

Social Networking Site Usage among University Students: Differences of Educational Level

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Abstract

This study examined the social networking site usage profiles, usage purposes and frequency of activity among university students. Using the survey method the study was conducted among 1818 university students at the undergraduate and postgraduate level. It focused on the use of Facebook as a social networking site. The study established that the frequency with which students visit Facebook, the time spent on Facebook while using the internet, the number of Facebook friends and their educational usage purposes vary significantly with respect to the level of education. According to the results, undergraduate students use Facebook to maintain their existing relationships instead of establishing new ones and they are active on Facebook for communication and entertainment purposes; postgraduate students use Facebook for educational purposes and to follow up on their friends. What is more, unlike other studies mentioned in the literature, this study concluded that postgraduate students use Facebook frequently.

Key words: *Facebook usage; social networking site; university students.*

Introduction

Many changes and transformations occurred in the online environment with the development of web 2.0 tools. Parallel with these new web technologies, the preferences of Internet users have also shifted to technologies that prioritize social interaction and communication (Warschauer, 2009). In this context, social networking sites (SNSs) are prominent sharing environments having particular features and providing opportunities which include users of every age group and level of educational.

SNSs are defined as member-based internet societies which allow the users to create a profile; communicate with others using innovative methods; follow links posted by other members; communicate easily with each other; and which develop

with the content that the users create (Boyd & Ellison, 2007; Pempek, Yermolayeva, & Calvert, 2009; Tredinnick, 2006). SNSs are the fastest developing tool for creating a personal network, they have assumed a central role in the lives of young people and attract more users daily (Lin & Lu, 2011; Socialbakers, 2013). SNSs have features that enable users to share ideas, media and files; communicate with their friends online and sustain their relationships; create an identity and specific friend networks; create a group according to their fields of interest and join other groups; and to play an active role in terms of socialization (Boyd & Ellison, 2007; Ellison, Steinfield, & Lampe, 2007; Mahajan, 2009; Urista, Dong, & Day, 2009). SNSs also have negative characteristics and therefore have both negative and positive effects on different variables (Kabilan, Ahmad, & Abidin, 2010).

SNSs have many different features according to the opportunities they provide and differing purposes. For instance, features such as informal learning environments (Stevenson & Liu, 2010), a form of computer-mediated communication (Smeele, 2010), advertisement environment (Onat & Alikilic, 2010), and social bible (Withall, 2005, cited in Sheldon, 2008) are encountered in the literature. There are many SNSs established for different cultures, purposes and needs (Kim, Jeong, & Lee, 2010); examples include SNSs such as “academia.com” and “Epernicus” for academicians; religion-based “Muxlim” and “Xt3”; “LinkedIn” and “focus.com” for professional networking; “Exploroo” and “Wayn” for traveling; “geni.com” for genealogy; “Livemocha” and “italki.com” for learning languages; Facebook (FB), MySpace, Twitter, Friendster and Google+ for general social purposes. SNSs change their interfaces depending on the preferences, tastes and needs of the users and survive by providing interesting applications and adding new functions. This study examines the use of FB among university students in Turkey. FB usage is very common among young people and university students, and although its use in an educational context is increasing, there are few previous large-scale survey studies of FB usage among students according to the level of education.

Facebook as a Multi-Dimensional SNS

SNSs gain popularity according to the number of their members and the frequency with which members log in. Recently, FB has been shown to be the most popular SNS used by both young people and adults (Socialbakers, 2013). FB was established by Mark Zuckerberg in 2004 and is categorized as a general purpose SNS (Kim, Jeong, & Lee, 2010). FB is used by 1.15 billion active users monthly as of June 2013 and it is known that many members log into their FB accounts every day (Facebook, 2013). FB enables its members to share video, photographs, music files, objects such as text, and website links if desired and to use the “Wall” or “Timeline” feature to make items appear on their members’ profiles.

FB users can register friendship relations with other users and expand these relationships over time (Lewis, Kaufman, Gonzales, Wimmer, & Christakis, 2008).

Members can enter their personal information on their profile; create new groups according to their fields of interest or hobbies, and organize activities. In addition, FB's tagging feature allows members to interact with content shared by others. FB has features that prioritize sharing, interaction and dynamism. It provides opportunities such as online and offline communication, public and private messaging, creating a personal profile and friends list, playing games individually or in a group. FB also provides various security options and develops features to increase data security. Overall, FB employs social interaction and those elements and functions which increase communication considering that friendship relationships are the basis and the main purpose of SNS (Bosch, 2009; Waters, 2009).

Researchers generally observe FB from different points and accordingly, a large number of studies have examined the various features and implications of FB. Recent studies have started to examine FB from an educational perspective (Ajjan & Hartshorne, 2008; Bosch, 2009; Mazman & Usluel, 2010; McCarthy, 2010; Roblyer, McDaniel, Webb, Herman, & Witty, 2010; Thompson & Lindstrom, 2010). FB has been researched from such a wide range of perspectives due to the meaningful and significant effect that it created on its individual users and in general in terms of society, culture, psychology and education. The effect that FB creates on individuals and societies may change depending on the features offered by FB and on the purposes for which it is used.

Motives and Aims of Using FB

There has been an increase in the number of studies examining the purposes and motives of FB usage according to demographic variables such as age, gender and professional status, in addition to findings from universal screenings. The present study reviewed previous literature relating to studies regarding the use of FB among university students.

The examination of relevant literature established that studies regarding FB usage by students mostly focus on themes such as time, purpose and satisfaction, i.e. factors that motivate students to use FB, their purpose in using it and the time they spend on FB. The study by Quan-Haase and Young (2010) showed that the highest scoring reasons for using FB are "to kill time", "because it is entertaining" and "to put off something I should be doing". It also established that 82% of students log into FB many times each day, and that peer pressure, social connectivity and curiosity are effective in the decision to become an FB member. In a study conducted on 172 undergraduate students, Sheldon (2008) determined that passing time, relationship maintenance and entertainment scored highly as reasons for using FB. Additionally, it was determined that students spend an average of 47 minutes on FB; most study participants had 200-350 FB friends and they logged into FB many times each day.

In their study, Cheung, Chiu and Lee (2011) concluded that maintaining interpersonal interconnectivity, social enhancement and social entertainment affect

FB usage; social presence is the most important factor affecting FB usage and FB is used for instant messaging and communication. Roblyer et al. (2010) compared FB usage among college and university students and reported that most of the students use FB with the aim of “keeping in touch with friends” and “connecting with people I have lost touch with”. Similarly, survey studies conducted by Stern & Taylor (2007) and Madge, Meek, Wellens and Hooley (2009) established that the essential purpose of using FB among students is “keeping in touch with old friends” and “meeting new friends” Lampe et al. (2008) reached the conclusion that students use FB to keep in touch with their former friends rather than meeting new people. Furthermore, the study by Stern & Taylor (2007) showed that almost 70% of students spend 30 minutes or less on FB and the most frequent activity is to send messages to their friends and to view images. Zhao, Grasmuck and Martin (2008) reported that students use FB to be popular among their friends and to make new friends.

In a qualitative study employing the Uses and Gratifications Theory, Urista et al. (2009) concluded that students use FB as it provides them with a faster, more efficient and more selective way of communication and because it makes them appear more attractive. Bosch (2009) reported that FB is used for maintaining communication with friends, gaining information about social events, sharing pictures or music, talking about homework and sharing lecture notes. Kirschner and Karpinski (2010) examined FB and academic performance according to educational level, and reported a significant difference between academic achievements of postgraduate and undergraduate students in favor of postgraduate students. In reviewing the literature on the use of FB by students, it is remarkable that participants are generally undergraduate students and there are few studies on postgraduate students or studies where FB usage is researched according to the level of education.

