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Research Article

Examining "replacement" attitudes in the context of uses and gratifications during the 8-day Instagram inaccessibility period in Turkey

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ABSTRACT

The uses and gratifications theory argues that individuals attain specific satisfactions through their engagement with the media. The hypothesis posits that individuals fulfill their pleasure demands by selecting amongst various media tools and their offerings. The concept, originating from research on mass media utilization, has been revised considering technological advancements and the proliferation of media instruments. Due to the diversity encountered in social media tools, communication experts have examined the notion of uses and gratifications with greater specificity. Users' gratifications are attained through social media in contemporary society. The established mentality, along with the access prohibition on a widely utilized social media platform (Instagram), have prevented users from fulfilling their gratifications. The access prohibition on Instagram in Turkey from August 2 to August 8, 2024, serves as the most notable example of this phenomenon. This study seeks to identify the social media platform via which users fulfill gratifications that were unattainable during the enforced access ban on a specific social media tool. To elucidate these attitudes termed "replacement," it was first ascertained which satisfaction was lacking, followed by identifying the social media instrument employed to attain the unmet satisfaction. The findings and analyses of the in-person survey conducted with 463 individuals were disseminated, reflecting the Turkish population through quantitative research methodologies. Efforts were made to ensure that the scale employed acknowledged the reality of digital marketing. It was concluded that no money losses and hence no financial gratifications transpired throughout the access prohibition.

Keywords: uses and gratifications, replacement, social media, generations, digital marketing

INTRODUCTION

Despite the existence of communication throughout human history, it only emerged as an independent scientific subject in the 20th century. The advancement and expansion of mass media have significantly contributed to the emergence of communication as an autonomous discipline. The uses and gratifications theory has experienced a resurgence in favor within the mainstream communication framework, since the Internet, particularly social media, has become integral to users' lives, transforming them into content creators. The generation of user content is crucial for the practical application of the uses and gratifications paradigm. The individual's active role has been reaffirmed, with consumers now assuming the role of producers.

The digitization of information is a primary opportunity provided by communication technology (Yazıcı, 2020, p. 107). Digital platforms enhance user-publisher interactions and engage several facets of users'

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everyday lives in a manner distinct from traditional media tools. The uses and gratifications approach introduced a novel perspective to the 'Impact' theories; however, it garnered limited reception during its day. Reinterpreting it in mass communication is seen significant, as the participatory process is crucial via social media.

The digital communication system remains intricately linked with social and mass communication networks (Bal, 2018, p. 283). The rapid dissemination of information globally indicates the emergence of a global society intricately linked through new media and digital technologies (Gere, 2018, p. 217), within contexts where users are actively engaged. The advent of new media goods has allowed viewers to transform into users and engage actively with media content (Başhan, 2018, p. 196).

Initially focused on television, uses and gratifications research has now shifted its attention to the internet and social media. The essential role of Web 2.0 internet technologies in daily life has revitalized the concept of uses and gratifications within the mainstream communication framework (Yıldırım et al., 2018, p. 44). Ruggiero (2009) asserts that uses and gratifications have consistently served as a prominent theoretical framework during the developmental phases of emerging mass media. The uses and gratifications strategy is applicable over a broad spectrum, encompassing traditional media such as newspapers, radio, and television, as well as the internet and social media. In contemporary society, the correlation between the uses and gratifications theory and social media warrants significant attention.

The evolution of media since the inception of uses and gratifications research, beginning with radio, has undeniably fulfilled the needs of individuals and civilizations. The impact of social media tools on this gratification phenomena has compelled users to engage with media more than conventional media tools. The engagement benefits provided by social media have increasingly captivated its users.

Information technologies have caused radical changes in many areas and have also changed marketing activities. Today, marketing activities are carried out in digital environments, making the work of companies easier and helping consumers all over the world. Consumers can access accurate information and data about products and services much more easily and quickly, and they can also access different forms of entertainment. Therefore, it can be said that digital marketing has replaced traditional marketing today (Rustemi et al., 2021). Pelletier et al. (2020) investigated consumer usage motivations for Facebook, Twitter, and Instagram. In addition, it was determined which social media tool consumers use to interact with brands. Similarly, Bawack et al. (2023) argue that social media live broadcasts have become mainstream e-commerce platforms for direct sales and offer interactive participation levels to online retailers. Based on the theory of uses and gratifications, the study reveals how social media live broadcasts fuel purchase intentions and what the motivations are for participating in these broadcasts.

Despite the heightened media consumption, access to Instagram has been prohibited in Turkey by the Information Technologies and Communication Authority (BTK) with decision number 490.05.01.2024.-608903 (access blocking decision), starting August 2, 2024. Following on the accord established with the Meta platform Instagram has been available since 21:30 on August 10, 2024. The BTK justified the denial of access by stating "non-compliance with the policies established within the framework of catalog crimes." https://www.bbc.com/turkce/articles/cgxqx9zl2eko, last access date: 28 November 2024).

The access prohibition on Instagram has resulted in numerous adverse effects on the digital economy. In Turkey, commercial activities, including daily bookings and sales through Instagram, generate a commercial volume of around 1.9 billion TL. The platform's closure has significantly impacted commercial volume, resulting in substantial revenue losses for numerous small and medium-sized enterprises. The termination of online sales for these enterprises has pushed some to the verge of insolvency. (https://www.businessweek.com.tr/haberler/instagramin-kapatilmasinin-dijital-ekonomiye-etkileri-2358135, last access date: 28 November 2024). Something that has been rarely observed in the past two decades leads our research to focus on the social media platforms from which Instagram users derive their "gratification."

In the context of this basic subject, the information to be reached and therefore the aim of the study is to determine which media tool the users of a social media tool whose access is blocked direct their satisfaction to. Another aim is to compare the attitudes of user segments by taking generational differences into account.

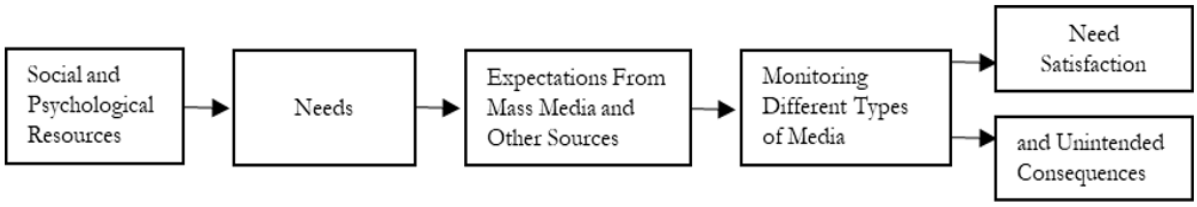

Figure 1. Elements of the uses and gratifications model (Source: McQuail and Windahl, 1997)

CONCEPTUAL FRAMEWORK: USES AND GRATIFICATIONS THEORY

The uses and gratifications theory fundamentally argues that individuals' wants must be fulfilled and satisfied. Mass media is seen as a technique for attaining gratifications. Needs are ascertained by selecting among these instruments and their outputs (Baran, 1997, p. 66). This method posits that consumers utilize media content to satisfy certain demands. This usage fulfills the viewer's needs, leading to enjoyment through the consumption of media content that aligns with those needs. This approach acknowledges a functional relationship between media content and the audience. The uses and gratifications method proposes that viewers might interpret broadcasts in several manners, producing outcomes distinct from the intended message. Katz et al. (1973-1974) claim that individuals possess social and psychological needs. Individuals possess specific expectations from media and other sources to fulfill these requirements. Exposure to media fulfills some needs (Yaylagül, 2013, p. 71).

Katz et al. (1973-1974), the originators of the uses and gratifications hypothesis, contend that humans proactively utilize media to fulfill specific needs. The hypothesis posits that persons are not passive recipients of media, as previously seen. Individuals engage with media technologies in a manner that aligns with their requirements, resulting in gratification (Yayla, 2018).

