An Investigation of pre-service teachers' motives for using Instagram

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Abstract

The aim of the study was to determine the motivations of pre-service teachers to use Instagram program, which is one of the common social media tools, in the context of developments in information and communication technologies in order to achieve sustainable learning and examine them according to various variables. The study was designed via descriptive survey model in the quantitative method. The population of the research consisted of pre-service teachers who pursued their education at the Faculty of Education of Siirt University in the spring term of 2018-2019 academic year. In the study, convenient sampling (easily accessible) and criterion sampling methods were utilized. In this context, 384 of the 495 scales distributed were returned and 56 of them were excluded from the research because they were not properly filled, 163 of them were excluded from the research because they did not meet the criteria; therefore, opinions of 165 pre-service teachers were included in the research and analysed. Personal demographic form and Instagram usage motivation scale were used as data collection tool of the research. The results obtained in the research showed that pre-service teachers use Instagram for social escape / relaxation and personal development / self-expression the most with respect to their motivations to use Instagram while they use it with the purpose of entertainment / habit the least. It was observed that Instagram using motivations of pre-service teachers show significant differences in different factors according to gender, age, department and daily time spent in Instagram variables. In addition, it was found out that pre-service teachers should be able to use the Instagram program, which is one of the world-renowned social networking software, for a sustainable education and training life more dynamically and effectively.

Keywords: Sustainability, instagram, social network, using motivation

1. Introduction

Developments in information and communication technologies affect the society in many ways. One of the important factors of the developments in information and communication technologies can be said to be internet technology. The Internet is seen as a technology tool that enables people to access information easily. Thanks to this

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technology, individuals can access lots of information quickly and safely. Behaviours of individuals such as their lifestyles, ways of working and old habits in social areas and business life have changed with the spread of the Internet (Mustafa and Şahin, 2013). Users can easily share their thoughts and ideas via the Internet (Koçak, 2012). Internet is the Web 2.0 technology that enables users to communicate and access information (Warschauer, 2009). With the development of Web 2.0 tools, social network environments have become an indispensable communication tool in our lives (Korkmaz, 2013). Social network environments have spread all over the world in a short period of time since the day they were established and contain contents such as individual's expressing themselves more easily in online environment, communicating, creating different environments, maintaining the communication, using the time efficiently, following friends and sharing which motivate using (Alramadhani and Şahin, 2018; Becan, 2018).

Undoubtedly, Instagram is one of the social network environments whose number of users has increased rapidly recently and which has over a billion users and the fastest growth rate (Akkaş, Bakırtaş, & Çiftçi, 2020). Instagram, which is a mobile social network site, is a mobile social network application offered to users by Apple company in 2010 (Dumas, Maxwell-Smith, Davis, & Giulietti, 2017; Yeniçıktı, 2016; Çetinkaya and Özdemir 2014). Instagram is a Mobile-based social network site that allows sharing or saving photos and videos (Bulut and Doğan, 2017; Kim, Seely, & Jung, 2017). Instagram which is the combination of English words "instant" and "telegram" means instant telegram in Turkish (Türkmenoğlu, 2014). Users can share photos and videos on Instagram by adding a hashtag (#) that makes them discoverable on Instagram (Ramkumar, Navarro, Haeberle, Chughtai, Flynn & Mont, 2017). Creating a hashtag is important for users to have access to photography (Türkmenoğlu, 2014). Instagram's being a platform that allows users to share their own lives quickly and enjoyably, being able to establish communication with users, like the shared photos and leave comments for them can be defined as the important components which make Instagram take a place in the lives of individuals.

When reviewing the literature, Marcus (2015) compared Instagram with other social network sites in his study. In the study, he stated that most of the posts shared on Instagram are selfies. In another study which focuses on social media storytelling through Instagram, it was stated that individuals share stories the way they want to see themselves, in contrast to their own self-behavior (Kırık and Yazıcı, 2017). Aktan (2018) revealed motivation of the university students to use Instagram and their Instagram following behaviours. In the study, obtaining information and sharing dimensions came to the fore with respect to students' motivation to use Instagram while familiarity and expertise came to the fore in their Instagram following behaviours. In another study on university students' motivation to use Instagram, it was revealed that individuals engaged in social activities use Instagram intensively (Sheldon and Bryant, 2016). In the research, which was examined in the context of the uses and satisfaction approach of university students' Instagram use, it was stated that 9 factors were effective in motivation to use (Yayla, 2018). In this context, it should not be forgotten, that

