spend more time on social media have higher social media attitudes and a higher perception that social media affects values than students who spend less time. These results reveal that the increased daily use of social media increases the student's competence in social media and creates a need to share more. This situation, which can become an addiction over time (Güney & Taştepe, 2020), may cause students to be distanced from their families, friends, lessons, and social activities. The literature revealed that as the time spent on technological devices increases, the time allocated for communication with family members, personal development, or hobbies gradually decreases (Oğuz & Sözcü, 2016). In her research, Dilber (2019) has also stated that the increase in social media use has adverse effects on domestic conflict, lack of communication, social isolation, family members not spending time together, and inability to spare time for each other and their education.

The study's fourth hypothesis holds that there is a correlation between students' social media attitudes and their think social media affects their values. The results support this theory,

according to the findings. The correlation analysis revealed a high, significantly favorable association between students' social media attitudes and their belief that social media impacts values. In light of this, it is possible to assert that students' perceptions of social media influences values increase as their social media attitudes do. Examining the literature reveals that the findings are consistent. In previous studies, it is stated that social media has changed human value judgments (Ayaydın & Yıldız Ayaydın, 2018), and the most significant impact of social media is that people gain some behavioral patterns and habits (Öztürk & Talas, 2015). In addition, it is stated that people with high social media addiction have low human value scores (Kılınç & Gündüz, 2017).

The fifth hypothesis of the study is that some values develop with the use of social media. Findings from the qualitative dimension of the study show that this hypothesis is confirmed. According to these results, it is seen that social values such as "solidarity, sharing, love of homeland and nation, sensitivity, social equality, love of nature" are positively affected by the use of social media. It is stated in the literature that users mainly benefit from social media in the context of sharing and solidarity (Oğuz & Sözcü, 2016). Uğurlu (2018) has also stated in his research that social media allows people to transfer their responsibilities to social responsibility and increases their awareness of social problems thanks to social media.

The sixth hypothesis of the research is that some values regress with the use of social media. Findings from the qualitative dimension of the study show that this hypothesis is confirmed. Participants express that values such as being empathic, respectful, ethical, private, transparent, and honest are damaged as no face-to-face communication occurs on social media. In previous studies, it is stated that social media platforms are constitutions that facilitate dishonesty (Ayaydın & Yıldız Ayaydın, 2018; Karaboğa, 2018) and that there is a negative correlation between values education and social media use (Gündoğan, 2020).

According to the research findings, it had been determined that using social media hurts the teaching of lessons and values education. It is stated that the values teachers try to teach in the classroom can quickly disappear with the effect of social media. In prior studies, it is expressed that values of respect and empathy are weakening among students today. Information pollution occurs because of the religious texts that are shared on social media without previous investigations into their accuracy and their sources (Abu Bakar et al., 2018; Bayırlı et al., 2020; Gül, 2016). In addition, it is stated that social media decreases student motivation and causes focus problems in students, making classroom management difficult for teachers (Skaalvik & Skaalvik, 2017).

CONCLUSION

It has been established that the research's hypotheses, which sought to understand students' attitudes about social media and how social media use affected students' perceptions of value, were realized. According to the students participating from different schools of the TRNC in the research conducted in 2020, it has been found that social media attitudes and users significantly impact students' conceptions of values. The effects of students' social media attitudes and social media use on their perceptions of value have been found to differ depending on demographic factors. It has been also found that compared to other groups, high school students, female students, members of social media platforms, and frequent social media users had stronger perceptions of social media attitudes and that social media affects values.

