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Mehmet Fatih Döger 

Turkish Ministry of National Education & Ankara University, Turkiye

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Self-Presentation of Teachers in Social Networks

Mehmet Fatih Döger

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Abstract

This study was undertaken to investigate the use and motivations behind teachers' engagement in social networks, while exploring their self-presentations and attitudes within these digital communities. The aim was to shed light on the relationship between real-life and digital communities by focusing on teachers as a specific demographic group. To address the research questions, namely the demographic characteristics of teachers using social networks, the reasons behind teachers' usage of social networks, the role of these platforms in shaping teachers' self-perception and professional identity, a mixed-method approach was employed. The findings of the study indicate that social networks provide an ideal platform for individuals to present themselves, and teachers exhibit distinct patterns of behavior compared to other groups. Teachers express themselves more openly and assertively when their identities are anonymous. They actively seek attention to expand their social network, yet refrain from making political posts to avoid jeopardizing their online presence. They strive to portray an idealized image of themselves and make efforts to distinguish themselves from others. Based on the study's conclusions, it is recommended to develop a digital platform that caters to the interests, needs, and inclinations of teachers.

Introduction

The purpose of this research is to investigate the extent and purposes for which teachers utilize social networks, whether these networks play a role in self-formation, whether there are differences in self-presentation regarding the anonymity or openness of teachers' identities on social networks and to understand if there are variances between teachers' daily lives and their online self-presentations. This study, aiming to examine teachers' self-presentations based on their demographic profiles on social networks, concludes with a proposal for a digital platform addressing teachers' desires, needs, and orientations. This article delves into the investigation of teachers' motivations for using social networks, and the role of social networks in shaping their personal and professional identities. It is crucial to explore how teachers express their thoughts on digital platforms, their behavior within social network groups, their reasons for engaging with social networks, their desire to expand their social circles, their impact on others in these networks, and the extent to which they can freely express their ideas. Examining the underlying motivations behind these actions, as well as the observable behaviors, is essential for a comprehensive understanding of individuals in today's digital age.

The findings of this study are expected to provide valuable insights and recommendations for decision-makers, academics, and practitioners in the field. It is believed that this research can offer solutions to the needs and challenges within the education system. As a result of this study, a proposed platform called the "National Social Teacher Platform" has emerged as a highly feasible solution aligned with teachers' interests, desires, needs, and expectations. This platform aims to address the needs and challenges faced by educators, contribute to the field's literature, and provide a safe and interactive space for all teachers at the national level. What sets this research apart from others is the large sample size, consisting of 6,005 participants, which surpasses that of previous related studies. Furthermore, its aim to encompass teachers from all regions of Turkey adds to its distinctiveness. It is worth noting that most studies in this field predominantly focus on students, leaving a limited number of studies dedicated to teachers. The selection of actively engaged teachers as the subjects of this study further differentiates it from others. Another noteworthy aspect of this research is its proposition of an exemplary platform tailored to the needs, desires, and expectations that arise from examining teachers' self-presentations on social networks. This study is anticipated to contribute to the development of online and face-to-face training programs for teachers in virtual communities.

Throughout history, human beings have constantly sought ways to simplify their lives and pass on their experiences to future generations. This drive for communication and connection has led to the discovery and utilization of various tools and technologies, from cave paintings and smoke signals to letters, the printing press, electricity, telephone, radio, television, and finally, information technologies and the Internet. Technology, in addition to its role in facilitating human life, has paved the way for numerous scientific advancements and made accessing information easier in the era of globalization (Adibifar, 2016). Computer-based communication, constantly evolving and improving, has brought about significant changes on a global scale by enabling the sharing of information without the constraints of place and time (Yu, 2011). The concepts of tools and technology have become inherent to human nature throughout history and have now become integral to people's lives. Presently, individuals engage in an interconnected experience in the online environment for purposes such as communication, information access, mass dissemination, social integration, and entertainment. With these advancements, the widespread use of technology has led to its increased adoption (Nye, 2006). Consequently, the transformation and digitalization of technology have brought about extensive changes in the social structure. Digitalization has shaped the future of humanity, impacting behavioral patterns (Timisi, 2015) and resulting in the digitalization of institutions and organizations, the proliferation of unmanned vehicles and robotic systems, the introduction of artificial intelligence and changes in work environments (Alkayış, 2021). Ultimately, these developments have led to paradigm shifts and shifts in perceptions worldwide (LeNoue, 2012).

In both literature and daily life, there have always been proponents and opponents of technology. Existing and developing technologies have faced resistance and severe criticism at times. As technologies advance, individuals experience increased liberation and civilization (Castells, 2005). However, these advancements also have a negative impact on individuals' characters and can cause moral distress (Simmel, 1996). Individuals who seek to simplify their lives through technology may become alienated from themselves and the society they live in as they strive to possess and utilize these tools (Adibifar, 2016). Moreover, technology is seen to erode human characteristics, promote a search for meaning in life, and foster consumerism (Baudrillard, 1997). Technology is

often accused of fostering deception, loneliness, isolation, depression, destruction, and addiction in social life, and being employed as a tool for control and domination (Heidegger, 1998). Paradoxically, individuals who become more transparent and liberated through technology find themselves subjected to greater control (Han, 2017). Additionally, new technologies and digitalization have resulted in job losses, social isolation, a weakened workforce, increased surveillance, the spread of crime and violence, and the perpetuation of egocentric behavior, ultimately leading to the loss of humanity over time (Castells, 2005). An illustrative study conducted in America revealed that people living in the 1990s were more pessimistic and unhappy compared to those in the 1950s (Nye, 2006). It is evident that while technology claims to simplify people's lives and increase happiness, it can also be a source of unhappiness. As a consequence, individuals, burdened with increased work demands due to technological advancements, often find themselves devoting less time to themselves and their personal lives.

Social Networks

The concept of social network was first used by John Arundel Barnes in 1954 as a tool enabling people to communicate and interact with the people around them (Barnes, 1954). These networks are web 2.0 based platforms and users communicate and interact using network technologies (Boyd, 2008). Castells (1997) brought the concept of social network to the literature and stated that users can now see the past, present and future of a person together with a single media sharing. In this context, social networking environments enable people to communicate with other people and interact with each other, stay on the agenda, learn about what is happening around and share thoughts and feelings. They are among the most visited environments and applications where people of all ages spend most of their time. According to Kaplan and Haenlein (2010), digital social networks are internet-based platforms created by using web 2.0 tools, providing the opportunity to produce content and sustain interaction among users. In addition, today, this desire to share has reached its peak with the development of communication technologies. In short, social networks have a strong influence on many issues, from technology to family, from politics to lifestyles, from individuals to power and from culture to education.

The idea that technology creates a more flexible, accelerated and more transparent environment by facilitating daily life is an undeniable reality today. With the emergence of social networks, expressing oneself on these platforms increases self-confidence and the sense of pleasure. All these efforts have changed the interaction of individuals in these areas, the self-presentations and the image tried to be disguised in social life (Hood, 2019). The question of 'Why are these people trying to present themselves here?' have been sought in this research. The answer and the origin of this idea can be considered as an extension of the idea of people's drawing his own or others' portraits and sculptures on cave walls thousands of years ago.