The motives for students to use FB and their activities on FB should be examined in order to understand why students use FB frequently. The findings are of relevance to develop successful social networking site applications (Brandtzæg & Heim, 2009); determine positive or negative effects of FB and the changes it causes; and to determine FB usage status in terms of users' qualifications in order to obtain more efficient results in educational terms. This study examined the FB usage status of students and also whether there is a difference in FB usage according to students' educational level (undergraduate or postgraduate).

The purpose of the study is to determine whether FB usage status of university students in Turkey differs according to their level of education. Within this framework, firstly the existing status of students was presented and the study then examined whether some variables differed according to the level of education. The study addressed the following research questions:

- What are the profiles of university students in terms of FB usage?
- How often do university students use FB? Does the frequency of FB usage differ significantly according to the level of education?

- What is the purpose of using FB among university students? Does this usage purpose differ significantly according to the level of education?
- What are the activities and their frequencies that university students use on FB? Does the frequency of activities used by students on FB differ significantly according to the level of education?

Methodology

Design

This research is a descriptive study employing a survey model. A survey model is a research method that collects data with the aim of determining certain characteristics of a group and to describe a previous or an existing event in that way (Buyukozturk et al., 2010; Karasar, 2009). The reason for conducting the study using a survey model is that this method enables researchers to explain the features of the subject of study to which the sampling group belongs, and how these features are distributed among the study group (Fraenkel & Wallen, 2008). Moreover, it provides a time-and cost-effective opportunity to collect data online from a large participant group (McMillan & Schumacher, 2011).

Participants

The research sample comprises 1818 undergraduate and postgraduate students at different public universities in Turkey during the 2011-2012 academic year. The research sample was determined through the stratified random sampling method, in which certain features are reflected to the sample at a rate equal to the rate in the population (Fraenkel & Wallen, 2008). Demographic information about the participants' gender and level of education are presented in Table 1. This research was conducted taking into account ethical rules and it was voluntary. All of the participants volunteered to take part in the study. Data collection instruments used in the research were distributed to some participants via e-mail and to others via printed questionnaire. The participants were informed about the study by means of guidelines accompanying the questionnaire.

Table 1. Demographic information about the participants

		Frequency (f)	Percent (%)
Gender	Male	886	48.7
	Female	932	51.3
Level of education	Undergraduate	1190	65.5
	Postgraduate	628	34.5
	Total	1818	100

Data Collection Instruments

The research used a data collection instrument consisting of 3 parts: demographic information form, usage purpose scale and activity frequency questionnaire, for which

the completion time did not exceed 15 minutes. The personal information section of the form was developed by the researchers. The first part of the personal questionnaire contained demographic questions about participants' age, gender, level of education; which SNS they prefer to use; their membership time; the number of their friends who were members of SNS and how long they had used SNS.

The second part comprised a usage purpose scale for SNS developed by Karal and Kokoc (2010). The scale consists of 3 factors and 14 items assessed on a five-point Likert type scale. Cronbach's Alpha as coefficient of internal consistency calculated for the whole scale is 0.830; for the first factor, "use for social interaction-communication" it is 0.808; for the second factor, "use for acquaintance" it is 0.742; and for the third factor, "use for educational purposes", it is 0.661 (Karal & Kokoc, 2010). The correlation coefficient calculated following test-retest analysis was 0.93. These values indicate that the scale is reliable and it has ability to produce consistent results in terms of different test time (Field, 2009).

The last part of the form was developed by the researchers and includes statements to determine the frequency with which participants do certain activities on SNS. The questionnaire items in this part followed a focus group interview with 6 university students who are SNS users; and after examining existing applications on SNS. The section includes 22 items assessed on a four-point Likert type scale (response options "never", "sometimes", "often", and "always"). Cronbach's Alpha reliability analysis conducted on the data obtained from the participants, indicated that the coefficient of internal consistency reliability of this section was 0.910, which exceeds the acceptable value of 0.7 (Anastasi, 1990; Field, 2009), indicating the reliability of the construct.

Procedure

Data were collected during the 2011-2012 academic year. Responses were obtained from 1818 students (1594 via online questionnaire, 224 in printed form), all of whom were FB users. IP checks were used to prevent each student completing more than one online questionnaire. The survey study used the chi-square test and the independent t-test in addition to descriptive statistical techniques such as frequency, average and percentage. The data were analyzed using the statistics program PASW. The findings were tabulated and interpreted according to the research problems.

Findings

The findings were tabulated and interpreted according to the research problems under 4 main titles: FB usage preferences of participants, length of membership of FB, purpose of use, and frequency of activities on FB.

FB Usage Preferences

In the first part of the data collecting instrument, participants were asked about the number of SNSs that students used and their FB usage preferences, as shown in Table 2.

Table 2. The number of SNSs that students use and their membership time

Number of SNSs used	Undergraduate		Postgraduate		All	
	f	%	f	%	f	%
One	378	31.7	194	30.9	572	31.5
Two	310	26.1	242	38.5	552	30.4
Three or more	502	42.2	192	30.6	694	38.1
FB membership time (year)						
Less than 1	130	10.9	18	2.9	148	8.1
1 to 2	216	18.2	58	9.2	274	15.1
2 to 3	358	30.1	212	33.8	570	31.4
More than 3	486	40.8	340	54.1	826	45.4

By examining Table 2, it can be observed that the majority of undergraduate students use 3 or more SNSs; and 68.3% (n= 812) of undergraduate students use more than one SNS. The number of SNSs that postgraduate students use appears to be evenly distributed; however it is seen that the number of users who use 2 SNSs is higher. Most of the participants have been FB users for 3 or more years. Of the undergraduate students, 40.8% have been FB members for more than 3 years. With respect to postgraduate students, 54.1% have been FB members for more than 3 years. The findings regarding the participants' number of FB contacts are presented in Table 3.

Table 3. Total number of participants' friends on FB

Total number of user's friends	Undergraduate		Postgraduate		Total	
	f	%	f	%	f	%
0 – 100	434	36.5	276	43.9	710	39.1
101 – 200	508	42.7	182	29.0	690	37.9
201 – 300	176	14.8	112	17.9	288	15.8
300++	72	6.0	58	9.2	130	7.2

By examining Table 3, it can be seen that the majority of undergraduate students (79.2%) have 0-200 friends. Similarly, 73% have 0-200 friends among postgraduate students. According to the result of the chi-square test, there is a significant difference and relationship between the educational level of participants and their number of friends on FB ($\chi^2=14.25$, $p=.00$). When all the participants are considered, it can be seen that few students have more than 300 friends and more than half of the students have 0-200 friends.

FB Usage Frequencies

Data on the time that participants spend on FB are presented in Table 4. The majority of undergraduate students (74.6%) spend half or less of their time on the internet using FB; and 25.4% spend a significant part of their internet time on FB. Nearly half of the postgraduate students stated that they spent a small proportion of their Internet time using FB. It was determined that 33.4% of the postgraduate students spend half of

their time on the Internet using FB and 18.8% spend a significant proportion of their Internet time on FB. In addition, the results of the chi-square test show a significant variation between the time that students spend on FB and their level of education ($\chi^2=13.01, p=.00$).