Katz et al. (1973-1974) defined the Use and Gratifications approach as follows: According to the uses and gratifications approach, the individual has information needs social, psychological and emotional needs. These needs generate expectations from mass media and other media groups or sources. These expectations result in many forms of engagement with mass media. Consequently, the demands that facilitate personal fulfillment are fulfilled, and additional unforeseen gratifications are acquired (Katz et al., 1973-1974). According to the literature, McQuail and Windahl (1997) outlined the fundamental components of the uses and gratifications method, as depicted in **Figure 1**.

Most of the research on the uses and gratifications approach was carried out during the 1960s and 1970s. Numerous studies have been carried out, although all share a fundamental premise: individuals possess social and psychological needs, prompting them to seek media content that fulfills these requirements. (Yaylagül, 2013, p. 72–73).

In the 1990s, research commenced to evolve and adjust in response to transformations in media sectors. In recent years, the increase of computer-mediated communication and the rise in internet usage have catalyzed communication studies and research (Kılıç et al., 2013, p. 43).

During the late 1980s and 1990s, uses and gratifications theory concentrated on user behaviors in new media. Chamberlain (1994) asserted that the proliferation of the Internet enables media consumers to select their preferences from an extensive array of media alternatives facilitated by emerging technology. He asserts that, in contrast to conventional mass media, emerging media like the Internet enable individuals to customize messages to their specific interests and requirements (as cited in Ruggiero, 2000).

Testing the media in the context of the theory of uses and gratifications around all these developments, in other words, measuring the attitudes of users in the face of the developments that are taking place, should be done on a mass scale. The main reason for this is that the options of users who want to get gratification from the media have diversified and reached a mass scale. This increase in the number of uses observed especially in social media and the diversification of media options have led researchers to measure on a mass scale. On the other hand, the change in the dimensions of satisfaction brought by the media should not be ignored.

USES AND GRATIFICATIONS THEORY AND SOCIAL MEDIA

"A wide-area hypermedia information extraction initiative that aims to provide universal access to a wide document universe" (Kutup, 2010, p. 13), has enabled a social transformation process. Historically, Web 1.0 technologies facilitated passive information retrieval on the internet, whereas Web 2.0 has fostered an interactive environment. Pempek et al. (2009) highlighted that social media networks are internet-based platforms enabling users to publish profile information, send online or private messages, and engage with others through numerous methods, including photo and video sharing

While traditional media tools were examined at the first formulation of the theory (Biçer & Şener, 2020), its significance has been revitalized with the proliferation of social media platforms resulting from internet advancements. An individual's active engagement, which serves as the foundation of the idea, is safeguarded by functionalities provided by social media platforms, including content creation, account following, liking, and commenting (Kara, 2016).

Social networks, which began to appear in the late 1990s, are websites that host online communities in various formats. In these settings, initially designed to enhance human relationships, each user established their own networks and controlled their contacts (Alikılıç, 2011, p. 35). Social media platforms, blogs, content-sharing websites, and popular social networking sites provide users the possibility for autonomy by presenting incentives such as forming new friendships, acquiring information, and enjoying entertainment (Yeniçıktı, 2016, p. 63).

Social media interactions reveal that engagement and awareness are paramount, with information that piques user curiosity capturing the attention of the public. The usage and gratifications strategy primarily seeks to shift focus from mass media to its audience by highlighting the varying impacts of mass media on its followers. The appeal of social media applications, characterized by features such as images, comments, and opinion expression, positions users as sources of data and information inside these platforms (Netchitailova, 2018, p. 5).

Traditional audience research is expected to evolve due to the Internet (Ruggiero, 2000, p. 13–20). This setting involves the examination of the psychological and behavioral tendencies of users of Web 2.0 internet technologies, analyzed by numerous researchers via the lens of uses and gratifications (Papacharissi & Rubin, 2000, p. 180–182). From this perspective, the uses and gratifications approach is considered an appropriate paradigm for analyzing social media platforms (Muntinga et al., 2011). The emergence of Web 2.0 technologies necessitates an audience-centered viewpoint in the contemporary electronic publishing landscape, where individual users actively participate in the dissemination of video content (Hanson & Haridakis, 2008). After the 2000s, researchers focusing on the motivations for media usage persisted in their investigations about the uses and impacts of psychological, social, and mass communication instruments, while also integrating novel communication technologies. The research on diverse subjects, including societal, state, and individual connections, as well as education, politics, consumption, and emerging communities and identities, has intensified (Ayhan & Çavuş, 2014, p. 41).

Buf and Stefanita (2020) investigated the main usage and motivations of YouTube content creators to become content creators in their study. Bucknell Bossen and Kottasz (2020) revealed how TikTok's motivations for self-expression, social recognition and fame seeking in pre-adolescent and adolescent groups play a role in the use of this social media tool. Sheldon et al. (2021) observed that its use as a means of alleviating loneliness in the Baby Boomer (BB) generation has not been investigated. The study, which addresses the attitude of relieving loneliness in the context of uses and gratifications, inspired this study in terms of the change in attitudes in the context of generation. In their study, Ferris et al. (2021) conducted a study to reveal the social media addiction of young adults and revealed that among the predictor variables, being dependent on social media for personal understanding was associated with increased emotional consequences of addiction. Falgoust et al. (2022) similarly investigated the potential of TikTok use by university students to encourage and spread positive and negative behaviors. Deng et al. (2024) contributed to the theory of uses and gratifications with a cross-cultural approach. The study examines the differences in TikTok usage among users from the United States, Spain, and Chile. Users' motivations and uses for TikTok were associated with the national cultural values of their countries.

Table 1. Dimensions of uses and gratifications theory by years and authors (adapted from Kahraman, 2019, p. 102–105)

Reference	Factors
Katz et al. (1973-1974)	Cognitive, emotional, personal, social, escape
McQuail (1984)	Information, personal identity, integration and social interaction, entertainment
Muntinga et al. (2011)	Information, personal identity, integration and social interaction, entertainment, reward, empowerment
Rubin (1977, 1979)	Learning, wasting time, friendship, don't forget, be aware of, relaxation
Rubin (1981)	Habit, information/learning, entertainment, friendship, escape
Rubin (1983)	Wasting time, friendship, waking up, contents, relaxation, information, escape, entertainment, social interaction
Rafaeli (1986)	Distraction, free time evaluation, entertainment
Walker and Bellamy (1991)	Selective avoidance, make others angry, find out what's on TV, getting more out of TV, avoid advertising, access music videos, access to television news
Charney (1996)	Be aware of, distraction fun, peer identity, feeling good, communication, following visual and audio contents, career, indifference/insouciance
Papacharissi and Rubin (2000)	Use, wasting time, search for information, suitability/convenience, entertainment
Kaye and Johnson (2002)	Directory, information search, entertainment, social benefit
Zhang and Zhang (2013)	Surveillance, status, opinion, social benefit
McQuail (2011)	Information and education, guidance and advice, distraction and relaxation, social relationship, value reinforcement, cultural satisfaction, emotional relief, identity formation and confirmation, lifestyle, security, sexual arousal, wasting time

Initially, when the uses and gratifications theory, which assigns an active role to users, was introduced, it allowed for the selection of content in traditional media. Nevertheless, the advent of digital media has afforded it a whole distinct dimension. Virtual networks continue to proliferate by incorporating numerous united users into their framework to fulfill diverse individual motivations, including education, entertainment, news consumption, product promotion, social interaction, and observation of others.

Numerous studies have been conducted on the notion of uses and gratifications in this continual process. The idea, examined from multiple aspects, elucidates the diversity of uses and gratifications. At this juncture of the research, the investigation by Çobanoğlu and Dirsehan (2017) will illuminate the study by elucidating the dimensions explored within the theoretical framework. The dimensions of the theory of uses and gratifications are shown in **Table 1** by author and year.

REPLACEMENT

The restriction of access to a social media platform for users in Turkey is an uncommon occurrence in the 21st century. Despite the unclear purpose of the access block, users experienced an inability to use Instagram for almost 9 days. After this decision made by the state and government, people and legal entities may have deferred their "gratification," utilized alternative methods, or diminished their engagement with social media. The objective of the study is to reduce this uncertainty to the greatest extent possible. Identifying the unmet needs (gratifications) of individuals unable to access Instagram and determining which social media platforms they utilized to fulfill these needs, will enhance the theoretical literature. No studies were identified in the performed literature review.