While technology has begun to homogenize societies with globalization, it has also eliminated social and cultural differences (Adibifar, 2016). For this reason, it triggered social transformation and changed the forms of interpersonal relations as a changing factor. In addition, it is thought that social networks eliminate physical distances and cause individual and social differences to disappear, thereby making an effort to show one's own self-presentations (Han, 2017). The virtual communities, where millions of people and groups can interact, help individuals to determine their position by performing their own self-presentations and can affect the policy and

the organizational forms of the society (Gao and Bai, 2021). In this way, individuals' self-presentations are mostly realized through role-playing, image and image creation, attention, consumption, leisure time and entertainment (Armağan, 2013). Additionally, social networks become areas to follow the developments and innovations, access all kinds of information, express any idea and impersonate the identity requested. Henceforth, the mentioned digital platforms have become the artificial stage of the current reality (Hood, 2019). Chan and Tsang associated these efforts in social networks to manifesting oneself with the concept of narcissism (2014).

Self-Presentation

Identity and self are structures that differentiate from each other in some extends but they are shaped with the interactions of individuals (Faccennini, 2021). People's attempts to show themselves as well as their self-presentations have become more complex nowadays. The competition of individuals visible on digital platforms eliminates the concept of privacy and also causes photographs to become a tool for marketing (Han, 2017).

One of the main purposes to realize this research is to examine the order among teachers' interactions in digital networks by considering Erving Goffman's Dramaturgy Approach and the Self-Presentation of teachers. According to Goffman's theory, individuals act in their daily lives as if they were on a theater stage. Here, he expressed the person's handling of himself, his presentation of himself along with the strategies he produced in this context of self, on this way the person tends to show different behaviors when alone and in a social environment (Goffman, 1959). Although the idea that people in the world are on a stage and that people are actors here has been expressed since ancient times, Goffman was the first person to conduct detailed research on this subject and examine it on a micro scale (Persson, 2021). He examines how one presents his actions, directs and controls impressions. In this way, people can take shelter in the fictional world of social networks in line with their own wishes, by having their self-presentations approved by other people. In this way, he acts with the perception that he is worth being approved by the people watching. Goffman describes the behavior of the individual on the theatre stage with metaphors such as actor, performance, stage, costume, mask, front of the stage and backstage (Goffman, 1959). The most vital feature of the dramaturgical action theory is how the individual transforms the behaviors exhibited in daily life into the form he/she wants and presents it to the people around.

Myriad studies have been carried out in the literature within the scope of self-presentations. It will be useful to take a look at these studies within the scope of this research. For example, Shao (2009) in his work 'Satisfaction in Social Networks' divided the reasons for users in social networks as getting information, self-actualization, self-expression, entertainment, socialization and community building. In addition, he stated that users exhibit three different behaviors in social media: consumption, participation and production. Examples of consumption behavior stem from the need for entertainment and information, while the need for social interaction and community building can be given as examples of participation behavior. Finally, he suggested that users tend to express themselves and realize themselves for the need of production. The other research was done by Suler. Suler (2014) suggested in his proposal for 'Online Disinhibition' that people in social media do not reflect their real identities and change their attitudes and behaviors. People who consider themselves invisible or hidden in these networks could take actions that they don't do normally in daily life. He may act casually, thinking that he is

alone. The emotions, needs, and incentive levels that the person experiences cause them to differ in their tendencies. Here, people can try to present themselves as innovative, independent, pioneering, divergent and open-minded. This situation, which can also be expressed as anonymous self-presentations, reveals that people can behave differently when their identities are masked.

Similar to these studies, Cooley (1922) stated in his work "Human Nature and Social Order" that an individual is not independent and alone and he is influenced by his environment. This study is decisive in terms of showing that people interpret themselves according to others' reactions. Likewise, in Hood's (2019) 'Illusion of Self', he claims that a person is concerned to manage his own image and perception in daily life and the same situation is also valid on social media. Again, according to the 'Looking-Glass Self' Theory created by Hood (2019), a person's self-perception stems from how others perceive that person. According to this theory, individuals use the judgments of others to measure their own values and behavior. More than those ideas or feelings that individuals have about themselves are shaped according to others feedback. The common purpose of these reference studies is that the feedback we receive from others define who we are. Now, the ideas of others become more imperative than what we really think about ourselves. Timisi (2005), on the other hand, in his work called "The Reality of Virtuality", argued that social networks have become areas where we can reach everything around us, express any idea we want and adopt the identity we choose. Ultimately, attempting to display identities and images has caused these networks to become performance centers (Gao and Bai, 2021).

Method

Research Design

This research employed a mixed methods approach to comprehensively analyze the multidimensional and complex nature of the events under investigation, incorporating both quantitative and qualitative data. According to Creswell (2006), the utilization of both quantitative and qualitative approaches in a mixed methods design enhances understanding of research problems. The data collected through the questionnaire and interviews were collected concurrently and mutually supported each other. This approach was chosen for its capacity to provide verification and meaningful insights.

The qualitative aspect of this study involved conducting face-to-face interviews with 25 volunteer teachers from diverse regions, teaching levels, and subject areas. The research design adopted for this qualitative study is a case study, which examines a current phenomenon within its real-life context. This method is particularly suitable when the boundaries between the phenomenon and its environment are not clearly defined, and when multiple sources of evidence or data are available. Within the framework of qualitative research, Yin's (2003) holistic multi-case design, which involves comprehensive analysis and comparison of multiple situations, was employed. This detailed and meaningful approach allows for holistic examination of each situation and subsequent comparisons among them. The qualitative study aimed to explore the purposes for which teachers use social networks and their self-presentations.

The quantitative study involved administering questionnaires to 6,005 teachers in Turkey through scanning

methods. The questionnaires were distributed to teachers via social networks, and participants were asked to complete them. The scanning method was chosen for its measurability and ability to reach a larger number of individuals within a short period of time. This method enabled the exploration of the teachers' demographic characteristics, the purposes and frequency of social network usage, and their self-presentations.

Validity and Reliability

To enhance the reliability and validity of this research, several measures were implemented including Lincoln and Guba's (1985) four general criteria: credibility, transferability, dependability, and confirmability for trustworthiness. Another approach was the mixed methods approach, ensuring that both quantitative and qualitative data were collected and analyzed concurrently, with the results reinforcing one another. It is important to note that there were no unanswered questions within the study's scope. The researcher possesses extensive experience in the field and has been actively engaged in social network research for over a decade. Additionally, all survey and interview participants were provided with preliminary information about the research and the researcher. To further bolster reliability and validity, expert opinions were sought during the development and evaluation of the survey. The quantitative questionnaire underwent a pre-test involving 100 individuals, while the interviews were conducted with three different participants. Furthermore, the research employed diverse sampling techniques, and the confirmation of colleagues was obtained to ensure credibility. In the questionnaire, both positive and negative questions were presented together. In the qualitative study, efforts were made to avoid asking leading questions and to actively listen during the interviews to enhance the questionnaire's reliability. Codes were assigned to maintain the anonymity of the individuals involved in the qualitative research. Each teacher was identified with a number, such as T1, T2, according to the sequence of the interviews.

Procedure

The data in this research has been obtained with the help of online platforms. The most important reasons for making data with digital platforms are the pandemic measures, the desire to reach all parts of Turkey and the convenience, economy, accessibility and applicability of the data. Accordingly, within the scope of the research quantitative data were taken via SurveyMonkey tool which is an online survey application. This questionnaire was prepared in a semi-structured format and open-ended questions were added to the questionnaire. On the other hand, within the scope of the research, qualitative data were obtained via online interview and the ZOOM application was used. The voices and videos of the participants were recorded.

