The Reflections of Lecturers' Habits of Using 'Facebook' to Their Teaching Performances

Research Article

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ARTICLE INFO	ABSTRACT
<p><i>Article History:</i></p> <p>Received: 27.07.2020</p> <p>Available online: 26.02.2021</p>	<p>The social media is one of the most important tools that lecturers have used in recent years to supplement their courses with different technological innovations. The reason for such a desire might be that the medium created by the social media is relatively more flexible than other systems and that the social media reaches numerous audiences with a higher number of users. The aim of this study is to investigate the effects of university lecturers' habit of using 'Facebook' on their teaching performances. The sample of this research, which is designed based on quantitative research methods, is made up of 112 members selected from among 178 university lecturers with stratified sampling method, who were employed in the academic year of 2018 and 2019 at Giresun University the Faculty of Education, Faculty of Economics and Administrative Sciences and the Faculty of Arts and Science. The data of the study were obtained through the FESTQ (Facebook Effect Scale on Teacher Quality) scale developed by Efendioğlu (2018). Minimum, maximum, arithmetic mean and standard deviation values were used in the descriptive statistics of the data obtained. Mann Whitney U analysis and Kruskal Wallis analysis were used because the data did not show a normal distribution. The results obtained revealed that the effect of lecturers' habit of using 'Facebook' on their teaching performances did not show a significant difference in terms of gender, title, seniority and the faculties where lecturers are employed.</p>
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Introduction

Today, rapid changes in terms of knowledge is felt in many other fields as well as in the field of education. The age we are in is called post-industrial IT age. In this age, the extraordinary speed in knowledge and change in knowledge is naturally observed also in the field of education. As the natural consequence of

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this rapid change, educational institutions have recently entered into a serious paradigm shift, which resulted in serious changes in educational views and approaches.

One of the most important issues to be considered in the process of technology entry into the education field is the development in information and communication technologies and the speed at which they enter individuals' lives. Today's students lead a life intertwined with computers, video CDs and mobile phones in their daily lives. This situation faced teachers with the obligation to be technology literate. The teaching of lessons in conventional ways has become unsatisfactory to the information age student, so teachers have to develop their skills in this area. Social media is one of the most important tools that teachers / lecturers have used in recent years to realize the technology dimension in their own lessons. The reason for this may be that the social media environment is more flexible than other systems and reaches larger audiences in terms of the number of users.

According to Ozturk, Ozturk and Ozen (2016) the use of social media, the use of social networks enriched with the opportunities it provides to its users, is becoming more and more common. This situation reveals the fact that the frequency of use of social media in education and training activities increases and that academic staff realize social media based activities in their classes. Therefore, it is necessary for academic staff to work on the use of social networks for educational purposes and to keep up with the rapid development and change in information technologies. In this context, due to the high number of social network users, it is becoming more and more important that academic staff use these tools in an educational context for their professional development.

When the literature is examined, (Seaman and Tinti-Kane, 2013; Evans, 2014; Acarli and Saglam 2015; Manca and Raineri 2016) reveal the importance of using the social media tool by the lecturers in their studies in terms of supporting the lecturer in conveying the content of the course, penetration of the teaching method techniques used in the student, and assessment and evaluation. On the other hand, it has been determined that students have positive attitudes towards Facebook in the researches (Sarsar and Harmon, 2011; Acar and Yenmis, 2014) in which students' opinions about using social media, especially Facebook, are used as learning environment. These results underline that students accept that the use of social media in educational processes is better and more attractive than traditional methods.

Facebook, which is considered as one of the most influential social media tools, is a popular feature compared to its other counterparts in terms of its high number of users and its usage spread all over the world. Today, Facebook has more than 1 billion active users worldwide. More than half of the users are outside the university. The average user has about 140 friends in their profile. More than 3 billion minutes are spent on Facebook worldwide every day. Over 18 million users update their status at least once every day. When looking at Facebook's applications, over 10 million photos, 7 million videos and 28 million content are shared every month. There are active groups of over 25 million active users on the site. The number of Facebook users has increased year by year, reaching over 1 billion users today, almost one in every 5 people in the world has been using Facebook. Even this demographic information shows just how important Facebook is and that it has turned into a phenomenon that needs to be investigated (Bicer, 2014). Ucar (2016) pointed out that social networks such as Facebook are an excellent communication channel by providing feedback to users by sharing information, asking questions, comments and criticisms, while Ramazanoglu and Guler (2020) state that Facebook is connected with the reason of reaching the most information.