Table 4. FB usage frequencies

	Undergraduate		Postgraduate		All	
	f	%	f	%	f	%
Total time average						
Little amount of time	486	40.8	300	47.8	786	43.2
Half of time	402	33.8	210	33.4	612	33.7
An important part	302	25.4	118	18.8	420	23.1
Daily usage duration	f	%	f	%	f	%
30 min or less	500	42.0	266	42.4	766	42.1
1 hour	414	34.8	204	32.5	618	34.0
2 – 3 hours	194	16.3	130	20.7	324	17.8
4 hours or more	82	6.9	28	4.4	110	6.1

When the daily duration of FB usage is examined (as seen in the Table 4), there is a similarity between undergraduate and postgraduate students. The chi-square test indicated a non-significant difference between students’ daily FB usage duration and their level of education ($\chi^2=7.56, p=.05$). Data about participants’ FB visiting frequencies are presented in Table 5.

Table 5. FB visit rate

	Undergraduate		Postgraduate		All	
	f	%	f	%	f	%
Less than once a week	120	10.1	70	11.2	190	10.5
Once a week	200	16.8	88	14.0	288	15.8
Once every 2-3 days	388	32.6	192	30.6	580	31.9
Once a day	246	20.7	156	24.8	402	22.1
Many times a day	228	19.2	110	17.5	338	18.6
Every time online	8	0.7	12	1.9	20	1.1

As can be seen from Table 5, 40.6% of undergraduate students and 44.2% of postgraduate students visit FB at least once a day. In contrast, 10.1% of undergraduate students and 11.2% of postgraduate students log into FB less than once each week. The percentage of participants who are always logged into FB when online is 0.7% among undergraduate students and 1.9% among postgraduate students. In general, it was determined that there is a significant difference between the students’ level of education and their frequency of FB visits ($\chi^2=12.56, p=.02$).

FB Usage Purposes

The data on the purposes of FB usage are presented in Table 6 as score averages and standard deviation values for items and factors according to the level of education; and significant values obtained as a result of independent t-test (p). Item averages are

the averages of the data obtained from the 5-items. Scale item averages were examined to determine the items with the highest and lowest average scores.

Looking at Table 6, it can be seen that the answers participants gave to m4, m5, m8, m9, m10 and m11 items about usage purpose show significant variation according to the participants' level of education. It was determined that significantly more undergraduate students used FB for purposes of "Meeting my old friends and to communicate with them again" and "obtaining up-to-date and diverse information and thoughts".

Significantly more postgraduate students used FB for the purposes of "conducting research for my university projects and homework", "examining groups and events with educational purposes", "sharing my thoughts with others" and "improving my foreign language skills". When usage purpose factors are examined, a significant difference was observed in terms of the usage for only educational purposes according to the participants' level of education. With the t-test results regarding score averages of usage purposes, a significant difference was observed with respect to the level of education among the usage purposes, and significantly more postgraduate students used FB for educational purposes, as presented in Table 6.

Table 6. The data about FB usage purposes of participants

Survey items "I use FB ..."	\bar{X}	Und. Grad.	Post. Grad.	P	P
Using for social interaction-communication (factor I)					
m1. as it offers the opportunity to create a specific domain	3.62	3.63	3.60	0.597	0.291
m2. to maintain communication with existing friends	4.37	4.37	4.38	0.783	
m3. to learn about my favorite people's lives	3.65	3.64	3.66	0.685	
m4. to meet my old friends and to communicate with them again	4.24	4.28	4.18	0.042	
m5. to share my thoughts with others	3.68	3.64	3.75	0.024*	
m6. to get involved in groups that attract me	3.21	3.24	3.15	0.128	
m7. to share my favorite objects (video, picture etc.)	3.93	3.96	3.88	0.133	
Using for educational purposes (factor II)					
m8. to conduct research for my university projects and homework	3.26	3.20	3.38	0.003*	0.000*
m9. to examine groups and events with educational purposes	3.65	3.53	3.87	0.000*	
m10. to obtain up-to-date and diverse information and thoughts	3.97	4.01	3.88	0.006*	
m11. to improve my foreign language skills	2.79	2.55	3.26	0.000*	
Using for acquaintance (factor III)					
m12. to establish new friends by meeting new people	2.54	2.52	2.59	0.267	0.684
m13. to get known by other people	2.05	2.04	2.07	0.580	
m14. to meet people from different cultures	2.59	2.60	2.56	0.501	

Und. Grad.: Under Graduate **Post. Grad.:** Post Graduate *p<.05

FB Activities

Participants indicated their preferred activities on FB using a 4-point Likert-type scale: average scores for each item, standard deviation, and p values obtained as a result of a t-test are presented in Table 7.

Table 7. Type and frequency of FB activities

Questionnaire items	\bar{X}	Und. Grad.	Post Grad.	S.D.	p
i1. Searching for friends	2.00	1.98	2.04	0.82	0.223
i2. Listening to music	2.64	2.68	2.57	0.80	0.006*
i3. Sharing videos and photographs	2.73	2.75	2.67	0.83	0.056
i4. Reading the comments left in response to shared posts	2.85	2.87	2.83	0.89	0.398
i5. Leaving comments on shared posts	2.61	2.59	2.62	0.87	0.496
i6. Creating a group according to fields of interest	1.73	1.73	1.75	0.89	0.663
i7. Joining groups that interest me	2.23	2.26	2.18	0.89	0.068
i8. Chatting online	2.65	2.69	2.59	0.84	0.019*
i9. Examining profiles of other members	2.47	2.46	2.57	0.83	0.006*
i10. Participating in group discussions	1.76	1.77	1.74	0.83	0.455
i11. Playing games	1.71	1.70	1.73	0.96	0.502
i12. Updating my profile page	2.38	2.38	2.39	0.88	0.755
i13. Sharing university course materials	2.04	2.04	2.39	0.88	0.000*
i14. Sending/receiving friendship requests	2.44	2.46	2.41	0.89	0.323
i15. Sending/reading messages	2.62	2.61	2.65	0.81	0.254
i16. Conducting research for homework	2.10	2.12	2.35	0.92	0.000*
i17. Changing profile photographs	2.35	2.35	2.35	0.80	0.982
i18. Discussion of specific topics	1.73	1.73	1.73	0.87	0.881
i19. Finding people with the same interests	1.89	1.89	1.87	0.89	0.656
i20. Answering requests received from other members	2.48	2.48	2.48	0.82	0.940
i21. Updating personal status	2.25	2.24	2.26	0.85	0.492
i22. Following status updates of friends	2.65	2.641	2.758	0.85	0.003*

*p<.05, S.D.: Standard Deviation

Table 7 shows that the frequency of activities i2, i8, i9, i13, i16 and i22 differ significantly according to the participants' level of education. When the score averages in Table 7 are examined, it can be seen that undergraduate students make more frequent use of "music listening" and "online chatting" facilities than postgraduate students. However, postgraduate students make more frequent use of "profile examining", "course material sharing", "research for homework/project" and "following status updates" than undergraduate students. When all the participants are considered, it is seen that the most frequent activity on FB is to "read the comments left in response to the objects you share" and the least frequent activity is to "play games".

Discussion

This study examined the FB usage status of 1818 university students, all of whom were FB members; participants' FB usage purposes; participants' preferred activities on FB and the frequency of these activities were determined in relation to their level of education. The study aimed to reveal the general profile of FB usage among university students in Turkey in relation to their educational level. In this part, the results obtained from the study will be interpreted individually; their relation to the literature will be examined.

The research established that responses to SNS and FB usage status showed both similarities and differences according to the level of education. The results indicated that most undergraduate and postgraduate students use more than one SNS.

