A Study on Habits of Using Social Media by High School Students[1]

M. Tahir Özden
Email: tahirozden84@gmail.com

Çelebi Uluyol[2]
Gazi University, Faculty of Education, Department of Computer Education and Instructional Technologies,
Yenimahalle – Ankara / Turkey
Email: celebi@gazi.edu.tr

Abstract
Today, interpersonal communication reached at different dimensions. First, upon development of mobile communication, later writing message and rapid development of technology and inclusion of Internet into our lives resulted in communication to take an orientation, at a large scale, towards the artificial environment. Today, in many areas such as communication, banking transactions, e-state, exchanges, payment of bills, follow up of the daily agenda, sports, news, courses and games in the loop, friendly talks, cultural activities, advertisement, training activities, finding a friend, online buying-selling and scientific research there are many works that are being comfortably done through Internet. Seen especially during the recent times, one of the environments that is reviewed by human being almost every day and spent their time is the social media/network tools. In the life of individuals at every age and profession there are such social environments covering an important place such as Facebook, Twitter, Skype, Google Plus, You Tube, Yahoo, Moodle, Zynga, Tumbler, Dropbox and Second Life. Individuals along with being able to establish dialog among themselves without time and location limit in the social media tools mentioned above are establishing communication ties with each other by entering into personal sharing. Along with using Internet for such conditions as entertainment, research, follow up of the news by the individuals, its use for social communication too, has a big effect on the life of the individual. In such a case, the method of using artificial environment and social media, transactions performed in the artificial environment and needs fulfilled are gaining considerable importance. This study has the use of social network by high school students through Internet as its subject of examination. For this purpose, habits of high school students in relation to use of Internet, knowledge they posses about social networks, the frequency of using social networks by them, purposes in using social networks, which social networks they use and use of social networks according to gender were made subject of analysis. The research study was participated by 700 students who were at age group, having interval of 14-21 years and attending at various levels between High School 1st Year - High School 4th Year and to the University Preparation Courses. Data were collected by using a data collection tool of Likert type containing 25 questions. The findings to be determined as a result of research, it is contemplated that knowledge will be gained about habit of using social networks by young generations and about the steps that should be taken in future and these are considered important.

Keywords: Social network, social media, Internet, high school students

---

[1] A portion of this article was presented as oral presentations at International Conference on New Trends in Educational Technology which was held 14-15 April, 2014 and abstract was published in conference proceedings booklet.
[2] Corresponding author

1. Introduction

Today, communication between individuals reached at different dimensions as compared to face-to face communication. First talks over the phone, later writing messages and along with rapid development of technology, the Internet entered into our life and communication took the direction of artificial environment at a large scale. Today, artificial environment has a big place in the life of many people. Many factors like communication, banking transactions, e-state, exchange, paying electricity-phone-water bills, following the agenda, sport, news, courses, the in loop games, friendly talks, cultural events, advertisement, educational activities, finding a friends, e-commerce and scientific research   are capable of being done over Internet (Şahin, 2009). For example, individuals are able to have information about status of each other from Facebook or by using Twitter which is another artificial media are able to enter into interpretations with each other or about a photograph. According to Şahin (2009), a big majority of Internet users having an age above 20 years are using it for reach it art media, entertainment and for communication. A candidate to any university, while following sport news frequently through artificial media is able to share interpretations related to these sporting events in the social media in which they are subscribed.   Another student is able to play a game with a friend in a loop environment. For example,   despite the   World of Warcraft games not have one to one contribution to the education; it is a game that presents social learning possibilities for individuals to enter into communication, cooperation and role playing. Each user is able to compose his profile. Players are able to be in a one to one communication but at the same time they can be in a multiple communication (Doğan et al, 2011). Individual feeling alone, by subscribing friendship system, can make an attempt to form an artificial environment according to his thoughts.

An individual who is a tax payer is able to meet in loop, many of his needs, in the e-state system. Any user subscriber having one ore more than one social network subscription is able to enter into talks in the group subscribed, to hold meetings, panels, enter into mutual talks, speech or conferences and to make preparations for such organizations. The results of this are capable of being reflected in the real life. Individuals share jointly appreciated things the activities they are engaged in, with the aid of social networks and it is indicated that this is the method of scattering knowledge to the whole world that calls for entering into communication with the local, regional and global communities (Özkan, 2013).

