Hakemli - Süreli - Bilimsel Dergi
İNTERNET UYGULAMALARI ve YÖNETİMİ
Journal of
INTERNET APPLICATIONS and MANAGEMENT
2017 / 8(2)

Grouping University Students According to Their Social Media Usage Behaviours[1]

Üniversite öğrencilerinin sosyal medya kullanım davranışlarına göre gruplandırılması

Müge ÖZLÜ [2], muge.ozlu@stfa.com

Selma KALYONCUOĞLU [3], selmakalyoncuoglu@gmail.com

doi: *10.5505/iuyd.2017.97269*

This study aims to reveal activities which undergraduate students studying at Faculties of Economics and Administrative Sciences in Turkey perform on social media based on their social media usage behaviours and motivations, and to investigate whether different clusters are formed in realization of activities which emerge as a result of factor structure. Within this framework, Exploratory Factor Analysis and K-means Cluster Analysis were applied to final 995 respondents' data which were collected from undergraduate students at the Faculty of Economics and Administrative Sciences of Gazi University through face-to-face survey method. As a result of analyses, it was found that undergraduate students were divided into six different clusters in terms of their social media platforms usage behaviours in accordance with the scale used in the study which measures social media user behaviours, and these clusters had their unique characteristics. Within this respect, clusters were titled as "Movers and Shakers", "Game Lovers", "Abstainers", "Followers", "Sharers" and "Socializers".

Keywords: *Social Media, Social media usage behaviour, Social media usage motivations, Cluster analysis*

Jel Codes: *M300, M310.*

Bu çalışmada Türkiye'deki İİBF'lerde okuyan üniversite öğrencilerinin sosyal medya kullanım davranışlarına ve motivasyonlarına göre sosyal medyada gerçekleştirdikleri faaliyetleri tespit etmek ve faktör yapısı altında ortaya çıkan faaliyetleri gerçekleştirmede farklı kümelerin oluşup oluşmadığını tespit etmek amaçlanmaktadır. Bu kapsamda Gazi Üniversitesi İktisadi ve İdari Bilimler Fakültesi lisans öğrencilerinden yüz yüze anket yöntemi ile elde edilen analize elverişli 995 kişinin verilerine Keşfedici Faktör Analizi ve K-ortalamalar Kümeleme Analizi uygulanmıştır. Yapılan analizler doğrultusunda, sosyal medya kullanıcı davranışlarını ölçen ölçeğe bağlı olarak araştırma kapsamında sosyal medya platformlarını kullanım davranışlarına göre üniversite öğrencilerinin altı farklı kümeye ayrıldığı ve bu kümelerin kendine has özelliklerinin olduğu bulunmuştur. Elde edilen kümeler "Yön Verenler", "Oyun Sevdalıları", "Çekimserler", "Takipçiler", "Paylaşımcılar" ve "Sosyalleşenler" olarak isimlendirilmiştir.

Anahtar Kelimeler: *Sosyal medya, Sosyal medya kullanım davranışları, Sosyal medya kullanım motivasyonları, Kümeleme analizi*

Jel Kodları: *M300, M310.*

---

[1] This article was derived from M.Sc. Thesis of Müge Özlü titled as "The Classification of University Students According to Their Social Media Usage Purposes" which was supervised by Assistant Professor Dr. Selma Kalyoncuoğlu at Gazi University, Graduate School of Social Sciences, Department of Business Administration, Division of Marketing.

[2] STFA Investment Holding Group, Risk and Compliance Specialist, Istanbul, Turkey

[3] Assist. Prof. Dr., Gazi University, Faculty of Economics and Administrative Sciences, Department of Business Administration (Corresponding author)

1. INTRODUCTION

Nowadays, individuals have grasped the opportunity to express their thoughts on various issues ranging from arts to sports, from sports to politics thanks to social media. Transparent and democratic communication environment provided by social media platforms have paved the way for profound changes in traditional communication methods. Individuals have gained the opportunity to interact with each other thanks to bidirectional communication environment (environment in which information and ideas spread by enabling users to produce and share contents or to supplement to contents) which does not exist in traditional media tools. This situation has ensured that information flow among individuals over social media is very intensive and information can reach very large masses in a short time. Wisdom, people-centric and participative Web which has become a dynamic platform with this new period which is called Web 2.0 environment (Murugesan, 2007: 34), has been referred to as architecture of participation (Barassi and Treré, 2012: 1271) which serves for producing participative information, enhancing users' experience and creating social networking.

Social media which is founded on Web 2.0 applications, have impacts on many areas such as education, media, culture, economy furthermore, it has caused changes in marketing strategies of companies (Kim et al., 2009: 668). Considering the fact that individuals cannot be separated from technological and societal developments that they experience, it is inevitable that information acquired from social media or effects of social media on society have a significant role in socio-psychological factors which affect purchasing decisions of consumers. Therefore, nowadays consumers take a look at other consumers' comments in their every decision and social media is a source of information from this perspective. The facts that social media makes it easier to reach other consumers and other users' comments are reliable information source for individuals who will make a decision to purchase have effects on shaping consumers' decision-making processes. This situation has led to integration of Web 2.0 environment which is an effective factor in consumers' purchasing processes (Constantinides and Fountain, 2008: 240) into the Black Box Model of Consumer Behaviour which was put forth by Kotler.

Moreover, consumers can easily convey their complaints and satisfactions to companies and other consumers through interactive environment crated by social media. The fact social media enables posts to spread in a very fast fashion requires companies to follow these consumers' posts closely and carefully and take actions when necessary. Hence, thanks to social media, consumers rather than companies have become predominant in markets. Social media which emphasizes the increasing power of masses encourages consumers and gains an efficient leading position in marketing. Besides, companies use social media platforms as means of public relations and direct marketing in terms of value creation. Nowadays, many companies create their own corporate blogs and forums as a method of direct marketing and encourage their employees and customers to share their opinions on these platforms. Therefore, social networking sites are considered to be one of the most effective tools in public relations in terms of establishing communications between companies and consumers and sustaining this established communication (Constantinides, 2009: 15).

Within this regards, gaining a deep insight into the effects that social media have on consumers, under which motivations consumers post on social media, and what kind of behaviours consumers show on social media will enable the marketing activities to succeed. Therefore, various studies were carried out to reveal which motivations play a role in current consumers' social media use and which behaviours consumers show on social media resulting from these motivations. Uses and Gratifications Theory developed by Katz (1959) has been fundamental for many studies in this respect. Uses and Gratifications Theory, Katz (1959) proposed that audience act in a certain way in their media uses for gratifying their various needs; in other words he stated that audience play active role in media use and are guided by their various motivations while choosing between media contents. Therefore, user-generated content in social media coincides with the philosophy of Uses and Gratifications Theory which puts the audience in centre. For that reason, in recent years Uses and Gratifications Theory has been used a number of studies which investigated how social media meets the needs of users and which need are met (Alikilic et al., 2013; Brandtzaeg and Heim, 2011; Daugherty et al., 2008; Jung et al., 2007; Johnson and Kaye, 2003; Kim et al., 2011; Krishnamurthy and Dou, 2008; Lee and Ma, 2012; Quan-Haase and Young, 2010; Park et al., 2009; Raacke and Bonds-Raacke, 2008; Ridings and Gefen, 2004; Shao, 2009; Stafford et al., 2004). In these studies, motivations of social media users in other words the reasons of the use of social media platforms were revealed and these motivations were gathered under three different user behaviours as "consuming-participating-producing" by Shao (2009). Shao (2009) concluded that abovementioned use behaviours are guided by different motivations. It was put forward that consuming behaviour stems from entertainment and information, participating behaviour is guided by social interaction and community development and users who show producing behaviour are guided by self-expression and self-actualization motivations.

According to "Digital in 2016" report which is published by We Are Social and examines digital statistics of the year 2016, there are 46.3 million active internet users in Turkey in 2016 and 42 million of this number use social media actively. Furthermore, this report shows that Facebook ranks the first in the most used social media platforms in Turkey and users between the ages of 20-29 have the highest percentage with 36% (https://wearesocial.com/uk/special-reports/digital-in-2016). In line with this finding, investigation of social media use reasons of young users belonging to that age group is of utmost importance and necessary for companies in determining their movement styles while establishing relations with this group who use social media actively. Besides, when the previous studies in the literature were analysed, it was found that the number of studies which divide into groups the young population in Turkey who has a huge potential and are increasingly using social media day by day according to their social media usage behaviours is limited, which made this study necessary and useful for the literature.

