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Abstract

Social media, one of the modern communications and socialization channels, has become one of the indispensable tools of education. This study, it was aimed to reveal the perceptions of teachers, students, and parents about the concept of “social media” through metaphor. In this study, which used a phenomenology design, which is one of the qualitative research methods, the data were collected using a structured online metaphor form. A total of 166 people participated in the study with the role of teacher, student, or parent. Among these, responses matching the metaphor structure of 136 people were analyzed using the content analysis method. As a result of the analysis, it was concluded that the metaphors were classified under the categories of “Addiction”, “Not real”, “Everything is in it”, “Communication channel”, “Usage”, “Indispensable”, “Feature”, and “Harmful”. The participants mostly used the metaphors of “bottomless well”, “life”, “drugs”, “swamp”, “news tool”, “alcohol”, “mask”, “car”, and “virus” for social media. In line with these results, to benefit from the advantages of using social media in education, it is recommended to provide awareness training to teachers, students, and parents. The study also concluded that the perceptions of the participants towards social media were generally negative.

Introduction

Human beings have developed and invented many technologies with good intentions since the day they existed. However, for reasons such as conflicts of interest and the desire to have precious things without effort, people did not hesitate to abuse these inventions and technologies. One of the things that come up with good expectations, but which can be perceived as good or bad depending on the way of use is social media. When it comes to social media, it is seen that tools such as blogs, social networks, social bookmarking sites, and virtual worlds are pointed (Neier & Zayer, 2015). Kaplan and Haenlein (2010), defined social media as various web-based applications built on the ideological and technological foundations of Web 2.0 and allow the production and mutual exchange of user-generated content. According to the, We Are Social 2020 report, the number of social media users has reached 3.80 billion (Kemp, 2020). This number accounts for about 49% of the world's population. What the teachers, students, and parents think about social media, the usage of which is increasing day by day, is important for the proper use of this tool in education.

When used in accordance with its purpose, it can be said that social media tools contribute to learning. (Al-Sharqi & Hashim, 2016). In a study examining the tools used in education, the use of blogs for class portals, e-portfolio, collaboration area, and information management purposes stands out (Richardson, 2010). Students consider social media valuable as it facilitates participation in class discussions (Neier & Zayer, 2015). WhatsApp, in particular, is one of the tools students use for extracurricular interaction and communication (Bozdemir Yuzbasioglu, Candan Helvacı, Ezberci Cevik, & Kurnaz, 2020). Online platforms are known to make language learning an easier, interactive, and interesting process (Faizi, El-Afia, & Chiheb, 2013). In contrast, foreign language students do not think that social media can be used in language learning and in the development of verbal communication skills and perceive it as an entertainment tool (Bozavlı, 2017). One of the beneficial aspects of social media tools is that the students who are just going to university can learn a lot of information about the university from the university's social media accounts before coming to campus (DeAndrea, Ellison, LaRose, Steinfield, & Fiore, 2012).

Social media tools play an important role in youth's friendship and identity experiences and can promote important peer processes such as online peer communication, a sense of belonging, and self-disclosure (Davis, 2012). However, not all behaviors exhibited on online platforms are positive; cyberbullying among secondary school students (Smith & Steffgen, 2013) and university students (Gahagan & Vaterlaus, 2016) presents significant danger. In addition, social media exclusion is perceived by both university and middle school students as a threat to meet psychological needs such as mood and especially need to belong (Smith, Morgan, & Monks, 2017).

There are a few studies in the literature that examine teachers' perceptions of social media. In these studies, in addition to the positive views regarding the use of social media for educational purposes (Tur, Carpenter, & Marín, 2017), it was concluded that teachers at higher education level are aware of the potential of social media use in education, but do not have sufficient awareness (Kilis, Rapp, & Gülbahar, 2014). In general, the benefits of participating in online Twitter chats for education purposes are thought to outweigh the negativities (Davis, 2015).