Today, for an individual that secures many of its needs from the artificial environment, social networks and such social environments as   Facebook, Twitter, Skype, Google Plus, You Tube, Yahoo, Moodle, Zynga, Vitamin, Tumbler, Dropbox and Second Life takes an important place. Like these social environments, there are many social environments that can be reached through Internet and every user is using them. In the artificial environment, without time and location limitation, individuals along with the capability of establishing communication between themselves, by making personal sharing, can establish communication with each other. As observed above, Internet is used by individuals for such needs as entertainment, research, following the news it can be used for social communication as well and it has a great effect in the life of he individual (Toğay, 2012). In such a state, the method of using artificial environment, the needs met in artificial environment are gaining further importance.

Barnes (1969) while defining social network for the first time, termed it entering into communication of individuals with people around them. According to Barnes, social network is being form by individuals that are in the communication environment and as persons who are considered esteemed to them (Aksüt et al., 2011). It is become of this reason that in social networks too, the individuals are forming their environments. After the study of Barnes, another definition of social network   can be found in web sites while communicating and it is referred as social network. Individuals by defining the method of expressing themselves, at the time of social living, asks for establishment a social media,   to enter into communication, at artificial environment, with individuals whom they can   easily establish communication , on such

subjects, as having similar education, culture and ethical levels and by using various symbols in the social network   (Toğay et al., 2012). Some of the social network users are establishing social network in artificial environment with persons they knew in real life while other social network users are able to establish, social network with persons that they became acquainted in artificial environment. For example, while discussion is entered into on a problem, in a form site, all of the persons who don not know each other; present their ideas and their solutions. For a university candidate,   a rather significant importance is place on using social network for educational, entertainment and communication purposes. In using social network being in touch through communication and social learning has important place. For example, when a university candidate can not attend a course in class environment he can receive information through social network from his friends about the course. When there is home work assignment, students by forming a group over social network can enter into exchange of information and discussions, about their homework. Students and teachers by forming a group among themselves can share beneficial data. Furthermore:

"*Students and teachers, forming a society for educational purpose by following simple steps through social networks, attainment of sharing among themselves and entering into communication and receiving responses can be easily accomplished. Furthermore, the social network sites is enriching learning and teaching processes with such materials as texts, video, audio and alike materials and providing support to the learning process of students and for learning and assessment process to be performed by the teacher* " (Toğay et al., 2012).

For example, text, information, voice, video, various applications, presentations of courses done can be shared for educational purposes at Facebook artificial environment. Along with this, teachers too, can share video, presentation etc. files, related to the courses with the students through the   Facebook in artificial environment (Madran, Kalelioğlu and Gülbahar, 2010). Along with development of education in artificial environment, remote education experienced important developments. Today, in many developed and developing countries remote education system is being used. Remote education system allows student, to enter into studies, as wished, at any time, according to his learning speed   (Keser and Tavşancıl, 2002). Teachers by using social networks such as msn, skype, Google plus are determined to be making remote education studies with students. Along with this, students by entering into communication with their teachers about the sections they were not able to learn during the course, in form of question-answer teaching and solve their problems. In addition, visual factors related to the courses done in the group formed by the students support is provided for learning. Sharing of knowledge by the student, as knowledge acquired during the course or by reading at artificial environment with a friend is considered to have a positive effect from the angle of the student. In social sharing sites, the university candidates, having the possibility of making interpretations about the examinations, could increase motivation of both the person making the interpretation and the person reading the interpretation towards the examination. When positive effects made by social networks to education and learning are examined, it is considered that this could attain permanent learning in students and increase motivation   (Doğan et al., 2011).

Barış and Tosun (2013) in the publication titled "Social network and E-Portfolio Integration: Example of Facebook" states that social networks have a rather important role in human communication. Social networks, along with such sharing of text, picture, music and videos, are being used for training of the persons as well. It is emphasized that the young individuals without laving the social networks from which they have pleasure to spent time could enter into educational activities as well.