Resulting from these abovementioned needs, this study aimed at investigating the activities which undergraduate students studying at Faculty of Economics and Administrative Sciences in Turkey which especially belong to young population in Turkey engage in social media, and at determining which cluster users showing similar patterns fall into based on their level of similarity. Within this framework, a 37-item survey which was developed by Kurtulus et al. (2015) and measures users' social media behaviour patterns was utilized in

this study. This study specifically targeted university students while investigating different behaviour patterns displayed by users in social media, furthermore it was aimed to find whether users fall into different groups according to their similarities in behaviour patterns that they show in their social media use and if such groups are created, to which group they belong. It is believed that such a study will provide valuable insight for practitioners with regards to social media users, especially young population in Turkey represented by undergraduate students Faculty of Economics and Administrative Sciences. It will be possible for companies to know their consumers better and closely if under what motivations young population post in social media and what kind of behaviours they show while using social media are understood; in this way there is no doubt that their marketing activities will succeed.

2. LITERATURE REVIEW

2.1. User Behaviours in Social Media

Social media platforms vary with each day passing and social media's area of use expand greatly. As a result of this, individuals with very different demographic characteristics become users of these platforms (Brandtzaeg, 2010: 940). It has become a necessity to understand individuals' interaction with social media platforms in order to reach consumers and meet their needs (Brandtzaeg, 2010: 940). In order to analyse this interaction in a right way, various models which investigate social media usage behaviours have been developed. These models tackle user behaviours in three groups as "consuming, participating, and producing" (Shao, 2009: 9-10).

- **Consuming:** "Consuming" refers to reading, following or viewing contents created by other users. Users never contribute to content.
- **Participating:** "Participating" means establishing interaction between user and user or between user and content. Users achieve this interaction by voting content, adding music pieces to their playlists and commenting on contents. It is not possible to mention real content generation of users.
- **Producing:** "Producing" refers to users' creation of their own content by means of social media such as text, audio, picture, video in order to express themselves.

These user behaviours seem separate from each other analytically, however, they all interconnected with each other. Moreover, user motivations and behaviours are associated as well. Figure 1 illustrates this interdependence schematically.

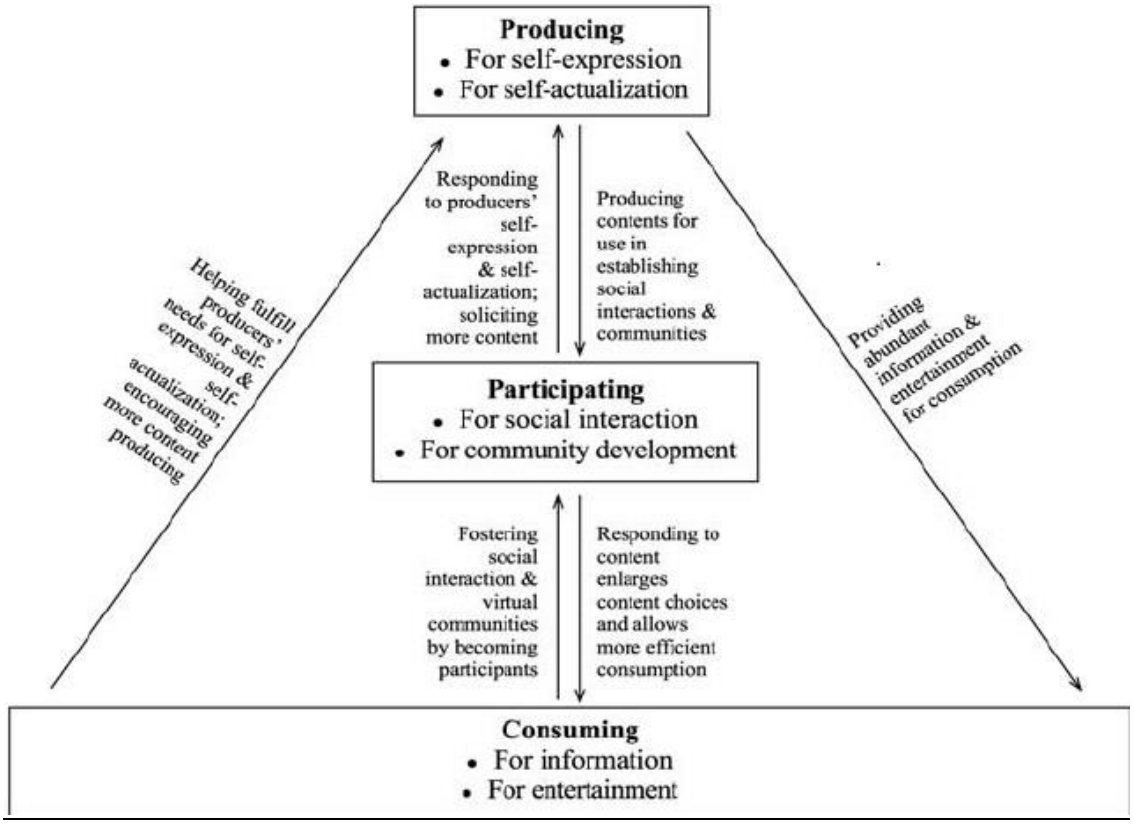

Figure 1. Interdependence of People's Consuming, Participating, and Producing on User-Generated Media (Shao, 2009: 15)

2.2. User Motivations in Social Media

Nowadays social media platforms are so actively used that it has become a necessary to understand the factors which lead individuals to use social media. In studies in line with this understanding, Uses and Gratifications Theory has been a useful theoretical framework for the studies. Uses and Gratifications Theory which was started to be used in studies on traditional media in 1960's was first mentioned by Elihu Katz (Severin and Tankard, 1994: 474). Katz (1959) tried to find an answer to the question of "What are people doing with media?" rather than the question of "What is the media doing to people?" In other words, Uses and Gratifications Theory is fundamentally based on active participation of audience while using mass communication tools (Lull, 2001: 127). Accordingly, audiences choose what is best for them according to their requirements and thoughts while choosing among communication tools (McQuail and Windahl, 1997: 153-154) and are guided by their sociological and psychological needs while making a choice (McQuail, 2005). In this way, audience becomes principal elements which guide media in line with their needs rather than becoming inactive buyers of mass communication tools (Lull, 2001: 127). Therefore, social media which is shaped by user-generated content is closely associated with Uses and Gratifications Theory in which audience is active and in the centre. In this respect, Uses and Gratifications Theory has been a useful theoretical framework for many studies which aimed at determining reasons/motivations of individuals for using increasingly changing and diversifying social media platforms.

Within the framework of Uses and Gratifications Theory, a number of studies have been carried out to reveal motivations of social media users: In their study Stafford et al. (2004) found that user motivations are primarily dependent on information, entertainment and social interaction. Shao's (2009) study which was a more comprehensive study on the topic also supported this finding. According to Shao, user motivations were identified as entertainment, information, social interaction, community development, self-expression and self-actualization. Krishnamurthy and Dou (2008) divided user motivations into two as rational and emotional motivations. While rational motivations refer to obtaining information and being a party in an issue, emotional ones are related to socialization and self-expression. In a study conducted by Ridings and Gefen (2004), it was stated that joining virtual communities stems mainly from motivations of information search, social support, establishing friendship and entertainment. In a study conducted by Raacke and Bonds-Raacke (2008), it was found that social networking sites users in the USA use social networking sites for finding their friends and for searching information. On the other hand, in a study conducted by Jung et al. (2007) in Korea, social networking sites usage motivations were determined as entertainment, self-expression, professional development, time-wasting and getting in touch with family and friends. Lee and Ma (2012) stated that users post in social media for information, social interaction, entertainment and achieving status. It goes without saying that motivations identified in these studies are very similar therefore it would be of great use to summarize these motivations as listed by Shao under following titles (Shao, 2009: 9).