The use of this social media tool, which has such a large number of participants, is very important in terms of enriching the content, expanding and updating the examples they offer, and using the same language and modernization of the education administrations they choose through the use of social media. In addition, teaching staff's time to learn and improve themselves in their professional life is one of the most important features of the teaching profession.

Purpose of the research

With this research, it is aimed to examine the effects of Facebook use habits on teaching performance. For this purpose, answers to the following sub-problems were sought;

- What are the descriptive statistics about the effect of lecturers' habits of using 'Facebook' on their performances?
- Does the effect of lecturers' habit of using 'Facebook' on their teaching performances indicate meaningful differences in terms of gender?
- Does the effect of lecturers' habit of using 'Facebook' on their teaching performances indicate meaningful differences in terms of title?
- Does the effect of lecturers' habit of using 'Facebook' on their teaching performances indicate meaningful differences in terms of seniority?
- Does the effect of lecturers' habit of using 'Facebook' on their teaching performances indicate meaningful differences in terms of the faculties where lecturers are employed?

Limitations

This research is limited to the data obtained from faculty members working in Giresun University Faculty of Education, Faculty of Economics and Administrative Sciences and Faculty of Arts and Sciences.

Method

In this study, in which the effect of Facebook use habits on teaching performances was investigated, quantitative research methods were used. Quantitative researches are studies that examine social phenomena through statistical analysis of data that can be measured numerically and aim to discover the laws of social order by revealing cause and effect relationships between these phenomena (Ozturk, 2019).

Universe and Sample

As the research universe, faculty members working in Giresun University Faculty of Education, Faculty of Science and Arts and Faculty of Economics and Administrative Sciences were determined.

It is determined that a total of 178 faculty members work in the relevant faculties in the 2018-2019 fall semester. The sample size desired to be reached was calculated as 108 based on 90 % confidence level and 5 % margin of error, and a total of 112 faculty members were reached. In sampling, stratified sampling method was preferred according to faculty and title.

Table 1. Distribution of Faculty Members by Title

<i>Faculty</i>	<i>Prof (n)</i>	<i>Assoc Prof (n)</i>	<i>Asst Prof (n)</i>	<i>n</i>	<i>Prof (n)</i>	<i>Assoc Prof (n)</i>	<i>Asst Prof (n)</i>	<i>n</i>
Education	8	6	38	52	4	4	24	33
Science	14	18	56	88	11	11	40	55
Economics	10	3	25	38	5	2	11	24
Total	32	27	119	178	20	17	75	112

The data needed in this study were obtained through the FESTQ (Facebook Effect Scale on Teacher Quality) scale developed by Efendioglu (2018). The scale is a tool that measures the effect of teachers' social media experiences on Facebook on their professional (individual and professional) qualifications. The FESTQ scale consists of 40 items with six grades. The items are listed from "Absolutely Disagree" to "Absolutely Agree". For each item, scoring is done from 1 to 6 the highest score that can be obtained from the scale is 240, and the lowest score is 40. FESTQ consists of six (6) sub-factors. As explained, the total variance value was

calculated as 76.70. Exploratory and confirmatory factor analysis of the scale of Turkey who work in 19 different branches in schools in general and actively has been based on data collected from 556 teachers using Facebook. Item load limits of items 1-10 in the “instructional” dimension, which is the first factor of the scale consisting of 6 factors, ranged from .664 to .861, and the alpha reliability coefficient was determined as .977. This factor explains 9.11 % of the total variance. Item load limits of the items between 11-19 in the “general culture” dimension, which is the second factor of the scale, ranged from .660 to .795, and the alpha reliability coefficient was determined as .948. This dimension explains 16.45 % of the total variance. Item load limits of the items between 20-28 in the dimension of “individual qualities”, which constitute the 3rd factor of the scale, vary between .702 and .832, and the alpha reliability coefficient was determined as .935. This dimension explains 20.29 % of the total variance. Item load limits of the items between 29 and 32 in the dimension of “knowing the student”, which is the 4th factor of the scale, ranged from .730 to .858, and the alpha reliability coefficient was determined as .962. This dimension explains 10.17 % of the total variance. Item load limits of the items between 33-36 in the “measurement and evaluation” dimension, which is the 5th sub-dimension of the scale, vary between .784 and .869, and the alpha reliability coefficient was determined as .968. This dimension explains 6.45 % of the total variance. Item load limits of the items between 37-40 in the “special subject area knowledge” dimension, which is the 6th and last factor of the scale, vary between .601 and .753, and the alpha reliability coefficient was determined as .928. This dimension explains 14.23 % of the total variance. As can be seen, the scale consisting of 6 factors explains 76.70 % of the total variance.