The notion of "replacement" is examined within the framework of the uses and gratifications hypothesis. The term "replacement" refers to a scenario in which the government, state, or an organization deliberately restricts all societal segments from accessing social media or mass communication tools, excepting instances of technological breakdown. This process involves the transition of users' "gratifications" from the restricted media tool to alternative media tool(s) via "use".

It is natural for a media tool not to be used in the life cycle process, for gratifications to be met in other tools or for the need for gratification to disappear. This process is considered natural on the basis of the theory of uses and gratifications. The basic element of the concept of "replacement" and the media users' directing their gratifications to another media becomes concrete with the introduction of an access barrier to the media tool used by individuals. The psychological and behavioral approaches of media users may show

Table 2. Examples of measurement expressions for "replacement" attitudes

	Original items	Not gratified items	Replacement items
1	Social media tool(s) I use to contribute to my education	I couldn't contribute to my education	Social media tool(s) I use to contribute to my education while Instagram is not accessible
12	Social media tool(s) I use to decide whether to purchase any product	I couldn't decide whether to buy any product	Social media tool(s) I use to decide on purchasing any product when Instagram is not accessible
13	Social media tool(s) I use to distract myself from disturbing thoughts	I couldn't get away from the thoughts that made me uneasy	Social media tool(s) I use to get away from the thoughts that make me uneasy when Instagram is not accessible
17	Social media tool(s) I use to share my feelings and thoughts	I couldn't share my feelings and thoughts	Social media tool(s) I use to share my feelings and thoughts when Instagram is not accessible
22	Social media tool(s) I use to stay informed about social issues	I couldn't get information about social issues	Social media tool(s) I use to stay informed about social issues when Instagram is not accessible

differences and similarities in the natural process of media use. These dynamics can even be evaluated in a cultural context. However, the media tool to which gratification needs are directed after a media tool to which access barriers are introduced or removed is revealed by the concept of "replacement" and its changes in attitude.

The significance of the concept of replacement in the study is examined within the context of the concepts of equivalent, counterpart, and replacement. The notion of "replacement" in the study was employed by all social media sectors to determine the "uses" through which users derive "gratifications" when access to a specific social media platform is restricted. To accomplish this objective, the survey statements were structured as "I was unable to do … during the period I could not access Instagram" and "… I utilized the social media platform … to fulfill my needs."

Table 2 presents sample statements concerning the gratifications that could not be fulfilled due to deprivation, as well as the social media strategies employed to address these unmet gratifications. For this objective, a singular example was chosen from each factor. In this context, all statements utilized by Biçer and Şener (2020) were modified to align with the study's objectives.

AIM AND METHODOLOGY

Aim

This study aims to examine societal attitudes in response to the blockage of a widely utilized social media tool. The researchers posit that individuals denied access to the social media tool are unable to achieve their gratifications. This approach suggests that researchers anticipate fulfilling their social media gratifications through alternative platforms when access to a specific tool is restricted. The fundamental inquiry pertains to identifying the gratifications that remain unfulfilled and determining the social media tools that effectively address these gratifications. The research questions of the study are delineated as follows:

RQ1: To determine the frequency of social media usage among the blocked audience.

RQ2: To identify the factors contributing to dissatisfaction related to access barriers based on gender.

RQ3: To identify which gratifications remain unfulfilled across generations.

RQ4: To identify which gratifications are missing in terms of Instagram usage frequency during the access ban.

RQ5: To identify the social media tools utilized by different generations to fulfill their gratification needs during the Instagram access ban.

Methodology

Research design

In this study, which uses a quantitative research design, the broad screening model will be used. The broad screening model refers to research performed on extensive samples, wherein participants' opinions of a

subject or event are assessed (Haydarlı et al., 2016). This research employed the single screening model, a variant of broad screening models.

Sample

The study's universe comprises social media users. The research employed a quasi-sampling technique and gathered data from 463 individuals aged 18 and older. A sample size of 384 individuals is adequate for a sampling error of 0.05 and a confidence level of 95% (Yazıcıoğlu & Erdoğan, 2004, p. 50)

Data collection method

The survey form used in the study consists of 4 sections. The initial section presents demographic data, the subsequent section identifies the social media tools utilized by participants and their duration of use, the third section assesses the "gratifications" that remained unmet during the access ban, and the final section evaluates the social media tools employed to fulfill these gratifications during the access ban.

The scale developed by Biçer and Şener (2020) was employed to assess the gratifications that remained unmet during the access barrier process. Nevertheless, the statements in the scale were modified to disclose the "replacement" attitudes. The instrument comprises 25 statements and utilizes a 5-point Likert scale. Data obtained through the survey were obtained in online and face-to-face environments. In both environments, it was stated that the study was conducted with ethics committee approval, the participants were informed that the survey results would not be shared with third parties and the surveys would be destroyed/the site would be closed at the end of the study.

In the original study of Biçer and Şener (2020), the scale used included 7 statements in social interaction, 5 in product and content recognition/promotion, 5 in escape, 5 in education, and 3 in entertainment. In this study examining substitution attitudes, the number of statements did not change, but the number of statements in the factors changed. Accordingly, there were 5 statements in social interaction, 4 in product and content recognition/promotion, 4 in escape, 8 in education, and 4 in entertainment.

Analysis of data

The data collection process primarily considered the principle of voluntary participation of participants. Documents related to research and publication ethics were attached to the article. The research received approval from the Anadolu University Social and Human Sciences Scientific Research and Publication Ethics Board, under protocol number 812488.

The study's findings, which assessed participant attitudes during the Instagram access blocking, were analyzed statistically through Frequency and percentage analysis, t-test, ANOVA, and exploratory factor analysis (EFA). The age variable, structured according to the ratio scale, was categorized into five generations.

FINDINGS

This section presents the results of the statistical analyses performed to address the study questions, along with an interpretation of the findings.

In the study, firstly, EFA was conducted to see under which factor the 25 expressions used regarding gratifications were collected (**Table 3**)[1]. There was no expression with factor loadings below 0.40. In addition, P=0.05 significance level was taken into consideration in all necessary cases.

The construct validity of the study is demonstrated by factor analysis. In this direction, Kaiser-Meyer-Olkin (KMO) and Bartlett values were obtained before performing EFA. It was seen that the data obtained were suitable for factor analysis as the KMO met a value above 0.60 (0.933) and the Bartlett's test was at a sufficient level (Hinkin, 1995).

[1] Factor loading values are generally defined as high when they are 0.60 and above; and medium when they are between 0.30-0.59 (Büyüköztürk, 2002). Items below 0.30 are meaningless in terms of factor loading value. In this study, the main purpose of taking the factor loading value above 0.40 is to limit the number of items and increase the loading value. Therefore, considering the condition of having at least 3 items in the sub-dimension in the study, items with factor loading values of 0.40 and above were included.

Table 3. Factor analysis

Factors	Item No	Not gratified items	Factor Loading	Variance Explained	Cronbach's Alpha
Education	1	I couldn't contribute to my education	0.78	41.80	0.88
	2	My personal development was disrupted	0.73		
	3	I couldn't do any research on the subject	0.70		
	4	I couldn't spend quality time	0.69		
	5	It became difficult for me to learn a foreign language	0.67		
	6	I couldn't shape my perspective and thoughts towards life	0.46		
	7	**I'm unhappy**	0.45		
	8	**I fell behind my friends**	0.40		
Promoting/ recognizing of product and content	9	I couldn't get an idea about a product because there were no product promotion videos	0.86	8.10	0.91
	10	I could not form an opinion about any product based on opinions and recommendations (comments)	0.86		
	11	**I could not easily reach users who used any product**	0.79		
	12	I couldn't decide whether to buy any product	0.78		
Escape	13	I couldn't get away from the thoughts that made me uneasy	0.77	6.05	0.83
	14	I couldn't get away from daily life	0.73		
	15	I couldn't find an alternative to get away from my troubles	0.70		
	16	I felt lonely	0.59		
Social interaction	17	I couldn't share my feelings and thoughts	0.76	5.20	0.80
	18	I couldn't present my knowledge and skills	0.74		
	19	I couldn't participate in discussions on social media	0.70		
	20	I couldn't interact with people I wouldn't meet in real life	0.66		
	21	**I couldn't satisfy my need to socialize**	0.42		
Information/ entertainment	22	I couldn't get information about social issues	0.71	4.50	0.75
	23	I couldn't discover new things.	0.68		
	24	I couldn't see popular content	0.55		
	25	I couldn't have a fun time	0.48		

Table 4. KMO and Bartlett's test

KMO measure of sampling adequacy		**0.933**
Bartlett's test of sphericity	Approximate Chi-square	6,952.990
	SD	300
	p	0.000*

As a result of the factor analysis, it is seen that the scale is divided into 5 sub-dimensions. Factor analysis was performed on 25 items. The results of the factor analysis are shown in **Table 4**. In this context, it is seen that the scale consists of 25 expressions and 5 sub-dimensions.