- **Information motivation:** Information search one of the reasons of using social media results from the urge of individuals to raise their awareness about other people, environments and themselves (Shao, 2009: 10). Social media platforms exactly meet such needs of individuals (Ko et al., 2005: 58), and enable people to get updated on recent developments and to participate in activities created on social media. Nowadays, traditional way of information search has changed with social media. For example, users make use of online encyclopaedias such as Wikipedia to get information on a lot of topics that they are curious about even though information in Wikipedia are produced by users themselves (Shao, 2009: 10). On the other hand, in a study conducted by Urista et al. (2009), it was revealed that clarity and transparency in social networking sites are very high among users. Therefore, social networking sites are also used to gather personal information about other users (Urista et al., 2009: 223). Besides, LaRose and Eastin (2004) stated that through social media people have the opportunity to interact with other people who have similar interests and to have exchange of information. Moreover, consumers gather information about the products that they will buy from related blogs and forums before making purchasing decision. When a search about a product is made on Google to have some information, one in every five search results is composed of a page whose content was created by users (Shao, 2009: 10). Information on products obtained in social media is considered to be more reliable by users compared to information acquired on traditional media tools (Blackshaw and Nazzaro, 2006: 2).
- **Entertainment motivation:** Another important reason for such a widespread use of social media is that users meet their entertainment needs on social media platforms. According to McQuail (2005), entertainment is defined as getting away from daily problems,

relaxing, avoiding stress and having nice time. Users engage in all the activities which were identified as entertainment by McQuail on social media. Furthermore, according to Wolf (1999) people wish for sparing themselves small amount of time for relaxing during busy days due to fast consumption understanding of our era. Social media easily responds to this need of modern people to avoid stress in such a short time because access to social media is easily possible at any time and in any place. For example, when we look at the video contents in YouTube, the most popular videos include entertainment and most of them last only a few minutes (Shao, 2009: 11). However, it is argued that entertainment element has always been at the foreground on internet since its first emergence and games played on internet have caused this (Karahasan, 2014: 178). With social media, traditional online games have been replaced with games played on social media platforms. Games in which users are represented with avatars in virtual world or various games played on Facebook can be given as examples. Sharing posts on social media is considered to be one of the primary entertainment sources (Nov et al., 2008: 1097) and this can happen as photo or any content sharing. Moreover, beyond obtaining information on Web, commenting on information, reading other people's comments and gossiping also incorporate entertainment purpose (Lee and Ma, 2012: 333).

- **Social interaction motivation:** People are social beings and the need for social interaction stems from their nature (Varnali, 2013: 109). The reason why the popularity of social media is increasing day by day is social relations that individuals establish on social media (Chi, 2011: 45). Through social media platforms, individuals can have the possibility for social interaction in a direct or indirect way. Users socialize indirectly through sharing content or voting a content posted by another user or commenting on content. Furthermore, there are platforms in which users can directly interact through electronic mail, instant messaging or chat rooms. In both ways, users meet their socialization needs and establish social relations (http://www.gravity7.com/G7_SID_case_myspace_v2.pdf). Social sharing sites are among the top social media platforms where social relations are developed. Social networking sites ensures that social networking is perceived, regulated and announced to everyone (Varnali, 2013: 111). In a study carried out by Brocke et al. (2009) it was found that the primary reason for using social sharing sites stems from social interaction motivation. Social sharing sites are platforms where users learn the changes in their old friends' lives and at the same time where they post developments in their own lives. According to Donath and Boyd (2004) social sharing sites are used for meeting new people and establish friendships. Considering the studies in the literature as a whole, it is possible to conclude that social media provides a suitable environment for developing and sustaining social relations.
- **Community development motivation:** The instinct for being respected is directly related to individuals' needs for being accepted or belonging. In Maslow's Hierarchy of Needs, belongingness needs just follow physiological and security needs. An individual who has met needs of food, shelter and safety will try to meet belongingness need. Even though Maslow's Theory is subject to many discussions, it has been agreed upon that an individual who has not met his/her belongingness need will not be able to have self-esteem and self-actualization (Varnali, 2013: 226). Nowadays, memberships of social

communities are made official on social media platforms and social relations are governed on these platforms. Therefore, developing community over social media platform or joining present communities, makes individuals' social status visible thus meeting belongingness need of Maslow's Theory (Varnali, 2013: 226). According to McMillan and Chavis (1986), individuals' need for belonging to a group and the feeling that they are important together with other members in the group have led people to develop groups. Besides, according to Tossberg (2000) individuals believe that they can make their voices heard more easily together with other people sharing the similar interests. In line with all these, today there is a great number of communities in social media platforms developed by people who have common interests and the number of members is increasing every single day.

- **Self-expression motivation:** Social media is fed and shaped by contents produced by users. It has been shown that individuals' motivations for self-expression and self-actualization are determinants in generating content in social media (Shao, 2009: 14). "Self-expression" was defined as realizing their own identities and presenting their selves in studies of Goffman (2009), McKenna and Bargh (1999), and Swann (1983). While people expressing themselves to the outer world, they present their own inner selves and wish to be accepted by other people. This situation was explained by Goffman in "Theory of Presentation of Self". Goffman referred to life as a "stage" and considered people who play their own roles in life as "actor". He argued that self emerges as a result of interaction between actor and audience who watch the performance; it is not created by the actor directly. Furthermore, Goffman emphasized that individuals try to display a self in their social interactions which will be accepted by other people. As a result of this, actors aim to impress the audience with their performance and get their approval (Dever, 2014: 373). Social media is a platform where the interaction between "actor" and "audience" which are mentioned in Goffman's theory is very dense. In these platforms, "actors" namely users try to create an identity which will be accepted by "audience" through video, photo or blog posts in which they express themselves (Shao, 2009: 14). The fact that each social media platform has its own dynamics lead users to express different identities/selves in different social media platforms. For example, users' identities in Facebook which were created for socializing totally differ from their identities in LinkedIn which were created for professional life (Kietzmann et al., 2012: 110).
- **Self-actualization motivation:** In addition to self-expression motivation, another importance motivation for people is self-actualization (Shao, 2009: 14). According to studies of Bughin (2007), Kollock (1999) and Rheingold (1993), self-actualization motivation drives from instincts such as recognition of other people, fame and personal efficacy (self-sufficiency). According to Bandura (1995), generating contents in Wikipedia results from self-actualization motivations of users. When content is generated in Wikipedia, it becomes possible that users from around the world can access to this information; in this way this leads people to expand their area of impact and feel useful. Besides, a study carried out by McKinsey Global Institute also showed results confirming that users act with self-actualization motivations. In the study, it was revealed that users who upload video to YouTube or similar platforms act with prestige motivation the most (Bughin, 2007: 1).

As stated by Shao (2009), users' social media use is tackled under six motivations and three behaviour dimensions. Individuals act with information and entertainment motivations while displaying consuming behaviour; with social interaction and community development motivations while showing participating behaviour, and with self-expression and self-actualization motivations while exhibiting producing behaviour.

2.3. Social Media User Typologies

So far in many studies, various models have been proposed for classifying users of social media platforms. The scale used in this study refers to "Social Technographics Model" which was developed by Forrester Research Inc.. Social Technographics Model which investigates how social media platforms are used, can be defined as a ladder composed of seven categories which classifies social media user behaviours based on their participating levels. These categories are *Creators, Conversationalists, Critics, Collectors, Joiners, Spectators and Inactives* (https://www.forrester.com/report/Introducing+The+New+Social+Technographics/-/E-RES56291).

It is seen that user typologies created in Social Technographics Model can vary from country to country. Even, in the USA and Europe users play passive roles in social media and are included in "*Spectators*" category, "*Creators*" who generate content only constitute 25% of users. On the other hand, it is shown that in developing countries such as China and India, more than 66% of users are comprised of "*Creators"* (https://www.forrester.com/report/Introducing+The+New+Social+Technographics/-/E-RES56291).

"Social Technographics Ladder" which classifies users into seven categories based on their content-creation levels in social media platforms can be summarized as follows:

- **Creators:** Creators are at the top of this ladder. Creators who create their own web pages, post blog, and upload videos and music that they created to sites such as YouTube, and publish articles or stories are generally comprised of young users.
- **Conversationalists:** Conversationalists are those who update their status in social media platforms and their Twitter posts.
- **Critics:** Users in this category are not as active as creators. This category is composed of people who share their reviews/ratings about goods and/or services, comment on other people's blogs, write in forums and contribute to Wiki's by adding writing.
- **Collectors:** Collectors are the ones who record URL addresses by using social bookmarks services such as del.icio.us or Blogline based RSS feeds, rate web sites, tag web pages and photos.
- **Joiners:** Joiners involve people who manage their own profile pages in platforms by visiting social media platforms.
- **Spectators:** Spectators are classified as people who read blogs, listen to podcasts, watch other users' videos, read forums, read other customers' reviews/ratings as well as read Tweets.

- **Inactives:** Inactives are the ones who do not perform any of the abovementioned activities and do not use social media platforms.

3. DESIGN AND METHOD OF THE STUDY

3.1. Hypothesis of the Study

Since clustering approach was adapted in the study, one single main hypothesis was determined and research was carried out accordingly. The abovementioned hypothesis was stated as follows:

H_1: University students are divided into different clusters according to their social media usage behaviours.