One study suggests that parents need to develop a positive perception of the potential effects of social media on family relationships (Procentese & Gatti, 2019). Social media have positive effects such as developing and maintaining culture and contributing to healthy personality development, as well as negative effects that weaken the national culture and adverse effect on the personality and mental health of individuals (Arslan, 2006). It is possible to come across people who have a positive and negative perspective towards social media that the number of users is observed to be increasing day by day (Kemp, 2020) when looking at the usage statistics. It is important to consider the thoughts of teachers, students, and parents, which are the main stakeholders of the education system, on social media from a comprehensive perspective. Undoubtedly, how teachers, students, and parents perceive and make sense of social media in their minds will be a determining factor that gives direction and shape to their use of social media.

Metaphor is one of the methods used to determine individuals' thoughts about a concept, their perceptions, and

attitudes towards that concept. Perceptions and thoughts of students of all ages and levels, teachers, and parents that are other stakeholders of education, can be determined through metaphors. The metaphor theory of Lakoff and Johnsen (1980; 1999) makes it possible to define everyday cognitive structures using linguistic models and thus reveal patterns of both individual and common ideas and actions (Schmitt, 2005). Metaphor is to try to explain the unknown with the help of the known and to make a case more understandable by using an analogy (Balci, 1992). It has been stated by Lakoff and Johnsen (2003) that the basic function of metaphor, which is summarized as understanding and experiencing one kind of thing in terms of something else, is understanding. Considering that the conceptual system of the individual is largely metaphorical, then the way people think, their experiences, and what they do every day is a matter of metaphor. In other words, it can be said that the basic function of metaphor provides a partial understanding by using another type of experience about a kind of experience (Lakoff & Johnsen, 2003).

Studies to determine perceptions about social media generally focus on students. (Al-Sharqi & Hashim, 2016; Alamri, 2019; Bozavli, 2017; Neier & Zayer, 2015). Also, it is possible to come across studies investigating the perceptions of teachers towards social media (Davis, 2015; Kilis, Rapp, & Gülbahar, 2014; Tur, Carpenter, & Marín, 2017). However, studies that determine the perception of teachers, students, and parents towards social media are not encountered. This research is important as it is a comprehensive study to determine the perceptions of teachers, students, and parents towards social media. An in-depth understanding of teachers', students', and parents' perceptions of social media can be an important step in understanding the relationship between important educational outcomes, such as better use of social media in education, assessment using social media, and active student participation. This study is also important it offers teachers an idea of what kind of changes students should make in their perceptions because it reveals the difference in the perceptions of teachers, students, and parents towards social media. It is also important to determine the perceptions of the participants about social media through metaphor. Indeed, Shuell (1990) stated that if a picture is worth a thousand words, a metaphor is worth a thousand pictures because a picture offers only a static image, whereas a metaphor offers a mental framework for thinking about a phenomenon. In the researches, it has been determined that the degree of similarity between the subject and the metaphor is positively related to the ability and interpretability of the metaphors (Johnson & Malgady, 1979). Meier et al. (2011) stated that we are not only talking but also thinking with metaphoric terms. For this reason, the metaphor method was chosen to determine the perceptions of teachers, students, and parents towards social media.

This research was carried out with the idea of the need to determine the differences between the perceptions of teachers, students, and parents towards social media, and the aims of using social media in education. This research aims to determine the perceptions of teachers, students, and parents about the concept of "social media" through metaphor. For this purpose, answers to the following questions are sought:

1. What are the metaphors and categories of teachers regarding the concept of social media?
2. What are the metaphors and categories of students regarding the concept of social media?
3. What are the metaphors and categories of parents regarding the concept of social media?
4. How is the perception of the participants towards social media?