Population and Sampling

The population of this research is the registered teachers in the eTwinning activity from Turkey. In this context, the sample of the research consists of the registered teachers who answered the questionnaire. Teachers in all levels of schools working in different regions, districts and schools are included in this study. More precisely, 331,140 teachers were registered to eTwinning in Turkey. Moreover, within the scope of this research, 6005 teachers working in the 2021-2022 academic year answered the questionnaire.

In the quantitative part of the study, the random sampling method was employed as a method. (Yıldırım & Şimsek, 2011). While 1.066 people were sufficient in terms of representation size, 6.005 people were reached in this study. Accordingly, this research has a 97% reliability rate and 3% sampling error (Yazıcıoğlu & Erdoğan, 2014).

As for the qualitative part of the study, the maximum diversity method was used to determine the participants. (Yıldırım & Şimsek, 2011). Participants who met predetermined criteria were included in the study. In the selection of the participants, city (region), branch, level, gender, teaching period were taken into account. Accordingly, 25 teachers working in 7 regions, in 11 branches and in different levels of schools were chosen. Demographic information of the teachers participating in the interviews is shared at Table 1.

Table 1. Demographic Information of the Teachers Participating to the Interviews

Teacher	Gender	Subject	Region	Level	Experience in Teaching (Year)
T1	Man	English	Black Sea	High School	32
T2	Man	Physics	South East A.	High School	23
T3	Man	German	Mediterranean	High School	24
T4	Man	English	Black Sea	High School	19
T5	Woman	English	Black Sea	High School	18
T6	Woman	English	East A.	High School	31
T7	Woman	English	Black Sea	Secondary	16
T8	Man	IT	Central A.	High School	20
T9	Man	English	Aegean	Secondary	14
T10	Woman	Primary School	Central A.	Primary	18
T11	Woman	Primary School	Mediterranean	Primary	20
T12	Woman	English	Marmara	Primary	17
T13	Woman	Primary School	East A.	Primary	15
T14	Woman	Primary School	Black Sea	Primary	13
T15	Woman	English	East A.	High School	17
T16	Woman	Primary School	Marmara	Primary	25
T17	Man	Primary School	Central A.	Primary	26
T18	Woman	Pre-primary	Central A.	Pre-primary	25
T19	Woman	Special Teaching	Aegean	Pre-primary	12
T20	Woman	Pre-primary	Mediterranean	Pre-primary	15
T21	Woman	Mathematic	Black Sea	High School	6
T22	Woman	Guidance	Black Sea	Primary	15
T23	Woman	Turkish	Aegean	High School	18
T24	Woman	History	Aegean	High School	31
T25	Woman	Music	Marmara	Secondary	18

Data Analysis

In the quantitative part of the study, 16 closed-ended questions and 2 open-ended questions were asked to the participants. Analysis of quantitative data was collected simultaneously with qualitative data. The data of 6005 people in Turkey were evaluated by using the SurveyMonkey tool in the online environment. The obtained data were analyzed in simple percentage (%), frequency (f) and mean (\bar{X}) distribution tables. These average distribution analyses were scored (Hotaman, 2008). This data was analyzed by an inductive analysis method.

In the qualitative part of the research, 19 open-ended questions were asked to the people who participated in the interview. In this context, by using the online interview tool (ZOOM platform), the researcher interviewed 25 teachers. Qualitative interviews were transcribed into text. The findings were tried to be explained with the inductive analysis method of the data. The collected data were systematically described, then these descriptions were explained and coded to reach some results and interpreted in line with these themes. Findings were determined by considering Goffman's theory of self and the aims of the thesis, the data were interpreted and analyzed within the framework of this theory and compared with quantitative data. Accordingly, it has been tried to make predictions for the future.

Results

The Demographic Status of the Teachers

Within the scope of the research, the age, gender, type of job, education level, working level, branch and the place of residence of the teachers were examined.

Age

It is believed that the distribution of teachers' ages, as well as the proportions of young and experienced teachers on these networks, would be beneficial in understanding teachers' experiences. Accordingly, whether there is a significant difference in teachers' social media usage habits based on their ages has been investigated. The distribution of participants according to their ages is provided in Table 2.

Table 2. Participants' Ages

Age	%	f
20-25	1.67	100
26-35	31.62	1899
36-45	47.79	2870
46-55	17.37	1043
56 and older	1.55	93
Total	100	6005

According to Table 2 and considering the average age of the participants, the rate of people between 20-45 is 81%

in the search. Accordingly, 33% of the participants were found to be digital natives. It is known that these people are prone to technology and digital tools, have a high level of tendency to be addicted, watch videos instead of looking at photos and adapt better to virtual environments. 66% of the participants are digital immigrants. It is known that these people print out and read documents, filter content, and are mostly afraid of the digital world. According to Prensky's (2001) definition, digital natives are the first generation to have grown up with new technology and spend their entire lives with the technological toys, such as computers, game consoles, and mobile phones. Prensky named the digital natives as the generation born after 1980 and the previous generation as digital immigrants. Accordingly, Prensky stated that these two groups use a different digital language and their mindsets and even their brains are different from those of digital immigrants.

Gender

In this section, teachers' social media usage habits based on gender has been investigated. The distribution of participants' genders according to the responses in the social media usage status survey is provided in Table 3.

Table 3. Participants' Gender

Gender	%	<i>f</i>
Man	18.18	1092
Woman	81.82	4913
Total	100	6005

According to Table 3, It is seen that 81.82% of the respondents are women and 18.18% are men. This ratio can be interpreted as the fact that teaching is perceived as a female profession. Because in Turkey, being a male-dominated society, the duty of women is to take care of more on children. Other reasons are the low economic profile of teaching, the limited job opportunities of women and the perception of low prestige of the teaching profession.

Task Type

Another aspect of the research is to investigate whether there is a significant difference in teachers' social media usage habits based on their job positions. Accordingly, the distribution of participants according to their job positions is provided in Table 4.

Table 4. Participants' Job Positions

Job Positions	%	<i>f</i>
Teacher	88.49	5314
Vice Principal	7.28	437
School Principal	4.16	250
Top-level Executive	0.07	4
Total	100	6005

Table 4 shows that most of the participants in the study (88.49%) are teachers, 7.28% are deputy managers and 4.16% are school principals. The reason for the high number of teachers in this research is that the people involved in the eTwinning activities have to have students if they realize projects. In this survey, it was observed that the rate of being a manager increases as the age of the people increases. While the rate of male managers is 69%, the rate of female managers is 30%. This shows how low the number of female managers is despite the fact that more than 80% of the participants are women in the research.

Teaching Level

Another aspect of interest is whether there is a significant difference in teachers' social media usage habits based on their teaching levels. Accordingly, the distribution of participants according to their teaching levels is provided in Table 5.

Table 5. Participants' Teaching Levels

Teaching Levels	%	<i>f</i>
Preschool	16.05	964
Primary School	35.99	2161
Secondary School	26.19	1573
High School	21.77	1307
Total	100	6005

Looking at Table 5 showing the working levels of the participants, it is seen that the participating teachers are mostly primary school (35%), then secondary school (26%), then high school (21%), and pre-school teachers (16%). This situation appears to be directly proportional to the Turkish Ministry of National Education's statistics. This shows the success of the sample taken in the study in reaching the universe of the research.