This indicates that the majority of students are informed about different SNSs apart from FB and that they are not content with using only FB. When length of membership is considered, it was found that most undergraduate and postgraduate students had been members of FB for more than 3 years. This result corresponds to findings reported by Goker, Demir and Dogan (2010). The fact that FB has been widely used for a relatively long time shows that FB rapidly became popular among university students once it became international. There is also no significant difference between undergraduate and postgraduate students in terms of daily FB usage time. It was determined that most of the students use FB for 1 hour or less per day. This result is consistent with those of Stern and Taylor (2007), Sheldon (2008) and Valenzuela, Park and Kee (2009) conducted in the USA; and Orr et al. (2009) conducted in Canada about daily FB usage time of students. Studies of Internet addiction stated that addicted users use the Internet for 3 to 5 hours per day (Chou, Condron, & Belland, 2005; Young, 1996); the findings of the present study therefore indicate that FB usage is not at an addictive level among the majority of Turkish students.

There were significant differences between undergraduate and postgraduate students in terms of the frequency of FB visits, the time spent using FB while online and the number of FB friends. It was concluded that the average number of FB friends is 200-250 undergraduate students. This result is similar to those reported by Acar (2008) and Walther, Van Der Heide, Kim, Westerman and Tong (2008) in previous studies including undergraduate students. The number of FB friends among postgraduate students is 250-300, which is higher than among undergraduate students. This finding is inconsistent with the result reported by Bosch (2009), which showed that undergraduate students had more FB friends than postgraduate students.

Regarding FB usage time, the results show that most undergraduate students dedicate half or less of their online time to FB usage, while nearly half of the postgraduate students dedicate a small proportion of their online time to using FB. The responses show that undergraduate students spend more time on FB than postgraduate students. With respect to FB visit frequencies the research showed that a majority of both undergraduate and postgraduate students visit FB once or more per day. This result

is consistent with studies by Goker, Demir and Dogan (2010) and Quan-Haase and Young (2010), which show that most undergraduate students log into FB every day, while it is inconsistent with Bosch's (2009) finding that postgraduate students do not generally log into FB every day. Unlike other studies in the literature, the present study found that postgraduate students in Turkey use FB frequently.

Undergraduate students use FB mostly for maintaining relationships with their friends, finding and reestablishing communication with former friends, obtaining up-to-date and diverse information and opinions. This result is similar to those of Ellison, Steinfield and Lampe (2007), Pempek et al. (2009), and Roblyer et al. (2010), which show that undergraduate students use FB mostly for maintaining existing relationships with their friends. However, it is seen that FB usage by undergraduate students for the purposes of meeting new people, making new friendships and getting known by other people is very low. Zhao et al. (2008) and Madge et al. (2009) reported that undergraduate students used FB mostly for meeting new people and for being presented to others.

The results of the study differ from those reported in the literature. It can be said that most undergraduate students in the present study consider FB as a means of communication and a source of up-to-date information; however, they do not consider it as an efficient environment for making new friends. In the present study, FB usage among postgraduate students was similar to that of undergraduates. The postgraduate students mostly use FB to communicate with their current and former friends, to gain up-to-date and varied information and to share information. It is remarkable that postgraduate students in the present study made significantly more use of FB for educational purposes than undergraduate students; however, undergraduate students used FB significantly more for statements "meeting my old friends and communicating with them" and "obtaining up-to-date information and opinions". This situation can be explained by the fact that postgraduate students are more willing to make scientific research on specific scientific subjects and, accordingly, the activities they make are more frequent, whereas undergraduate students use FB mostly for communication and entertainment purposes.

Another purpose of this study is to investigate whether FB activities vary according to the students' level of education. The research established that undergraduate students make frequent use of entertainment, sharing and communication activities, whereas postgraduate students prefer activities such as sharing, following friends' activities and profiles. It was concluded that undergraduate students make significantly more use of "music listening" and "online chatting" activities on FB, whereas postgraduate students make significantly more use of FB for "research for homework/project", "sharing course material", "examining other profiles" and "following status updates of friends". The findings of this study show that the level of FB use for educational purposes is high among postgraduate students and they frequently create educational activities on FB. Consequently, it can be said that postgraduate students consider FB as an educational

instrument in addition to its other features; they are more inclined to educational usage of FB and find that FB can be used effectively in postgraduate education. Similarly, Ractham and Firpo (2011) also stated that FB can play a supporting role in postgraduate education.

Conclusion

This study presents general profiles of students and their FB usage according to their level of education. It was found that students' FB profiles and FB usage statuses differ according to their educational level (undergraduate or postgraduate). The study results can assist researchers who wish to use FB with educational purposes in making their studies more effective. Social or educational environments and activities that will be created on FB should be differentiated according to students' level of education.

Recent Internet statistics show an increase in FB usage among young people and university students and the time they spend on FB. That situation can be evaluated in order to develop the social aspects of students and to increase their academic achievements. Studies and projects about FB usage can be carried out in line with educational purposes. In subsequent studies, qualitative and quantitative methods may be combined to investigate FB usage among students according to their department of study and addiction variables.

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Uporaba društvenih mreža među studentskom populacijom: razlike s obzirom na obrazovnu razinu

Sažetak

U ovom radu istraživani su profili uporabe društvenih mreža, svrhe korištenja i učestalost aktivnosti studentske populacije. Služeći se metodom upitnika, istraživanje je provedeno na 1818 studenata na preddiplomskoj i poslijediplomskoj razini. Težište je bilo na uporabi Facebooka kao društvene mreže. Studija je ustanovila da je učestalost posjećivanja Facebooka, vrijeme provedeno na Facebooku tijekom korištenja interneta, broj prijatelja na Facebooku i uporaba u obrazovne svrhe značajno varira s obzirom na razinu obrazovanja. Prema rezultatima, studenti dodiplomske razine služe se Facebookom da bi održali postojeće odnose s prijateljima umjesto uspostavljanja novih, na Facebooku su aktivni zbog komuniciranja i zabave, kao i da bi pratili što im prijatelji rade. Studenti poslijediplomske razine služe se Facebookom u obrazovne svrhe i da bi pratili prijatelje. Štoviše, za razliku od drugih istraživanja spomenutih u literaturi, u ovom radu došlo se do zaključka da se poslijediplomanti Facebookom učestalo služe.

Ključne riječi: društvene mreže; studenti; sveučilište; uporaba Facebooka

Uvod

Mnoštvo promjena dogodilo se u *online* okruženju razvojem web 2.0 alata. Usporedno s novim tehnologijama korisnici interneta usmjerili su se prema tehnologijama koje na prvo mjesto stavljaju društvenu interakciju i komunikaciju (Warschauer, 2009). U tom kontekstu mrežna odredišta društvenih mreža (društvene mreže - DM) vidljivo dijele okružje jer pružaju mogućnosti koje uključuju korisnike svih dobnih skupina i razine obrazovanja.

DM-ovi su definirani kao internetska društva sastavljena od članova kojima je omogućeno stvaranje vlastitog profila, komunikacija s ostalim članovima putem

inovativnih metoda, praćenje poveznica koje su postavili drugi članovi, jednostavno komuniciranje, sadržaj koji korisnici stvaraju (Boyd i Ellison, 2007; Pempek, Yermolayeva i Calvert, 2009; Tredinnick, 2006). DM-ovi su najbrže razvijajući alat za stvaranje osobne mreže, pretpostavljaju središnju ulogu u životima mladih ljudi i svakodnevno privlače sve veći broj korisnika (Lin i Lu, 2011; Socialbakers, 2012). DM-ovi imaju mogućnosti koje korisnicima omogućuju dijeljenje ideja, medija i datoteka; komuniciraju s prijateljima *online* i održavaju veze, stvaraju identitet i specifičnu mrežu prijatelja, skupinu usklađenu s vlastitim područjima interesa ili se pridruže već postojećim skupinama; imaju aktivnu ulogu u pogledu socijalizacije (Boyd i Ellison, 2007; Ellison, Steinfield i Lampe, 2007; Mahajan, 2009; Urista, Dong i Day, 2009). DM-ovi imaju i negativna svojstva, pa istovremeno pozitivno i negativno utječu na različite varijable (Kabilan, Ahmad i Abidin, 2010).