Universities are the leading institutions in the service of the society by providing their opinions and showing their expertise with the scientific publications and projects they produce, the professions they train and above all, the issues concerning the society (Uğurlu and Kıral, 2011). These organizations are also in the process of developing lifelong learning skills of the individual in order to keep up with the rapid changes in the political, social and cultural areas in the rapidly developing and changing life in line with the needs of the age (Poyraz and Titrek, 2013).

Digital in Turkey (2020) according to the report, Turkey has 38 million Instagram users. The fact that so many users have signed up for Instagram and spend their time has made it important to investigate the motivation of users. When the studies in the related literature are examined, it is seen that there are very few studies on university students' motivation to use Instagram, none of which is related to pre-service teachers. In this context, determination of pre-service teachers' motivation to use Instagram is important both for filling the gap in the literature and for the use of this software, which has a very widespread use, in the education process. In this way, it is thought that a contribution will be made for educators in terms of designing effective educational environments with the determination of pre-service teachers' abovementioned motivations. The aim of the research is to determine the motivation of pre-service teachers to use Instagram of which use has increased all over the world and which provides contacting with individuals and following them and examine it in accordance with various variables. According to this;

1. What is the level of pre-service teachers' motivation to use Instagram?
2. Does pre-service teacher's motivation to use Instagram differ significantly with respect to gender, age, department and time spending independent variables?

2. Method

Descriptive survey model, which is one of the quantitative research methods, was used in this study which aims to determine the motivation of pre-service teachers to use Instagram. The descriptive survey model is a type of method which investigates and describes the conditions and features of the current situation without changing them (Karasar, 2015). The population of the research consists of pre-service teachers who continue their education at the Faculty of Education of Siirt University in the spring term of 2018-2019 academic year. In the study, convenient sampling (easily accessible) and criterion sampling methods were used to collect data. Convenient sampling is a convenient sampling method created by the selection of items that are completely accessible easily and quickly (Fraenkel, Wallen, & Hyun, 2012). Criterion sampling is the study of situations that meet some predetermined criteria. These criteria are prepared by the researcher or a list of previously created criteria can be used (Marshall and Rossman, 2014). The criterion in the study was determined as the pre-service teachers' having an Instagram account and using the Instagram account for at least one year. 384 of the 495 questionnaires which were distributed in the study were returned. 56 of the

questionnaires were excluded from the research because they were not filled in according to the guidelines and 163 of them were excluded from the research because they did not meet the desired criteria. As a result, opinions of 165 pre-service teachers were included in the study and the findings obtained by performing statistical procedures with appropriate analysis procedures were tabulated. Information related to the participants of the research is shown in Table 1.

Table 1. Demographic characteristics of the participants

Variables		Number of pre-service teachers (N=165)	%
Gender	Female	95	57,6
	Male	70	42,4
Department	(SST)	29	17,6
	(CT)	37	22,4
	(ST)	30	18,2
	(TT)	33	20,0
	(EMT)	23	13,9
	(CITE)	13	7,9
Age	Aged 20 and below	41	24,8
	Aged 21-23	101	61,2
	Aged 24 and above	23	13,9

NOTE: Social Studies Teaching (SST), Classroom Teaching (CT), Science Teaching (ST), Turkish Teaching (TT), Elementary Mathematics Teaching (EMT) and Computer and Instructional Technologies Education (CITE)

Personal demographic form and Instagram usage motivations scale were used as the data collection tools of the research. The Instagram usage motivations scale is a 5-point Likert scale which was developed by Yayla (2018), consists of 9 dimensions (35 items). Cronbach alpha reliability coefficient calculations of the scale in the original study and in this study are presented in Table 2.