Demographic Findings

The initial section of the survey utilized for data collection in the study gathered demographic information. The survey included age, gender, occupation, educational attainment, and income levels. The participants' ages were classified based on their respective generational cohorts in the data analysis section. This categorization considered Ayhün's (2013) classification. The author categorized the generations as BB, born from 1946 to 1964, and Generation Z (GenZ), born after 2003 (Ayhün, 2013, p. 96). Additional demographic information relevant to the investigation is presented in **Table 5**.

The notable aspects of the demographic data indicate that 38.2% of the participants are students, 71.5% possess a university education, and 33.9% have an income below 12,499 TL.

Social Media Usage Frequency Findings

This phase of the study examined the duration participants engaged with each social media platform (RQ1). The main importance of the first research question is to reveal the social media usage habits of the masses that have been blocked, as well as to indicate differences according to generations. The alternatives for this section of the survey included Facebook, X, Instagram, YouTube, TikTok, LinkedIn, and Twitch. Personal messaging platforms, such as WhatsApp, which do not allow posts to be viewed by followers or facilitate mass

Table 5. Distribution of demographic information of participants (Created by authors)

		Percent	Frequency			Percent	Frequency
Generations	BB	12.1	56	Education	Middle school	0.9	4
	GenX	17.5	81		High school	8.6	40
	GenY	25.1	116		College	5.2	24
	GenM	21.4	99		University	71.5	331
	GenZ	24.0	111		Master's degree	9.3	43
Gender	Female	53.6	248		Doctorate	4.5	21
	Male	46.4	215	Income	0–12.499	33.9	157
Occupation	Worker	14.3	66		12.500–17.000	7.1	33
	Officer	12.3	57		17.001–30.000	8.9	41
	Employer	3.9	18		30.001–45.000	17.3	80
	Tradesman	2.4	11		45.001–60.000	13.2	61
	Retired	13.4	62		60.001–75.000	6.7	31
	Farmer	0.2	1		75.001–90.000	6.0	28
	Self-employed	12.3	57		90.001–105.000	1.7	8
	Student	38.2	177		105.001+	5.2	24
	I am not working	3.0	14				

Table 6. Findings on the frequency of participants' use of social media tools (overall) (Created by authors)

	Facebook	X	Instagram	YouTube	TikTok	LinkedIn	Twitch
None	65.4	40.0	5.4	8.9	68.0	63.3	92.0
1–10 minutes	**16.6**	**17.9**	7.3	**17.5**	6.0	**18.8**	1.5
11–20 minutes	8.0	9.3	**13.8**	**12.5**	2.6	**10.4**	1.5
21–30 minutes	5.2	**12.1**	**15.8**	**15.8**	4.8	4.5	0.6
31–45 minutes	1.5	5.8	**9.9**	**10.2**	3.2	1.3	2.4
46–60 minutes	1.1	5.2	**13.2**	6.5	2.8	0.6	0.6
1–1.5 hour	1.5	4.8	**11.9**	8.6	4.8	0.4	0.4
1.5–2 hour	0.4	1.1	8.0	7.8	1.9	–	0.4
2+ hours	0.2	3.9	**14.7**	**12.3**	5.8	0.6	0.4
Total	100	100	100	100	100	100	100

Table 7. Distribution of those using at least one social media tool by generation (Created by authors)

Generations	Facebook	X	Instagram	YouTube	TikTok	LinkedIn	Twitch
BB	78.60%	58.90%	73.20%	83.90%	26.80%	17.90%	7.10%
X	58.00%	58.00%	96.30%	85.20%	4.90%	33.30%	0.00%
Y	45.70%	56.90%	95.70%	85.20%	6.00%	31.00%	3.40%
M	12.90%	71.70%	99.00%	100%	45.50%	59.60%	13.10%
Z	2.70%	55.00%	91.90%	96.40%	69.40%	34.20%	14.40%

sharing, were excluded. Participants were instructed to select a maximum of three social media platforms. Only individuals who selected the "none" option were provided with one alternative.

Table 6 indicates that Twitch, TikTok, Facebook, and LinkedIn are the least utilized social media platforms, accordingly. Furthermore, Instagram and YouTube are the most utilized social media platforms, respectively. The survey sample indicates that Instagram, despite being blocked, is the most significant social media platform that fulfills "gratifications." 64.6% of participants using Instagram for a duration ranging from 11 to 90 minutes. On the predominant site, YouTube, 56% of the participants allocate between 1 and 45 minutes.

The results of participants utilizing at least one social media platform are presented in **Table 7**, categorized by generation. As mentioned before, it is important to see which media tool generations use and how often, in terms of which communication tool they replace the social media tool that has been blocked.

Based on the data presented in **Table 7**, it is evident that the BB demographic predominantly utilizes YouTube, followed by Facebook and Instagram. Generation X use Instagram, whereas Generation Y engages with YouTube. In the Millennial generation, the hierarchy remains unchanged; however, the utilization of platform X has risen relative to prior generations. GenZ predominantly favors YouTube and Instagram, with TikTok occupying the third position. Millennial generation members utilize LinkedIn the most frequently. GenZ exhibits the least preference for Facebook, whereas the BB group use this platform the most. The whole Millennial generation use YouTube, which constitutes highly significant data.

Table 8. t-test showing the difference levels of non-satisfying uses according to gender (Created by authors)

		N	Average	t	SD	p
Education	Female	248	16.2	2.222	461	0.027*
	Male	215	14.7			
Promoting/recognizing product and content	Female	248	10.0	1.809	461	0.071
	Male	215	9.2			
Escape	Female	248	8.7	0.977	461	0.329
	Male	215	8.4			
Social interaction	Female	248	12.1	1.809	461	0.071
	Male	215	11.3			
Information/entertainment	Female	248	11.2	1.443	461	0.150
	Male	215	10.6			

* $p < 0.05$

Table 9. ANOVA test according to generations in subjects where saturation was not reached (Created by authors)

Factors		N	Average	F	SD	p
Education	BB	56	17.9821	4.046	4	0.003*
	GenX	81	14.2963			
	GenY	116	14.5000			
	GenM	99	14.9495			
	Genz	111	16.7568			
Promoting/recognizing product and content	BB	56	9.5000	1.469	4	0.211
	GenX	81	8.9259			
	GenY	116	9.1638			
	GenM	99	10.2525			
	Genz	111	10.1532			
Escape	BB	56	8.4821	4.100	4	0.003*
	GenX	81	7.8642			
	GenY	116	7.6983			
	GenM	99	9.1919			
	Genz	111	9.4505			
Social interaction	BB	56	13.0536	4.917	4	0.001*
	GenX	81	11.1481			
	GenY	116	10.2931			
	GenM	99	12.1616			
	Genz	111	12.6396			
Information/entertainment	BB	56	10.125	4.983	4	0.001*
	GenX	81	10.28400			
	GenY	116	10.1810			
	GenM	99	11.3131			
	Genz	111	12.2613			

Gratification Status During Instagram Access Ban

A t-test was utilized to see if there is a gender-based difference in instances of unmet gratifications. According to the data in **Table 8**, the education factor shows a difference according to gender (RQ2). The second research question is to find out which gender group is affected more by the social media tool that has been blocked from access and in which factor. In the education factor, women have a higher score than men (0.027). These data indicate that women reported an inability to achieve educational fulfillment when Instagram was not accessible.