3.2. Purpose of the Study and Sampling Process

The main purpose of the study is to reveal social media usage behaviours of undergraduate students studying at Faculties of Economics and Administrative Sciences in Turkey and to find whether different clusters are formed based on their social media usage motivations. Within this purpose, this study was carried out on undergraduate students of Gazi University Faculty of Economics and Administrative Sciences which has significant student population in Turkey and can be considered as a mixture of Turkey since it hosts students from almost every region of Turkey (which will represent the mosaic of Turkey in the best way) as the representative of undergraduate students at Faculties of Economics and Administrative Sciences.

This study specifically targeted university students as social media use patterns of young population vary greatly compared to other groups of people. Therefore, the population (universe) of the study was determined as undergraduate students studying at Faculty of Economics and Administrative Sciences in Gazi University. In terms of time, cost, effort and etc., it is more effective to gather data from a sample that will represent the population and then propose predictions about the population. Therefore, in this study, a total of 8259[4] students who study at nine departments (Departments of Business Administration, Economics, Public Finance, Political Science and Public Administration, International Relations, Econometrics, Labour Economics and Industrial Relations, International Trade, Health Care Management) which compose Gazi University Faculty of Economics and Administrative Sciences in 2015-2016 education year were determined as the population of the study. The fact that the study only included the students of Gazi University Faculty of Economics and Administrative Sciences is the limitation of the study.

While determining the size of the sample, minimum sample size was found to be 384 based on the formula proposed by Yamane (2001) $n= (Nz^2pq)/(Nd^2+z^2pq)$ with 5% margin of error and 95% confidence level. By using convenience sampling method, from each department and each related class the same number of students was aimed to be reached so that the sample could represent the population in the best way. The surveys were administered between 14.12.2015 and 15.01.2016. Within pre-test, the survey was initially administered to 63 respondents, a total of 1007 respondents including the pre-test answered the survey since

[4] This figure was obtained from Gazi University Directorate of Information and Data in the related semester when the study was conducted.

there was no need for change in the survey form following the pre-test. Data gathered from a total of final 995 respondents were included in the analysis.

3.3. Preparing the Survey Form and the Scales

The survey from which is composed of three parts includes items about the most commonly used social media platforms and items based on nominal level of measurement regarding the reasons of using these platforms in the first part. Respondents were asked to make a single choice from multiple choice items. In the second part of the survey, scale including items for revealing the social media users' behaviour patterns which was developed by Kurtulus et al. (2015) was adapted for the present study. The scale which is composed of 37 items was shaped around six motivations proposed by Shao (2009) based on Uses and Gratifications Theory and behaviour patterns stated in Social Technographics Ladder (Forrester Research, 2011). All items were presented to the respondents in a 5-point Likert scale (1= Strongly disagree, 5= Strongly agree). It was implemented in the study after its construct validity was tested. In the third part of the survey, ordinal and nominal level of measurement items were asked in order to identify social media use habits and socio-demographic characteristics. In this part, respondents were asked to make a single choice from multiple choice items.

3.4. Analysis of Data

During the analysis of data collected in the study, SPSS package program was utilized. SPSS package program was used to organize data and to have frequency tables as well as to run reliability analysis of the survey, exploratory factor analysis and k-means cluster analysis.

4. ANALYSIS AND FINDINGS

4.1. Characteristics of Sample

In order to assess findings obtained as a result of the research socio-demographic data about 995 respondents who participated in the study was provided in Table 1.

Table 1. Socio-economic Characteristics of Respondents

	Freq.	%		Freq.	%
Gender			**Age**		
Female	563	56.6	18-19	200	20.1
Male	432	43.4	20-21	467	46.9
Total	**995**	**100**	22-23	252	25.3
Monthly Income			24 and above	76	7.7
500 TL and less	432	43.4	**Total**	**995**	**100**
Between 501 TL-1000 TL	380	38.2	**Duration of University Study**		
Between 1001 TL-1500 TL	97	9.8	1 year or less	126	12.7
Between 1501 TL-2000 TL	35	3.5	More than 1 year -2 years or less	255	25.6
Between 2001 TL-2500 TL	17	1.7	More than 2 years-3 years or less	254	25.5
2501 TL and above	34	3.4	More than 3 years-4 years or less	241	24.2
Total	**995**	**100**	More than 4 years	119	12.0
			Total	**995**	**100**

When socio-demographic characteristics of respondents were analysed, it is seen that in terms of gender women are in majority (56.6%), 92.3% of respondents are at the age of

between 18 and 23, 81.6% of respondents have 1000 TL or less income and duration of university study is equally distributed for each category.

Frequency and percentage distributions regarding social media platforms which are most commonly used by 995 respondents whose data were included in the analysis, and the reasons for using social media platforms are presented in Table 2.

Table 2. Characteristics of Respondents Regarding Social Media Platforms That They Use

	Freq.	%
The Most Used Social Media Platforms		
Microblogs (Twitter etc.)	187	18.8
Blogs (Blog.turkcell, Blog.milliyet, Webrazzi.com, Sosyalmedya.com etc.)	8	0.8
Social Networking Sites (Facebook, LinkedIn, Myspace, Google+ etc.)	346	34.8
Forums (Forumsal.net, Kadınlar Kulübü (Women's Club), forum.donanimhaber.com etc.)	8	0.8
Wiki's (Wikipedia etc.)	20	2.0
Virtual World Games (Farmville, Candy Crush, Warcraft, Second Life etc.)	10	1.0
Social Marking and Tagging Sites (Pinterest, Delicious, Digg etc.)	1	0.1
Video Sharing Sites (Youtube, Vimeo, Dailymotion etc.)	122	12.3
Photograph Sharing Sites (Instagram, Flickr, DeviantArt etc.)	242	24.3
Music/Sound Sharing Sites (Fizy, Grooveshark, Ttnetmüzik etc.)	6	0.6
Question and Answer Sites (sorucevap.com, sorucevapla.com etc.)	6	0.6
Dictionary Sites (EkşiSözlük, UludağSözlük, GaziSözlük etc.)	34	3.4
Product Review and Complaint Sites (Shopping sites, sikayetvar.com etc.)	5	0.5
Total	**995**	**100**
Reason for Using Social Media Platforms		
Obtaining / having access to information	362	36.4
Having pleasant time by getting away from daily problems	436	43.8
Developing and sustaining social relations	143	14.4
Having the feeling of belonging to a group by developing a community/becoming member of a community	4	0.4
Expressing my thoughts freely by revealing my own identity/self	47	4.7
Being recognized by others	3	0.3
Total	**995**	**100**

When the frequency table about the most used social media platforms, it is seen that mostly Social Networking Sites (Facebook, LinkedIn, Myspace, Google+ etc.) are used with 34.8%. Other most commonly used platforms are Photo Sharing Sites (Instagram, Flickr, DeviantArt etc.) with 24.3%, Microblogs (Twitter etc.) with 18.8% and Video Sharing Sites (Youtube, Vimeo, Dailymotion etc.) with 12.3%, respectively. When respondents' reasons for using social media platforms were analysed, it is found that respondents mostly use social media platforms for having pleasant time by getting away from their daily problems (43.8%) and for obtaining/ having access to information (36.4%).

Frequency and percentage distributions regarding respondents' social media and internet use behaviours are presented in Table 3.

	Freq.	%
Average Duration of Daily Internet Use		
1 hour or less	97	9.8
More than 1 hour-3 hours or less	419	42.1
More than 3 hours-5 hours or less	282	28.3
More than 5 hours-7 hours or less	114	11.5
More than 7 hours	83	8.3
Total	**995**	**100**
Experience of Social Media Use (Year)		
1 year or less	20	2.0
More than 1 year-2 years or less	41	4.1
More than 2 years-3 years or less	90	9.0
More than 3 years-4 years or less	120	12.1
More than 4 years	724	72.8
Total	**995**	**100**

	Freq.	%
Average Duration of Daily Social Media Platforms Use		
1 hour or less	278	27.9
More than 1 hour-3 hours or less	411	41.3
More than 3 hours-5 hours or less	209	21.0
More than 5 hours-7 hours or less	64	6.4
More than 7 hours	33	3.3
Total	**995**	**100**
The Most Commonly Used Tool for Social Media Platforms		
Smartphone	861	86.5
Desktop computer	45	4.5
Tablet	18	1.8
Laptop	71	7.1
Total	**995**	**100**

When the frequency table regarding respondents' social media and internet use behaviours was analysed, it is seen that respondents spend 1-3 hours on internet on daily basis (42.1%), use social media for more than 4 years (72.8%), spend an average of 1-3 hours on social media on daily basis (41.3%) and use social media mostly via their smartphones (86.5%).