Table 2. Cronbach alpha reliability coefficient calculations

Factors	Number of items	In the original study	In this study
Entertainment/habit	7	,838	,866
Social escape/relaxation	7	,820	,800
Decision making/obtaining information	4	,871	,734
Personal development/self-expression	4	,811	,725
Friendship	4	,777	,743
Social interaction	4	,636	,718
Economy	2	,529	,560
Following	2	,620	,574
Personal presentation	1	-	-

According to Cronbach Alpha reliability coefficient values, it is stated as the following: (not reliable for 0 and 0.40, low reliability for 0.40 and 0.60, very reliable for 0.60 and 0.80, high reliability for 0.80 and 1.00) (Murphy and Davidshoper, 1988; Özdamar, 2002). When the table 2 is analysed according to these values, the total scores of the factors (Economy, Following, Personal presentation) were not included in the analysis section since the total scores of these factors are not reliable and the rule that there should be at least three items per dimension is not met.

In the research, normal distribution of data was tested by looking at skewness and kurtosis values. Since these values showed a distribution between -2 and +2, the data were considered to be normally distributed (George and Mallery, 2010). Accordingly, analyses were performed using parametric test techniques. Although the data were collected at a ranking level with a Likert-type scale, (Strongly Disagree: 1, Disagree: 2, Undecided: 3, Agree: 4, Strongly Agree: 5) scores were given assuming that the collected data was equally spaced, scores obtained from all of the items associated with any of the dimensions and total score of the dimension were divided into the number of items related to that dimension and average score of the dimension was calculated. For the answers of the research questions, average score of the dimension was compared with the t test, one-way ANOVA, Scheffe and Tukey tests according to the gender, department and age. In addition, frequency, percentage and arithmetic mean were used in the analysis of the scores of the Instagram usage motivations scale. Interpretation of scale dimensions was made through (1-1.79 for Strongly Disagree, 1.80 -2.59 for Disagree, 2.60-3.39 for Undecided, 3.40-4.19 for Agree, 4.20-5 for Strongly Agree) scoring method.

3. Findings

In this section, findings related to the research questions are presented.

Levels of pre-service teachers' motivation to use Instagram

Arithmetic mean and standard deviation values of pre-service teachers' motivation levels for using Instagram are presented in Table 3.

Table 3. Pre-service teachers' motivations to use Instagram

Factors	$\overline{X}$	Ss
Entertainment/habit	2,556	,933
Social escape/relaxation	3,419	,879
Decision making/obtaining information	2,669	,933
Personal development/self-expression	3,453	,883
Friendship	2,678	1,065
Social interaction	3,216	,942
NOTE: N = 165		

When Table 3 is analysed, it is seen that pre-service teachers mostly use Instagram for social escape/relaxation ($\overline{X}$=3,41) and personal development/self-expression ($\overline{X}$=3,45) purposes while it is used for Entertainment/habit ($\overline{X}$=2,55) purpose at the least. On the other hand, pre-service teachers preferred undecided option for decision making/obtaining information ($\overline{X}$= 2,66), Friendship ($\overline{X}$=2,67) and Social interaction ($\overline{X}$=3,12) in Instagram usage motivations.

Examination of pre-service teachers' motivations to use Instagram according to gender, age, department and time spending independent variables

In the study, the t-Test findings regarding the average comparisons of the pre-service teachers' opinions about their motivations to use Instagram by gender independent variable are presented in Table 4.

Table 4. t-Test findings of the participants according to gender

Factors	Gender	$\overline{X}$	Ss	t	p
Entertainment/habit	Female	2,5233	.865	-.534	.594
	Male	2,6020	1.025		
Social escape/relaxation	Female	3,3714	.857	-.824	.411
	Male	3,4857	.913		
Decision making/obtaining information	Female	2,5000	.915	-2.774	.006**
	Male	2,9000	.915		
Personal development/self-expression	Female	3,5158	.866	1.063	.289
	Male	3,3679	.907		
Friendship	Female	2,6807	1.087	.027	.979
	Male	2,6762	1.043		
Social interaction	Female	3,2605	.939	.696	.488
	Male	3,1571	.951		
NOTE: N (Female) = 95 ve N (Male) = 70, P< .050*, * P< .010**, * P< .000***					

When Table 4 is analysed, it is found that there is a significant difference in decision-making/obtaining information factor in the pre-service teachers' motivation to use Instagram according to gender. (t = -2,277). When the rank averages are analysed, it is seen that Instagram usage motivations of male pre-service teachers is higher in decision making/obtaining information factor.