Data Analysis

The data obtained in the research were analyzed using SPSS 23 program. The significance level of the selected statistics was accepted as .05. What are the descriptive statistics about the effect of Facebook use habits of faculty members, which is the first sub-problem of the research, on the teaching performance? In descriptive statistics for the question, minimum, maximum, arithmetic mean and standard deviation values are given for each sub-dimension and total data set. Since the data did not show normal distribution, non-parametric statistics were used. While teaching performance levels were analyzed according to the gender variable, the second sub-problem of the research, Mann Whitney U analysis was used. Kruskal Wallis analysis was used to determine the performance levels within the scope of the third, fourth and fifth sub-problems (title, seniority and faculty).

Findings

In this section, the findings reached by analyzing the data obtained within the scope of the problem statement and sub-problems of the research are presented and comments are made on these findings.

Findings and Comments Regarding the First Sub-Problem of the Research

The first sub-problem statement of the research is "What are the descriptive statistics about the effect of lecturers' habits of using 'Facebook' on their performances?" The findings and comments obtained are given through Table 2.

Table 2. Descriptive Statistics on Faculty Members' Performance Levels

<i>Dimensions</i>	<i>n</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
The instructional	112	10	60	35,47	9,105
General culture	112	14	54	33,86	8,107
Individual dimension	112	9	91	28,93	10,089
Knowing the student	112	4	20	11,72	4,436
Assessment and evaluation	112	4	20	10,72	4,313
Special topic	112	4	20	9,5	4,432
The overall total	112	55	204	130,21	27,359

The total score arithmetic average of the academic staff's performance levels is 130.21 (medium degree). The averages for the sub-dimensions are; 35.47 (very high) for "instructional-functional", 33.86 (intermediate) for "general culture", 28.93 (intermediate) for "individual qualification", 11.72 (partial) for "student recognition" degree), 10.72 (partial degree) for "assessment and evaluation" and 9.5 (partial degree) for "special subject area".

Within the scale, "An animation with appropriate content (animation) shared on Facebook contributes to my lessons / lessons." It was determined that the item belonging to the instructional-functional sub-dimension was the item with the lowest value with 3.22 (moderate) score. Within the scale, "A cartoon with appropriate content shared on Facebook contributes to my lessons." It was determined that the item belonging to the instructional-functional sub-dimension was the item with the highest value with 3.79 (good level) score. In another sub-dimension, the general culture sub-dimension, "Facebook enables me to have information about the economic changes in the society." While the item with the format of 3.64 (moderate) is the item with the lowest value, the item in the same sub-dimension "Facebook enables me to have information about technological changes" appears as the item with the highest value with 3.94 (good degree) score. When looking at the individual dimension sub-dimension, "Facebook contributes to my respect for my profession." It was observed that the item in the form of 2.88 (low degree) received the lowest score of this dimension, whereas "Facebook contributes to my motivation for my profession (motivation)" and it was found that this sub-dimension received a high score with 3.54 (high degree). In the sub-dimension of getting to know the student of the scale, the item "Facebook enables me to recognize my students' emotional characteristics" gets the lowest score with 2.85 (low degree), whereas "Facebook enables me to recognize my students' interests" with 3.02 (medium degree) it is the item with the highest score in this sub-dimension. When looking at the measurement and evaluation sub-dimension, the article "Facebook contributes to my students to determine the subject of the project" with the lowest score of 2.62 (low degree), while "the content with appropriate content on Facebook contributes to my oral examination question" item 2.91 (intermediate) and the item with the highest score in this sub-dimension. In the sub-dimension of the special subject area, which is the last sub-dimension of the scale, "Facebook enables me to improve my knowledge about the curriculum I am carrying", while the item with the lowest score value of the last sub-dimension is 2.18 (low grade), whereas "Facebook the item with the highest value of this dimension is 2.78 (moderate).