Another result of the research is that the positive effect of social media use on values is generally on social dimensions such as sharing and solidarity. The reflection of this is seen as facilitating aid activities for disadvantaged groups using social media. However, the participants also revealed that using social media negatively affects values such as respect, honesty, ethics,

and hard work. The reason for this is that social media can hide real identities. In addition, teachers stated that using social media negatively affects the transfer of values. Namely, they said that the behaviors and values they tried to gain in the classroom could disappear quickly with social media. The following recommendations can be made in light of the findings of this study;

Social media is an essential tool for conveying values. Therefore, individual and institutional studies can be increased to get the values aimed to gain in religious education through social media posts. Educators and institutions can prepare appropriate materials for transferring the values to students of this age. As the daily time spent on social media increases, attitudes change, and values are affected by this situation. Parents can shorten this time by spending more time with their children to ensure that students are least affected by this situation. Awareness activities can be held in RCMK lessons so that the words spoken in the virtual environment and the behaviors displayed are not different from real life. Especially the values aimed at honesty, transparency, and privacy issues can be shared in lessons and on social media. With the widespread use of social media, examples can be placed in the content of the RCMK lesson to strengthen some values that are getting weaker. Good examples from history (such as the example of Hılfu'l-Fudul given for the value of solidarity) can be shown with materials (videos, short films, etc.) that students can easily access on social media. In the subjects in which the learning by-doing learning model is applied, the values education studies can be reproduced by sharing them on social media in accordance with the pedagogical principles.

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

Since this research was conducted with a group selected through purposeful sampling from middle and high schools in TRNC, it has limitations regarding participants. Conducting similar studies on different samples will provide more generalizable results. Another rule is that the majority of the participants use social media. This situation may create a limit in terms of revealing the difference between those who are not social media users. For this reason, similar studies of this research can be done with two groups consisting of a homogeneous distribution of participants using and not using social media, using experimental methods that include the application. Another limitation is that this study is based on the values in the TRNC religion lesson curriculum. In future research, it is suggested to include values of justice, patience, friendship, and self-control in the relationship between social media and values.

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GENİŞLETİLMİŞ ÖZET

Giriş

Sosyal medyada paylaşılan tüm bilgiler, düşünceler ve duygular takipçiler arasında etkileşime yol açmakta, bunun sonucunda bireylerde olumlu ya da olumsuz tutumların oluşmasına sebep olmaktadır. Değerler bireyin duygu, düşünce, tutum ve davranışlarını etkilediği gibi aynı zamanda kendisi de çevreden etkilenen bir yapıya sahiptir. Bugün etki sahası oldukça büyük olan sosyal medyanın kişiler ve toplum üzerinde ciddi yansımaları olmaktadır. Bu etkilerin en başta gelenlerinden biri de değerler üzerindeki yansımalarıdır (Abu Bakar vd., 2018; Ayaydın ve Yıldız

Ayaydın, 2018; Gürgan ve Demirel, 2021; Swirsky vd., 2022; Şener ve Yiğit, 2021; Toth-Kiraly vd., 2021; Valkenburg ve Piotrowski, 2017). Teknolojik ilerlemenin her yaştan insanı etkilediği günümüzde, öğrenme ve kişisel gelişimini oluşturma safhasında olan gençlerin değerlerinin bu değişimden ne kadar etkilendiği önemli bir araştırma konusudur. Gelecek nesillerin yetişeceği eğitim sistemini kurarken, her toplum topluma referans olmuş değerleri alır. Eğitim, bireyi topluma ve yaşama hazırlayan temel kurumlardan biri olduğundan, kültürel değerleri benimsemiş, evrensel değerlerin bilincinde bireyler yetiştirmeyi esas almak zorundadır (Kamer ve Şahin, 2021). Din Kültürü ve Ahlak Bilgisi (DKAB) dersleri, okulların bu sorumluluğunu üstlenen paydaşlardan biridir. Öğrencilerin değer kazanması ve geliştirmesi açısından DKAB dersinin rolü son yıllarda artmaktadır (Göksu, 2018). Bu dersin artan rolü göz önünde bulundurularak, öğrencilerin sosyal medya kullanımının DKAB müfredatındaki değerler üzerindeki etkisini belirlemek amacıyla bu çalışma yapılmıştır. Araştırmanın problem cümlesi, "öğrencilerin sosyal medya tutumları ve sosyal medyanın değerleri etkilemesine yönelik algıları ne düzeydedir?" şeklindedir.