ANOVA test findings related to the average comparisons of pre-service teachers' opinions about their motivation to use Instagram by age in the research are presented in Table 5.

Table 5. ANOVA test findings by age of the participants

Factor	Age	$\overline{X}$	Ss	F	P	Description
Entertainment/habit	Under 20	2,42	0,83			
	Aged 21-23	2,56	0,95	1,204	.303	
	Aged 24 and above	2,80	1,05			
Social escape/relaxation	Under 20	3,23	1,00			
	Aged 21-23	3,45	0,85	1,602	.205	
	Aged 24 and above	3,61	0,77			
Decision making/obtaining information	Under 20	2,30	0,89			Under 20, aged 21-23 and aged 24 and over
	Aged 21-23	2,73	0,92	6,062	.003**	
	Aged 24 and above	3,09	0,86			
Personal development/self-expression	Under 20	3,48	0,92			
	Aged 21-23	3,40	0,89	,872	.420	
	Aged 24 and above	3,66	0,79			
Friendship	Under 20	2,51	1,19			
	Aged 21-23	2,68	1,03	1,462	.235	
	Aged 24 and above	2,99	0,97			
Social interaction	Under 20	3,37	0,93			
	Aged 21-23	3,10	0,95	2,146	.120	
	Aged 24 and above	3,47	0,88			

NOTE: N (aged 20 and below) = 41, N (aged 21-23) = 101, N (aged 24 and above) = 23, *Freedom DF inter-group degrees of freedom is 2, intra-group degrees of freedom is P< .050*, * P< .010**, * P< .000***

When Table 5 is analysed, it shows a significant difference in the decision-making /obtaining information factor according to the age independent variable of pre-service teachers' motivation to use Instagram (F = 6,062). According to the results of Scheffe and Tukey test which has been conducted to find the source of this difference, it is seen that the Instagram usage motivation of the pre-service teachers who are aged 21-23 and who are aged 24 and above is higher in the decision making/obtaining information factor compared to those who are under 20.

In the research, ANOVA test findings regarding the average comparisons of pre-service teachers' opinions about their motivation to use Instagram by their departments are presented in Table 6.

Table 6. ANOVA test findings according to the departments of the participants

Factor	Department	$\overline{X}$	Ss	F	P	Description
Entertainment/habit	CITE	2,65	1,06			
	Classroom Teaching	2,30	0,77			
	Turkish Teaching	2,70	0,88			
	Elementary Mathematics Teaching	2,34	1,01	1,32	.25	
	Science Teaching	2,64	0,95			
	Social Studies Teaching	2,76	1,03			
Social escape/ Relaxation	CITE	3,22	0,99			
	Classroom Teaching	3,39	0,88			
	Turkish Teaching	3,61	0,89			
	Elementary Mathematics Teaching	3,28	0,76	1,20	.30	
	Science Teaching	3,23	0,84			
	Social Studies Teaching	3,64	0,93			
Decision making/obtaining information	CITE	2,81	0,76			
	Classroom Teaching	2,57	0,96			
	Turkish Teaching	2,67	0,89			
	Elementary Mathematics Teaching	2,61	0,94	350	.88	
	Science Teaching	2,62	0,82			
	Social Studies Teaching	2,84	1,16			
Personal development/self-expression	CITE	3,58	0,72			Between Social Studies Teaching and Classroom Teaching
	Classroom Teaching	3,19	1,11			
	Turkish Teaching	3,52	0,74			
	Elementary Mathematics Teaching	3,40	0,85	2,70	.02*	
	Science Teaching	3,26	0,74			
	Social Studies Teaching	3,91	0,81			
Friendship	CITE	2,74	1,01			
	Classroom Teaching	2,43	1,04			
	Turkish Teaching	2,72	1,10			
	Elementary Mathematics Teaching	2,48	0,94	,99	.42	
	Science Teaching	2,84	1,07			
	Social Studies Teaching	2,91	1,16			
Social interaction	CITE	3,29	0,99			Between Social Studies Teaching and Elementary Mathematics Teaching
	Classroom Teaching	3,10	0,85			
	Turkish Teaching	3,32	0,89			
	Elementary Mathematics Teaching	2,75	0,87	3,27	.000***	
	Science Teaching	3,09	1,03			
	Social Studies Teaching	3,72	0,88			