An ANOVA test was conducted to see whether there is a difference among generations in cases where saturation has not been achieved (**Table 9**). The test results indicate that the elements of education, escape, interaction, and information/entertainment vary throughout generations (RQ3). The aim of the third research question is to reveal which satisfactions generations are deprived of during the access ban. In this context, the masses that cannot access Instagram are deprived of all satisfactions except for the product and content recognition/promotion factor. In other words, social media users in Turkey have met their product and content recognition/promotion needs from other social media tools and have been satisfied in this regard. The Tukey HSD test was utilized to identify the groups exhibiting differences.

Table 10. ANOVA test according to Instagram usage duration in factors that are not saturated (Created by authors)

Factors	Using Freenas	N	Average	F	SD	p
Education	1–10 mins	34	17.000	2.947	7	0.005*
	11–20 mins	64	13.2344			
	21–30 mins	73	14.4932			
	31–45 mins	46	15.5435			
	46–60 mins	61	15.6885			
	1–1.5 hours	55	15.0727			
	1.5–2 hours	37	18.1892			
	2+ hours	68	17.4118			
Promoting/recognizing product and content	1–10 mins	34	9.2941	3.017	7	0.004*
	11–20 mins	64	8.2500			
	21–30 mins	73	9.1233			
	31–45 mins	46	8.6739			
	46–60 mins	61	10.4754			
	1–1.5 hours	55	10.6364			
	1.5–2 hours	37	11.7568			
	2+ hours	68	10.2059			
Escape	1–10 mins	34	7.9118	4.382	7	0.000*
	11–20 mins	64	7.1094			
	21–30 mins	73	7.7671			
	31–45 mins	46	8.2391			
	46–60 mins	61	9.0000			
	1–1.5 hours	55	9.0727			
	1.5–2 hours	37	10.4595			
	2+ hours	68	9.8088			
Social interaction	1–10 mins	34	11.6176	2.480	7	0.017*
	11–20 mins	64	10.1875			
	21–30 mins	73	10.8493			
	31–45 mins	46	11.8478			
	46–60 mins	61	12.1148			
	1–1.5 hours	55	11.7636			
	1.5–2 hours	37	12.7297			
	2+ hours	68	13.2206			
Information/entertainment	1–10 mins	34	9.6471	5.201	7	0.000*
	11–20 mins	64	9.3906			
	21–30 mins	73	10.2740			
	31–45 mins	46	11.4348			
	46–60 mins	61	11.6230			
	1–1.5 hours	55	11.5636			
	1.5–2 hours	37	12.7568			
	2+ hours	68	12.5882			

The test findings indicate a considerable disparity in the education factor between the BB generation and Generation X and Generation Y. The BB generation expressed dissatisfaction with their educational experiences at the period when Instagram was unavailable. A notable disparity in the escape factor was seen between GenZ and Generation X and Generation Y, as well as between Millennial generation and Generation Y. GenZ expressed that their gratification with escape is inferior to that of preceding generations.

A notable disparity in social interaction was observed between GenZ and Generation Y, as well as between Millennial generation and Generation Y. Generation Z and Millennial generation reported an inability to achieve gratification in social interactions. A notable disparity was observed in the information/entertainment aspect between GenZ and Generation Y, as well as between Generation X and BB. Members of GenZ expressed that their gratifications for information/entertainment were not fulfilled.

An ANOVA test was conducted to determine if there is a difference in individuals based on the duration of Instagram usage, when saturation has not been achieved (**Table 10**). The test results indicate that all parameters vary based on usage time (RQ4). The fourth research question aimed to reveal which satisfactions were missing in terms of the frequency of use of social media users during the access ban. In this context, it

was observed that as the frequency of Instagram use observed in all factors increased, individuals satisfied their satisfaction in different social media tools.

The Tukey HSD test was performed to see which groups the difference was between. According to this test:

1. When the education factor was evaluated, significant differences were found between those who used Instagram for 11 to 20 minutes and the groups who used it for 1.5–2 hours and 2+ hours.
2. When the product recognition/promotion factor was evaluated, significant differences were found between those who used Instagram for 11–20 minutes and those who used it for 1.5–2 hours.
3. When the escape factor is considered, Instagram
   a. Significant differences were found between those using it for 1.5–2 hours and those using it for 11–20 minutes and 21–30 minutes.
   b. Significant differences were found between the groups using 2+ hours and 11–20 minutes and 21–30 minutes.
4. When the interaction factor was evaluated, significant differences were found between the groups using Instagram for 2+ hours and 11–20 minutes.
5. When the Information/Entertainment factor is considered, Instagram
   a. Significant differences were found between those using it for 1.5–2 hours and those using it for 1–10 minutes, 11–20 minutes and 21–30 minutes.
   b. Significant differences were found between those using for 2+ hours and those using for 1–10 minutes, 11–20 minutes and 21–30 minutes.

Replacement

In this section of the study, it will be revealed which social media tools generations used to meet their needs for gratification during the access ban on Instagram (RQ5). The original research question of the study, "to determine which social media tools generations use to meet their needs for satisfaction during the access ban on Instagram", was answered in this section. Evaluations within the Education Factor indicate that the Millennial generation and GenZ utilized YouTube, X, and LinkedIn for educational purposes during Instagram's closure, whereas BB and GenZ favored Facebook and X over Instagram. The statistics indicate that Generation Y's tastes are less distinct than those of preceding generations (**Table 11**).

Table 11. Attitudes towards replacement according to the expressions of the education factor (Created by authors)

Education items	Social media	Generations (%)					Total
		BB	Gen X	Gen Y	Gen M	Gen Z	
Social media tool(s) I use to contribute to my education while Instagram is not accessible	Facebook	**0.348**	**0.217**	0.217	0.087	0.130	23
	X	0.109	0.145	**0.291**	**0.236**	0.218	55
	YouTube	0.069	0.133	0.202	**0.266**	**0.330**	**233**
	TikTok	0.000	0.000	0.000	**0.238**	**0.762**	21
	LinkedIn	0.026	0.105	**0.316**	**0.316**	0.237	38
	None of them	0.123	0.279	0.331	0.149	0.117	154
Total	Frequency	50	91	131	117	135	524
Social media tool(s) I use for my personal development while Instagram is not accessible	Facebook	**0.310**	**0.241**	**0.345**	0.103	0.000	29
	X	0.153	0.125	**0.306**	**0.222**	0.194	72
	YouTube	0.095	0.126	0.221	**0.281**	**0.276**	**199**
	TikTok	0.074	0.000	0.037	0.185	**0.704**	27
	LinkedIn	0.000	0.114	**0.343**	**0.257**	**0.286**	35
	Twitch	0.000	0.000	0.000	**0.667**	**0.333**	3
	None of them	0.098	0.251	0.279	0.169	0.202	183
Total	Frequency	59	91	140	122	136	548

Table 11 (Continued).