Educational Status

In this section, teachers' social media usage habits based on their educational backgrounds has been investigated. Accordingly, the distribution of participants according to their educational backgrounds is provided in Table 6.

Table 6. Participants' Educational Backgrounds

Educational Backgrounds	%	<i>f</i>
High School	0.30	18
Associate Degree	0.77	46
Bachelor's Degree	76.22	4577
Master's Degree	22.11	1328
Doctorate	0.60	36
Total	100	6005

Studies show that there is a significant relationship between the educational competencies of information society and the number of people using technology. In Table 6, it is seen that the rate of those who have a master's degree is 22%, and the rate of those who have a doctorate is 0.6%. This situation can be easily seen in the TALIS report as 6% for master's degree and 0.18% for doctorate. This situation shows that these teachers have more courage in entrepreneurship and have more curiosity.

The Place of Settlement

In this section, the research investigates whether there is a significant difference in teachers' social media usage habits based on the location of the institutions they work at. The distribution of participants' institutions by location is provided in Table 7.

Table 7. Location of the Participants' Institutions

Location	%	<i>f</i>
City Center	78.98	4743
Rural Area	21.02	1262
Total	100	6005

As seen in Table 7, nearly 79% of the people participating in the research work in the city center and 21% work in rural areas. This shows that the social network activities are carried out 4 times more in the city center. The biggest reasons for this can be interpreted as the fact that the cities have more opportunities, the managers living in the city center give more support to the teachers, the priorities of the people living in the rural areas are different and the priority of the people living in the eastern region is safety.

The Usage of Social Networks

Social networks are very crucial for teachers. Teachers stated that these networks are indispensable and the only source of output for them. Others stated that they have no alternatives other than social networks to present themselves. They said that the potential of social networks is very high and they can reach the large masses. Another teacher stated that these networks help them to put the theory into practice. They also stated that they could also implement similar activities they have encountered in these networks. In this section of the study, teachers were asked about the activities they engage in on these networks and the frequency of these activities. According to the quantitative analysis, the activities carried out by participants on social networks are presented in Table 8.

The frequency of activities on social networks for the participants is questioned in the research and in Table 8. According to this, teachers mostly shared their concerns on creating awareness and consciousness ($\bar{X} = 2.97$), sharing of congratulations and celebration ($\bar{X}=2.91$), sharing about environmental and ecological issues ($\bar{X}=2.88$), sharing about special days and weeks ($\bar{X} = 2.84$), sharing about new teaching methods and techniques ($\bar{X}=2.8$), sharing about areas of interest ($\bar{X} = 2.77$) and then sharing announcements (photo, success...). In the survey, it is

seen that teachers do not share political posts ($\bar{X} = 1.37$), economy and money-related posts ($\bar{X} = 1.6$), and they do not prefer to do these posts.

Table 8. The Frequency of Participants' Activities on Social Networks

Actions	\bar{X}
Posts related to raising awareness and consciousness.	2.97
Congratulations and celebration posts.	2.91
Posts concerning environmental and ecological issues.	2.88
Posts related to special days and weeks.	2.84
Shares regarding new teaching methods and techniques.	2.8
Shares related to my areas of interest.	2.77
Announcement shares (photos, achievements, etc.).	2.77
Shares about things I've recently learned.	2.68
Shares about books I like or recommend.	2.64
Shares related to technology.	2.59
Shares regarding the state of the teaching profession.	2.52
Shares expressing agreement or disagreement with a certain view.	1.73
Shares concerning teacher appointments.	1.62
Shares about economy and money.	1.6
Political and policy-related shares.	1.37

Another topic which was questioned in the research was teachers' aims to be in social network. Accordingly, the purposes of using networks were asked, and the most common reasons for using them were as follows: To follow the announcements and news about education ($\bar{X} = 4.13$), to learn about the developments in the teaching profession ($\bar{X} = 4.12$), to be informed about meetings and seminars ($\bar{X} = 4.12$), to be informed about new teaching materials ($\bar{X} = 4.089$), to be aware of developments in the world related to education ($\bar{X} = 3.99$), to search for new project ideas and to participate in them ($\bar{X} = 3.95$), ($\bar{X} = 3.91$), to be aware of common social activities ($\bar{X} = 3.85$), to follow the work done in schools ($\bar{X} = 3.83$), to exchange information among teachers ($\bar{X} = 3.77$), to learn about the news about teachers' personal rights ($\bar{X} = 3.75$), getting help ($\bar{X} = 3.68$), being in professional solidarity ($\bar{X} = 3.63$), following the reports and evaluation texts related to education ($\bar{X} = 3.6$), following or sharing the legislation related to education ($\bar{X} = 3.47$), to share the work done at school (3.43), to be informed about the results of national and international tests ($\bar{X} = 3.4$), to share about the success of the students ($\bar{X} = 3.28$), to support teachers in various subjects ($\bar{X} = 3.22$), to follow opportunities about postgraduate education ($\bar{X}=3.15$), to share about competitions and the competitions held in schools ($\bar{X} = 3.13$), to establish friendship and cooperation with other teachers ($\bar{X} = 3.09$), to follow funny and entertaining posts about education ($\bar{X} = 3.08$). It is clear that teachers are not in these networks for commercial purposes ($\bar{X} = 1.67$), they are not here to put pressure on any person or group ($\bar{X} = 1.69$), they do not use these areas to help school ($\bar{X} = 1.92$), they do not follow new job opportunities in these networks ($\bar{X} = 2.37$) and do not try to make their voices heard by the upper management ($\bar{X} = 2.81$). All these mentioned findings can be interpreted as that the teachers are very careful while expressing themselves. They try to show the behaviors required by the civil service law in these networks or they hesitate to express

themselves within the scope of this research.

The teachers interviewed think that social networks contribute to them, that using these networks is now a necessity and that these networks are useful platforms in this sense. Teachers prefer to use these networks as it is a space where they can come together, learn together and work together. In this way, teachers can meet other teachers, exchange ideas, and in this way, they are included in the learning process together with cooperation. All participants are of the opinion that if these networks are used effectively, these areas will turn into good resources. Thanks to this platform, teachers can find answers to their questions and think that they can help other teachers. In the education process, thanks to these networks, teachers can integrate what they have learned into their lessons and state that they contribute to their personal and professional development. In fact, thanks to these networks, teachers think that they can follow current developments and be closer to innovative ideas.

Apart from the education and training process, the teachers said that social networks are more effective than official letters or articles, so they share announcements and news on these platforms. On the other hand, teachers stated that these platforms are their only source of outlet, that they showed themselves on this occasion and that they could make their voices heard in this way. Almost all teachers talked about the pleasure that sharing gives them and the expansion of their social capital. Fulfilment

According to the research findings, it can be said that teachers use social networks mostly to be updated, to follow the latest innovations and announcements, to increase their visibility, to come and meet with other people, to increase their motivation, to exchange ideas with other teachers, to make a good impression, to realize self-fulfilment and to express themselves, to create awareness and consciousness, to increase their professional development and to integrate what they have learned to the curriculum. In addition to all these functions, social networks can be described as an area where people advertise themselves and try to appear more benevolent and sharing.