Tokel, Başer and İşler (2013) in the publication titled "Level of Knowledge and Conceptions of Parents in Turkey about Use of Internet and Social Sharing Sites by Their Children" parents are approving heir children to participate in social networks in artificial environment. However,   it is recommended that the children be under parent control with a view not to subject the children to harm of social networks.

Aksüt et al. (2011) in the publication titled "Attitudes of Primary and Middle School Students Relating to Social Sharing Sties (Facebook Example)" examines behavior and attitudes over the   Facebook which is asocial network. Research explains that almost every day, many students visit the   Facebook. In addition to this, in the research conducted, it is indicated that the social network titled   Facebook is beneficial and is used both for communication and for entertainment purposes. In addition to this, the data that communication is with unknown persons is determined while using the Facebook.

This study, as a research, contains   an examination about use of social networks through Internet university candidates. In this research, by benefiting from the literature   and basing on which purposes the university candidates used social networks, an in dept study is realized. In the direction of the objective of the research, the habit of using internet by university candidates, their level of knowledge about social networks, whether they knew or not knew to use social media, the frequency of their social media use, whether they used social network for entertainment purposes or for training purposes, which social networks they used, which social networks they used for learning and entertainment purposes, use of social networks according to gender and which social networks are used according to genders, the frequency of using social networks according to gender are made subject of studies.

2. Method
2.1 Participants

Some data about the 700 students who participated in the research is given in Table 1.

Table 1. Status of education of High school students

Status of Education	f	%
High school 1st grade	65	9,3
High school 2nd grade	44	6,3
High school 3rd grade	259	37,0
High school 4th grade	188	26,9
High school graduated	144	20,6
Total	700	100,0

According to Table 1, of the students participating in the research, most of them were attending at High School 3rd grade, formed 259 students and a rate of 37.0% with respect to participation to the survey. Whereas the least participating group of students with a rate of 6.3%, formed by 2 students, were attending at High School 2nd grade. The students attending at High School 4th grade containing 188 persons and forming a rate of 26.9% were including graduates with 144 students, formed a rate of 20.6% and 65 students forming a rate of 9.3% were attending at High School 1st grade. The distribution of gender of students participating in the research study is given in Table 2.

Table 2. Gender of students participating in the survey

Gender	f	%
Male	365	52,1
Female	335	47,9
Total	700	100,0

It can be seen from Table 2 that the percentages of students who are girls and students who are boys are very close to each other. Boys with a rate of 52.1% participated more in numbers and girls participated with a rate of 47.9%.

2.2 Data Collection Tool

Data of research are collected by using a Likert type scale. The scale is applied to the student group in a survey, it is used to receive responses of each student separately and data are thus collected. This survey study is in the scope of a European Union project and was used by the Ministry of National Education in certain research work done in collecting data at schools. In Likert type scale (1) Avery day, (2) A few days in a week, (3) A few times in a month, (4) Rarely and (5) None are used as preference points. Furthermore, in certain questions (1)Yes, (2)No preferences are made possible. In articles 10 and 14 contained in the Questionnaire of the Survey, possibility of marking more than one response is given.

2.3 Data Analysis

Data is analyzed with SPSS 21.0 data analysis program. In data analyses, descriptive statistical techniques in form of frequency and percentages are used.

3. Findings, Results and Discussion

Use of Internet by students participating in the research at school setting is indicated in Table 3.

Table 3. Status of ssing Internet in school setting

Time	f	%
Every day	201	28,8
A few days in a week	126	18,1
A few times in a month	33	4,7
Rarely	157	22,5
None	181	25,9
Total	698	100,0

It can be seen from Table 3 that question 7 contained in Questionnaire was responded by 698 students. Of these students, a portion of 28.8% indicated using Internet in school setting every day. A rate, close to this, is determined to be 25.9% for students indicating that they did not use Internet in school setting. Students at the rate of 22.5% stated using Internet rarely, 18.1% stated using a few days in a week and 4.7 % stated using a few times in a month. Students indicating that they used Internet in school setting, are using it generally, through their GSM (pocket) phone. Students are using   Whats up, Facebook, Twitter and Google from their mobile phones. A research must be made about what the purpose of use of GSM (pocket) phones by students is, in school setting. However, based on determination with observations, the students are using GSM(pocket) phones, generally, for exchange of messages and playing games.   In general sense, students not using Internet in school setting are appearing to be students not having an intelligent phone.   Since use of Internet in school at Computer Laboratories is limited or not available at all, while students are responding to this item, it is understood that they are responding according to the characteristics of the phones they have.