4.2. Reliability Analysis

Internal consistency reliability of the measurement was provided by running reliability analysis of Likert-type scale which was used in the study to measure social media usage behaviours. Within this respect, according to reliability analysis results of 37-item social media user behaviours scale, Cronbach's Alpha value was calculated as 0.916. It was found that α value was above the value of 0.70 which was proposed by Hair et al. (2014: 123), and it was concluded that the measurement was highly reliable.

4.3. Exploratory Factor Analysis

Before carrying out cluster analysis in order to get related clusters in line with the study, Exploratory Factor Analysis was carried out in order to have factor-based cluster analysis rather than item-based one for the purposes of assuring validity of the scale and efficiency of cluster analysis. Exploratory Factor Analysis refers to gathering the items in the scale under specific factor based on their associations and it is a type of analysis which ensures that associated variables are represented with less number of variables (Hair et al., 2014: 16). In this study, Exploratory Factor Analysis was applied to 37-item Likert type scale which measures social media usage behaviours. Within this scope, "Principal Component Analysis" and "Varimax Rotation Method" were used. As a result of analysis done on 37-item scale, the ratio of variance explained was found to be 59.712 and 9-factor structure was obtained. However, when the items under factors in rotated component matrix were evaluated, it was realized that some items were below 0.40 loading value and some items were associated with more than one factor. Considering these facts, it was decided that problematic items which damage general factor structure and are highly associated with more than one factor (Item 8, Item 12, Item 13, Item 15, Item 26, Item 33 and Item 36) should be excluded from the analysis, and then analyses were repeated until no problematic item

remained. Following repeated analyses, final Exploratory Factor Analysis was carried out with 30 items. Results of final Exploratory Factor Analysis are presented in Table 4.

Table 4. Results of Final Exploratory Factor Analysis

Factors	Factor Loading Value
Factor 1: Content Involvement and Sharing Behaviour *(Variance Explained: 13.738, Cronbach's Alpha: 0.849)*	
I generally comment on contents (photograph, video, texts) in other users' social media profiles.	0.694
I join various groups (Facebook groups, brand communities etc.) in social media platforms	0.660
I frequently update/edit my profile on a social networking site such as Facebook, LinkedIn, MySpace, Google+ etc.	0.635
I regularly read other users' posts in social networking sites (Facebook, LinkedIn, Myspace, Google+ etc.) everyday	0.593
I generally tag photographs/internet pages	0.590
I generally write comments below video, photograph and other multimedia contents in various social media platforms	0.581
I generally upload photos to photo-sharing sites such as Instagram, Flickr, Deviant Art	0.567
I mostly share my own writings in my profile in a social networking site (Facebook, LinkedIn, Myspace, Google+ etc.)	0.555
I generally share various news that I like in social media platforms with other users	0.490
Factor 2: Criticizing and Commenting Behaviour *(Variance Explained: 12.071, Cronbach's Alpha: 0.824)*	
I generally create title/question on various social media platforms such as question and answer sites, dictionary sites	0.751
I frequently write in/contribute to forums	0.707
I generally share my comments/views on various social media platforms such as question and answer sites, dictionary sites	0.697
I generally write comments below the current news in news sites	0.648
I generally write in/contribute to Wikis (Wikipedia etc.)	0.614
I generally write comments on other users' blogs	0.544
Factor 3: Content Reading Behaviour *(Variance Explained: 9.475, Cronbach's Alpha: 0.742)*	
I generally read posts on forums	0.750
I generally read consumers' evaluations/ratings on various goods/services on social media platforms (e-shopping sites, sikayetvar.com, etc.)	0.723
I watch videos that other users have shared on social media platforms	0.658
I generally gather information about companies' products (goods and services) by utilizing social media platforms	0.634
I generally read news in social media platforms	0.570
I mostly listen to music/podcasts on social media platforms such as Fizzy, Grooveshark, Ttnetmusic	0.425
Factor 4: Original Content Creation Behaviour *(Variance Explained: 7.213, Cronbach's Alpha: 0.725)*	
I regularly publish posts on my blog	0.834
I post essays/articles/stories that I have written on various social media platforms on the web	0.674
I regularly publish on my own website	0.674
Factor 5: Active Twitter Use Behaviour *(Variance Explained: 5.871, Cronbach's Alpha: 0.788)*	
I read other users' tweets on Twitter	0.813
I regularly post my writings/recent updates on my personal Twitter account	0.741
Factor 6: Multimedia Content Creation Behaviour *(Variance Explained: 5.678, Cronbach's Alpha: 0.732)*	
I generally upload voices/music that I have created to social media platforms	0.762
I frequently upload videos that I have created to social media networking sites such as YouTube, Dailymotion, Vimeo, etc.	0.728
Factor 7: Game Playing Behaviour *(Variance Explained: 4.782, Cronbach's Alpha: 0.551)*	
I generally play various individual virtual world games (Farmville, Mafia Wars, Angry Birds, Candy Crush etc.)	0.797
I generally play multiplayer virtual world games (Warcraft, Second Life, League of Legends etc.) interactively with other users	0.779
Total Variance Explained (%)	**58.826**
Total Cronbach's Alpha	**0.896**
Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy	**0.892**
Barlett's Test of Sphericity (p value)	**0.000**

Results of final Exploratory Factor Analysis were analysed, it was found that Kaiser-Meyer-Olkin (KMO) value was 0.892. Kaiser-Meyer-Olkin (KMO) value is used as an indicator of whether it is appropriate to have factor analysis on related data and whether the size of sample is sufficient for factor analysis. The value is expected to be 0.70 or higher (Hair et al., 2014: 102). In this case, it was agreed that it was appropriate to run factor analysis for related data. It is seen that 30-item final scale is gathered under 7 factors and related factors explain 58.826% of variance in the total scale. This ratio of explained variance is considered to be acceptable in terms of social sciences. Reliability analysis of 30-item scale was carried out again and Cronbach's Alpha (α) value of internal consistency reliability was calculated as 0.896. This value shows that reliability of the scale is high. Based on Varimax rotation method, 7 factors were obtained in grouping activities on social media, and considering dominant items and the associations between items within related factors and it was agreed to name the related factors as follows (Hair et al., 2014: 118):

- ***Factor 1:*** Content Involvement and Sharing Behaviour
- ***Factor 2:*** Criticizing and Commenting Behaviour
- ***Factor 3:*** Content Reading Behaviour
- ***Factor 4:*** Original Content Creation Behaviour
- ***Factor 5:*** Active Twitter Use Behaviour
- ***Factor 6:*** Multimedia Content Creation Behaviour
- ***Factor 7:*** Game Playing Behaviour

When the present study was compared with the study of Kurtulus et al. (2015) which was the source for the scale used in the study, it was revealed that factor structure of the scale and naming of the factors were different from that study. This difference stems from the fact that items of the scale used in this study were adapted according to this study and the study was carried out on a different sample profile. Within this regard, Exploratory Factor Analysis was used instead of Confirmatory Factor Analysis, which explains that in adapted scale structure, participation of respondents in the related sample can be different and obtained factors are unique to this study and they are newly discovered structures (Hair et al., 2014: 92, 93, 118). Therefore it was necessary to give new names to the factors. Hair et al. (2014: 92-93, 602-603) point out that when the specific items in the scale are represented with fewer factors, Exploratory Factor Analysis is a useful method in using new dataset which is composed of related respondents' answers and in forming factor structure from dataset.

4.4. Cluster Analysis

In line with the aims of the study, it is argued that 7 factors acquired in the Factor Analysis based on social media user behaviours scale represent users' social media usage behaviours in other words they represent users' activities in social media platforms. Cluster Analysis was carried out in order to obtain clusters which represent the sample based on the acquired 7 factors. Taking into account that answers of 995 respondents comprising the sample of the study can be different or similar in terms of behaviour patterns, Cluster Analysis was believed to be a suitable method to divide users into specific groups. Within this regard,

clusters were formed according to similarity among users in terms of activities emerging from the Factor Analysis (behaviour patterns, factors).