Bu araştırmanın amacı, öğrencilerin sosyal medya tutumlarının ve sosyal medya kullanımlarının değerler üzerindeki etkisini belirlemektir. Araştırmanın diğer alt amaçları şu şekildedir:

1. Öğrencilerin sosyal medya tutumları ve sosyal medya kullanımının değerlere etkisine yönelik algılarının demografik özelliklere göre değişiklik gösterip göstermediğinin tespit edilmesidir. Cinsiyet, yaş, okul türü, sosyal platforma üye olma ve sosyal medya kullanım süresi gibi değişkenlerin öğrencilerin sosyal medya tutumları ve sosyal medyanın değerleri etkilemesine yönelik algıları üzerinde farklılıklar oluşturabileceği varsayılmıştır.

2. Öğrencilerin sosyal medya kullanımı ile öğrencilerin değer algısı arasındaki ilişkinin ne düzeyde olduğunun belirlenmesidir.

3. Sosyal medyanın öğrencilerin "adalet, barış, duyarlılık, dayanışma, güven, merhamet, nezaket, dürüstlük, sabır, sevgi, saygı, sorumluluk ve yardımlaşma" değerleri üzerinde bıraktığı etkilerin incelenmesidir. Özellikle bu değerlerin araştırmaya konu olmasının sebebi ise Kuzey Kıbrıs Türk Cumhuriyeti (KKTC) DKAB programında öğretilmesi hedeflenen başlıca değerler olmasıdır.

Yöntem

Bu çalışmada karma yöntem araştırma yaklaşımlarından eşzamanlı dönüşümsel araştırma deseni kullanılmıştır. Eşzamanlı desenlerde, karma yöntemde sıklıkla tercih edilen nicel ve nitel veriler eş zamanlı olarak toplanır ve ayrı ayrı analiz edilir. Ardından iki ayrı analizden elde edilen sonuçlar tartışılır ve değerlendirilir. Bu desen, geniş kapsamlı ve alternatif bakış açılarına izin vermesi ve araştırmaya katılanları desteklemesi açısından faydalıdır (Baki ve Göçek, 2012). Ayrıca iki farklı yöntemle elde edilen bulguların karşılaştırılmasına ve birleştirilmesine izin vermesi (Bryman, 2006; Morgan, 2014; Tashakkori vd., 2021), ardışık yöntemlere göre daha az zaman alması ve sonuçları güçlendirmesi bakımından önemlidir (Aydın-Çakır ve Türkeş-Kılıç, 2021). Araştırmanın nicel boyutunda Otrar ve Argın (2015) tarafından geliştirilen sosyal medya tutum ölçeği (SMTÖ) ve araştırmacılar tarafından geliştirilen sosyal medyanın değerler üzerindeki etkisi ölçeği (SMDEÖ) kullanılmıştır. Nitel boyutta ise öğrencilerin sosyal medya tutumlarının değerler ile ilgili farkındalıklarına nasıl yansıdığı yarı yapılandırılmış görüşme formu kullanılarak tespit edilmiştir. 2020 yılında gerçekleştirilen araştırmanın nicel bölümüne 457 öğrenci; nitel bölümüne ise 45 öğrenci ve 33 öğretmen katılmıştır. Nicel verilerin analizi SSPS 25.0 programı kullanılmak suretiyle aritmetik ortalamalar alınarak, T testi, Anova, Brown-Forsyth ve LSD testleri yapılarak ve korelasyon analizi uygulanarak; nitel veriler ise temaların ve kodların oluşturulduğu içerik analizi ile değerlendirilmiştir.