Status of use of social networks by students participating in the research is shown in Table 4.

Table 4. Status of students being aware of social networks or using them

Status of Knowing or Using	f	%
Yes	618	88,3
No	82	11,7
Total	700	100,0

In the table above, the status of knowing social networks by students is examined. It is observed that all of the students responded to this question in the questionnaire. Of these students, a rather big majority at the rate of 88.3% indicated knowing and using social networks. As compared to this, 11.7% of students indicated that they did not know or use social networks.   This item responded, by a great majority of students, as "yes" in total of 618 students and this shows how much the students are well acquainted with the social networks. By making this article as departure point, it is possible to state that the social networks will be addressing to a very large masses in future.

The status of using or not using social networks for entertainment purposes, by students participating in the study are indicated in Table 5.

Table 5. Status of ssing social networks for entertainment purposes at leisure times

Status of Using Social Networks for Entertainment	f	%
Every day	267	38,2
Anew days in a week	221	31,6
Anew times in a month	44	6,3
Rarely	103	14,7
None	64	9,2
Total	699	100,0

It can be seen in Table 5 that in the survey, this article was responded by 699 students. In case of using social networks in leisure times for entertainment purposes, the rate of students using social networks every day is 38.2%. For example, some of the 267 students are able to pay games in their intelligent phones or ones having subscription in face book page are able to play (Farmville, Texas Holdem Poker etc.) online. Along with this, in games forming a web site by itself, students are able to establish communication. For example, in the game of World of Tanks too, while students are playing at their leisure times, by establishing communication with other players, they are getting socialized. Furthermore, in this process, by playing together, they have the chance of learning team work. Along with students using social networks every day, there are students forming a rate of 31.6% who uses the social networks a few days in a week, students forming a rate of 14.7 % who uses social networks rarely, there are students forming a rate of 9.2% who does not use social networks and there are students forming a rate of 6.3% who uses social networks a few times in a month at heir leisure times for entertainment purposes.

Kinds of social networks used by students participating in the research are indicated in Table 6.

Table 6. Kinds of social networks in which the students are subscribers

Social Network		f	%
Facebook	Yes	559	80,0
	No	140	20,0
	Total	699	100,0
Twitter	Yes	321	45,9
	No	378	54,1
	Total	699	100,0
Google Plus	Yes	164	23,5
	No	535	76,5
	Total	699	100,0
None	Yes	82	11,7
	No	616	88,3
	Total	698	100,0
Other	Yes	117	16,8
	No	580	83,2
	Total	697	100,0

Since permission is granted to students to mark more than one alternative in questionnaire for item 10, a student can have subscription to more than one social network. In the 699 students responding to this item, 559 students indicated being a subscriber to Facebook social network while 140 students indicated not to have subscription to Facebook. Of the 699 students who marked item 10, 321 students had subscription to Twitter and 378 students did not have a subscription at   Twitter and this can be seen in the table given above. It can be seen from the table that, there is no significant difference among students having or not having a Twitter account. Along with 164 students having Google Plus subscription, there are 535 students who do not have a Google Plus subscription. In the table above, 82 students do not have subscription in any social network but 616 students have subscription in any of the social networks. Lastly, while indicating that 117 students have subscription to   any of the social networks other than the Facebook, Twitter and Google Plus, it can be seen from the table that, 580 students do not have any subscription in other place outside of this three social networks. According to the table, as much a social network is scattered, as much it makes promotions, the number of user having subscription in that social network is proportionally increasing.

Status of using social networks for learning purposes by student participation in the research is shown in Table 7.