In the light of these findings, it can be interpreted that faculty members participating in the research follow the technological changes and developments related to the areas of Facebook use. For Facebook faculty members, one of the most frequently used social networks, perhaps the students on their lists show their interests and allow them to get to know them better and reach them more easily in the classroom.

Findings and Comments Regarding the Second Sub-Problem of the Research

The second sub-problem sentence of the research "Does the effect of lecturers' habit of using 'Facebook' on their teaching performances indicate meaningful differences in terms of gender?" The findings and comments are given in Table 3.

Table 3. The Effect of Faculty Members' Habits of Using Facebook on Performance Levels According to Gender (Mann-Whitney U Analysis)

<i>Dimensions</i>	<i>Gender</i>	<i>n</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>
The instructional	Female	46,00	51,68	2377,50	1296,50	.19
	Male	66,00	59,86	3950,50		
General culture	Female	46,00	61,70	2838,00	1279,00	.16
	Male	66,00	52,88	3490,00		
Individual dimension	Female	46,00	57,93	2665,00	1452,00	.70

Knowing the student	Male	66,00	55,50	3663,00	1505,00	.94
	Female	46,00	56,78	2612,00		
Assessment and evalu.	Male	66,00	56,30	3716,00	1450,50	.69
	Female	46,00	55,03	2531,50		
Special topic	Male	66,00	57,52	3796,50	1452,50	.70
	Female	46,00	57,92	2664,50		
	Male	66,00	55,51	3663,50	1459,00	.73
	Female	46,00	57,78	2658,00		
The overall total	Male	66,00	55,61	3670,00		

According to Table 3, the effect of Facebook using habits on teaching performances does not show a significant difference ($p > .05$) for the whole scale and each sub-dimension according to gender variable. This finding does not correspond to the results of the research, which reveals that university students' (Goker, Demir and Dogan, 2010; Kuyucu, 2014) habits of using Facebook showed a significant difference in favor of men. We can link this difference to the fact that students and faculty members' use Facebook for different purposes.

Findings and Comments Regarding the Third Sub-Problem of the Research

The third sub-problem sentence of the research "Does the effect of lecturers' habit of using 'Facebook' on their teaching performances indicate meaningful differences in terms of title?" The findings and comments obtained are reflected in Table 4.

Table 4. The Effect of Faculty Members' Habits of Using Facebook on Teaching Performance According to Title (Kruskall Wallis Analysis)

<i>Titles</i>	<i>n</i>	<i>Rank Average</i>	<i>X²</i>	<i>df</i>	<i>p</i>
Prof. Dr.	20	51,45	.648	2	.723
Assoc. Prof. Dr.	17	59,32			
Asst. Prof. Dr.	75	57,21			
Total	112				

The data in Table 4 reveals that the effect of Facebook use habits on teaching performances does not show a significant difference ($p > .05$) for the entire scale and for each sub-dimension according to their title.

This finding can be interpreted that although faculty members of all ages have relatively different age differences, their habits of using Facebook are not affected by their title in terms of educational activities.

Findings and Comments Regarding the Fourth Sub-Problem of the Research

The fourth sub problem sentence of the research is "Does the effect of lecturers' habit of using 'Facebook' on their teaching performances indicate meaningful differences in terms of seniority?" The findings and comments obtained are given through Table 5.

Table 5. The Effect of Faculty Members' Habits of Using Facebook on Teaching Performance According to Seniority (Kruskall Wallis Analysis)

<i>Seniority</i>	<i>n</i>	<i>Rank Average</i>	<i>X²</i>	<i>df</i>	<i>p</i>
0-10	34	58,38	.390	2	.823
11-20	38	57,47			
21 and over	40	53,98			
Total	112				

Table 5 shows that the effect of Facebook use habits on faculty performance is not affected by their seniority. This finding is also in line with the finding that the effect of Facebook use habits on teaching performances of faculty members, which is the third sub-problem of the research, is not affected by the title.