Method

In this research, phenomenology design, one of the qualitative research methods, was used. Phenomenology design is a type of research that focuses on facts that we are aware of but do not have detailed knowledge and understanding of (Yıldırım & Şimşek, 2005). Phenomenology research is an in-depth study of the phenomenon defined by the participants when they describe their experiences (Creswell, 2014). Briefly, phenomenology is a common expression of a few people's experiences of a case (Creswell, 2013). The focus of this study is the social media experience of teachers, students, and parents.

Study Group

The data collected in phenomenology researches should be obtained from individuals or groups who experience the phenomenon that the study focuses on and who can express it (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2009). For this purpose, the participants in the study were determined by the criterion sampling method. The basic understanding of this sampling method is to investigate all situations that meet several predetermined criteria (Yıldırım & Şimşek, 2005). For this reason, to determine the experiences related to the use of social media in education, the working group was determined as people who used social media tools in teacher-student-parent communication.

The study involved 166 people from every region of Turkey. 30 of them gave answers that did not fit the metaphor structure. Responses with missing metaphor or justification part are excluded. Besides, expressions consisting of one-word answers are not included. When the records with expressions that did not match the metaphor structure were removed, the metaphor sentence of 136 participants remained. The distribution of the participants according to their education levels and roles are presented in Table 1.

Table 1. Distribution of the Participants according to their Education Levels and Roles

Education Level	Teacher		Student		Parent		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
University	32	23.53%	31	22.79%	5	3.68%	68	50.00%
High school	1	0.74%	18	13.24%	8	5.88%	27	19.86%
Secondary school	3	2.21%	4	2.94%	12	8.82%	19	13.97%
Primary school	2	1.47%	2	1.47%	8	5.88%	12	8.82%
Pre-school	0	0.00%	0	0.00%	10	7.35%	10	7.35%
Total	38	27.95%	55	40.44%	43	31.61%	136	100.00%

It is seen that the participants mostly express their opinions with the role of students and teachers from the university level. Codes in the form of T01, T02, ..., S01, S02, ..., P01, P02, ... codes were given to each participant in order to be used while presenting sample opinions of the participants. Those starting with T represent the teacher, those starting with S represent the student, and those starting with P represent the parents.

Data Collection Tool

In this study, the structured online metaphor form was used as a data collection tool. The link of the prepared form was delivered to the participants with social media tools and text messaging applications and asked to respond on a voluntary basis. In the first part of the prepared form, participants were asked whether they use social media in communication for educational purposes and their roles in the educational process.

The students were asked the levels of their education. Parents were asked about their students' education level. Teachers were asked the level of education they provided. In the second part of the form, the participants were asked to create their own sentences by filling in the empty spaces in the phrase “*Social media is similar to / like ... ; because ...*” in order to express metaphors about social media. Yıldırım and Şimşek (2005), stated that the justification should be learned with the question “why” to understand what the metaphors expressed with the comparisons about a concept mean. Therefore, the participants were asked with the first gap what they likened distance learning and with the second gap what is the rationale for this analogy. The data obtained here constituted the main data source of the research.

Data Analysis

The content analysis method was used on the data collected within the scope of the study and metaphors composed towards distance education were grouped under common categories. The purpose of content analysis is to encode the content as data (Berg & Lune, 2019). In the analysis of the data, the stages were followed of coding the data to determine the metaphors, forming the categories by arranging similar codes, providing validity and reliability, composing the frequencies and categories belonging to the metaphors.

In the stage of coding metaphors, comparison expressions, which are the first part of the metaphor sentences made by the participants, were analyzed. At this stage, the concepts that the participants' analogy to social media were coded. In the statements of the participants, those who do not have the meaning of analogy, those who do not have a justification, answers with a single word, and statements with different comments were not taken into consideration. In the stage of determining the categories, the second part of the sentences made by the participants was analyzed. The participants expressed the meaning of the metaphor they constituted towards social media with the justifications they stated.

