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Objectives Of The Students Use General And Vocational Education Students To Facebook

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Abstract

Depending upon developing internet technologies in Turkey and in the world, the emerging innovations are commonly used by individuals. Social network websites are the most prominent innovation which assembles people from each part of community at the same point according to their interests by removing the borders in real life. Since communication and interaction are the top-level in these days, the attraction of using social network websites in education has significantly increased. The aim of this study is to indicate purposes of use of Facebook, which is one of the most popular social network websites, in educational environments.

Keywords: Education, Facebook, Social Networks, Social Network Sites, Social Networks For Education

1. Introduction

As a result of the technological developments obtained from information and communication technologies in the 20th century, each part of our lives has been significantly influenced by these developments (Keser, 1991). With internet technology, environments, that removed the concept of real time and real place and, that established interaction between people sharing their opinions, were formed (Preeti, 2009). In these formed environments, there are online communities called social network (Buss, 2009). The concept of social network; It includes virtual communities on the internet where individuals that have the same interest are able to interact each other and to share their thoughts (Preeti, 2009). Social network websites are applications which escalate social communication and collaboration. The first social website was developed in 1995 called Classmates and it was followed by SixDegrees, which was developed in 1997. In the following years, many social websites were developed such as Livejournal (1999), Friendster (2002), MySpace (2003), Flickr (2004), Facebook (2004), Youtube (2005) and Twitter (2006) (Boyd ve Ellison, 2007).

Facebook, which has more than 800 million users and provides more than 70 languages, is the one of the most popular social websites which brings people together across the World (Facebook, 2011). As a result of studies conducted in the educational institutions in Turkey, the most preferred social network website was found Facebook (Schroeder ve Greenbowe,2009). In the higher educational institutions, the rate of use of Facebook was found significantly high (Şener 2009). Bu bağlamda sosyal ağ sitelerinin eğitim kurumlarında kullanılması gerekli olduğu söylenebilir. In that, it may be necessary to use social network websites in educational institutions. Custom social web environments created and managed by users in Facebook provide an alternative way to learning environments in process of education (Munoz ve Towner, 2009). Therefore, Facebook was ranked the first in education among the social network websites due to its customisable and developable environment and its ease of use feature in process of education (Gülbahar, Kalelioğlu, Madran, 2010).

2. Purpose

The aim of this study is to indicate purposes of use of Facebook, which is one of the most popular social network websites, in general and vocational education. In this study, the sub-questions below will be answered. These questions are;

- What are the purposes of associate degree students to use Facebook in general?
- According to variables of gender and age, are associate degree students able to show significant differences in their opinions about purposes of Facebook use?
- What are the purposes of associate degree students to use Facebook in vocational education?
- According to variables of gender and age, are associate degree students able to show significant differences in their opinions about purposes of Facebook use in vocational education?

3. Method

3.1. Research Methodology

This research is a descriptive study and relational scanning model was selected to use for examining this study. Scanning models are research approaches which depict issues as how they are or how they were in the past (Karasar, 1999). In descriptive scanning model, the opinions of the students were determined in terms of their purposes of Facebook use in vocational education, in relational scanning model, the obtained opinions were examined in terms of demographic variables.

3.2. Population ve Sapmle

The universe of this research consists of the students studying in Vocational School at Istanbul Gelisim University. The scope of this study is composed of 500 students that studied in 2011-2012 academic year.

3.3. Data Collection

In the research, individual information form, the scale of purpose of Facebook use, and the scale of purpose of Facebook use in vocational context were used as tools to collect data. Via individual information form, demographic data (gender, age, department etc.) were collected. The scale of purpose of Facebook use were developed by Mazman (2000), and it is a 5 likert scale. For each matter, interviewee can only select one of these items, which are “Never”, “Rarely”, “Sometimes”, “Usually” and “Always”.