Table 7. Status of using social networks for learning purposes

Frequency of using social networks for learning purposes	f	%
Every day	145	21,0
A few times in a week	229	33,1
A few times in a month	80	11,6
Rarely	138	19,9
None	100	14,5
Total	692	100,0

As seen in the table above, there is no big difference in relation to the status of using social networks for learning purposes. This shows that, using or not using social networks for learning purposes are at rates that are close to each other. As it can be seen from Table 7, majority of students forming a rate of 33.1% indicated using social networks a few times in a week for learning purposes. Along with this, students at the rate of 21.0% indicated using social networks every day for learning purposes. Students forming a rate of 11.6% indicated using social networks a few times in a month for learning purposes. While 19.9% of students indicating rare use of social networks for learning purposes; 14.5% of students indicated not using social networks for learning purposes at all.

Status of using social media tools by students in school setting are indicated in Table 8.

Table 8. Status of using social media tools in school setting

Status of using social media tools	f	%
None	159	22,8
Low	283	40,7
Considerable	160	23,0
Excessive	41	5,9
Very Much	53	7,6
Total	696	100,0

Table 8 shows status of using social media tools by students in school setting. According to the table, at a large rate of 40.7% students are indicating to use of social media tools in school setting at a low level. In this case, it is understood that they are not giving sufficient importance to use of social media in school setting. As compared to this, a rate of 7.6% students is seen to be using social media tools very much. Along with this, students at the rate of 23.0%, while indicating using social media tools rather frequently at a rate of 22.8% which is close to this rate, students expressed not using social media tools, for learning purposes, at all. Students at the rate of 5.9% marked excessive using of social networks in school setting, for learning purposes. This item shows that, students are using social networks not for learning purposes but for states like friendly talks, entertainment, playing games.

4. Conclusion and Recommendations

This research titled study of habits of university candidates about using social media is conducted on all of the High School Students. As a result of examining the habits of students using social media, a general structure is tried to be formed in relation to the attitude of having habits in using social media by studies. Results can be listed as follows:

- It is determined that a majority of students have an Internet connection at their homes.
- It is determined that a majority of students are able to use Internet effectively.
- It is determined that, in school setting, students used Internet every day, as much as they need. Along with this, research was conducted to find out in which direction of need the students used Internet in school setting. However, as a result of observations, it is found that the students used Internet in school setting for playing in   Facebook, Twitter, and entering into artificial environments for plays.
- Almost all of the students are determined to be aware of social networks. Among these students, there are students using social networks for the purpose of learning, entertainment purposes and for both the learning and the entertainment purposes. Along with his, among the students responding at the related

questions contained in the questionnaire, students at about 90% are determined to have subscription to social networks as determined based on survey results.

By making above summarized results a departure point, the following recommendations can be listed for research work to be conducted in future:

- Every student must be presented with the probability of accessing Internet and at the same time students must be educated about how to benefit from Internet.   A majority of students have access to Internet at their homes but they do not know how to use Internet   and the purpose of using it. To provide protection against harms of Internet a course titled Internet must be made available in Schools contained in the structure of the Ministry of National Education and by entering into collaboration with the guardians within the structure of the Ministry, controlled Internet should be made available and presented for use by students at their homes.

- Based on observations, consideration is given to use Internet by students in school setting and it is fixed that they are using it, in the direction and for purpose of studying course, making preparation for examination or for meeting research needs. Internet used by students for entertainment purpose, communication purpose and for getting socialized is provided from the mobile phones of the students. Along with development of the technology, the resources made available to the students are increasing. First, upon start of guardians to provide students with a GSM(mobile phone), students started not to listen in the courses while getting interested in their GSM and kept back about subjects.   To overcome this situation, the students must be educated about where, at what time and how to use intelligent phones. The schools where the students are attending and the guardians of these students by entering into cooperation must teach their children how to use intelligent phone they have.

- While students are thinking about using social network they could be subjected to harm of social networks. Regardless of using social network for learning purpose or for entertainment purpose, students are required to have an unlimited presence in social network. As long as this is the case in continuation, the students will be addicted to social network and could experience spiritual disorders in their real characters depended on social network addiction. It is become of this reason that, students having subscription to social networks should be shaped about the requirement of how to use the social networks.