It would be useful to include some of the teachers' statements here during the interviews. For example, a teacher coded with the T1 code said, "I won't share anything for a month or two. And you see that I've been forgotten." According to this, it is understood that this teacher tries to show himself constantly on social networks and has a desire to attract attention such as "I am here, see me". The person thinks that if he does not share, he will be forgotten.

T4 coded teacher expressed himself as "Because I have a large number of followers, others want me to share their posts as well." This shows that people are trying to increase their social capital by reaching people with more followers. In other words, it is understood that one of the reasons for these people to be on these networks is to increase the number of followers.

The question of 'why are you posting on social networks' has been asked to the T5 coded teacher, and he replied that "If I don't share, people think I'm not working." He stated that the managers monitor the work done on social networks. And thus, the work done gains visibility. In other words, this teacher complains that the more sharing

means, the more people think he works. This teacher also pointed out the visibility and potential of these networks for career planning or promotion with the statement, "I could have gotten better position if I had shared more." In addition to this, when the question of 'Why do you use social networks?' has been asked to the T15 coded teacher, he answered the question as "My seniors notice me from here." This shows that the work done is not appreciated enough by the managers and that people can only increase their visibility via social networks. This teacher also stated that he only gets the approval and appreciation from the managers via these networks. These examples show that the managers or the decision makers within organizations often monitor social networks to stay informed about their institution and the work of their staff. By maintaining an active and professional presence on social networks, individuals increase their visibility to decision makers and can increase their chances of being considered for promotion opportunities.

The question of 'What is the importance of these networks for you?' has been asked to the T6 coded teacher. And he answered this question as "I moved to the city where I have most friends in Social Media." This example is important as it shows that the digital life and social life are intertwined and affect each other. Friendship in social networks can define the place a person lives.

The question of 'why do people share on social networks?' has been asked to the T7 coded teacher with 16 years of teaching experience. He answered the question, "I think the people who post most are the ones who feel themselves not competent enough." This example is indispensable in terms of showing that people try to hide their deficiencies, but try to show that they don't have and show their needs in these networks. It is a known fact that people in these networks act like people they have never been and compete to show themselves better than they are.

The question of 'why do you use social networks?', has been asked to the teacher with the code T17. He answered this question as "If there weren't any platform like eTwinning, I would not follow social media." It is understood that this teacher uses social media for the dissemination of eTwinning activities and for communication and cooperation with his project partners. It can be inferred that while the teacher's primary objective may not entail direct utilization of social media, the presence of other social networking platforms renders social media indispensable and increasingly appealing to users.

Emphasizing the power and potential of social media, the teacher with the code of T18 stated that "People are invited to events and meetings according to their social capital and the recognition level in social networks." Similarly, the teacher with the code T23 contributed to this, and he stated that the number of followers and shares in social networks determines the value of the person. That is to say that the number of friends and followers in these networks plays an important role in determining the value of people in daily life. This teacher emphasized that the people in these networks act with this reference.

The question of 'How crucial is social networks for you?' has been asked to a teacher with the code T20. He replied this question as, "Thanks to social networks, I have overcome my problem of stuttering." It is understood that the appreciation and approval of the people in these networks can affect the daily life of the people and can

provide self-confidence.

Another aspect of interest within this research is the purposes for which teachers use social media platforms. Accordingly, the distribution of participants according to the primary usage purpose of social media is provided in Table 9.

Table 9. Participants' Aim to Use Social Networks

Aims of Using Social Media	Never		A Few Times in a Week		Up to 30 Minutes Per Day		Two Hours in a Day		6 Hours in a Day		More Than 6 Hours		On Average
	%	f	%	f	%	f	%	f	%	f	%	f	\bar{X}
Viewing posts shared by followers	0.17	10	1.81	108	36.09	2157	38.00	2271	12.41	742	11.53	3.95	3.95
Sharing Content	6.96	414	13.26	789	40.55	2412	31.83	1893	4.99	297	2.40	3.22	3.22
Utilizing leisure time	2.90	173	37.57	2243	32.21	1923	20.75	1239	3.43	205	3.13	2.94	2.94
Being Visible	7.46	444	34.85	2074	31.66	1884	20.06	1194	3.58	213	2.39	2.85	2.85
Following individuals with different opinions	3.30	197	46.19	2760	32.99	1971	15.15	905	1.42	85	0.95	2.68	2.68
Receiving likes	21.67	1297	35.95	2151	29.18	1746	10.63	636	1.74	104	0.84	2.37	2.37
Feeling good with notifications	39.23	2338	28.88	1721	22.05	1314	7.65	456	1.34	80	0.84	2.06	2.06
Commenting on content	49.01	2932	34.23	2048	11.62	695	3.49	209	0.99	59	0.67	1.75	1.75
Attracting attention	70.68	4196	17.11	1016	8.37	497	2.46	146	0.69	41	0.69	1.47	1.47
Increasing the number of followers	84.38	4998	8.34	494	4.91	291	1.94	115	0.25	15	0.17	1.26	1.26

In the adopted questionnaire, the thoughts of teachers were asked regarding the social networks. As seen in the Table 9, the biggest reasons and activities for teachers to use social media are respectively; seeing the posts of the people followed, sharing content, making use of free time, being visible and following people with different

opinions. The teachers avoided marking the behaviors that they thought were not welcomed in the society. Accordingly, increasing the number of followers ($\bar{X}=3.95$), attracting attention ($\bar{X} = 3.22$), commenting on contents ($\bar{X} = 2.94$), feeling good with notifications ($\bar{X} = 2.85$), getting likes ($\bar{X} = 2.68$), commenting on the content ($\bar{X} = 1.75$), attracting attention ($\bar{X} = 1.47$) and increasing the number of followers ($\bar{X}=1.26$) as reasons for using social media.

The least preferred subjects by the participants are to attract attention and increase the number of users. Accordingly, it is seen that the participants 'never' performed the actions of commenting on the content ($\bar{X} = 1.75$), attracting attention ($\bar{X} = 1.47$) and increasing the number of followers on the networks ($\bar{X} = 1.26$). From this framework, it can be interpreted that pointing out these items may be due to their unwillingness to give a different impression or their desire to reach their ideal self. Although the majority of the respondents use social media and social networks, they think that these networks may endanger the security of their personal information. According to them, this data is not safe. According to the teachers, these networks do not devalue the teaching profession and most of the teachers stated that these networks do not cause alienation. The respondents were undecided (35%) on the idea that these networks exploit followers' information by taking over their information.