The scale of purpose of Facebook use in vocational context developed for this study is also a 5 likert scale. As a result of reliability analysis of the survey, Cronbach Alpha value was found 0,927. The data obtained from the study were analysed via using SPSS 16.0 software application. In order to evaluate the obtained data, t-test and one-way ANOVA were used. The findings arisen from the variance analysis were evaluated as 95 per cent reliable results by disregarding the tolerance on the level of $P < 0,05$ (Büyüköztürk, 2003).

4. Findings and Comments

4.1. The Findings and Comments Regarding to the Purposes of Facebook Use of the Students

Table 1. Demographic Information of the Participants

		Frequency	Percentage
Gender	Male	90	30,5
	Female	205	69,5
	Total	295	100,0
Age Groups	16 and 18	74	25,1
	19 and 21	178	60,3
	22 and 24	32	10,8
	25 years old or above	11	3,7
	Total	295	100,0
Departments	Computer Programming	33	11,2
	Child Development	117	39,7
	Logistics	30	10,2
	Health Care Management	31	10,5
	Civil Aviation Management	37	12,5
	Medical Documentation and Secretary	47	15,9
	Total	295	100,0
	Visit Duration	Everyday	157
A few times per week		82	32,7
A few times per month		10	4,0
A few times per year		2	,8
Total		251	100,0

Table 1. Demographic Information of the Participants

		Frequency	Percentage
Visit Frequency	less than 30 minutes	85	33,9
	1 hours	73	29,1
	1 and 2 hours	60	23,9
	2 hours or above	33	13,1
	Total	251	100,0

In table 1, when the gender variable is examined, it is seen that the most of the participants were composed of women (69,5%). According to the age variable, the most of the participants were composed of the students aged between 19 and 21 (60,3%). According to department variable, the students from child development department comprised the majority of the participants (39,7%). When the frequency of usage of the students is examined, it is seen that the most of the students are the ones who use Facebook every day (62,5%). When the time the students spend each day is examined, it is seen that the most of the participants (33,9%) use Facebook less than 30 minutes every day.

Table 2. T-Test Analysis Results of Opinions of Students about their Purposes of Facebook Use Based on Gender Difference

	Gender	N	Mean	Sd	df	T	P
I use Facebook to find new friends	Male	97	2,40	1,187	285	4,484	,000
	Female	190	1,82	,953	186,269		
I use Facebook to find new people who have the same interest and to join social groups	Male	97	2,55	1,181	285	3,434	,001
	Female	190	2,06	1,117	184,271		

Concerning gender variable, the result of t-test analysis performed to determine whether the students' opinions differ from each other or not is given in Table 1. It is seen in table 1 that with respect to gender variable, significant difference was found ($P=,000$, $P<0,05$) in this paragraph: "I use Facebook to find new friends". For this purpose it was found that male students ($X=2,40$) use Facebook more than female students ($X=1,82$) do. According to this paragraph; "I use Facebook to find new people who have the same interest and to join social groups", significant difference ($P=,001$, $P<0,05$) was found on the basis of gender difference. For this purpose, male students ($X=2,55$) use Facebook more than female students ($X=2,06$) do.

Table 3. The Variance Analysis Results of Opinions of Students about their Purposes of Facebook Use Based on Usage Time

	Age Groups	N		Sum of Squares	df	Mean Square	F	P
I use Facebook to find my old friends	16 and 18	63	Between groups	9,751	3	3,250	3,222	,023
	19 and 21	157						
	22 and 24	25	Within groups	249,197	247	1,009		
	25 years old or above	6	Total	258,948	250			
I use Facebook to follow up-to-date news	16 and 18	63	Between groups	17,838	3	5,946	3,918	,009
	19 and 21	157						
	22 and 24	25	Within groups	374,895	247	1,518		
	25 years old or above	6	Total	392,733	250			

As a result of findings obtained from the study; based on age variable, there is a significant difference found on the level of $P < 0,05$ in these two paragraphs; “I use Facebook to find my old friends” and “I use Facebook to follow up-to-date news”. After LSD test was applied these two paragraphs in the previous sentence, significant differences were found and the results below were obtained.