Education items	Social media	Generations (%)					Total
		BB	Gen X	Gen Y	Gen M	Gen Z	
Social media tool(s) I use to research anything when Instagram is not accessible	Facebook	**0.333**	**0.292**	**0.250**	0.125	0.000	24
	X	0.052	0.156	**0.281**	**0.281**	0.229	96
	YouTube	0.079	0.145	**0.244**	**0.240**	**0.293**	**242**
	TikTok	0.000	0.000	0.000	**0.289**	**0.711**	38
	LinkedIn	0.115	0.115	**0.500**	0.154	0.115	26
	Twitch	0.000	0.000	0.000	**0.500**	**0.500**	4
	None of them	0.115	0.254	0.292	0.208	0.131	130
Total	Frequency	50	93	143	132	142	560
Social media tool(s) I use to spend quality time when Instagram is not accessible	Facebook	**0.462**	**0.205**	**0.256**	0.000	0.077	39
	X	0.116	0.147	**0.253**	**0.274**	0.211	95
	YouTube	0.072	0.109	0.195	**0.312**	**0.312**	**221**
	TikTok	0.091	0.000	0.023	**0.250**	**0.636**	44
	LinkedIn	0.059	0.176	**0.412**	0.176	0.176	17
	Twitch	0.000	0.000	0.000	**0.667**	**0.333**	9
	None of them	0.095	0.284	0.372	0.108	0.142	
Total	Frequency	64	91	140	131	147	573
Social media tool(s) I use to learn foreign language when Instagram is not accessible	Facebook	**0.286**	**0.214**	**0.357**	0.143	0.000	14
	X	0.031	0.031	**0.281**	**0.344**	**0.313**	32
	YouTube	0.052	0.115	0.161	**0.310**	**0.362**	**174**
	TikTok	0.000	0.000	0.000	0.238	**0.762**	21
	LinkedIn	0.000	**0.250**	**0.250**	**0.250**	0.250	4
	Twitch	0.000	0.000	**0.200**	**0.400**	**0.400**	5
	None of them	0.121	0.250	0.328	0.155	0.147	232
Total	Frequency	42	83	120	111	126	482
Social media tool(s) I use to shape my perspective and thoughts on life when Instagram is not accessible	Facebook	**0.512**	**0.186**	**0.233**	0.070	0.000	43
	X	0.098	0.112	**0.238**	**0.287**	**0.266**	**143**
	YouTube	0.064	0.115	0.160	**0.314**	**0.346**	**156**
	TikTok	0.059	0.000	0.000	0.265	**0.676**	34
	LinkedIn	0.074	0.148	**0.333**	**0.296**	0.148	27
	Twitch	0.000	0.000	0.000	**0.800**	0.200	5
	None of them	0.066	0.287	0.329	0.138	0.180	167
Total	Frequency	61	94	133	137	150	575
Social media tool(s) I use to stay happy when Instagram is not accessible	Facebook	**0.319**	**0.340**	**0.277**	0.064	0.000	47
	X	0.145	0.132	**0.237**	**0.316**	0.171	76
	YouTube	0.071	0.126	**0.202**	**0.313**	0.288	**198**
	TikTok	0.091	0.013	0.013	**0.260**	**0.623**	77
	LinkedIn	0.000	0.250	**0.250**	0.000	**0.500**	4
	Twitch	0.000	0.000	0.083	**0.583**	**0.333**	12
	None of them	0.093	0.273	0.331	0.128	0.174	172
Total	Frequency	63	100	131	138	154	586
Social media tool(s) I use to keep up with my friends when Instagram is not accessible	Facebook	**0.456**	**0.246**	**0.246**	0.035	0.018	57
	X	0.116	0.125	**0.223**	**0.321**	0.214	**112**
	YouTube	0.077	0.169	0.138	**0.308**	**0.308**	65
	TikTok	0.034	0.000	0.000	0.207	**0.759**	58
	LinkedIn	0.059	0.176	**0.412**	**0.294**	0.059	17
	Twitch	0.000	0.000	0.000	**0.400**	**0.600**	5
	None of them	0.053	0.222	0.316	0.200	0.209	225
Total	Frequency	59	92	126	122	140	539

YouTube was predominantly favored as a replacement tool within the education element items. In the category "tool(s) I use to shape my perspective and thoughts on life," tool X was favored alongside YouTube, however in the statement "tool(s) I use to keep up with my friends," tool X was also chosen.

Upon analyzing the product awareness and promotion component, it is evident that the Millennial generation and GenZ have replaced Instagram with YouTube and TikTok. This mentality among BB, Generation X, and Generation Y has favored Facebook and YouTube (**Table 12**).

Table 12. Replacement attitudes according to the expressions of product recognition/introduction factor

Promoting/recognizing product and content	Social media	Generations (%)					Total
		BB	Gen X	Gen Y	Gen M	Gen Z	
Instagram is not accessible, I use social media tool(s) to get an idea about a product through product promotion videos	Facebook	**0.311**	**0.311**	**0.267**	0.044	0.067	45
	X	0.089	0.156	**0.222**	**0.356**	0.178	45
	YouTube	0.064	0.129	**0.234**	**0.292**	**0.281**	**171**
	TikTok	0.012	0.012	0.000	**0.309**	**0.667**	81
	LinkedIn	0.200	**0.400**	0.200	0.200	0.000	5
	None of them	0.104	0.258	0.330	0.154	0.154	182
Total	Frequency	50	93	123	122	141	529
Social media tool(s) that I use to get an idea about any product based on opinions and recommendations (comments) while Instagram is not accessible	Facebook	**0.318**	**0.273**	**0.318**	0.068	0.023	44
	X	0.079	0.175	**0.206**	**0.365**	0.175	63
	YouTube	0.077	0.130	**0.213**	**0.278**	**0.302**	**169**
	TikTok	0.000	0.013	0.013	**0.288**	**0.688**	80
	LinkedIn	0.250	0.500	0.000	**0.250**	0.000	4
	None of them	0.094	0.249	0.354	0.171	0.133	181
Total	Frequency	50	93	128	128	142	541
Social media tool(s) that I use to easily reach users who use any product when Instagram is not accessible	Facebook	**0.409**	**0.273**	**0.273**	0.045	0.000	44
	X	0.091	0.121	**0.212**	**0.364**	0.212	66
	YouTube	0.066	0.107	**0.270**	**0.254**	**0.303**	**122**
	TikTok	0.013	0.000	0.013	**0.312**	**0.662**	77
	LinkedIn	0.250	**0.500**	0.000	**0.250**	0.000	4
	Twitch	0.000	0.000	**0.250**	**0.500**	0.250	4
	None of them	0.093	0.255	0.314	0.186	0.152	204
Total	Frequency	53	87	125	122	134	521
Social media tool(s) I use to decide on purchasing any product when Instagram is not accessible	Facebook	**0.412**	**0.294**	**0.265**	0.029	0.000	34
	X	0.085	0.085	**0.234**	**0.319**	0.277	47
	YouTube	0.050	0.149	**0.228**	**0.257**	0.317	**101**
	TikTok	0.014	0.000	0.000	**0.271**	0.714	70
	LinkedIn	0.333	**0.333**	0.000	**0.333**	0.000	3
	None of them	0.096	0.233	0.321	0.200	0.150	240
Total	Frequency	48	86	120	110	131	495

YouTube has emerged as the most favored social media platform for product/content recognition and marketing. YouTube has replaced Instagram as the primary social media platform for product and content recognition and promotion.

The escape factor expressions indicate that the replacement attitudes for Millennial generation and GenZ were X, YouTube, and TikTok, whereas for BB and Generation X, the attitudes were Facebook, X, and YouTube (**Table 13**).

Table 13. Replacement attitudes according to the expressions of the escape factor

Escape items	Social media	Generations (%)					Total
		BB	GenX	GenY	GenM	GenZ	
Social media tool(s) I use to get away from the thoughts that make me uneasy when Instagram is not accessible	Facebook	**0.405**	**0.262**	**0.310**	0.024	0.000	42
	X	0.135	0.149	0.203	**0.297**	0.216	74
	YouTube	0.074	0.129	0.178	**0.307**	0.312	202
	TikTok	0.057	0.014	0.014	**0.271**	**0.643**	70
	LinkedIn	0.167	0.167	0.167	**0.333**	0.167	6
	Twitch	0.083	0.000	0.000	**0.417**	**0.500**	12
	None of them	0.087	0.273	**0.385**	0.118	0.137	161
Total	Frequency	62	94	128	130	153	567
Social media tool(s) I use to get away from daily life when Instagram is not accessible	Facebook	**0.323**	**0.371**	**0.290**	0.016	0.000	62
	X	0.085	0.177	**0.262**	**0.300**	0.177	**130**
	YouTube	0.084	0.121	0.178	**0.308**	0.308	214
	TikTok	0.077	0.013	0.000	**0.269**	**0.641**	78
	LinkedIn	0.111	0.278	**0.333**	0.617	0.111	18
	Twitch	0.000	0.000	0.000	**0.538**	**0.462**	13
	None of them	0.102	0.269	0.370	0.102	0.157	108
Total	Frequency	68	107	136	148	164	623

Table 13 (Continued).