NOTE: N (CITE)= 13, N (Classroom Teaching)= 37, N (Turkish Teaching)= 33, N (Elementary Mathematics Teaching)= 23, N (Science Teaching)=30 ve N (Social Studies Teaching)= 29, * Freedom DF inter-group degrees of freedom is 2, intra-group degrees of freedom is P< .050*, * P< .010**, * P< .000***

When Table 6 is analysed, it is seen that there is a significant difference in the personal development / self-expression (F = 2.70) and social interaction (F = 3.27) factors in the pre-service teachers' motivation to use Instagram according to the department independent variable. According to the results of Scheffe and Tukey test conducted in order to find the source of this difference, it is seen that the Instagram usage motivation of the Social Studies Teaching pre-service teachers is higher in the Personal development/self-expression factor compared to the classroom teaching pre-service teachers while the Instagram usage motivation of the Social Studies Teaching pre-service teachers is higher in the social interaction factor compared to the elementary mathematics teaching pre-service teachers.

Examination of pre-service teachers' motivation to use Instagram according to their time they spend daily on Instagram.

In the research, ANOVA test findings regarding the average comparisons of the pre-service teachers' opinions about their motivation to use Instagram according to their time they spend daily on Instagram are presented in Table 7.

Table 7. One-way ANOVA test findings for pre-service teachers' time they spend daily on Instagram

Factor	Time	$\overline{X}$	Ss	F	P	Definition
Entertainment/habit	Less than 1 hour	2,80	0,78	4,587	,004***	Between less than 1 hour and 6 hours or more
	1-2 hours	2,47	0,91			
	3-5 hours	2,47	1,11			
	6 hours or more	1,64	0,52			
Social escape/ relaxation	Less than 1 hour	3,61	0,83	7,002	,000***	Between less than 1 hour, 1-2 hours, 3-5 hours and 6 hours or more
	1-2 hours	3,45	0,77			
	3-5 hours	3,33	0,86			
	6 hours or more	2,20	1,12			
Decision making/obtaining information	Less than 1 hour	2,82	0,86	1,137	,336	
	1-2 hours	2,58	0,96			
	3-5 hours	2,61	0,94			
	6 hours or more	2,34	1,25			
Personal development/self-expression	Less than 1 hour	3,61	0,85	2,106	,102	
	1-2 hours	3,37	0,90			
	3-5 hours	3,44	0,85			
	6 hours or more	2,84	1,02			
Friendship	Less than 1 hour	2,88	1,08	3,629	,014**	Between less than 1 hour and 6 hours or more
	1-2 hours	2,60	0,82			
	3-5 hours	2,67	1,26			
	6 hours or more	1,63	0,60			
Social interaction	Less than 1 hour	3,54	0,84	4,656	,004***	Between less than 1 hour and 3-5 hours
	1-2 hours	3,11	0,81			
	3-5 hours	2,90	1,04			
	6 hours or more	2,97	1,34			

NOTE: N (1 hour or less) = 64, N (1-2 hours) = 51, N (3-5 hours) = 42, N (6 hours or more) = 8, Freedom DF inter-group degrees of freedom is 2, intra-group degrees of freedom is P< .050*, * P< .010**, * P< .000***

When Table 7 is analysed, it is seen that there is a significant difference in the entertainment/habit (F = 4.587), social escape/relaxation (F = 7.002), friendship (F = 3.629) and social interaction (F = 4.656) factors in the pre-service teachers' motivation to use Instagram according to the time they spend daily on Instagram. According to the results of Scheffe and Tukey test conducted in order to find the

source of this difference, it is seen that the Instagram usage motivation of the group who spend less than 1 hour daily on Instagram is higher in entertainment/habit and friendship factors compared to the group who spend 6 hours or more daily on Instagram; Instagram usage motivation of the group who spend less than 1 hour, 1-2 hours and 3-5 hours daily on Instagram is higher in social escape/relaxation factor compared to the group who spend 6 hours or more daily on Instagram and Instagram usage motivation of the group who spend less than 1 hour daily on Instagram is higher social interaction factor compared to the group who spend 3-5 hours daily on Instagram.