Table 4. According to the age groups LSD Test Results Applied to the Paragraph of “I use Facebook to find my old friends”

	Age Groups		Mean Difference	P
I use Facebook to find my old friends	25 years old or above	16 and 18	-1,333	,002
	25 years old or above	19 and 21	-1,222	,004
	25 years old or above	22 and 24	-1,200	,009

As a result of the test, for those students who are 25 years old or above, significant differences were found on the level of $P < 0,05$ compared respectively to the students aged between 16 and 18 (average difference=-1,333, $P = ,002$), the students aged between 19 and 21 (average difference=-1,222, $P = ,004$) and the students aged between 22 and 24 (average difference=-1,200, $P = ,009$). It is seen that the group of students aged 25 and above use Facebook to find old friends more than the groups of students aged between 16 and 18, between 19 and 21 and between 22 and 24 do.

Table 5. According to the age groups LSD Test Results Applied to the Paragraph of “I use Facebook to follow up-to-date news”

	Age Groups		Mean Difference	P
I use Facebook to follow up-to-date news	25 years old or above	16 and 18	-1,007	,057
	25 years old or above	19 and 21	-1,245	,016
	25 years old or above	22 and 24	-,580	,301

As a result of the test, for those students who are 25 years old or above, significant differences were found on the level of $P < 0,05$ compared respectively to the students aged between 19 and 21 (average difference=-1,222, $P = ,016$).

It is seen that the group of students aged 25 and above use Facebook to follow up-to-date news more than the groups of students aged between 19 and 21 do.

4.2. The Findings and Comments Regarding to the Purposes of Facebook Use of the Students in Vocational Context

Table 6. Demographic Information of the Participants

		Frekans	Yüzde
Gender	Male	86	42,0
	Female	119	58,0
	Total	205	100,0
Age Groups	16 and 18	22	10,7
	19 and 21	110	53,7
	22 and 24	40	19,5
	25 years old or above	33	16,1
	Total	205	100,0
Departments	Computer Programming	55	26,8
	Child Development	76	37,1
	Logistics	16	7,8
	Health Care Management	9	4,4
	Civil Aviation Management	29	14,1
	Medical Documentation and Secretary	20	9,8
	Total	205	100,0
Visit Duration	Everyday	97	54,8
	A few times per week	74	41,8
	A few times per month	6	3,4
	Total	177	100,0
Visit Frequency	less than 30 minutes	67	37,9
	1 hours	48	27,1
	1 and 2 hours	37	20,9
	2 hours or above	25	14,1
	Total	177	100,0

In table 6, when the gender variable is examined, it is seen that the most of the participants were composed of women (58%). According to the age variable, the most of the participants were composed of the students aged between 19 and 21 (53,7%). According to department variable, the students from child development department comprised the majority of the participants (37,1%). When the frequency of usage of the students is examined, it is seen that the most of the students are the ones who use Facebook every day (54,8%). When the time the students spend each day is examined, it is seen that the most of the participants (37,9%) use Facebook less than 30 minutes every day.

Table 7. T-Test Analysis Results of Opinions of Students about their Purposes of Facebook Use Based on Gender Difference

	Gender	N	Mean	Sd	df	T	P
I use Facebook to find new friends	Male	78	2,57	1,167	175	6,445	,000
	Female	99	1,59	,856	136,744		
I use Facebook to find new people who have the same interest and to join social groups	Male	78	2,79	1,342	175	3,173	,002
	Female	99	2,16	1,299	162,895		

Concerning gender variable, the result of t-test analysis performed to determine whether the students' opinions differ from each other or not is given in Table 1. It is seen in table 1 that with respect to gender variable, significant difference was found ($P=,000$, $P<0,05$) in this paragraph: "I use Facebook to find new friends". For this purpose it was found that male students ($X=2,57$) use Facebook more than female students ($X=1,59$) do. According to this paragraph; "I use Facebook to find new people who have the same interest and to join social groups", significant difference ($P=,002$, $P<0,05$) was found on the basis of gender difference. For this purpose, male students ($X=2,79$) use Facebook more than female students ($X=2,16$) do.