Bulgular

Araştırmada elde edilen verilere göre öğrencilerin sosyal medya tutum ölçeği ortalama puanları $\bar{X}$=3,51, sosyal medyanın değerler üzerindeki etkisi ölçeği ortalama puanları $\bar{X}$=3,57 olarak tespit edilmiştir. Bu sonuçlar, öğrencilerin sosyal medya tutumlarının ve sosyal medyanın değerleri etkilediğine ilişkin algılarının yüksek olduğunu göstermektedir. Katılımcıların sosyal medya tutumları cinsiyetlerine göre incelendiğinde, kız öğrencilerin sosyal medya tutum ölçeğinin boyutlarının (paylaşım ihtiyacı, sosyal yetkinlik, sosyal izolasyon ve öğretmenlerle ilişki) ortalama puanları sırasıyla $\bar{X}$=3,55; $\bar{X}$=4,14; $\bar{X}$=3,40; $\bar{X}$=3,43 şeklinde iken, erkek öğrencilerin $\bar{X}$=3,53; $\bar{X}$=3,73; $\bar{X}$=3,11; $\bar{X}$=2,97 şeklindedir. Sosyal medyanın değerler üzerindeki etkisi ölçeğinin ortalama puanları ise kız öğrenciler için $\bar{X}$=3,73 puan; erkek öğrenciler için $\bar{X}$=3,44 şeklinde gerçekleşmiştir. Bu sonuçlar, kız öğrencilerin sosyal medya tutumlarının ve sosyal medyanın değerleri etkilediğine yönelik algılarının daha yüksek olduğunu göstermektedir. Diğer değişkenler incelendiğinde, lise öğrencileri, daha fazla teknolojik alete sahip olan öğrenciler, sosyal medya platformuna üyeliği bulunan öğrenciler ve sosyal medyada gün içerisinde daha fazla zaman geçiren öğrenciler lehine gruplar arasında anlamlı farklılık olduğu tespit edilmiştir. Korelasyon analizi sonucunda, öğrencilerin sosyal medya tutumları ile sosyal medyanın değerleri etkilediğine ilişkin algıları arasında yüksek düzeyde, pozitif ve anlamlı bir ilişki olduğu bulunmuştur. Araştırmanın nitel boyutunda katılımcıların algılarına göre, sosyal medya kullanımının "dayanışma, paylaşım, vatan-millet sevgisi, duyarlılık, sosyal eşitlik, doğa sevgisi" değerleri ile ilgili öğrencilerin farkındalıklarını geliştirdiği; "empati, saygı, etik, mahremiyet ve dürüstlük" değerleri ile ilgili ise öğrencilerin farkındalıklarını körelttiği tespit edilmiştir. Ayrıca öğretmenler, sınıfta kazandırmaya çalıştıkları değerlerin sosyal medyanın etkisiyle hızla yok olabileceğini de ifade etmişlerdir.

Sonuç

Araştırmada öğrencilerin sosyal medya tutumlarının ve sosyal medyanın değerleri etkilediğine ilişkin algılarının yüksek olduğu tespit edilmiştir. Bu araştırmada bu iki hipotezin de doğrulanmasıyla, bireylerin sosyal medya tutumlarının ve sosyal medyanın değerler üzerindeki etkilerinin birbirini beslediği sonucuna varılabilir. Sosyal medya üzerine yapılan çeşitli çalışmalarda, gençlerin sosyal medya tutumlarının yüksek düzeyde olduğu (Akyürek, 2020; Bolat ve Korkmaz, 2021; Güney ve Taştepe, 2020; Şahin ve Ballı, 2020), bir çalışmada ise Türkiye'de sosyal medya kullanımı açısından gençlerin genel ortalamanın üstünde olduğu ifade edilmiştir (Çömlekçi ve Başol, 2019). Araştırmada kız öğrencilerin sosyal medya tutumlarının ve sosyal medyanın değerleri etkilediğine yönelik algılarının daha yüksek olduğu tespit edilmiştir. Bunun nedeni, kız öğrencilerin arkadaşlarıyla iletişim kurmaya, birlikte sohbet etmeye ve grup olarak vakit geçirmeye daha istekli olmalarından kaynaklı olabilir. Kalender (2016) çalışmasında, kız öğrencilerin sosyal medya tutum ölçeğine anlamlı düzeyde daha yüksek puan verdiklerini; Dilber (2019) de araştırmasında, cinsiyet değişkeninin sosyal medya tutumunu, kız öğrenciler lehine etkilediğini belirtmektedir. Araştırmada lise öğrencilerinin, teknolojik alete sahip olan öğrencilerin, sosyal medya platformuna üyeliği bulunan öğrencilerin ve sosyal medyada gün içerisinde daha fazla zaman geçiren öğrencilerin sosyal medya tutumlarının ve sosyal medyanın değerleri etkilediğine yönelik algılarının daha yüksek olduğu tespit edilmiştir. Öğrencilerin sosyal medya tutumları ile sosyal medyanın değerleri etkilediğine ilişkin algıları arasında yüksek düzeyde, pozitif ve anlamlı bir ilişki olduğu bulunmuştur. Buna göre öğrencilerin sosyal medya tutumları arttıkça sosyal medyanın değerleri etkilediğine yönelik algılarının da arttığını söylemek mümkündür.