DM-ovi imaju mnoštvo različitih karakteristika s obzirom na mogućnosti koje pružaju i u odnosu na namjenu. Na primjer, karakteristike poput neformalnog okruženja za učenje (Stevenson i Liu, 2010), oblik računalno potpomognute komunikacije (Smeele, 2010), područje za oglašavanje (Onat i Alikilic, 2010), društvena biblija (Withall, 2005, citirano u : Sheldon, 2008), koje možemo pronaći i u literaturi. Postoje mnogi DM-ovi koji su razvijeni za potrebe različitih kultura, za različite svrhe i različite potrebe (Kim, Jeong i Lee, 2010), a primjeri nekih DM-ova su "academia.com" i "Epernicus" za akademike; na religijskoj osnovi "Muxlim" i "Xt3"; "LinkedIn" i "focus.com" za osobno umrežavanje; "Exploroo" i "Wayn" za putovanja; "geni.com" za genealogiju; "Livemocha" i "italki.com" za učenje jezika; Facebook, MySpace, Twitter, Friendster i Google+ za opće društvene svrhe. DM-ovi mijenjaju svoja sučelja ovisno o preferencijama, ukusima i potrebama korisnika te opstaju jer pružaju zanimljive aplikacije i dodaju nove funkcije. Ovo istraživanje proučava korištenje Facebook (FB) DM među studentima u Turskoj. Korištenje FB-a vrlo je uobičajeno među mladima i među studentima na sveučilištu i iako se njegovo korištenje u obrazovne svrhe povećava, postoji tek mali broj velikih istraživanja o korištenju FB-a među studentima s obzirom na stupanj njihova obrazovanja.

Facebook kao višedimenzionalni DM

DM-ovi postaju popularni s obzirom na broj članova i na učestalost njihova prijavljivanja na mrežu. Nedavno je FB bio najpopularnija DM među mladima i među odraslima (Socialbakers, 2011). FB je osnovao Mark Zuckerberg 2004., a kategoriziran je kao DM s općenitom namjenom (Kim, Jeong i Lee, 2010). FB mjesečno koristi više od 48 milijuna korisnika, a poznato je da se mnogi članovi prijavljuju na FB svakodnevno (FB, siječanj2012). FB omogućuje korisnicima dijeljenje video sadržaja, fotografija, glazbenih mapa, objekata kao što su tekstovi, poveznica na mrežne stranice i korištenje svojstva "Wall" ili "Timeline" kako bi se stavke mogle prikazati na profilima članova.

Korisnici FB-a evidentiraju prijateljstva i dijele ih s drugim korisnicima, a s vremenom se te veze proširuju (Lewis, Kaufman, Gonzales, Wimmer i Christakis,

2008). Članovi mogu unijeti svoje osobne podatke na svoj profil; mogu kreirati nove grupe prema zajedničkom polju interesa ili hobija i mogu organizirati aktivnosti. Također, svojstvo označavanja na FB omogućuje članovima interakciju sa sadržajem koji ostali dijele. FB ima sadržaje koji potiču dijeljenje, interakciju i dinamičnost. Omogućuje *online* i *offline* komunikaciju, javno i osobno dopisivanje, kreiranje osobnog profila i popisa prijatelja, grupno ili individualno igranje. FB također nudi različite oblike sigurnosti i razvija sadržaje kako bi se povećala razina sigurnosti podataka. Općenito, FB koristi društvenu interakciju i one elemente i funkcije koji povećavaju komunikaciju s obzirom na to da je odnos prijateljstva osnovna i glavna svrha DM-a (Bosch, 2009; Waters, 2009).

Znanstvenici općenito promatraju FB iz različitih stajališta i u skladu s tim velik broj istraživanja proučava različita svojstva i implikacije FB-a. Nedavna istraživanja počela su proučavati FB iz perspektive obrazovanja (Ajjan i Hartshorne, 2008; Bosch, 2009; Mazman i Usluel, 2010; Roblyer, McDaniel, Webb, Herman i Witty, 2010; Thompson i Lindstrom, 2010). FB se proučava iz širokog spektra perspektiva s obzirom na tako značajne posljedice koje je ostavio na individualne korisnike i općenito na društvo, kulturu, psihologiju i obrazovanje. Posljedice koje FB ostavlja na pojedince i društvo mogu se mijenjati ovisno o svojstvima koje FB nudi te o namjeri za koju će se koristiti.

Motivi i ciljevi korištenja FB-a

Broj studija koje proučavaju namjeru i motive korištenja FB-a s obzirom na demografske podatke kao što su dob, spol, profesionalni status povećava se, a povećavaju se i rezultati iz općenitih ispitivanja. Ovo istraživanje bavilo se i proučavanjem literature koja se odnosi na istraživanja korištenja FB-a među studentima na sveučilištu.

Proučavanjem literature došli smo do zaključka da se istraživanja vezana uz studentsko korištenje FB-a usredotočuju na teme poput vremena, namjene i zadovoljstva, odnosno na čimbenike koji motiviraju studente na korištenje FB-a, namjenu korištenja i vrijeme koje provedu na FB-u. Istraživanje koje su proveli Quan-Haase i Young (2010) pokazalo je da je najčešći razlog korištenja FB-a bio "ubiti vrijeme", "jer je zabavan" i "da bih mogao odgoditi ono što trebam raditi". Također su zaključili da 82% studenata pregledava svoje korisničke račune nekoliko puta dnevno, i da su pritisak vršnjaka, društvena umreženost i znatizelja najutjecajniji kod donošenja odluke da postanu članovi FB-a. U istraživanju koje je provedeno na 172 studenta preddiplomskog studija, Sheldon (2008) je zaključio da su trošenje vremena, održavanje veze i zabava najčešći razlozi korištenja FB-a. Nadalje, zaključio je da studenti provedu u prosjeku 47 minuta na FB-u. Većina studenata koji su sudjelovali u istraživanju imala je između 200 i 350 FB prijatelja i na FB su se prijavljivali nekoliko puta dnevno.

U svom istraživanju Cheung, Chiu i Lee (2011) zaključili su da održavanje međusobne umreženosti, unaprjeđenje društva i društvena zabava utječu na korištenje

FB-a. Društvena prisutnost najvažniji je čimbenik koji utječe na korištenje FB-a pa se FB koristi za brzo slanje poruka i komunikaciju. Roblyer i sur. (2010) usporedili su korištenje FB-a među studentima preddiplomskog i diplomskog studija i zaključili da većina studenata koristi FB u svrhu “održavanja prijateljstava” i “uspostavljanja odnosa koje su se s vremenom izgubili”. Slična su istraživanja proveli Stern i Taylor (2007), Madge, Meek, Wellens i Hooley (2009) koji su zaključili da je osnovna svrha korištenja FB-a među studentima “održavanje veze sa starim prijateljima” i “stvaranje novih prijateljstava” Lampe i sur. (2008) zaključili su da studenti koriste FB kako bi ostali povezani sa svojim prijateljima više nego da bi upoznali nove. Nadalje, istraživanje koje su proveli Stern i Taylor (2007) pokazalo je da gotovo 70% studenata potroši 30 minuta ili manje na FB-u i da je najčešća aktivnost slanje poruka prijateljima i gledanje slika. Zhao, Grasmuck i Martin (2008) izvijestili su da studenti koriste FB kako bi bili popularni među prijateljima i kako bi stekli nova poznanstva.