Findings and Comments Regarding the Fifth Sub-Problem of the Research

The fifth sub-problem sentence of the research is “Does the effect of lecturers’ habit of using ‘Facebook’ on their teaching performances indicate meaningful differences in terms of the faculties where lecturers are employed?” The findings and comments obtained are given through Table 6.

Table 6. The Effect of Faculty Members' Habits of Using Facebook on Teaching Performance According to Faculties (Kruskal Wallis Analysis)

<i>Faculty</i>	<i>n</i>	<i>Rank Average</i>	<i>X²</i>	<i>df</i>	<i>p</i>
Education	33	54,95			
Science	55	56,31	.226	2	.893
Economics	24	59,06			
Total	112				

The data in Table 6 reveals that the effect of Facebook use habits on teaching performances does not show a significant difference for the entire scale and for each sub-dimension according to the faculty they work at.

Discussion and Conclusion

Founded in 2004 to communicate with Harvard University students, Facebook has become widespread over time and has become one of the best web applications in the world, used by almost half of the world's population Facebook, which was used for purposes such as making friends, messaging, sharing videos, pictures and content in addition to getting information and communication in 2007, came to a great social network in a very wide geography (Kucuk, 2019), despite the short time spent on its establishment, almost has taken its place in all areas. Facebook has gone beyond being a communication tool in a short period of time and has made a name especially in the field of education.

In this study, which examines the effects of Facebook use habits on teaching performances, it is concluded that Facebook use habits do not show a significant difference according to their gender, titles, seniority and the faculties they work at. This result is consistent with the research findings made by Yaylak and Inan (2018). This result reveals that faculty members' habits of using Facebook generally show similar characteristics and are independent of gender, academic title, professional seniority and the faculty in which they work.

As part of the instructional technology and material design course, the research aimed to determine the opinions of pre-service teachers about the use of Facebook (Kurt and Ozer, 2015), it was observed that the pre-service teachers' opinions about the use of Facebook in the learning-teaching process. Nevertheless, they stated that teacher candidates stated that such practices facilitated communication and the work of the student besides accessing information. In the research, prospective teachers also suggested opinions that they could reach the lecturer quickly and easily thanks to Facebook, they were informed about the information about the course and that they could get quick feedback. The fast and accurate feedback of students is critical for correcting false learning on time. Correcting the wrong answers by reinforcing the correct answers of the students is a professional teacher behavior that supports the efficiency of teaching. In the study conducted by Topal (1999), it is emphasized that the majority of teachers (90.3 %) have the idea of informing students of their

mistakes as feedback. When the use of Facebook is evaluated in this respect, it is an important actor in terms of the quality of the teaching service as it will enrich and diversify the education services.

When the opinions of teacher candidates (Kurt and Ozer, 2015) regarding the use of Facebook as part of the instructional technologies and material design course are examined, it is seen that the communication of the prospective teachers with the faculty facilitates the use of Facebook, this situation increases the sincerity between the student and the lecturer and saves time. It is seen that the pre-service teachers' utilization of the information shared in the Facebook group mostly benefit from the information about the content of the course, followed by reminders about the sample materials and assignments, respectively. This situation can be attributed to the fact that faculty members regularly share materials about lessons and assignments in Facebook groups and students can easily follow the posts. In addition, most of the opinions of prospective teachers about using Facebook in their teaching lives are that they think of using such applications in their professional lives.

In this study, which examines the effects of Facebook use habits on teaching performances, it is concluded that Facebook use habits do not show a significant difference according to their gender, titles, seniority and the faculties they work at.

Suggestions

- Since social media applications facilitate the communication, information and data flow with students, the teachers should try to include such applications according to the type and quality of their courses. In this regard, the teachers should also update themselves and update them technologically. Since technological innovations have facilitated the work of the teacher as well as increasing the responsibility of the teacher, it has become imperative for the teachers to face this reality.
- It may be beneficial for faculty members who want to use Facebook for educational purposes to design educational environments that will enable students to access some information on Facebook.
- Teachers should be in contact with their students through diversified social media, and should take care to solve their students' problems and support them from an educational perspective. In addition to supporting face-to-face education, this situation will significantly contribute to reducing communication barriers and teacher-student relations by enriching an effective teaching process in terms of communication.

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