In order to ensure validity and reliability, two different experts were asked to check the analysis of the researcher. The consensus was achieved by comparing the evaluations made by both experts. After adjustments made in line with the opinions of experts, the agreement of analysis result was calculated as 92% using the formula of Miles and Huberman (2016). After determining the codes and categories, the Microsoft Excel program was used to calculate the frequencies of these data. At this stage, the categories that express positive and negative perceptions were analyzed separately according to the roles of the participants, and the opinions of teachers, students, and parents were examined separately.

Findings

The data collected to determine social media perceptions of teachers, students, and parents through metaphors were analyzed and the findings are presented below within the framework of research questions.

Metaphors and Categories constituted by Teachers

It was observed that 38 teachers who participated in the study stated 38 different metaphors. Metaphors expressing teachers' perceptions about social media and the categories in which they are grouped according to their common characteristics are presented in Table 2.

Table 2. Social Media Metaphors and Categories constituted by Teachers

Category	Metaphor	Frequency of metaphors (f)	Number of metaphors
Addiction	Alcohol, Swamp, Vortex, Undutiful child, Black hole, Lifetime imprisonment, Smoking, Water, Drugs, Time machine	10	10
Not real	Unsociability, Mask, Lie	3	3
Everything is in it	Sea, Bottomless well, Ecosystem	3	3
Communication channel	News tool, Cafe, Ant, Ring in the water, Phone, Television	6	6
Usage	Cooker, Fire, Knife, Goose Down pillow, Intent, Psychiatry pill, Weapon, Earth, Rain, Cooking	10	10
Indispensable	Hand	1	1
Feature	Detective, Trace, Corona, Pomegranate stain	4	4
Harmful	Virus	1	1
Total		38	38

When Table 2 is examined, it is seen that the metaphors that express the perceptions of teachers towards social media are grouped under 8 categories. These categories are listed as “Addiction”, “Not real”, “Everything is in it”, “Communication channel”, “Usage”, “Indispensable”, “Feature” and “Harmful” The ones with the most metaphors among these categories are “Addiction” and “Usage” categories. It is seen that all the metaphors stated by teachers are unique. Sample metaphor sentences towards social media stated by teachers are given below:

T09: “Social media is like a **knife**; because it can be useful or harmful depending on the intended use.”

T10: “Social media is like the **detective** hired to investigate you; because every data you share and your private information is kept on record.”

T13: “Social media is similar to an **ecosystem**; because it contains all kinds of factors, positive and negative conditions, dangers and the interaction of living things.”

T21: “Social media is like an **ant**; because it reaches everywhere and everyone.”

T24: “Social media is similar to a **mask**; because it hides the real identity of people.”

T25: “Social media is like a **lifetime imprisonment** because once you enter, you can't go out.”

T38: “Social media is similar to the **virus**; because it spreads very quickly.”

Metaphors and Categories constituted by Students

It was observed that 55 students who participated in the study stated 45 different metaphors. Metaphors expressing students' perceptions about social media and the categories in which they are grouped according to their common characteristics are presented in Table 3.

Table 3. Social Media Metaphors and Categories constituted by Students

Category	Metaphor	Frequency of metaphors (f)	Number of metaphors
Addiction	Alcohol, Loyalty, Swamp (3), Leisure, Vortex, Black hole, Substance abuse, Math question, Clock, The food you love, Smoking, Drugs	14	12
Not real	Apple, Mask, Utopia	3	3
Everything is in it	Dump (2), Bottomless well (4)	6	2
Communication channel	Instant communication, Quiz show, Vascular system, News tool (2), Audio wires, Telephone, Twitter	8	7
Usage	Car, Raw meatballs, Prickly rose, Hamburger, Life, Light, Medicine (2), Good, Solarium, Libra	11	10
Indispensable	Bag, Life (2)	3	2
Feature	Brain, Recreational tool, Crutches, Hourglass, Amusement Park, Market, School	7	7
Harmful	Scary world, Virus (2)	3	2
Total		55	45

When Table 3 is analyzed, it is seen that the metaphors that express the perceptions of students towards social media are gathered under 8 categories similar to teachers' categories. Among these categories, “Addiction” and “Usage” categories, which have the most metaphors, respectively. The most repeating metaphors in all categories are “bottomless wells” and “swamp” metaphors, respectively. In addition, the metaphors "Dump", "News tool", "Medicine", "Life" and "Virus" have two frequencies. All other metaphors have the feature of being unique. Sample metaphor sentences towards social media stated by students are given below:

S15: “Social media is similar to the **brain**; because it performs all functions and stores information.”