Image Management and Advertising of Self

According to the result of the research, it is seen that the main reason of teachers using social networks is getting away from reality, presenting their own reality and exhibiting themselves. It is seen that the teachers are in an effort to show themselves differently than they are. Thanks to these networks, teachers can meet with their needs like expressing feelings that cannot be expressed in real life. They suppress the feeling of loneliness and being discharged. In addition to communication and interaction functions, teachers have a desire to be seen, liked, approved and accepted. In social networks, people's efforts to create ideal beauty, ideal behavior, ideal norms in front of these magic mirrors, in short, to draw an ideal human profile, arise from the need for validation of their self-presentations (Cesur, 2020). In this context, it would be correct to voice that they are in search of finding meaning in their life. After all, polished and sometimes exaggerated identities emerge in these platforms. In this context, it would be useful to examine the self-presentations of some teachers attending the interviews:

My name even entered to the online dictionary. This is a very unusual event. Capturing inclusivity is actually very important. When people look at me, they see how cold I am and a person difficult to reach. But later, it turns out that this is not the case. Anyone who sees one of my work joins to my next course. Then the next. (T1)

I know that children can change the world. Thanks to teachers. For 18 years, I have always wanted to touch the life of every child, to leave good memories for them, to be a teacher that they will remember for the rest of their lives and say "I had a teacher like that". (T3)

Some examples of the self-presentations of teachers on social networks are given below. These statements show that these teachers want to create a positive impression:

- *'Initial impressions of me may label me as cold, but as people get to know me, they develop a deep fondness for me'.*
- *'I have a giving nature and make an effort to address all the inquiries posed by fellow teachers'.*
- *'My passion for my profession means I allocate limited time to social networks'.*
- *'Although I have a modest number of followers, their admiration for me is such that they strive to emulate me'.*
- *'My accomplishments have prompted others to seek to replicate my work'.*
- *'I consistently lend a helping hand to fellow teachers'.*
- *'I embrace modernity and actively seek to access diverse knowledge'.*
- *'My aspiration is to become an unforgettable teacher in the eyes of my students'.*
- *'I strive to assist and make a transformative impact on people's lives'.*
- *'I see myself as a role model and exemplify my values'.*
- *'Ethical principles define my sense of self'.*
- *'I approach my work with unwavering dedication'.*

As observed, teachers strive to create a positive impression and tend to highlight specific, dominant, and desirable attributes in their self-presentations. These identities may not be replicated in their real lives. Teachers assume this role to persuade those around them and avoid being perceived as ordinary. Individuals on these platforms often strive to portray themselves as flawless. These digital platforms cater to people's emotions, facilitate access to a wide range of information, promote self-expression, foster a sense of belonging, and enhance self-confidence through identity formation. Teachers aim to project a more popular, remarkable, and admired persona. This phenomenon can be likened to Goffman's theatre metaphor. From a contemporary perspective, the actor corresponds to the person sharing on the digital platform. When examined closely, it becomes evident that the backstage corresponds to the keyboard, the front stage represents the screen, and the performance manifests through sharing.

Adaptation to Ideal Self and the Moral Norms

On the grounds of this study, it is seen that teachers on social networks display their self-presentations according to the expectations of the society. In this sense, the purposes of teachers are: getting information, doing researches, contributing to their professional development, integrating the outcomes into the education and training process, helping others, not sharing too much not to disturb others, earn trust of other people and trying to make positive changes are behaviors accepted by society and comply with ethics. These attitudes are described as positive manners as seen in the answers of participants below:

I think that I am a person who can communicate with everyone. There are criteria that I am sensitive to, but the difference of opinion is not a criterion for me. For me, if the primary purpose is to serve the country and the nation, the students here, that is, if our main priority is the benefit of the student. If my friend is really for the benefit of the student, for the state and the nation, for the good of someone, for the education-oriented person and the student and for raising people like humans. These are the right

attitudes. It is not important whether a person is conservative, blonde or brunette. I never make a distinction. I have never care to the gender. For me, the priority of the person should be working for the benefit of people and students. (T3)

I made an eTwinning post. It was really a nice post. I was criticized for this and they told me whether I have nothing to do? There were two such incidents. Other than that, there were almost no problems. We don't upset anyone either. Now I don't make a negative comment on anyone's post. Even if it's bad, I never do. (T17)

With these assertions and self-presentations, it can be observed that teachers endeavor to distinguish themselves and underscore their significance. Their inclination towards maintaining a more positive demeanor may stem from a desire to evade potential disruptions and negative feedback from others. The remarks provided by the interviewed teachers suggest that presenting an idealized self-image on social media serves as a calculated self-presentation tactic aimed at shaping the perceptions and impressions of others. Individuals strategically emphasize their accomplishments, successes, and positive attributes to craft a favorable online persona. By asserting their ability to effect change in people's lives through social networks, prioritizing national and sentimental values, advocating for gender equality, and striving to avoid causing offense in these online communities, while also highlighting the success of their endeavors and referencing the appreciation received from others, it becomes evident that these teachers exhibit such tendencies.

Additionally, within the scope of this research, the ideas of the participants were asked about the behaviors of the people who have completely different characters and world view. And the lynching experienced of teachers in these networks. Teachers generally provided constructive solutions to this question. On this occasion, they stated that they generally do not comment in the discussions and they prefer to remain silent. They console the people who are going through this process, while emphasizing that they should be more understanding in these situations. When interpreting this situation, it is clear that teachers abide by the law within the scope of the 'Loyalty Principle' in the 6th article of the civil servants law of Republic of Turkey. And they abstain from generating a pressure group against the authority. All of these outcomes show that the teachers follow the rules also during the survey and they aim to make a good impression. Some teachers control their posts because of the law, some remain silent because of their students, some control themselves because of their character. What should not be forgotten here is that these ideas can also stem from the sincere thoughts of participants and can arise from their self-presentation.

Increasing the Number of Followers

Another noteworthy detail in the research is the expressions of the people participated to the interview. When the reason of using social networks was asked to participants, teachers abstain from giving clearly the answer of 'My aim here is increasing the number of followers'. To make it clear, during the interview, when the number of followers asked to the participants, it was seen that the ones who have very high number of followers could remember their follower numbers while the ones who have lower followers had difficulty to remember. This finding shows that people are trying to increase their followers but abstain from saying the reason. This desire for

recognition in social networks necessitated the shaping of human relations and the redefinition of the individual himself. Here, the number of followers is actually a reflection of the personality trait as self-presentations of people differ according to the number of followers (Shafiq, Ilyas, Alex & Radha, 2013). The highest followers can be labelled as the external leaders, while the lower number of followers can be defined as impartial character. Some of the claims of teachers regarding the followers on social networks are:

Some teachers are there to increase their followers. Others want to be useful to someone. Maybe people need to be popular. They may want to join a group, share and get some attention of the managers. (T4)

The most important feature of the people I follow is that they can sell their activities very well to their followers. You know, that's what they say. Maybe every teacher can do something very simple, very easy to do, but these people know how to manage it on social media and increase their followers. People have a desire to be liked. It motivates them when his posts get a lot of likes. He thinks if he shares again, he gets more likes. Teachers try to increase the number of followers after being accepted by the society. (T16)

The number of followers and increasing the number of followers and to make ones own work recognized and widespread is important for the users. Reaching more people is regarded as motivation and it may increase the possibility of getting a higher career.

Providing Visibility

The importance of being visible on social networks was shared by nearly all teachers attending to the interview. Some statements of teachers are:

As a teacher who teaches students in distance education with different and enjoyable methods, I had an interview with Anadolu Agency. When they called me for the first time, they said, " We are calling you from Anadolu Agency. We got your name from the Ministry. We learned that you produce different studies and different content in the distance education process and we want to interview you about this'. I accepted it and the videos were shot while I was doing my online live lesson at home. I think it was published on 15 different news sites. That's all of the power of social media. (T3)

Teachers are on these networks wants to be visible. I think maybe they want to get the attention of others. They want to hear from others about how successful they are. (T5)

There are many reasons why I am on social networks. Someone like me use these platforms to improve himself and to learn. The others are here to show themselves and become visible because they are not seen and supported from their schools and from their managers. (T20)

The results of the research revealed that teachers try to attract the attention of others in social networks and they

are in an effort to show themselves. They are afraid to be forgotten. They claim that social networks have increased their professional career. They want to get attention and to be praised. They want to get the support of the management. In this way, teachers will have the opportunity to exhibit their work on these platforms and these networks provide teachers local, regional and national visibility.