K-means method which is one of the non-hierarchical clustering methods was preferred as Cluster Analysis method in the study. In K-means method, the number of clusters is determined by the researcher, the most suitable cluster structure which represent the sample structure is agreed by trying different alternatives, and especially in large samples, K-means method is commonly preferred (Celik, 2013). In Cluster Analysis process, starting from at least 2 clusters, different cluster/group alternatives are tried and for each case ANOVA table, the number of clusters and final cluster centres tables are reviewed; then the number of clusters is determined by the researcher (Hair et al., 2014: 446). In Cluster analysis process of this study, from at least 2 clusters to at most 7 clusters, different cluster alternatives were tried one by one; and for each case ANOVA table, the number of clusters and final cluster centres tables were reviewed. During this trial process, 6-cluster structure was found to be the most suitable cluster structure, and it was concluded that based on K-means cluster analysis users could be divided into 6 clusters depending on their similarity in various behaviour patterns in social media. Accordingly, K-means cluster analysis was carried out in a way which would yield 6 clusters. Result of ANOVA analysis which was carried out to test whether abovementioned 7 factors were distinctive variables in forming 6 clusters in the sample of this study is presented in Table 5.

Table 5. ANOVA Results of Cluster Analysis

	Cluster		Error		F	p
	Mean Square	df	Mean Square	df		
Content Involvement and Sharing Behaviour	68.396	5	0.365	989	187.263	0.000
Criticizing and Commenting Behaviour	40.782	5	0.351	989	116.179	0.000
Content Reading Behaviour	30.242	5	0.479	989	63.149	0.000
Original Content Creation Behaviour	67.670	5	0.410	989	164.891	0.000
Active Twitter Use Behaviour	248.01	5	0.437	989	567.259	0.000
Multimedia Content Creation Behaviour	28.126	5	0.432	989	65.130	0.000
Game Playing Behaviour	149.173	5	0.398	989	374.659	0.000

When the ANOVA table was analysed, it was decided that each and every one of 7 variables were suitable for Cluster Analysis, and that Cluster Analysis could be carried out based on these variables ($p < 0.05$) (Hair et al., 2014: 469-470). Therefore, H1 hypothesis was supported. It was concluded that the most suitable cluster structure was having 6 clusters. Furthermore, as a result of K-means cluster analysis, it was found that users could be divided into 6 clusters based on different behaviour patterns exhibited by users in social media (7 factors) as well as based on the similarity in their answers regarding these behaviour patterns. Accordingly, K-means cluster analysis was carried out in a way which would yield 6 clusters.

Results of final cluster centres are presented in Table 6, this table shows the proximity of each cluster to variables used in clustering. Values closer to 5 show that social media platform users exhibit such behaviours more strongly.

Table 6. Final Cluster Centres

	Cluster					
	1	**2**	**3**	**4**	**5**	**6**
Content Involvement and Sharing Behaviour	3.71	2.26	1.81	2.68	2.93	3.27
Criticizing and Commenting Behaviour	2.67	1.56	1.29	1.55	2.03	2.45
Content Reading Behaviour	4.05	3.47	2.74	3.39	3.43	3.69
Original Content Creation Behaviour	3.39	1.32	1.28	1.69	2.25	2.16
Active Twitter Use Behaviour	4.36	1.57	1.57	3.71	1.69	3.69
Multimedia Content Creation Behaviour	2.25	1.32	1.09	1.18	1.67	1.94
Game Playing Behaviour	1.72	3.52	1.37	1.42	1.63	3.64

When final cluster table was analysed, dominant behaviour patterns in each cluster were identified and each cluster was titled accordingly. Based on this, it was agreed that names and features of clusters should be as follows:

- ***1. Cluster* - "Movers and Shakers":** Users in this cluster are considered to be the most active group in creating original content and similarly they are in leading positions in producing multimedia (photograph-video-audio) content compared to other groups. While they carry out activities of commenting, joining and sharing behaviours more than other groups, it is seen that they do not show game playing behaviour. It is argued that the most dominant feature of the cluster is active use of microblog.
- ***2. Cluster* - "Game Lovers":** It is shown that users in this cluster show the behaviour of game playing most intensively in terms of social media behaviour patterns, in addition they consume contents intensively. In terms of other behaviour patterns, they almost do not involve in other behaviour patterns.
- ***3. Cluster* - "Abstainers":** It is found that users in this cluster do not show most of the behaviour patterns in social media or involve in them at very low level, their most dominant behaviour is to read/consume contents and this behaviour is even at a low level.
- ***4. Cluster* - "Followers":** It is seen that users in this cluster show the behaviour of active Twitter use most intensively in terms of the behaviour patterns. Besides, they take part in content consuming and content sharing by engaging in.
- ***5. Cluster* - "Sharers":** It is found that users in this cluster show the behaviour of content reading/consuming and criticizing/sharing most intensively in terms of the behaviour patterns, and they significantly take part in original content producing.
- ***6. Cluster* - "Socializers":** It is seen that users in this cluster show all behaviours except for original/multimedia content producing behaviour intensively and they intensively interact with content in social media. On one hand they dominantly show the behaviour of game playing, on the other hand it is observed that they actively use Twitter/consume contents.

In terms of 6 clusters obtained as a result of cluster analysis, sampling distribution of the study/the number of cases in each cluster is shown in Table 7.

Table 7. Number of Cases in Each Cluster

Cluster	n	%
Movers and Shakers	78	7.84
Game Lovers	96	9.65
Abstainers	265	26.63
Followers	301	30.25
Sharers	142	14.27
Socializers	113	11.36
N	**995**	**100**

When the number of cases in clusters was analysed, it is seen that cluster of *"Followers"* has the highest number of users and it is followed by cluster of *"Abstainers"*. It was found that clusters which had lowest number of cases were "Movers and Shakers" and *"Game Lovers"*.

5. CONCLUSION AND RECOMMENDATIONS

This study aimed to reveal social media usage behaviours of undergraduate students studying at Faculties of Economics and Administrative Sciences in Turkey, and to investigate whether different clusters emerge based on user behaviours and motivations. In this study, seven types of user behaviours were identified as a result of data collected through the scale which measures social media user behaviours. These behaviours can be listed as *Content Involvement and Sharing Behaviour, Criticizing and Commenting Behaviour, Content Reading Behaviour, Original Content Creation Behaviour, Active Twitter Use Behaviour, Multimedia Content Creation Behaviour and Game Playing Behaviour.* As a result, it was found that university students are divided into 6 different clusters in terms of their user behaviours in social media platforms and each and every cluster has its own unique characteristics. It is possible to provide detailed information about these clusters as follows:

Users in ***"Movers and Shakers"*** cluster, show most dominantly the feature of active use of microblog (Twitter). It can be said that they are the most active users in content-generation and they are effective in both involving and sharing content and also reading content. It can be stated that this group is in a leading position in terms of multimedia (photo-video-audio) content generation compared to other groups. It was found that while this group exhibits behaviours of commenting, involving and sharing content more compared to other groups, the group does not show game playing behaviour. Furthermore, users in this cluster are mostly female and their monthly income is between 501-1000 TL; it is seen that they spend 3-5 hours on internet on daily basis, spend 1-3 hours in social media and use social media for information and entertainment, and their most used social media platforms are microblogs and social networking sites.

Users in ***"Game Lovers"*** cluster, display game playing behaviour among social media user behaviour patterns most intensively as well as they show content reading behaviour intensively. Moreover, while game lovers exhibit content involvement and sharing behaviour, they show almost none existence in other behaviour types. Furthermore, users in this cluster are mostly male and their monthly income is between 501-1000 TL; it is seen that they spend 1-3 hours on internet on daily basis on average, spend 1-3 hours in social media

and use social media for entertainment, and their most used social media platforms are social networking sites and multimedia sharing sites.

Users in ***"Abstainers"*** cluster, exhibit most of the behaviour types in social media at low level, their most dominant behaviour is reading/consuming content which is also at low level. Furthermore, users in this cluster are mostly female and their monthly income is 500 TL or below; it is seen that they spend 1-3 hours on internet on daily basis, they spend less than 1 hour of this time in social media platforms and use social media for information and entertainment, and it was found that their most used social media platforms are social networking sites and multimedia sharing sites.

"Followers" cluster is composed of users who show Twitter use behaviour most intensively. It is also seen that users in this cluster use social media platforms for consuming content and sharing content by involving. Moreover, users in this cluster are mostly female and their monthly income is 500 TL or below; it is seen that they spend 1-3 hours on internet on daily basis, and similarly they spend 1-3 hours in social media platforms and use social media for entertainment, and it was found that their most used social media platforms are microblogs and multimedia sharing sites.