Escape items	Social media	Generations (%)					Total
		BB	GenX	GenY	GenM	GenZ	
Alternative social media tool(s) that I look for to get away from my troubles when Instagram is not accessible	Facebook	**0.354**	**0.292**	**0.333**	0.021	0.000	48
	X	0.128	0.198	0.244	**0.244**	0.186	86
	YouTube	0.078	0.126	0.194	**0.325**	0.277	**206**
	TikTok	0.042	0.014	0.028	**0.324**	**0.592**	71
	LinkedIn	0.143	0.143	**0.571**	0.143	0.000	7
	Twitch	0.000	0.000	0.000	**0.556**	**0.444**	9
	None of them	0.101	0.258	0.333	0.119	0.189	159
Total	Frequency	64	100	136	137	149	586
Social media tool(s) I use to not feel lonely when Instagram is not accessible	Facebook	**0.339**	**0.290**	0.258	0.048	0.065	62
	X	0.124	0.155	0.237	**0.309**	0.175	97
	YouTube	0.078	0.157	0.203	**0.320**	0.242	**153**
	TikTok	0.079	0.032	0.032	**0.270**	0.587	63
	LinkedIn	0.143	0.143	**0.571**	0.000	0.143	7
	Twitch	0.000	0.000	0.000	**0.500**	**0.500**	10
	None of them	0.073	0.219	0.323	0.141	0.245	192
Total	Frequency	65	102	138	131	148	584

Among all the products in the escape factor, YouTube was the favored social media tool as a replacement. In the statement "tool(s) I use to escape daily life," tool YouTube was also favored as a replacement tool.

During the Instagram access prohibition, it was noted that social media platforms favored by Generation Y, Millennial generation, and GenZ were X and YouTube, although GenZ exhibited a preference for TikTok (**Table 14**).

Table 14. Replacement attitudes according to the expressions of the social interaction factor

Social interaction items	Social media	Generations (%)					Total
		BB	GenX	GenY	GenM	GenZ	
Social media tool(s) I use to share my feelings and thoughts when Instagram is not accessible	Facebook	**0.407**	**0.284**	**0.272**	0.025	0.012	81
	X	0.113	0.107	0.239	**0.314**	0.226	**159**
	YouTube	0.156	0.133	0.156	0.244	0.311	90
	TikTok	0.038	0.019	0.019	0.226	**0.698**	53
	LinkedIn	0.154	**0.308**	**0.308**	0.231	0.000	13
	Twitch	0.000	0.000	0.000	**0.500**	**0.500**	4
	None of them	0.068	0.208	0.300	0.188	0.237	207
Total	Frequency	83	100	141	130	153	607
Social media tool(s) I use to present my knowledge and skills when Instagram is not accessible	Facebook	**0.464**	**0.261**	0.217	0.058	0.000	69
	X	0.129	0.172	0.215	**0.301**	0.183	**93**
	YouTube	0.102	0.102	0.153	**0.288**	**0.356**	59
	TikTok	0.077	0.026	0.026	0.231	**0.641**	39
	LinkedIn	0.023	0.114	**0.295**	0.341	0.227	44
	Twitch	0.000	0.000	0.000	**0.667**	**0.333**	3
	None of them	0.078	0.216	0.298	0.180	0.229	245
Total	Frequency	73	99	131	119	130	552
Social media tool(s) I use to participate in discussions on social media when Instagram is not accessible	Facebook	**0.532**	0.210	**0.210**	0.032	0.016	62
	X	0.094	0.129	**0.212**	0.282	0.282	**170**
	YouTube	0.196	0.152	0.152	0.196	**0.304**	**46**
	TikTok	0.026	0026	0.026	0.205	**0718**	39
	LinkedIn	0.071	**0.286**	0.143	**0.429**	0.071	14
	Twitch	0.000	0.000	0.000	**0.667**	**0.333**	3
	None of them	0.076	0.213	0.332	0.190	0.190	211
Total	Frequency	76	92	129	115	133	545
Social media tool(s) I use to interact with people I can't meet in real life when Instagram is not accessible	Facebook	**0.438**	**0.247**	**0.260**	0.055	0.000	73
	X	0.100	0.150	0.225	**0.292**	0.233	**120**
	YouTube	0.079	0.095	0.111	**0.333**	**0.381**	63
	TikTok	0.000	0.034	0.000	0.220	**0.746**	59
	LinkedIn	0.056	0.167	**0.333**	**0.333**	0.111	36
	Twitch	0.000	0.000	0.000	**0.429**	**0.571**	7
	None of them	0.095	0.213	0.313	0.185	0.194	211
Total	Frequency	71	95	131	127	145	569

Table 14 (Continued).

Social interaction items	Social media	Generations (%)					Total
		BB	GenX	GenY	GenM	GenZ	
Social media tool(s) I use to meet my social needs when Instagram is not accessible	Facebook	**0.371**	**0.258**	**0.292**	0.056	0.022	89
	X	0.113	0.159	0.192	**0.311**	0.225	**151**
	YouTube	0.121	0.112	0.164	**0.302**	**0.302**	116
	TikTok	0.056	0.000	0.014	0.250	**0.681**	72
	LinkedIn	0.045	**0.227**	**0.318**	**0.318**	0.091	22
	Twitch	0.000	0.000	0.000	**0.538**	**0.462**	13
	None of them	0.098	0.236	0.345	0.155	0.167	174
Total	Frequency	86	106	142	146	157	637

In contrast to the factors incorporated in the study scale, X was favored as a replacement instrument within the items comprising the social interaction component. In the category "tool(s) I use to meet my need for socialization," YouTube was the second most chosen social media tool.

Upon examining the information and entertainment aspects, it was noted that Millennial generation and GenZ replaced Instagram with X, YouTube, and TikTok (**Table 15**). This mindset manifested in Generation X and Generation Y through platforms like X and YouTube.

The things related to information and entertainment had the most diversity regarding the replacement medium. X and YouTube replaced Instagram in the categories "tool(s) I use to learn about social issues" and "tool(s) I use to discover new things," but TikTok replaced Instagram as the third medium in the statements "tool(s) I use to see popular content" and "tool(s) I use to have fun."

Table 15. Attitudes to replacement according to the expressions of the information and entertainment factor

Information and entertainment items	Social media	Generations (%)					Total
		BB	GenX	GenY	GenM	GenZ	
Social media tool(s) I use to stay information about social issues when Instagram is not accessible	Facebook	**0.343**	0.229	0.343	0.086	0.000	70
	X	0.076	0.169	0.227	**0.280**	0.249	**225**
	YouTube	0.141	0.133	0.207	**0.259**	0.259	**135**
	TikTok	0.073	0.000	0.018	**0.200**	**0.709**	55
	LinkedIn	0.000	**0.375**	0.438	0.125	0.063	16
	Twitch	0.000	0.000	0.000	0.000	1.000	1
	None of them	0.156	0.211	0.385	0.101	0.147	109
Total	Frequency	81	101	153	128	148	611
Social media tool(s) I use to discover new things when Instagram is not accessible	Facebook	**0.375**	**0.275**	0.300	0.050	0.000	40
	X	0.089	0.178	0.215	0.274	0.244	135
	YouTube	0.123	0.134	0.233	0.245	0.265	**253**
	TikTok	0.059	0.012	0.012	0.306	**0.612**	85
	LinkedIn	0.043	**0.261**	0.435	0.174	0.087	23
	Twitch	0.000	0.000	0.000	**0.857**	0.143	7
	None of them	0.133	0.258	0.367	0.142	0.100	120
Total	Frequency	80	107	155	154	167	663
Social media tool(s) I use to see popular content when Instagram is not accessible	Facebook	**0.400**	**0.293**	0.280	0.027	0.000	75
	X	0.088	0.138	0.238	**0.338**	0.200	160
	YouTube	0.115	0.126	0.181	**0.297**	0.280	**182**
	TikTok	0.040	0.010	0.010	0.270	**0.670**	100
	LinkedIn	0.182	**0.455**	0.182	0.091	0.091	11
	Twitch	0.000	0.000	0.000	**0.600**	**0.400**	5
	None of them	0.123	0.263	0.404	0.114	0.096	114
Total	Frequency	85	103	141	154	164	647
Social media tool(s) I use to have fun when Instagram is not accessible	Facebook	**0.388**	**.0313**	0.254	0.045	0.000	67
	X	0.129	0.149	0.218	**0.257**	0.248	101
	YouTube	0.088	0.141	0.214	**0.279**	**0.279**	**262**
	TikTok	0.079	0.020	0.030	**0.257**	**0.614**	101
	LinkedIn	0.000	0.200	0.600	0.200	0.000	5
	Twitch	0.000	0.063	0.063	**0.563**	**0.313**	16
	None of them	0.156	**0.279**	0.361	0.107	0.098	122
Total	Frequency	89	111	146	151	177	674