Sosyal medya kullanımı ile bireylerin hangi değerlere yönelik farkındalıklarının arttığının veya azaldığının incelendiği araştırmanın nitel boyutunda, katılımcıların görüşlerine göre "dayanışma, paylaşım, vatan-millet sevgisi, duyarlılık, sosyal eşitlik, doğa sevgisi" değerlerine yönelik farkındalıkların artış gösterdiği; "empati, saygı, etik, mahremiyet ve dürüstlük" değerlerine yönelik farkındalıkların azalma gösterdiği tespit edilmiştir. Geçmiş araştırmalarda

sosyal medyanın insani değer yargılarını değiştirdiği (Ayaydın ve Yıldız Ayaydın, 2018) ve sosyal medyanın en büyük etkisinin insanlara bazı davranış kalıpları ve alışkanlıklar kazandırması olduğu (Öztürk ve Talas, 2015) tespit edilmiştir. Ayrıca sosyal medya bağımlılığı yüksek olan kişilerin insani değer puanlarının düşük olduğu da belirtilmektedir (Kılınç ve Gündüz, 2017). Araştırmaya katılan öğretmenler sosyal medya kullanımının derslerin öğretimi ve değerlerin aktarılmasına olumsuz etkilerinin olduğunu ifade etmişlerdir. Bunun sebebi olarak sosyal medyadaki bilgi kirliliğinin öğretmenin etki gücünü zayıflatması şeklinde; kontrolsüz kullanımın ise etik, saygı ve empati gibi değerler ile farkındalıkları köreltmesi şeklinde söylenebilir. Daha önceki çalışmalarda sosyal medyada paylaşılan dini metinlerin doğruluğunu araştırmadan ve kaynağına bakılmadan bilgi kirliliğinin meydana geldiği (Abu Bakar vd., 2018; Gül, 2016); ayrıca sosyal medyanın öğrencilerde odaklanma sorunlarına neden olduğu ve bu durumun öğretmenler için sınıf yönetimini zorlaştırdığı belirtilmektedir (Skaalvik ve Skaalvik, 2017).

Bu çalışmanın bulguları ışığında şu önerilerde bulunulabilir; sosyal medyanın değerleri iletmek için önemli bir araç olduğu açıktır. Bu nedenle din eğitiminde kazandırılması hedeflenen değerlerin sosyal medya paylaşımları yoluyla aktarılması için bireysel ve kurumsal çalışmalar artırılabilir. Sosyal medyada geçirilen günlük zaman arttıkça tutumların değiştiği ve değerlerin de bu durumdan etkilendiği gözlemlenmektedir. Ebeveynler, öğrencilerin bu durumdan en az etkilenmelerini sağlamak için çocuklarıyla daha fazla zaman geçirerek bu süreyi kısaltabilirler. Eğitimciler ve kurumlar, değerlerin bu yaştaki öğrencilere aktarılması için uygun materyaller hazırlayabilirler. DKAB derslerinde sanal ortamda söylenen kelimelerin ve sergilenen davranışların gerçek hayattan farklı olmaması için farkındalık etkinlikleri gerçekleştirilebilir. Özellikle dürüstlük, şeffaflık ve mahremiyet konularına yönelik değerler derslerde ve sosyal medyada paylaşılabilir. DKAB dersinin içeriğinde sosyal medya ile zayıfladığı düşünülen bazı değerleri güçlendirmek için daha yoğun etkinliklere yer verilebilir.

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