Users in ***"Sharers"*** cluster show most dominantly the behaviours of content reading/consuming and criticizing/sharing in social media platforms. Moreover, users in this cluster are mostly female and their monthly income is 1000 TL or below; it is seen that they spend 1-3 hours on internet on daily basis, in this time, they spend 1-3 hours in social media platforms and use social media platforms for entertainment, and it was found that their most used social media platforms are social networking sites and multimedia sharing sites.

Users in ***"Socializers"*** cluster display behaviours except for original/multimedia content creation very intensively, it is believed that they establish intensive interaction with contents generated in social media. It is seen that while socializers show game playing behaviour dominantly, they actively use Twitter/read contents. Moreover, users in this cluster include all women and men and their monthly income is 500 TL or below; it is seen that they spend an average of 1-5 hours on internet on daily basis, in this time, they spend 1-3 hours in social media platforms and use these platforms for entertainment, and it was found that their most used social media platforms are multimedia sharing sites, social networking sites and microblogs.

It is seen from the findings that among undergraduate students, users in the clusters of *Followers* and *Abstainers* in other words users who get involved in social media but do not show active sharing behaviour in social media constitute separate clusters and these clusters have significantly more important sizes. On the other hand, it is seen that the cluster of *Movers and Shakers* has the lowest number of users. It was concluded that these results are closely in line with a study carried out by Kurtulus et al. (2015).

Recommendations offered based on abovementioned study results can be summarized as follows:

Considering the fact that the university students who constitute the population of the study use social media to have information almost on everything, it is inevitable that they will make best use of information sources in social media platforms during their purchasing

decisions. Therefore, it has become a necessity for companies especially targeting undergraduate students as their target markets to run their marketing campaigns on social media platforms taking into account this situation. Furthermore, it is seen that those who act with information motivation use more microblogs, multimedia sharing sites and social networking sites, hence companies especially should have effective roles in these platforms so that they can have an impact on young consumers' purchasing decisions.

Moreover, another recommendations for companies within the scope of the results of the study is that companies should consider that young people use social media not only for information but also for entertainment. Companies should have a good analysis of the situations on social media which entertain undergraduate students in Turkey and become aware of the importance of experiential marketing; then they need incorporate those insights into their marketing activities. For this, experience prior to, during and after the purchasing process in which consumers participate actively is required to be oriented towards entertainment, engagement and interaction. Even these undergraduate students can become stakeholders of companies who facilitate word-of-mouth communications while undertaking these marketing activities which entertain them.

In addition to these, it should be noted that access to social media is enabled through smart phones and tablets, hence it needs to be considered that companies can reach young consumers via applications in smart phones, which can be regarded as a new marketing channel.

Considering all these as a whole, it is of utmost importance for companies to analyse well and make best use of rapidly developing technology as well as social media which has increasing place in our lives every passing day. If companies especially targeting young university-educated population analyse young people's social media usage motivations and behaviours in a right way, it will enable them to reach their target market in a more efficient way and to gain a significant competitive advantage against their competitors.

REFERENCES

Alikilic, O., Gulay, G., & Binbir, S. (2013). Kullanımlar ve Doyumlar Kuramı Çerçevesinde Facebook Uygulamalarının Incelenmesi: Yaşar Üniversitesi Öğrencileri Üzerine Bir Araştırma (Exploring Facebook Applications in the Framework of Uses and Grafitications Theory: A Survey among Students of Yasar University). *Communication Theory & Research Journal*, *37*, 40-67.

Bandura, A. (Ed.) (1995). *Self-Efficacy in Changing Societies*. Cambridge: Cambridge University Press.

Barassi, V., & Treré, E. (2012). Does Web 3.0 Come After Web 2.0? Deconstructing Theoretical Assumptions through Practice. *New Media & Society*, *14*(8), 1269-1285.

Blackshaw, P., & Nazzaro, M. (2006). *Consumer-Generated Media (CGM) 101: Word-of-Mouth in the Age of the Web-Fortified Consumer. A Nielsen BuzzMetrics White Paper*-2nd Edition. Spring, 1-13, New York. URL: http://www.nielsen-online.com/downloads/us/buzz/nbzm_wp_CGM101.pdf. Retrieved: March 14, 2016.

Brandtzaeg, P. B. (2010). Towards a Unified Media User Typology (MUT): A Meta-Analysis and Review of the Research Literature on Media-User Typologies. *Computers in Human Behavior*, *26*(5), 940-956.

Brandtzaeg, P. B., & Heim, J. (2011). A Typology of Social Networking Sites Users. *International Journal of Web Based Communities*, *7*(1), 28-51.

Brocke, J., Richter, D., & Riemer, K. (2009). Motives for Using Social Network Sites (Snss) – An Analysis of SNS Adoption among Students. *22nd Bled eConference*, 33-49, 14-17 June 2009, Bled, Slovenia.

Bughin, J.R. (2007). How Companies Can Make the Most of User-Generated Content. *The McKinsey Quarterly Report*, 1-4, August, United Kingdom.

Chi, H. H. (2011). Interactive Digital Advertising vs. Virtual Brand Community: Exploratory Study of User Motivation and Social Media Marketing Responses in Taiwan. *Journal of Interactive Advertising*, *12*(1), 44-61.

Constantinides, E. (2009). Social Media/Web 2.0 as Marketing Parameter: An Introduction. *8th International Congress Marketing Trends*, 1-25, 16-17 January 2009, Paris, France.

Constantinides, E., & Fountain, S.J. (2008). Web 2.0: Conceptual Foundations and Marketing Issues. *Journal of Direct, Data and Digital Marketing Practice*, *9*(3), 231-244.

Celik, S. (2013). Kümeleme Analizi ile Sağlık Göstergelerine göre Türkiye'deki İllerin Sınıflandırılması (Classification of Provinces in Turkey According to Health Indicators by Cluster Analysis). *Doğuş Üniversitesi Dergisi (Dogus University Journal)*, *14*(2), 175-194.

Daugherty, T., Eastin, M.S., & Bright, L. (2008). Exploring Consumer Motivations for Creating User-Generated Content. *Journal of Interactive Advertising*, *8*(2), 16-25.

Donath, J., & Boyd, D. (2004). Public Displays of Connection. *BT Technology Journal*, *22*(4), 71-82.

Goffman, E. (2009). *Günlük Yaşamda Benliğin Sunumu (The Presentation of Self in Everyday Life)*. B. Cezar (Trans.). Istanbul: Metis Publications.

Dever, A. (2014). Sosyolojik Bir Teori Olarak Dramaturjik Teorinin Futbola Uygulanması (The Implementation to Football of Dramaturgical Theory as a Sociological Theory). *Uluslararası Sosyal Araştırmalar Dergisi (The Journal of International Social Research)*, *7*(32), 372-381.

Hair, J. F. Jr., Black, W. C., Babin, B.J., & Anderson, R.E. (2014). *Multivariate Data Analysis*-7th Edition. Upper Saddle River, NJ: Pearson Publications.

Johnson, T. J., & Kaye, B. K. (2003). Around the World Wide Web in 80 Ways: How Motives for Going Online are Linked to Internet Activities among Politically Interested Internet Users. *Social Science Computer Review*, *21*(3), 304-325.

Jung, T., Youn, H., & McClung, S. (2007). Motivations and Self-Presentation Strategies on Korean-Based "Cyworld" Weblog Format Personal Homepages. *CyberPsychology & Behavior*, 10(1), 24-31.

Karahasan, F. (2014). *Taşlar Yerinden Oynarken Dijital Pazarlamanın Kuralları*-3. Baskı*). (Rules of Digital Marketing while Playing Stones From Place*-3rd Edition*)*. Istanbul: Ceo Plus Publications.

Katz, E. (1959). Mass Communications Research and the Study of Popular Culture: An Editorial Note on a Possible Future for This Journal. *Studies in Public Communication*, *2*, 1-6.

Kietzmann, J. H., Silvestre, B. S., McCarthy, I. P., & Pitt, L. F. (2012). Unpacking the Social Media Phenomenon: Towards a Research Agenda. *Journal of Public Affairs*, *12*(2), 109-119.

Kim, Y., Sohn, D., & Choi, S. M. (2011). Cultural Difference in Motivations for Using Social Network Sites: A Comparative Study of American and Korean College Students. *Computers in Human Behavior*, *27*(1), 365–372.

Kim, D. J., Yue, K. B., Hall, S. P., & Gates, T. (2009). Global Diffusion of the Internet XV: Web 2.0 Technologies, Principles, and Applications: A Conceptual Framework from Technology Push and Demand Pull Perspective. *Communications of the Association for Information Systems*, *24*(1), 657-672.