S21: “Social media is like a **dump**; because there are all kinds of information that are useful and not for the benefit of people.”

S22: “Social media is like the **vascular system** in humans; because it enables to transfer all kinds of information, data, and facilitate the communication of people.”

S23: “Social media is similar to a **prickly rose**; because they have nice sides and bad sides.”

S29: “Social media is similar to **apple**; because nobody reflects the bruises inside to the media.”

S34: “Social media is similar to **life**; because it has been part of our life.”

S43: “Social media is like a **scary world**; because you are exposed to psychological violence whether you want it or not. It is impossible to prevent this.”

S53: “Social media is like **the food you love**; because if you eat you can't leave again.”

Metaphors and Categories constituted by Parents

It was observed that 43 parents who participated in the study stated 42 different metaphors. Metaphors expressing parents' perceptions about social media and the categories in which they are grouped according to their common characteristics are presented in Table 4.

Table 4. Social Media Metaphors and Categories constituted by Parents

Category	Metaphor	Frequency of metaphors (f)	Number of metaphors
Addiction	Shopping Mall, Dish, Magic, Drugs (2), Time swamp	6	5
Not real	Imagination, Makeup material, Mask	3	3
Everything is in it	Fortune-teller, Freelancer	2	2
Communication channel	Mobile phone, Traditional media, News tool, Communication network, Cafe, Distance education	6	6
Usage	Alcohol, Car, Fire, Knife, Knowledge, Magic, Dynamite, Electricity, Marriage, Sun, Door, Boiler, Food	13	13
Indispensable	Car, Bread, Life, Food	4	4
Feature	Agent, Speed of light, Cat, Amusement park, Teacher	5	5
Harmful	Sea water, Fruitless tree, Flood, Pandemic	4	4
Total		43	42

When Table 4 is analyzed, it is seen that the metaphors that express the perceptions of parents towards social media are gathered under 8 categories similar to teachers' and students' categories. Among these categories, "Usage" with 13 unique metaphors is seen as the category with the highest number of metaphors. This is followed by 6 unique metaphors, "Addiction" and "Communication channel" categories. All other metaphors, except for the "drugs" metaphor with 2 frequencies, are unique. Sample metaphor sentences towards social media stated by parents are given below:

P23: "Social media is like a **car**; because it is always a necessary tool today."

P34: "Social media is like **electricity**; because it shocks in the wrong operation."

P36: "Social media is like a **fortune-teller**; because there is an answer to everything, even if it is lying or false."

P45: "Social media is like a **cafe**; because I feel like I'm sitting there and talking to my friends."

P48: "Social media is like a **cat**; because it shares your loneliness."

P50: "Social media is similar to **makeup material**; because you can show yourself as you want."

P56: "Social media is similar to the **flood**; because its harm is more than its benefit."

P57: "Social media is like **drugs**; because once you use it, you can't leave it."

Participants' Perceptions towards Social Media

The metaphors stated by teachers, students, and parents to determine their perceptions towards social media were categorized as positive and negative, and the results are presented in Table 5.