U kvalitativnom istraživanju koje se oslanjalo na Teoriju korištenja i zadovoljenja Urista i sur. (2009) su zaključili da studenti koriste FB jer putem njega mogu brže, učinkovitije i selektivnije komunicirati i jer se tako osjećaju atraktivnijima. Bosch (2009) priopćuje da se FB koristi za održavanje komunikacije s prijateljima, dobivanje informacije o društvenim događanjima, dijeljenje fotografija ili glazbe, razgovor o zadaći ili dijeljenje bilježaka s predavanja. Kirschner i Karpinski (2010) proučavali su FB i akademski uspjeh prema stupnju obrazovanja i zaključili da postoji značajna razlika između akademskog uspjeha studenata poslijediplomskog i preddiplomskog studija u korist studenata poslijediplomskih studija. U pregledu literature o studentskom korištenju FB-a nevjerojatno je da su studenti koji sudjeluju u istraživanju uglavnom studenti preddiplomskih studija, a tek je nekolicina istraživanja u kojima se proučavaju studenti poslijediplomskih studija, odnosno istraživanja u kojima se korištenje FB-a istražuje s obzirom na stupanj obrazovanja.

Razlozi zbog kojih studenti koriste FB i njihove aktivnosti na FB-u morali bi biti istraženi kako bismo mogli razumjeti zašto studenti učestalo koriste FB. Rezultati su relevantni jer se na osnovi njih mogu razviti uspješne društveno-mrežne aplikacije (Brandtzæg i Heim, 2009); mogu se odrediti pozitivni ili negativni učinci FB-a te promjene koje on uzrokuje; može se odrediti status korištenja FB-a s obzirom na korisničke kvalifikacije kako bi se dobili učinkovitiji rezultati u obrazovnom smislu. U ovom istraživanju proučavao se status korištenja FB-a i postoji li razlika u korištenju FB-a s obzirom na stupanj obrazovanja (preddiplomski ili poslijediplomski).

Svrha istraživanja je odrediti razlikuje li se status korištenja FB-a među studentima u Turskoj prema stupnju obrazovanja. Unutar tog okvira prvo je prikazan postojeći status studenata, a zatim se istražuje postoje li razlike među nekim varijablama s obzirom na stupanj obrazovanja. Istraživanje je obuhvatilo sljedeća pitanja:

- Kakvi su profili studenata s obzirom na korištenje FB-a?
- Koliko često studenti koriste FB? Razlikuje li se učestalost korištenja FB-a značajno prema stupnju obrazovanja?

- S kojom svrhom studenti koriste FB? Razlikuje li se razlog korištenja značajno s obzirom na stupanj obrazovanja?
- Koje aktivnosti i koliko često studenti koriste FB? Razlikuje li se učestalost nekih aktivnosti koje studenti koriste na FB-u značajno prema stupnju obrazovanja?

Metodologija

Dizajn

Ovo je istraživanje deskriptivno i koristi se metodom anketiranja. Metoda anketiranja je metoda istraživanja kojom se prikupljaju podaci kako bi se mogle odrediti određene karakteristike neke skupine te kako bi se opisala prijašnja ili trenutna događanja (Buyukozturk i sur., 2010; Karasar, 2009). Razlog zbog kojega se u ovome istraživanju koristimo metodom anketiranja je taj što ono omogućuje istraživačima da objasne neke karakteristike predmeta istraživanja, te kako se te karakteristike distribuiraju među sudionicima u skupini (Fraenkel i Wallen, 2008). Štoviše, anketiranje daje učinkovitu priliku za prikupljanjem podataka od velikog broja sudionika putem mreže (McMillan i Schumacher, 2011).

Uzorak

Uzorak se sastojao od 1818 studenata preddiplomskog i poslijediplomskog studija s različitih turskih sveučilišta u akademskoj godini 2011./12. Uzorak je bio određen stratificiranom slučajnom metodom uzorkovanja u kojoj se određene karakteristike odražavaju na uzorak brzinom jednakom okruženju koje se proučava (Fraenkel i Wallen, 2008). Informacije o spolu i stupnju obrazovanja prikazane su u Tablici 1. Istraživanje je provedeno uz pridržavanje etička pravila i bilo je potpuno dobrovoljno. Svi sudionici dobrovoljno su se prijavili za sudjelovanje u istraživanju. Instrumenti za prikupljanje podataka nekim su sudionicima bili podijeljeni putem *e-maila*, a drugima u tiskanom obliku. Sudionici su bili obaviješteni o istraživanju putem smjernica koje su se nalazile u upitniku.

Tablica 1.

Instrumenti za prikupljanje podataka

U istraživanju smo se koristili instrumentom za prikupljanje podataka koji se sastojao od tri dijela: obrasca s demografskim podacima, ljestvice namjene korištenja i upitnika o učestalosti korištenja. Za ispunjavanje je trebalo izdvojiti 15 minuta. Dio upitnika koji se odnosio na osobna pitanja razvili su sami istraživači. Prvi dio upitnika sadržavao je pitanja o dobi, spolu, stupnju obrazovanja; DM-ovi koje preferiraju; trajanju članstva; broju prijatelja koji su članovi DM-a te koliko se dugo koriste DM-om.

Drugi dio upitnika sastojao se od ljestvice namjene korištenja DM koju su razvili Karal i Kokoç (2010). Ljestvica sadrži tri čimbenika i 14 stavki koje se procjenjuju na Likertovoj skali od pet stupnjeva. Cronbachov Alpha koeficijent unutarnje konzistencije kalkuliran za cjelokupnu skalu je 0,830; za prvi faktor, "sa svrhom društvene interakcije-

komunikacije” je 0,808; za drugi faktor “sa svrhom upoznavanja i predstavljanja sebe” je 0,742; a za treći faktor “u obrazovne svrhe” je 0,661. Zadnji dio upitnika razvili su istraživači, a sastojao se od izjava kojima se može odrediti učestalost kojom studenti čine određene aktivnosti na DM-u. Stavke u tom dijelu upitnika razvile su se iz praćenja određene grupe studenata (6 studenata) koji se koriste DM-om; i nakon proučavanja postojećih aktivnosti na DM-u. Taj dio upitnika sastojao se od 22 tvrdnje koje su procijenjene na Likertovoj skali od 4 stupnja (s mogućim odgovorima “nikada”, “ponekad”, “često”, “uvijek”). Cronbachov Alpha koeficijent pouzdanosti proveden na podacima dobivenim od sudionika u ispitivanju ukazuje na to da je koeficijent pouzdanosti unutarnje konzistencije za taj dio upitnika 0,910, što premašuje minimalnu prihvaćenu vrijednost od 0,7 (Anastasi, 1990), i ukazuje na pouzdanost strukture.

Procedura

Podaci su prikupljeni u akademskoj godini 2010./11. Odgovore je priložilo 1818 studenata (1594 putem *online* upitnika, 244 u tiskanom izdanju), a svi su bili korisnici FB-a. IP provjere korištene su kako bi se spriječilo ispunjavanje više upitnika. U metodi anketiranja koristili smo se Hi kvadrat testom uz deskriptivnu statistiku kao što je frekvencija, srednja vrijednost, postotak. Podaci su analizirani korištenjem statističkog programa PSAW. Rezultati su prikazani u tablicama i interpretirani prema postavljenim hipotezama.