- When students   having no knowledge about using social networks start to prepare a home work based on research, by writing the subject of home work into various blog, form and alike sites are trying to have others prepare their homework.   Along with this, by applying to homework preparation sites, they are attempting to have their homework done by paying a fee in exchange for it.   However, if students are put to a level of having knowledge about requirements of how to use the social networks, how to make research, what to pay attention during research, what the direction of purpose of assignment of the homework, they will grasp the need of using social networks and research sites, productively.

- When students form on line working (study) groups, they must share files. The requirements about the method of making file sharing must be taught at school by the computer teachers or by guardian who knows this topic.

- In general sense, students do not know how-to use artificial environment. In such a case, the status of students in social networks is taking the form of being addicted in general sense. Uninterrupted presence of such sties as Facebook, Twitter or other sites is resulting in having student life connected to these sites. When student starts to be present in social network for entertainment purposes, this condition is taking the form of an addiction after a while and students are moving away from the real

life. On this subject, two hour computer course and media reading-writing course made available to the students, on weekly bases, are not sufficient in providing information required to the students. To protect the students from the harms of Internet and social networks, the Ministry of National Education by coming uniting with the guardians of students, must enter into a serious study, on this subject.

5. References

Aksüt , M. , Ateş , S. , Balaban. , S. , Çelikkanat. (2011). *İlk ve Ortaöğretim Öğrencilerinin Sosyal Paylaşın Sitelerine İlişkin Tutumları (Facebook Örneği).*

Barış M. , F. , Tosun N. (2013). Social network Ve E-Portfolyo Entegrasyonu: Facebook Örneği. *Eğitim ve Öğretim Araştırmaları Dergisi* Cilt:2 Sayı:2 Makale No:14 ISSN: 2146-9199.

Barnes, J. A. (1969). Graph theory and social networks: A technical comment on connectedness and connectivity. *Sociology*, *3*(2), 215-232.

Bayraktar, F. ve Gun, Z. (2007). Incidence and correlates of Internet usage among adolescents in North Cyprus. *Cyber Psychology &Behavior*, 10(2), 191-197.

Can F. (2009). Yakın İlişkilerde Social networkın İlişki Nitelikleri İle Bağlantısı. Ankara Ünıversıtesı Sosyal Bılımler EnstıtüsüPsikoloji (Sosyal Psikoloji) Anabilim Dalı, **,** Yüksek Lisans Tezi, Ankara-2009.

Doğan , D. , Küfrevioğlu. R. , Reisoğlu. İ. , Göktaş. Y. (2011) *Sanal Ortamların Eğitim Amaçlı Kullanılabilirliğinin Değerlendirilmesi.* 5th International Computer & Instructional Technologies Symposium, 22-24 September 2011, Fırat University, ELAZIĞ- TURKEY.

Keser H. , Tavşancıl. E. , (2002) *İnternet Kullanımına Yönelik Likert Tipi Bir Tutum Ölçeğinin Geliştirilmesi.* Eğitim ve Uygulama 1, (1), 79-100.

Tokel. S. , T. , Başer. D. , İşler. , V. (2013).*Türkiye'deki Ebeveynlerin Çocuklarının İnternet ve Sosyal Paylaşım Siteleri Kullanımına Yönelik Bilgi Seviyeleri ve Algıları.* Mersin Üniversitesi Eğitim Fakültesi Dergisi, Cilt 9, ss.225-236.

Madran , O. , Kalelioğlu F. , Gülbahar Y. (2010) , *Social networkların Eğitim Amaçlı Kullanımı.* Başkent Üniversitesi, Bilgisayar ve Öğretim Teknolojileri, Ankara

Ozkan , N. , P. , (2013) *Social network Kullanıcılarının E- Sosyalleşme Sürecindeki Kimlik Yapılandırma Süreçleri.*II. International Conference on Communication, Media, Technology and Design. 02-04 May 2013. Famagusta – North Cyprus

Şahin , İ. (2009) *Eğitsel İnternet Kullanım Özyeterliği İnançları Ölçeğinin Geçerliği ve Güvenirliği*, *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, Konya

Toğay , A. , Akdur. , E. , T. , Yetişken. , İ. , C. , Bilici. (2012), A. *Eğitim Süreçlerinde Social networkların Kullanımı: Bir: MYO Deneyimi.*