Table 8. The Variance Analysis Results of Opinions of Students about their Purposes of Facebook Use in Vocational Context Based on Usage Time

	Age Groups	N		Sum of Squares	df	Mean Square	F	P
I use Facebook to share a range of information and sources with my friends	16 and 18	63	Between groups	12,527	3	4,176	3,470	,017
	19 and 21	157						
	22 and 24	25	Within groups	208,197	173	1,203		
	25 years old or above	6	Total	220,723	176			
I use Facebook to communicate with my colleagues	16 and 18	63	Between groups	19,237	3	6,412	3,682	,013
	19 and 21	157						
	22 and 24	25	Within groups	301,282	173	1,742		
	25 years old or above	6	Total	320,520	176			

As a result of findings obtained from the study; based on age variable, there is a significant difference found on the level of $P < 0,05$ in these two paragraphs; “I use Facebook to share a range of information and sources with my friends” and “I use Facebook to communicate with my colleagues”. After LSD test was applied these two paragraphs in the previous sentence, significant differences were found and the results below were obtained.

Table 9. According to the age groups LSD Test Results Applied to the Paragraph of “I use Facebook to share a range of information and sources with my friends”

	Age Groups		Mean Difference	P
I use Facebook to share a range of information and sources with my friends	25 years old or above	16-18	-,617	,023
	25 years old or above	19-21	-,392	,203
	25 years old or above	22-24	-1,023	,003

As a result of the test, for those students who are 25 years old or above, significant differences were found on the level of $P < 0,05$ compared respectively to the students aged between 16 and 18 (average difference=-,617, $P = ,023$) and the students aged between 22 and 24 (average difference=-1,023, $P = ,003$). It was found that the students aged between 25 and above use Facebook to share a range of information and sources with their friends more than the students aged between 16 and 18 and between 22 and 24 do.

Table 10. According to the age groups LSD Test Results Applied to the Paragraph of “I use Facebook to communicate with my colleagues”

	Age Groups		Mean Difference	P
I use Facebook to communicate with my colleagues	25 years old or above	16-18	-1,101	,014
	25 years old or above	19-21	-1,370	,002
	25 years old or above	22-24	-,659	,168

As a result of the test, for those students who are 25 years old or above, significant differences were found on the level of $P < 0,05$ compared respectively to the students aged between 16 and 18 (average difference=-1,014, $P = ,014$) and the students aged between 22 and 24 (average difference=-1,370, $P = ,002$). It was found that the students aged between 25 and above use Facebook to communicate with their colleagues more than the students aged between 16 and 18 and between 22 and 24 do.

5. Results

As a result of research, the findings below were obtained.

The students use Facebook for various reasons such as communicating with their friends, interacting with people who have the same interest, taking advantage of the educational feature of Facebook, catching up news in Turkey and in the world and so on.

In the opinions of students about purposes of Facebook use, a significant difference was found based on gender variable. It was found that male students use Facebook to find new friends more than female students do. Male students compared to female ones use Facebook more to find people which have similar interest and characteristic and to join groups. There were significant differences found in purpose of Facebook use based on age variable.

The students aged between 25 and above use Facebook to find their old friends more than the students from the other age groups do. It was found that the students aged between 25 and above use Facebook to follow up-to-date news more than other students do.

The students use Facebook for various reasons such as communicating with their colleagues, interacting with people who have the same interest, taking advantage of its facilities for their career, catching up news in Turkey and in the world and so on.

In terms of gender variable there is a significant difference found in the students' opinions about the purpose of Facebook use. It was found that male students use Facebook to find new friends more than female students do. Other finding is that male students use Facebook for their corporate business advertisements and introductions more than female students do. In terms of age variable, a significant difference was also found about the purpose of Facebook use. The students aged between 25 and above use Facebook to share various information and sources with their friends more than others do. The students aged between 25 and above use Facebook to communicate with their colleagues more than others do.

Towards these results, more significant evaluations may be performed to determine purposes of Facebook use of associate degree students in general and vocational context.

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