Rezultati

Rezultati su prikazani tablično i interpretirani prema postavljenim hipotezama pod četiri podnaslova: preferirano korištenje FB-a, vrijeme trajanja FB članstva, namjena korištenja, učestalost aktivnosti na FB-u.

Preferiranje FB-a

U prvom dijelu upitnika sudionici su bili pitani o broju DM-ova koje koriste i preferiraju li korištenje FB-a, a odgovori su prikazani u Tablici 2.

Tablica 2.

Iz Tablice 2 možemo vidjeti da većina preddiplomskih studenata koristi 3 ili više DM-ova. I 68,3% (n= 812) preddiplomskih studenata koristi više od jednog DM-a. Broj DM-ova koje koriste poslijediplomski studenti je ravnomjerno raspoređen. Međutim, vidi se da je broj korisnika koji koriste 2 DM-a veći. Većina sudionika korisnici su FB-a tri ili više godina. Od broja preddiplomskih studenata 40,8% članovi su FB-a više od 3 godine. S obzirom na poslijediplomske studente njih 54,1% su FB članovi više od tri godine. Rezultati vezani uz broj FB kontakata prikazani su u Tablici 3.

Tablica 3.

Iz Tablice 3 možemo vidjeti da većina preddiplomskih studenata (79,2%) ima 0 – 200 prijatelja. Slično tome, i poslijediplomski studenti – njih 73% ima 0 – 200

prijatelja. Prema rezultatima Hi kvadrat testa, postoji značajna razlika s obzirom na stupanj obrazovanja i broj prijatelja na FB-u ($\chi^2=14,25$, $p=,00$). Uzimajući u obzir sve sudionike u istraživanju, možemo vidjeti da nekolicina studenata ima više od 300 prijatelja, a više od pola studenata ima 0 – 200 prijatelja.

Učestalost korištenja FB-a

Podaci o vremenu koje sudionici provedu na FB-u prikazani su u Tablici 4. Kao što možemo vidjeti iz Tablice 4, većina preddiplomskih studenata (74,6%) provede pola ili manje vremena tijekom korištenja interneta na FB-u; a njih 25,4% potroše značajan dio vremena na internetu upravo na FB-u. Gotovo polovina poslijediplomskih studenata izjavila je da manji dio vremena na internetu potroše koristeći se FB-om. Ustanovljeno je da 33,4% poslijediplomskih studenata potroši pola vremena provedenog na internetu upravo na FB-u, a 18,8% potroše značajan dio vremena na FB-u. Nadalje, rezultati Hi kvadrat testa ukazuju na značajnu varijaciju između vremena koje studenti provode na FB-u i njihova stupnja obrazovanja ($\chi^2=13,01$, $p=,00$).

Tablica 4.

Kada provjeravamo dnevno korištenje FB-a (Tablica 4), postoji sličnost između preddiplomskih i poslijediplomskih studenata. Hi kvadrat test ukazuje na to da ne postoji značajna razlika među tim studentima u korištenju FB-a na dnevnoj bazi s obzirom na stupanj obrazovanja ($\chi^2=7,56$, $p=,05$). Podaci o učestalosti posjeta FB-u prikazani su u Tablici 5..

Tablica 5.

Kao što je prikazano u Tablici 5, 40,6% preddiplomskih studenata i 44,2% poslijediplomskih studenata posjećuje FB barem jednom dnevno. Za razliku od njih 10,1% preddiplomskih studenata i 11,2% poslijediplomskih studenata prijavljuju se na FB manje od jednom tjedno. Postotak sudionika koji su uvijek prijavljeni na FB kada su *online* je 0,7% među preddiplomskim studentima i 1,9% među poslijediplomskim studentima. Općenito, zaključili smo da postoji značajna razlika između stupnja obrazovanja studenata i učestalosti posjeta FB-u ($\chi^2=12,56$, $p=,02$).

Namjene korištenja FB-a

Podaci o namjeni korištenja FB-a prikazani su u Tablici 6 kao srednje vrijednosti rezultata i vrijednosti standardne devijacije za čestice i faktore prema stupnju obrazovanja, te značenje vrijednosti dobivenih rezultatima t-testa (p). Srednje vrijednosti čestica su srednje vrijednosti podataka dobivenih od 5 stupnjeva. Srednje vrijednosti stupnjeva proučavane su kako bi se odredile čestice s najvećim i najmanjim srednjim vrijednostima.

Promatrajući Tablicu 6, možemo vidjeti da odgovori koje su sudionici dali na tvrdnje m4, m5, m8, m9, m10 i m11 vezane uz namjenu korištenja, pokazuju značajne varijacije s obzirom na razinu obrazovanja. Zaključeno je da značajno veći broj preddiplomskih

studenata koriste FB u svrhu "Sastajanje sa starim prijateljima i ponovne komunikacije s njima" i "dobivanje novih informacija, različitih informacija i mišljenja".

Značajno više poslijediplomanata koristi FB za "Provođenje istraživanja za sveučilišne projekte i zadaće", "proučavanje grupa i događanja s obrazovnom svrhom", "dijeljenje mišljenja s drugima", i "da bi poboljšali znanje stranoga jezika". Kada proučavamo čimbenike namjene korištenja, značajne razlike mogu se uočiti s obzirom na stupanj obrazovanja. Proučavajući rezultate t-testa i srednje vrijednosti za namjene, značajno više poslijediplomskih studenata koristi FB u obrazovne svrhe, kao što je i prikazano u Tablici 6.

Tablica 6.

FB aktivnosti

Sudionici u istraživanju označili su na Likertovoj ljestvici od četiri stupnja da preferiraju aktivnosti koje nudi FB. U Tablici 7 prikazane su srednje vrijednosti za svaku tvrdnju; standardna devijacija; i p vrijednosti dobivene rezultatima t-testa.

Tablica 7.

Tablica 7 prikazuje da se frekvencije aktivnosti i2, i8, i9, i13, i16 i i22 značajno razlikuju prema stupnju obrazovanja sudionika. Ako se prouče srednje vrijednosti rezultata u Tablici 7, uočiti će se da preddiplomski studenti mnogo češće koriste "slušanje glazbe" i "online čavrljanje" nego studenti poslijediplomanti. Međutim, studenti poslijediplomanti mnogo češće koriste "proučavanje profila", "dijeljenje nastavnog materijala", "istraživanja za projekte/zadaće" i za "praćenje obnavljanja statusa" nego studenti preddiplomskih studija. Kada uzmemo u obzir sve studente, najčešća aktivnost koju čine na FB-u je "čitanje komentara na dijeljene sadržaje", a najrjeđe ga koriste za "igranje igrice".

Diskusija

Ovo istraživanje proučavalo je korištenje FB-a sveučilišnih studenata (1818) koji su članovi FB-a; svrhu korištenja FB-a; aktivnosti na FB-u i učestalost korištenja aktivnosti s obzirom na stupanj obrazovanja. Istraživanjem smo pokušali otkriti opći profil korištenja FB-a među studentima u Turskoj s obzirom na njihov stupanj obrazovanja. U tom dijelu rezultati koje smo dobili bit će interpretirani zasebno, a istražiti će se i njihova povezanost s literaturom.

Istraživanjem je dokazano da odazivi na korištenje DM-ova i FB-a imaju sličnosti i razlike s obzirom na stupanj obrazovanja. Rezultati ukazuju na to da većina preddiplomskih studenata koristi više od jednog DM-a.