DISCUSSION

This study intends to clarify media users' attitudes towards transitioning to alternative media owing to the blockage of their preferred media channels. Initially, the uses and gratification theory are defined, followed by an examination of relevant studies. The significant aspect addressed in the literature review is that one of the factors influencing media usage also encompasses the commercial dimension of media. The example in Turkey, which is the subject of the paper, demonstrates that the restricted mass media also fulfills commercial needs. The scale utilized in the research by Çobanoğlu and Dirsehan (2017) was employed in this investigation as it encompasses the commercial aspect of the theory. Nevertheless, the scale in the referenced study was reorganized in two distinct dimensions according to the completed research (**Table 2**). The purpose of this is to identify the unmet needs of media users and to ascertain the media tools they utilize to address these unmet needs. In this context, the factor analysis performed revealed that all factors and expressions in the sample study were significant at $p = 0.05$, making them applicable within the research scope.

The initial phase of the study assessed the social media usage patterns of the participants. The primary discovery that gained notice during this process was that Instagram was the most utilized social media platform, which was inaccessible from August 2–9, 2024, in Turkey (**Table 6**). The research design of the study thoroughly highlighted the shift in generational opinions regarding the topic matter. The investigation aimed to identify the unmet gratifications of the generations due to restricted access to certain media tools and to determine whether media tools or tools fulfilled these demands. **Table 7** illustrates that the predominant social media interests of the BB generation are YouTube, Facebook, and Instagram. Generation X, Generation Y, Millennial generation, and GenZ preferred Instagram, YouTube, and X as social media platforms. In the ANOVA test (**Table 9**), which assessed the gratifications that generations experienced during the Instagram access prohibition, it was observed that the BB generation was the least able to get educational gratification. GenZ was unable to fulfill their desire for escapism. GenZ and Millennial generation are unable to attain gratification in social interactions. Individuals from GenZ have inadequate fulfillment from information and entertainment.

The ANOVA test (**Table 10**) revealed that individuals with prolonged Instagram usage experience dissatisfaction across all gratification parameters. In other words, individuals who utilize Instagram extensively are deprived of the demands fulfilled by the media during the access prohibition. This explains why Instagram is the most used social media tool in Turkey.

This portion of the study aims to identify the media tools utilized by users of the prohibited media to fulfill their demands. The primary purpose of the study is to ascertain the prevalence of the attitude called "replacement" throughout many generations. The results indicate that Millennial generation and GenZ preferred YouTube, but Generation X and BB chose Facebook and YouTube, as illustrated in **Table 11**. Consequently, during the Instagram access prohibition, Millennial generation and GenZ replaced Instagram with YouTube, X, and LinkedIn. This disposition aligns with Facebook and YouTube for BB and Generation X. Upon assessing the necessity for product and content recognition/promotion (**Table 12**), Millennial generation and GenZ have replaced Instagram with YouTube and TikTok, whereas BB, Generation X, and Generation Y exhibit a preference for Facebook and YouTube. To fulfill their escape requirements, Millennial generation and GenZ utilized X, YouTube, and TikTok as alternatives to Instagram, whereas BB and Generation X chose for Facebook, X, and YouTube as replacement. Upon examining the alternative preferences for fulfilling social interaction demands, it was seen that Generation Y, Millennial generation, and GenZ favored X and YouTube, whereas GenZ specifically chose TikTok. This mentality was oriented towards Facebook for the BB generation. Ultimately, while examining the platforms utilized for information and entertainment fulfillment, it was concluded that Millennial generation and GenZ engaged with X, YouTube, and TikTok, whilst Generation Y and Generation X utilized X and YouTube. This mentality was directed towards Facebook for the BB generation.

The results presented in combination with all findings indicate that individuals encountered an unforeseen experience during the access restriction imposed on the most utilized communication platform, Instagram. Throughout this journey, they have addressed their individual requirements using various communication tools when unable to access their preferred media medium. This study seeks to identify the generation variations in tools under the concept of "Replacement," with one discussion subject focusing on the reasons

participants refrain from use "any" communication tool. The absence of any designated social media tool in the survey form permits authors and readers to assert, "I could not identify an alternative communication tool that fulfills my needs aside from Instagram" or "I do not believe there exists another communication tool that satisfies my requirements apart from Instagram."

In line with the data obtained in the context of the research questions, it can be said that the use of the YouTube tool is at the highest level in all generations (RQ1) (**Table 7**). On the other hand, it can be said that female YouTube users (RQ2) use this channel to satisfy their educational gratification (**Table 8**). The main reason for this statement is that women state that they are lacking in educational satisfaction. When the research question (RQ3) in which we measure which gratifications are lacking according to generations is summarized, the findings we encounter are listed according to factors (**Table 9**). Accordingly, the BB generation could not satisfy their satisfaction in the education factor, GenZ in the escape factor, GenZ and Millennial generation in the social interaction factor, and GenZ in the information / entertainment factor. According to the frequency of use (RQ4), those who are deprived of gratifications are also analyzed according to factors (**Table 10**). In this context, the result of lacking satisfaction occurs with the increase in usage. These findings, which we encounter as an expected result, support the theory of uses and gratifications. The data obtained in the last research question (RQ5), which we aimed to contribute to the literature on uses and gratifications by using the concept of "replacement", relates to users in Turkey. The answers to this research question are given in detail above. However, subjects with cultural and regional limitations may reveal different results in different cultures and regions. Measuring this will lead to the enrichment of the concept in the literature.

The research findings show that the generation of users and the age of the media tools they use are directly proportional. In other words, younger generations prefer new and renewed media tools. This can be associated with media usage skills. We can say that young people use media tools in more detail and frequently. When we assume that media tools used frequently and in detail meet the gratifications, we come across tools that promise users to reach more satisfaction. Another insight is that media tools tend to differ in gratification. For example, we can say that while one media tool specializes in meeting video sharing gratification, the other is a candidate for meeting photo sharing gratification. While these gratifications intersect among some tools, they can be ignored by others. However, the research shows that an access ban imposed on a tool pushes users to meet their gratifications in different media. The results of an access ban imposed on Instagram will not be the same as the results of an access ban imposed on YouTube. Another issue that deepens this difference is the differences in the cultural and economic dimensions of media usage. The outputs of this study, in which we tried to reveal the dimensions of the Turkey and Instagram example, will vary according to different countries and/or media tools. The main contribution of the study to the literature is that the research scale is applicable to all media and geographies.

CONCLUSIONS AND IMPLICATIONS FOR FUTURE RESEARCH

The exclusion of alternative social media tools from the survey is due to the excessive number of available platforms. Consequently, the poll incorporated the most utilized social media platforms in Turkey. Another limitation of the study is the exclusion of conventional media tools from the alternatives in the "replacement" attitudes. The rationale for this is because the prohibited media tool is categorized as a social media instrument. The research discusses the opinions toward substituting media tools at an equivalent level.

The survey reveals that the opinions of media users who reported "not using any" media tools warrant further investigation. The questions of whether they did not engage in this conduct or were unable to do so require clarification. The responses to these questions are crucial in elucidating the influence and significance of the media tool whose access is restricted. In the framework of the replacement notion, media users perceive this technology solely to fulfill their demands. Undertaking a further scientific investigation into the validity of this acknowledged right will enhance both the scholarly literature and the notion of "replacement" that has been proposed. The attitudes of "not substituting" or "inability to replacement" might be examined. The researchers that performed the study analyzed the components of the replacement mindset.

Another potential issue for debate is the function of traditional media during this period and its influence on the "replacement" mentality. The extent of individuals' attitudes towards conventional media throughout the imposed access ban may indicate the degree to which such media fulfills their demands.

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