Ko, H., Cho, C. H., & Roberts, M. S. (2005). Internet Uses and Gratifications: A Structural Equation Model of Interactive Advertising. *Journal of Advertising*, *34*(2), 57-70.

Kollock, P. (1999). *The Economies of Online Cooperation: Gifts and Public Goods in Cyberspace*. M. A. Smith, P. Kollock (Eds). *Communities in Cyberspace*-1st Edition. London: Routledge Publications.

Krishnamurthy, S., & Dou, W. (2008). Note from Special Issue Editors: Advertising with User-Generated Content: A Framework and Research Agenda. *Journal of Interactive Advertising*, *8*(2), 1-4.

Kurtulus, S., Ozkan, E., & Ozturk, S. (2015). How Do Social Media Users in Turkey Differ in Terms of Their Use Habits and Preferences? *International Journal of Business and Information*, *10*(3), 337-364.

LaRose, R., & Eastin, M. S. (2004). A Social Cognitive Theory of Internet Uses and Gratifications: Toward a New Model of Media Attendance. *Journal of Broadcasting & Electronic Media*, *48*(3), 358-377.

Lee, C. S., & Ma, L. (2012). News Sharing in Social Media: The Effect of Gratifications and Prior Experience. *Computers in Human Behaviour*, *28*(2), 331-339.

Lull, J. (2001). *Medya, İletişim, Kültür (Media, Communication, Culture)*. N. Gungor (Trans.). Ankara: Vadi Publications.

McKenna, K. Y. A., & Bargh, J. A. (1999). Causes and Consequences of Social Interaction on the Internet: A Conceptual Framework. *Media Psychology*, *1*(3), 249-269.

McMillan, D. W., & Chavis, D. M. (1986). Sense of Community: A Definition and Theory. *Journal of Community Psychology*, *14*(1), 6-23.

McQuail, D. (2005). *Mcquail's Mass Communication Theory*-5th Edition. Great Britain: Sage Publications.

McQuail, D., & Windahl, S. (1997). *Kitle İletişim Modelleri (Communication Models)*. K. Yumlu (Trans.). Ankara: Imge Publications.

Murugesan, S. (2007). Understanding Web 2.0. *IT Professional*, *9*(4), 34-41.

Nov, O., Naaman, M., & Ye, C. (2008). What Drives Content Tagging: The Case of Photos on Flickr. *26th CHI Conference on Human Factors in Computing Systems*, 1097-1100, 5-10 April 2008, Florence, Italy.

Park, N., Kee, K. F., & Valenzuela, S. (2009). Being Immersed in Social Networking Environment: Facebook Groups, Uses and Gratifications, and Social Outcomes. *CyberPsychology & Behavior*, *12*(6), 729- 733.

Quan-Haase, A., & Young, A.L. (2010). Uses and Gratifications of Social Media: A Comparison of Facebook and Instant Messaging. *Bulletin of Science, Technology & Society*, *30*(5), 350-361.

Raacke, J., & Bonds-Raacke, J. (2008). Myspace and Facebook: Applying the Uses and Gratifications Theory to Exploring Friend-Networking Sites. *CyberPsychology & Behavior*, *11*(2), 169-174.

Rheingold, H. (1993). *The Virtual Community: Homesteading on the Electronic Frontier*. Massachusetts: Addison-Wesley Publications.

Ridings, C. M., & Gefen, D. (2004). Virtual Community Attraction: Why People Hang Out Online. *Journal of Computer-Mediated Communication*, *10*(1).

Shao, G. (2009). Understanding the Appeal of User-Generated Media: A Uses and Gratification Perspective. *Internet Research*, *19*(1), 7-25.

Severin, W. J., & Tankard, J. W. (1994). *İletişim Kuramları: Kökenleri, Yöntemleri ve Kitle İletişim Araçlarında Kullanımları (Communication Theories: Origins, Methods, and Uses in the Mass Media)*. A. A. Bir, N.S. Sever (Trans.). Eskisehir: Anadolu University Publications.

Stafford, T. F., Stafford, M. R., & Schkade, L. L. (2004). Determining Uses and Gratifications for the Internet. *Decision Sciences*, *35*(2), 259-288.

Swann, W. B. (1983). *Self-Verification: Bringing Social Reality into Harmony with the Self*. J. Suls, A. G. Greenwald (Eds.). *Psychological Perspectives on the Self*, 2, 33-66. NJ: Psychology Press.

Tossberg, A. (2000). Swingers, Singers and Born-Again Christians: An Investigation of the Uses and Gratifications of Internet-Relay Chat, Master's Thesis, Iowa State University, Ames, IA.

Urista, M. A., Dong, Q., & Day, K. D. (2009). Explaining Why Young Adults Use Myspace and Facebook through Uses and Gratifications Theory. *Human Communication*, *12*(2), 215-229.

Wolf, M. (1999). *The Entertainment Economy: How Mega-Media Forces Are Transforming Our Lives*. New York: Crown Publications.

Varnali, K. (2013). *Dijital Tutulma*-2. Baskı*) (Digital Eclipse*-2nd Edition*)*. Istanbul: MediaCat Publications.

Yamane, T. (2001). *Temel Örnekleme Yöntemleri (Elementary Sampling Theory)*. A. Esin, M.A. Bakir, C. Aydin, E. Gurbuzsel (Trans.). Istanbul: Literatur Publications.

https://www.forrester.com/report/Introducing+The+New+Social+Technographics/-/E-RES56291. (Forrester Research, 2011). Retrieved: November 17, 2015.

http://www.gravity7.com/G7_SID_case_myspace_v2.pdf. Retrieved: January 14, 2016.

https://wearesocial.com/uk/special-reports/digital-in-2016. Retrieved: March 8, 2016.

Appendix: Scale

ITEMS (with regard to activities which carry out on social media platforms)	**5 Point Likert-Type Scale**
I regularly publish on my own website	**1 = Strongly Disagree** **5 = Strongly Agree**
I regularly publish posts on my blog	
I post essays/articles/stories that I have written on various social media platforms on the web	
I frequently upload videos that I have created to video sharing sites such as YouTube, Dailymotion, Vimeo, etc.	
I generally upload voices/music that I have created to social media platforms	
I frequently update/edit my profile on a social networking site such as Facebook, LinkedIn, MySpace, Google+ etc.	
I regularly post my writings/recent updates on my personal Twitter account	
I clearly share my evaluations/ratings on various goods/services on social media platforms (e-shopping sites, sikayetvar.com, etc.)	
I generally write comments on other users' blogs	
I frequently write in/contribute to forums	
I generally write in/contribute to Wikis (Wikipedia etc.)	
I often follow news, etc. content which I want to be informed about the updates by using news aggregators such as RSS, Atom, Google Readers	
I generally vote on/evaluate various internet sites	
I generally tag photographs/internet pages	
I regularly read/follow other users' blogs	
I mostly listen to music/podcasts on social media platforms such as Fizzy, Grooveshark, Ttnetmusic	
I watch videos that other users have shared on social media platforms	
I generally read posts on forums	
I generally read consumers' evaluations/ratings on various goods/services on social media platforms (e-shopping sites, sikayetvar.com, etc.)	
I read other users' tweets on Twitter	
I generally share my comments/views on various social media platforms such as question and answer sites, dictionary sites	
I generally create title/question on various social media platforms such as question and answer sites, dictionary sites	
I generally write comments below the current news in news sites	
I generally write comments below video, photograph and other multimedia contents in various social media platforms	
I generally gather information about companies' products (goods and services) by utilizing social media platforms	
I follow social media accounts of the brand that I like	
I mostly share my own writings in my profile in a social networking site (Facebook, LinkedIn, Myspace, Google+ etc.)	
I generally comment on contents (photograph, video, texts) in other users' social media profiles	
I join various groups (Facebook groups, brand communities etc.) in social media platforms	
I generally read various news in social media platforms	
I regularly read other users' posts in social networking sites (Facebook, LinkedIn, Myspace, Google+ etc.) everyday	
I generally upload photos to photo-sharing sites such as Instagram, Flickr, DeviantArt	
I generally perform marking/tagging via sites such as Delicious, Pinterest	
I generally play various individual virtual world games (Farmville, Mafia Wars, Angry Birds, Candy Crush etc.)	
I generally play multiplayer virtual world games (Warcraft, Second Life, League of Legends etc.) interactively with other users	
I generally tag various news/pages in social media platforms	
I generally share various news that I like in social media platforms with other users	