To ukazuje na činjenicu da je većina studenata informirana o drugim DM-ovima osim FB-a i da nisu zadovoljni isključivo korištenjem FB-a. S obzirom na duljinu članstva dokazali smo da su većina preddiplomskih i poslijediplomskih studenata članovi FB-a više od tri godine. Taj se rezultat slaže s rezultatima koje su objavili Goker, Demir i Dogan (2010). Činjenica da je FB široko korišten u relativno dugom vremenu

ukazuje na to da je FB brzo postao popularan među studentima kada je postao međunarodan. Također, ne postoji značajna razlika među preddiplomskim studentima i poslijediplomskim studentima s obzirom na vrijeme koje dnevno potroše na FB-u. Većina studenata koristi FB dnevno 1 sat ili manje. Taj se rezultat slaže s istraživanjima koje su proveli Stern i Taylor (2007), Sheldon (2008) i Valenzula, Park i Kee (2009) u SAD-u; Orr i sur. (2009) u Kanadi, a u vezi s dnevnom potrošnjom vremena na FB-u. Studije koje se bave ovisnošću o internetu kažu da ovisnici koriste internet 3 do 5 sati dnevno (Chou, Condrón i Belland, 2005; Young, 1996). Ovim istraživanjem pokazali smo da turski studenti korisnici FB-a nisu na razini ovisnosti.

Značajne razlike uočene su između preddiplomskih studenata i poslijediplomskih studenata s obzirom na učestalost posjeta FB-u, vrijeme korištenja FB-a dok su *online* i broju FB prijatelja. Zaključeno je da je prosječan broj FB prijatelja za preddiplomske studente od 200 do 250. Taj rezultat sličan je onome do kojega su došli Acar (2008) i Walther, Van Der Heide, Kim, Westerman i Tong (2008) u prijašnjim istraživanjima preddiplomskih studenata. Broj FB prijatelja među studentima poslijediplomskih studija bio je između 250 i 300, što je više nego kod preddiplomskih studenata. Ta je spoznaja neusklađena s rezultatima koje donosi Bosch (2009), po kojima preddiplomski studenti imaju više FB prijatelja nego poslijediplomski studenti.

S obzirom na vrijeme korištenja FB-a rezultati pokazuju da većina preddiplomskih studenata posvećuje pola ili manje od polovine svog vremena na internetu na FB-u, dok gotovo pola poslijediplomskih studenata posvećuje manji dio *online* vremena na korištenje FB-a. Odgovori pokazuju da preddiplomski studenti provode više vremena na FB-u nego poslijediplomski studenti. S obzirom na učestalost posjećivanja FB-u istraživanje ukazuje na to da većina preddiplomskih i poslijediplomskih studenata posjećuje FB jednom ili više puta na dan. Taj rezultat slaže se s rezultatima istraživanja koje donosi Goker, Demir i Dogan (2010) i Quan-Haase i Young (2010), koji pokazuju da se većina preddiplomskih studenata logira na FB svaki dan, a neusklađeno je s istraživanjem koje je proveo Bosch (2009) u kojem se poslijediplomski studenti ne prijavljuju svakodnevno na FB. Za razliku od ostalih studija prikazanih u literaturi ta je studija dokazala da studenti poslijediplomskih studija u Turskoj često koriste FB.

Preddiplomski studenti koriste FB uglavnom za održavanje veza s prijateljima, za pronalaženje i ponovno uspostavljanje komunikacije s nekadašnjim prijateljima, dobivanje pravovremene informacije te različite informacije i mišljenja. Taj rezultat sličan je onome do kojega su došli Ellison, Steinfield i Lampe (2007), Pempek i sur. (2009), Roblyer i sur. (2010), u kojem su pokazali da preddiplomski studenti koriste FB uglavnom za održavanje postojećih veza s prijateljima. Međutim, vidljivo je da je korištenje FB-a preddiplomskih studenata kako bi upoznali nove ljude, za stvaranje novih prijateljstava zapravo vrlo malo. Zhao i sur. (2008) i Madge i sur. (2009) pokazali su da preddiplomski studenti koriste FB uglavnom kako bi se upoznali s novim ljudima i kako bi sami sebe prezentirali drugima.

Rezultati studije razlikuju se od nekih prijašnjih. Možemo reći da većina preddiplomskih studenata u ovoj studiji koristi FB kao sredstvo komunikacije i

kao izvor trenutnih informacija. Međutim, ne smatraju ga učinkovitim za nova prijateljstva. Korištenje FB-a među poslijediplomskim studentima vrlo je slično onome preddiplomskih studenata. Poslijediplomski studenti uglavnom koriste FB radi komunikacije s trenutnim ili prijašnjim prijateljima, kako bi dobili pravovremenu i točnu informaciju i kako bi podijelili informaciju. Značajno je da poslijediplomski studenti u ovom istraživanju imaju značajno više koristi od FB-a za obrazovne svrhe nego studenti preddiplomskih studija. Međutim, studenti preddiplomskih studija koriste FB značajno više za tvrdnje “pronalaženje starih prijatelja i komunikacija s njima” i “dobivanje pravovremene informacije i mišljenja”. Ta situacija može se objasniti činjenicom da su poslijediplomski studenti voljni provoditi istraživanja o određenoj temi i aktivnosti su im učestalije, dok preddiplomskim studentima korištenje FB-a uglavnom služi za komunikaciju i zabavu.

Druga je svrha ovog istraživanja bila proučiti razlikuju li se FB aktivnosti s obzirom na stupanj obrazovanja korisnika (studenata). Istraživanjem smo dokazali da se preddiplomski studenti često koriste aktivnostima kao što su zabava, dijeljenje i komunikacijske aktivnosti, dok poslijediplomski studenti preferiraju aktivnosti poput dijeljenja, praćenja prijatelja i njihovih profila. Zaključeno je da preddiplomski studenti puno češće koriste aktivnosti kao što su “slušanje glazbe” *online* čavrljanje” na FB-u, dok poslijediplomski studenti koriste FB za “istraživanja za zadaće i projekte”, “dijeljenje nastavnog materijala”, “proučavanje profila drugih” i “praćenje statusa prijatelja”. Nadalje, rezultati ovog istraživanja ukazuju na to da je razina korištenja FB-a u obrazovne svrhe visoka među poslijediplomantima. Na temelju toga možemo reći da poslijediplomanti FB vide kao obrazovni instrument uz sve ostale karakteristike koje nudi; oni su više orijentirani na učinkovito korištenje FB-a za svoje poslijediplomsko obrazovanje. Slično tome, Ractham i Firpo (2011) navode da FB ima značajnu ulogu u podržavanju poslijediplomskog obrazovanja.

Zaključak

Istraživanje prikazuje općenit profil studenata i njihovo korištenje FB-a prema stupnju njihova obrazovanja. Došlo se do zaključka da se FB profili studenata i status korištenja FB-a razlikuju s obzirom na stupanj obrazovanja (preddiplomski i poslijediplomski). Rezultati istraživanja bit će od koristi istraživačima koji žele koristiti FB u obrazovne svrhe kako bi njihovo podučavanje bilo učinkovitije. Društvena ili obrazovna okruženja i aktivnosti koje se mogu kreirati na FB-u trebalo bi diferencirati prema stupnju obrazovanja studenata.

Nedavne statistike na internetu ukazuju na povećanje korištenja FB-a među mladima i studentima na sveučilištu te vremenu koje provode na FB-u. Takav slučaj može se procijeniti kako bi se razvili društveni aspekti studenata i kako bi poboljšali svoj uspjeh. Studije i projekti o korištenju FB-a mogu se provesti i u obrazovne svrhe. U daljnjim istraživanjima, kvalitativne i kvantitativne metode mogu se kombinirati kako bi se istražilo korištenje FB-a među studentima s obzirom na program studija i ovisnost.