Desire to Leave a Positive Impression

The research findings indicate that individuals have varying interpretations of the reasons for using social networks, depending on whether they are referring to themselves or others. While participants claim that their own reasons for being on these networks are primarily for educational purposes, they attribute different motives to others, characterized by pragmatism.

In the study, participant teachers claim that the reasons for using these networks for others as; to be in commercial expectation, to attract attention, to have fun, to make their own work recognized and widespread, to advertise, to be appreciated, to be popular and famous and to expand their social capital by networking. They also claim that teachers are in these networks to increase the possibility of being invited to events, to reach people with a large number of followers and to be a notable person. No one has spoken of these aims for themselves. To gain social acceptance, approval, likes and positive comments from people, teachers avoid making a negative comment for himself. The following teachers are trying to make a positive impact during the interviews:

I'm usually honored on social media. When someone writes something, I always get back to him, even if it's late. I answer absolutely all questions I receive from the direct message. In fact, many of the teacher say: "Sir, we were very surprised, we thought you wouldn't answer." But I think answering messages is very normal. I have to respond to all the people who follow me. (T3)

When I log in to Facebook, I look at all posts coming. I'm not the one who spends a lot of time staying there. I am definitely not. I go in and look at messages or posts. Apart from this, I don't stay there for hours. I do a quick look and I close it. This is not my job and our work does not allow it. Frankly, I don't want to waste time unnecessarily things. (T5)

As seen, these teachers want to show themselves as responsible and sensitive people. The first teacher (T3) claims that he answers all the messages on social networks to help people and the second teacher (T5) gives the message that he uses the social network for useful things. He may imply the addiction problem of social networks. These are values of the society and teachers are giving messages here.

In further elaboration on the topic of creating a positive impression, it can be deduced that teachers do not discriminate among individuals, maintaining an impartial stance toward everyone. They place significance on national values, sharing their knowledge of these values with others and engaging in communication with a diverse range of individuals. These statements demonstrate the individual's endeavor to conform to socially accepted norms and present themselves as an exemplary role model. They reflect the importance placed on disseminating

truths and value judgments that are expected to gain wider acceptance in society, as teachers aspire to positively influence those around them. Analysis of the questionnaire responses reveals that teachers primarily utilize the internet for educational purposes, rather than seeking new friendships, leisure activities, entertainment, gaming, or casual chatting. When scrutinizing all the comments, it becomes apparent that teachers exercise caution when expressing their ideas. They are keenly aware of the erosion of privacy in digital environments and thus adjust their behavior accordingly, recognizing the potential for online identities to be discerned.

Anonymity in Social Networks

According to the results of the research, anonymous profiles, not revealing their identity, may cause people to express their true feelings more. In the face-to-face interviews conducted within the scope of the research, it is observed that the individuals were quite controlled and they expressed their thoughts more clearly, while in the quantitative survey in which people's identity is anonymous or hidden, teachers express their thoughts more fearlessly and more aggressively. In the survey, the anonymous teachers made serious criticisms about the use of social networks, for their peers, for students and for managers and decision-makers. The most fundamental reason for this is having lower concerns about being visible, receiving criticism and reaction.

Instead of making criticisms during the interview, the teachers preferred to make these comments during the survey, where their identities are hidden and anonymous. Anonymous teachers state that social media creates addiction, changes purchasing habits, manipulates public opinions, dominates the mass psychology. In this frame, while non-anonymous and identifiable people make more constructive and more positive comments in this sense, anonymous people are more realistic and they have more aggressive language. To give example for this situation, the criticisms from anonymous teachers were: 'Teachers try to save the day these days. 'Teachers do nothing but argue and fight with each other'. 'Teachers do not respect their profession anymore.' 'Teachers are always jealous to their peers'. 'There are no more idealistic teachers as in the past.' 'Some teachers do not have teaching qualifications.' 'Teachers don't have satisfaction and they even don't act for change'. 'Some teachers share too much on social networks to become popular on social networks.' 'Some teachers and administrators can do everything to gain title, position, award and success.' On the other hand, teachers say that 'Managers usually open unfair investigations against the devoted teachers.' 'Some principles are constantly bullying teachers.' 'The managers usually don't appreciate the work done.' 'Teachers in private schools are usually forced to open stands and they have to make a good impression.'

All in all, looking at the statements of teachers, it can be said that social networks are the places where people usually show their true self-presentations. When teachers have an anonymous identity, they do not hesitate to criticize and they easily express themselves. In other words, if the person's identity is known, the behavior of the person wants to exhibit changes.

Many of the hesitated point of teachers here are actually political issues. These topics in the questionnaire about the use of social networks gives us clues about the self-presentations of the teachers. The answers are usually parallel with the values approved by the society, management and the environment.

Freedom in Social Networks

It is known that the emancipative power of social networks is the biggest source of motivation for users. But the reality is that people do not find these networks safe enough. Therefore, it creates the need for a secured digital platform that these people can use. Confidentiality of identity is a crucial indicator here. As a finding of the research, when teachers are visible, they lead them to refrain from political and ideological issues. For this reason, they pay attention to the behaviors they display being parallel with the values approved by the society. In this way, teachers could get the opportunity to do activities that they say, not the things done on social networks. Research findings show that teachers do not prefer to follow new job opportunities, collect donations for their school, create a pressure group for the teaching profession, do commercial shopping among teachers, make political posts and carry out activities.

Another remarkable finding within the scope of this research is that teachers use social networks because they cannot express themselves and they cannot ensure their visibility. Teachers complain that they can make their voices heard by the managers by acting together with other teachers thanks to social networks. Apart from this, the number of teachers who think that these networks do not liberate people and democratize life is quite high. More than half of the participating teachers (62.06%) think that the information in these networks is not accurate and reliable. Some teachers' remarks focusing on tolerance and freedom of speech postulations are:

A friend of mine, whom I do not know but I follow, made a post. He did a study with his students about fractions. One of his students drew fractions and drew everything so beautiful, like a pencil drawing according to equal fractions. Another teacher friend of mine immediately criticized him, saying, "This subject you gave is wrong, they cannot be drawn like that". This comment made my friend sad. He gave up sharing. (T3)

Sometimes, my friends make events with their students and share them on social networks. All of a sudden, people make a comment under the sharing by saying "This is nonsense", "This is absurd". I think all sharing must be respected. (T9)

I guess administrators in the social network block people whom they disagree and they delete peoples' comments. I realize them. There are people who immediately start fighting with each other when a post is shared. (T4)

In these comments, teachers underline the importance of tolerance and the posts shared by people sometimes get extreme reactions. They unanimously express that people need to have empathy while making a comment in the networks as it may make people sad.