Table 5. Distribution of Perceptions towards Social Media by Categories

Categories	Positive Metaphors	Neutral Metaphors	Negative Metaphors	Total	%
Addiction	-	-	30	30	22.06
Not real	-	-	9	9	6.62
Everything is in it	-	-	11	11	8.09
Communication channel	20	-	-	20	14.71
Usage	-	34	-	34	25.00
Indispensable	8	-	-	8	5.88
Feature	-	16	-	16	11.76
Harmful	-	-	8	8	5.88
Total	28 (20.6%)	50 (36.8%)	58 (42.6%)	136	100.00

When Table 5 is analyzed, it is seen that the participants have 20.6% positive, 42.6% negative, and 36.8% neutral perception towards social media. Metaphors expressing positive perceptions are seen in the categories of "Communication channel" and "Indispensable". Metaphors expressing negative perceptions are seen in the categories of "Addiction", "Not real", "Everything is in it" and "Harmful". The "Usage" and "Feature" categories include metaphors expressing neutral perceptions.

Discussion, Conclusion and Suggestions

To determine the perceptions of teachers, students, and parents towards social media, the collected data were examined and metaphors were divided into 8 categories. These categories are listed as “Addiction”, “Not real”, “Everything is in it”, “Communication channel”, “Usage”, “Indispensable”, “Feature” and “Harmful”. The participants mostly used the metaphors of "bottomless well", "life", "drugs", "swamp", "news tool", "alcohol", "mask", "car" and "virus" for social media. In a study that only students participate, similar categories were observed. These categories are listed as “Social media as a source that guides and provides the information”, “Social media as an addictive factor”, “Social media as a tool that reflects the truth and provides interaction”, “Social media as a waste of time”, “Social media as a requirement” and “Social media as a hiding place” (Egüz & Kesten, 2018). In the aforementioned study, perceptions towards social media were found to be generally negative. In another study where pre-service teachers participated, "Loss", "Sharing", "Both good and bad" and "Entertainment" categories were obtained. In the study, "friend", "virus", "cigarette", "water", "drug", and "game" are the most emphasized metaphors (Erdem, Alkan, & Erdem, 2017). There are studies in the literature about positive perception towards social media (van Rooyen, 2015; Fortune, Spielman, & Pangelinan, 2011). However, based on the results obtained from this study, it can be said that teachers, students, and parents have mostly negative perceptions towards social media. Although the participants said that its benefits and losses vary according to the way they use social media, it stands out with its negative aspects rather than its positive features as it is a difficult tool to control. It is suggested that teachers pay attention to these issues during in-class activities or when communicating with students and parents. It is also important for parents to control the way their children use social media, to ensure the safety of their children.

When the metaphors in the “Addiction” category are examined, it is concluded that teachers, students, and parents perceive social media as an addictive substance. By teachers, students, and parents “alcohol”, “cigarette” and “drug” metaphors were mostly used. This may be since, like the pleasure-inducing substance, people spend too much time in the use of social media without realizing it. It is necessary to protect especially children from the harm of social media. At this point, teachers and parents have some duties. It is recommended to support children on how to use social media correctly and how to protect them from their harm. Generally, young people seek the help they need through social networks. Therefore, the presence of an expert in these online communities can be beneficial for troubled teens (Madro, 2018).

When the metaphors in the category of “Not real” are examined, it is seen that teachers, students, and parents perceive social media as a fake world. The most common metaphor in this category is the “mask”. The fact that people can show themselves as they aren't, hide the realities and the fact that much information presented in these environments is wrong may cause participants to perceive like this.

When the metaphors in the category of "Everything is in it" are examined, it is seen that teachers, students, and parents perceive social media as a place where right and wrong pieces of information are together. The most commonly expressed metaphors in this category are “bottomless well” and “dump”. With these metaphors, the participants pointed out that social media can have both infinite depth and all kinds of harmful information in it.

Participants may have tried to draw attention to the difficulty of not getting lost in many of the social media posts made by thousands every day and accessing correct information in this information dump.

