

THE EFFECTS ON PERCEPTION OF SOCIAL NETWORKING USE OF UNIVERSITY ACADEMICIANS AND STUDENTS (Executive Summary in English)

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ABSTRACT

The increased use of the internet with parallel to the developing technology, it has increased the interest of users to social networking sites. The time spent on social networking sites gets importance about how it affects to educational opportunities. In this study, we have compared perception and rates of social networking use of university academicians and students for educational purposes. For this purpose, in the mid-term of 2013-2014 academic years, we applied an online questionnaire with 162 students and 95 faculty members in Kahramanmaraş Sütçü İmam University. The questionnaire of "Facebook Usage and Perceptions as an Educational Tool" has been applied to the students and faculty members as a data collection tool. Frequency, percentage and chi-square analyzes were used to analyze the obtained data. The findings of the study, results, comments and suggestions are shared in this proposal.

Keywords: Social networking, facebook, technology adoption, email

In recent years, social networking sites such as Facebook, Twitter, LinkedIn and YouTube have many features and offer a wide range of possibilities for users to interact, communicate and collaborate with each other and also to reshape the teaching-learning process (Gülbahar, Kalelioğlu and Madran, 2010; Özmen et al. 2012).

Therefore, it is thought that the educational use of social networking sites, which are widely used in the world and become an indispensable part of modern society, can enrich relevant literature and give ideas to educators. In particular, the concept of lifelong learning allows social networks to become an important element in education and to reach wider people independently of time and space. From an educational point of view, social networking sites are more usable because of user interaction and flexible structures, as they are easier and more user-friendly than other teaching technologies. In addition, the fact that social networking sites have many features that facilitate the student-teacher and student-student interaction (Dursun and Çuhadar, 2015) and support the students to improve their inquiry skills (Özmen et al. 2012).

It is thought that the use of social networking sites for education can both

give ideas to educators and enrich related literature.

For this purpose, in the mid-term of 2013-2014 academic years, we applied an online questionnaire with 162 students and 95 faculty members in Kahramanmaraş Sütçü Imam University.

The data in this research is a descriptive method and were collected by using "Facebook Usage and Perceptions as an Instructional Tool" developed by the Roblyer et al. (2010). Frequency, percentage and chi-square test were used to analyze the obtained data.

In the study, there are 74(%78) males and 21(%22) females of the faculty members and there are 97(%59,1) males, 65(%40,1) females of the students. 72(%75,8) of the faculty members have a Facebook account, while 23(%24,2) does not have a Facebook account. While 135 (%83,3) of the students have Facebook account, 27(%16,7) of them do not have Facebook account.

It has been observed that the vast majority of survey participants (65.2% of the faculty members and 82.6% of the students) checked Facebook accounts at least once a day. The rate of those who control six or more per day is 3% in faculty members, whereas this rate is 22% in students.

A chi-square test was conducted to determine whether there was a significant difference between the faculty members and the students' use of Facebook. According to test result, the difference between "Keep in touch with friends" ($\chi^2=15.032$, $p<0,05$) and "Communicate on class projects" ($\chi^2=8.284$, $p<0,05$) between the faculty members and the students was found to be statistically significant differences.

There was no significant difference between the faculty members and the students in the options of "Let others know what is happening in my life" and "Connect with people I have lost touch with".

A chi-square test was conducted to determine whether there was a significant difference between the faculty members and the students' use of Facebook in education. According to this result, the difference between the usage of Facebook in education "It would be convenient" ($\chi^2=16,646$, $p<0,05$) and the "I would welcome the opportunity to connect with faculty/students on Facebook" ($\chi^2=17,686$, $p<0,05$) options were statistically significant differences. "Facebook is personal/social -not for education", "My privacy would be invaded" and "I don't care" choices do not make a significant difference between the faculty members and the students.

In conclusion, it has been found that there is a significant difference between the use of social networking among faculty members and students and the use of social networking in education. In addition it has been found that faculty members and students have not used the Facebook platform much for educational purposes.

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