Discussion and Conclusion

Digitization, socialization, and societal transformation have long been prominent topics of discussion. The rise of

social media platforms, with their features such as likes, comments, and sharing, has led to an exponential increase in their user base. As communication technologies have advanced and digital environments have become more prevalent, individuals have found themselves in a constant search for meaning. In these digital spaces, individuals often strive to portray themselves in a positive light, emphasizing their ego and self-esteem with messages like "I am here and I look good." Teachers, in particular, have embraced these networks, finding ease and independence within them. They present their ideal identities, establish connections with real-life counterparts, share photos and videos, acquire and disseminate information, communicate with others, and seek self-fulfillment. It is worth noting that teachers' goals and self-presentation behaviors are intertwined and interdependent (Armağan, 2013). However, there are instances where teachers face backlash and even get blocked due to their posts. Even in the absence of physical intimacy, social and cultural norms can be replicated within these relationships (Goffman, 1959), imposing certain limitations on self-expression. Behind the scenes, the influence of group norms can hinder the authentic revelation of one's true identity. Consequently, the research findings suggest that teachers attempt to manage and align their actions and behaviors by comparing themselves to other identities in digital platforms, strategically manipulating their self-presentations.

Online communication platforms offer researchers unique insights into the communication cultures of individuals and societies. This study highlights that these digital environments serve not only as spaces for community formation but also as platforms for identity construction. Through this research, it becomes apparent that teachers, while understanding the expectations and norms of digital networks, tend to adopt behaviors that conceal their true selves behind the scenes (Goffman, 1959). People are aware that they are being observed, monitored, and followed in social environments, prompting them to adopt roles and wear masks that align with societal expectations. It is evident that appearance, shared content, number of followers, and frequency of sharing have gained more significance than genuine personal attributes. They try to take less risk and they try to suppress their emotions. This situation shows that people interpret themselves according to peoples' reactions (Cooley, 1922). Individuals who are physically distant from each other with the development of digital technologies are getting closer in digital environments thanks to social networks and they want to benefit from the functions of being seen, liked, approved and accepted in order to add meaning to their lives (Hood, 2019). In this way, people reveal all their wishes and self-presentations that they keep under pressure, and in their subconscious. It has been observed that while people try to show themselves different and superior in these networks, they are in a race to hide their real lives, to convince and show others that they lead a more ostentatious, more prestigious, more luxurious life. In the context of this research, teachers engage in social networks driven by their various needs. These needs encompass the desire for recognition, the aspiration to enhance social connections, the need for visibility, the pursuit of self-actualization, the yearning for approval, the urge to influence others, the inclination towards commercial activities within their networks, and the inclination to learn from and assist others. These needs are intertwined with individuals' self-presentations. Within the realm of social networks, people can seek refuge in a realm of make-believe, aligning themselves with their own desires while seeking validation from others. Some individuals perceive these platforms as opportunities to break free from their shells and prove their worth. In their self-presentations, teachers strive to position themselves at the forefront, showcasing their strategies for self-presentation in the digital realm, which may differ from their real-life personas. It is a known reality today that people in social networks feel the need to be approved by their environment as the center of attention in the society

(Cesur, 2020). It can be said that new digital technologies provide individuals with new pleasures, happiness and opportunities (Niedzviecki, 2010). The perception of the people here is to show their popularity, originality, selectivity, meticulousness and hard work. It is clear that these platforms increase people's sense of belongingness and motivation. As can be seen, the teachers participating in the research state that they perform self-presentations in social networks in order to influence the people around them, to stand out, to be seen and to be admired.

One of the main objectives of this research is to shed light on the role of social networks in shaping teachers' personal and professional identities. As living conditions evolve, identities have transformed into indicators of image. Although the boundaries may still be somewhat limited, individuals now have the ability to choose, construct, and alter their identities. The findings of this study reveal that obtaining admiration, appreciation, and approval from others plays a significant role in teachers' quest for positive impressions. The interviewed teachers are conscious of being under observation and tend to present themselves in a manner that aligns with the person they aspire to be. Consequently, teachers strive to conceal their flaws in order to manipulate the impressions formed about themselves. In other words, the study observed that the participating teachers made deliberate efforts to project impressions that match their social status by modifying their authentic behaviors during interactions. Furthermore, teachers seek to uphold the societal values and moral behaviors expected in their community.

Social networks can bring together people who disagree on many issues. People can question the work done and look for the logic behind every post. Accordingly, sometimes the followers may assess the posts for their own or others' benefits, and sometimes they may compete for alienation or domination. Such punishment or efforts stand out due to intolerance in today's social networks. It is known that millions of people on social networks sometimes make judgments without knowing people's facts. Some comments and posts can be made even hostile without thinking about how people might feel. This shows the necessity of doing research on the subject before commenting on the encountered issues. When all these comments are carefully examined, it is seen that the teachers are very cautious while sharing their ideas. In this sense, teachers are aware of the fact that privacy is lost in digital environments and that people's identities can be determined, and it can be said that they act accordingly (Timisi, 2005).

The constantly evolving landscape, the elusiveness of reality, and the universal access to information inevitably give rise to questions about what is right and wrong. As revealed in the research, differences in attitudes and behaviors, such as self-promotion, seeking attention, displaying jealousy, and striving for popularity, can lead to disparities and a loss of genuine meaning. From a philosophical standpoint, the endeavor to present oneself differently on social networks, emphasizing desired traits while concealing unfavorable aspects, brings forth one of the most controversial issues in history: the perception of reality as a reflection in the mind. Thus, this research seeks to explore and discuss the behind-the-scenes reality of teachers' lives in contrast to their portrayal within digital communities. In essence, it highlights the artificial nature of social networks as a stage for current reality, making it challenging to speak definitively about a universal truth.

During interviews, teachers exhibited a willingness to criticize other teachers, administrators, and existing rules. However, in anonymous questionnaires about social media use, they were more inclined to express controversial

and risky views. This observation provides insight into the self-presentations of teachers. When the identity of an individual is known, their behavior and claims tend to align with societal, administrative, and environmental norms. The proposed platform would create an environment where teachers can freely discuss their ideas, engage in empathetic conversations, and avoid the need to present themselves differently. By fostering a more natural position for teachers, the platform would promote equality of opportunity in education. Teachers working in disadvantaged areas, who often face hierarchical barriers and administrative approvals, would have the opportunity to express themselves freely. Another benefit of this platform is its accessibility and openness to all teachers. Participation is voluntary, allowing each teacher to showcase their work and engage in peer learning. In summary, the platform aims to attract teachers who are curious and willing to participate.

Considering the aforementioned reasons and the research findings, the primary recommendation is to create, develop, and disseminate the National Social Teacher Network platform. By doing so, it is anticipated that the platform will address the needs and issues identified in the research, while also offering valuable suggestions and support to educators, researchers, and professionals in the field. The need for the 'National Social Teacher Platform' stems primarily from teachers' limited ability to express themselves freely. Teachers express concerns about the lack of safety on social media platforms and resort to protected platforms like eTwinning. This highlights the need for a secure space specifically designed for teachers. Aware of being observed and followed, teachers often struggle to adequately convey their personal thoughts and feelings. Research findings indicate that teachers lack a platform where they can freely express themselves, and such a platform would facilitate their self-expression. By actively listening to teachers' opinions and incorporating their feedback on updates and changes at a central level, a more inclusive management model can be established. This bottom-up approach would enable the platform to grow and evolve organically. Additionally, the research has revealed differences in self-presentation and personality traits between teachers who use social networks and those who do not. This highlights the need to evaluate dissemination studies and practices at the Ministry level and reorganize training activities according to the characteristics of the target group.

Notes

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Author Information

Mehmet Fatih Döğ



<http://orcid.org/0000-0001-5940-450X>

Turkish Ministry of National Education

Ankara University

Turkiye

Contact e-mail: mfaithdoger@gmail.com