4. Discussion, Conclusions and Recommendations

In this study, which aims to examine the motivations of pre-service teachers to use Instagram, results regarding the motivations of pre-service teachers to use Instagram and whether the motivations of pre-service teachers to use Instagram change according to gender, age, department and time spending on Instagram variables are presented. It has been found that pre-service teachers use Instagram for social escape/relaxation and personal development/self-expression the most with respect to their in their motivations to use Instagram while they use it with the purpose of entertainment/habit the least. However, Yayla (2018) in his study stated that the most effective factor in Instagram usage is entertainment/habit factor being in the first place. In the studies conducted by Çakmak and Baş (2017) and Aktan (2018) studies, it was found that the factors of obtaining information and sharing became prominent in the reasons for the Instagram usage of the participants.

In the study, it has been found that male pre-service teachers' motivation to use Instagram is higher in decision-making/obtaining information factor compared to the female pre-service teachers according to gender. In contrast, Yayla (2018) in his study stated that female users attach more importance to decision making/obtaining information factor compared to the male users according to gender. In their research, Sheldon and Bryant (2016) stated that women use Instagram more than men. In their study, Balcı, Bal, & Dela (2019) revealed that female users attach more importance to surveillance and obtaining information dimensions of Instagram usage motivations compared to the male users according to gender. In addition, Aktan (2018) in his study has stated that there is not a significant difference in the factors by gender. Üksel (2015), on the other hand, has found that female participants place more emphasis on obtaining information and decision making in their social media usage motivations than male participants.

In the study, it is seen that it is seen that the Instagram usage motivation of the pre-service teachers who are aged 21-23 and who are aged 24 and above is higher in the decision making/obtaining information factor compared to those who are under 20 with respect to the age independent variable. Yayla (2018) stated in his study that the Instagram usage motivations of the participants did not differ significantly according to the age variable. In his study, Üksel (2015) found that there was a significant

relationship between entertainment and relaxation and economy factors in the motivations of users to use social media according to age and it was also stated that the participants who were aged 18-22 gave more importance to the entertainment and relaxation dimension and those who were aged 23-27 gave more importance to the economy dimension.

In the study, it has been seen that the Instagram usage motivation of the Social Studies Teaching pre-service teachers is higher in the Personal development/self-expression factor compared to the classroom teaching pre-service teachers while the Instagram usage motivation of the Social Studies Teaching pre-service teachers is higher in the social interaction factor compared to the elementary mathematics teaching pre-service teachers according to the department independent variable.

In the study, a significant difference was found in entertainment/habit, social escape/relaxation, friendship and social interaction factors in the pre-service teachers' motivation to use Instagram according to the time they spend daily on Instagram. According to the obtained date, it has been seen that the Instagram usage motivation of the group who spend less than 1 hour daily on Instagram is higher in entertainment/habit and friendship factors compared to the group who spend 6 hours or more daily on Instagram; Instagram usage motivation of the group who spend less than 1 hour, 1-2 hours and 3-5 hours daily on Instagram is higher in social escape/relaxation factor compared to the group who spend 6 hours or more daily on Instagram and Instagram usage motivation of the group who spend less than 1 hour daily on Instagram is higher social interaction factor compared to the group who spend 3-5 hours daily on Instagram. In contrast, in the study conducted by Yayla (2018), it was concluded that there was a significant difference in entertainment/habit, social escape/relaxation, friendship, social interaction factors and stated that motivation of the participants who use Instagram for 3-5 hours is higher than those who use less than 1 hour. In the study conducted by Aktan in (2018), it was stated that social media users who use Instagram 5 hours or more daily use it mostly for obtaining information and sharing purposes compared to those who use Instagram less than 1 hour and 1-2 hours.

As a result, pre-service teachers can use Instagram which is widely used in education, more dynamically as the use of social network softwares and related mobile network sites is becoming widespread in every field as well as in the field of education. Thanks to these mobile network sites and softwares, educational environments can be separated from the traditional structure and differentiated which makes classes more interactive and effective.

The obtained results are limited to 165 pre-service teachers who participated in the study. Therefore, conducting similar studies with larger and different sample groups will help enrich the literature. This study is limited to quantitative data. Similar studies can be carried out using also qualitative data. In addition, experimental studies on the relationship between Instagram usage motivations and different variables can be conducted.

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