When the metaphors in the "Communication channel" category are analyzed, it is concluded that teachers, students, and parents see social media as a tool used to communicate and receive the news with other people. In this category, the participants expressed their opinions mostly with the metaphors of "mobile phone", "television" and "news tool". Based on the results of this research, it is seen that the participants also draw attention to the positive aspects of social media by emphasizing the opportunities for mutual communication and delivering news to the masses. For this reason, it is possible to say that it will be a very useful mass media when social media are used for its purpose. The use of social media in school-parent communication, which contributes significantly to student success, will easily meet this need. In this regard, teachers and parents are recommended to use social media tools for school-parent communication, provided that their use is limited and elite. In their study, Sadowski, Padiaditis, and Townsend (2017) concluded that students use social media for two different purposes: personal and educational.

In the category of "Usage", the participants stated that using "knife" and "fire" metaphors towards social media. They can benefit or harm people according to their usage. It can be said that teachers, students, and parents try to state that social media use has a sharp and hurtful aspect and their use is a field that requires attention and care. When used properly, it is possible to benefit from social media tools both as a communication tool between student-teacher-parent and as supportive in the classroom and extracurricular activities. In his study, Alamri (2019) concluded that there are positive perceptions about using social media for academic purposes.

When the metaphors in the "Indispensable" category are examined, it is concluded that teachers, students, and parents perceive social media as an indispensable part of life. Based on these results, it is now possible to say that social media are an indispensable basic need for people. The most striking metaphors in this category are "life", "hand", "bread" and "food". Since it is not possible to completely remove social media from life, it is necessary to prevent their abuse. Especially before reaching the level of addiction, children's use of these tools should be taken under control. In this regard, it is recommended to raise the awareness of children to use them correctly instead of restricting them. It is known that the education level of the parents positively affects the level of controlling the internet usage of the children (Valcke, Bonte, De Wever, & Rots, 2010). Therefore, awareness-raising activities should include teachers, school administrators, and parents besides children (Mert, Bülbül, & Sağiroğlu, 2012).

When the metaphors in the "feature" category are analyzed, it is seen that teachers, students, and parents talk about the features of social media rather than how they perceive them. Among these features, it is listed that social media are an information store, these are communication and entertainment tools, and everything shared on social media is permanently stored. The participants also emphasized with the metaphors of "detective" and "agent" that personal information can be accessed using social media. It was seen as a positive result that teachers, students, and parents were aware of these features of social media. Because to use social media correctly and benefit from them, it is necessary to know them well. However, considering that only 11.76% of

the participants express their opinions on this issue, it can be suggested to increase awareness-raising activities on this issue.

When the metaphors in the "Harmful" category are examined, it is concluded that teachers, students, and parents perceive social media as a harmful tool. The most commonly mentioned metaphor in this category was "virus". The fact that the participants had difficulty in using social media, not having sufficient knowledge, skills, and equipment on the subject, and not using social media properly may have led to such a result. Similarly, Odom, Jarvis, Sandlin, and Peek (2013) have suggested that the disadvantages of social media were their usage and access problems. The participants will not want to use social media, which they see as a harmful tool, in educational environments, or as a means of communication. Therefore, the positive aspects of social media can be explained by talking with teachers, students, or parents who think so. The preschool period is very important as it is the beginning of a child's educational life (Bulut, 2020). For this reason, awareness training should be given to students at all levels from this age on the harms of social media.

Based on the conclusions of this research, it is possible to summarize the suggestions developed as follows:

- It is seen that there is a lack of information about using social media correctly by teachers, students, and parents. For this reason, scientific courses, activities, and seminars can be organized on the use of social media for teachers, students, and parents.
- By increasing the number and frequency of studies that will increase social awareness on the subject, it can be ensured that social memory is kept alive.
- It is seen that social media are now a routine part of their daily lives for all people. For this reason, to protect children and students from the negative effects of social media, awareness-raising gains can be included in the curriculum at all educational levels.
- When we look at the results obtained from this study, where the perceptions of teachers, students, and parents towards social media are examined, it can be said that the participants have generally negative perceptions. To benefit from the advantages of using social media in education, it is recommended to conduct studies that will turn this perception into a positive one.

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