

# A STUDY ON THE FACEBOOK USAGE OF PRE-SERVICE TEACHERS IN RELATION TO THEIR TYPE AND SIZE OF FAMILY

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## **ABSTRACT :**

The aim of this study was to examine the level of Facebook usage among pre-service teachers. Participants of this study were 208 pre-service teachers of various government, private-aided and private-unaided B Ed colleges. For the purpose of this study, the tool used was questionnaire of 5-point scale from 'Never' to 'Very frequently', developed by Ilfa – Zaidi, which was useful to collect demographic information and about Facebook usage (general, educational and overall purposes) of pre-service teachers. This study is a quantitative research method which includes collection of data through Survey method. The collected data was then analyzed through Statistical Package for the Social Sciences (SPSS) and MS-Excel, descriptive statistics were used which include frequency, percentage, mean, standard deviation and t-test. The results conclude that there was a significant difference in the Facebook usage(educational purpose) of pre-service teachers of Nuclear and Joint families and of Small and Medium families, but there was no significant difference in the levels of Facebook usage(general, educational and overall purposes) between pre-service teachers from medium and large families, small and large families. Facebook groups provide pre-service teachers with informational, social as well as intellectual support during their teaching practice, it also helps to incorporate the technology into their lives in a way that may differ from intentions of the course instructor.

## **KEY WORDS :**

Facebook, Pre-service teachers, quantitative research method, General and educational purpose of Facebook usage.

## **1. INTRODUCTION:**

Recently, the development and usage of Internet has been shaped and updated the world. It can be considered as the most popular communication medium in the world. It enables the connection of large portion of people in the world through Internet by social networks. The technological tools used by the users of internet are the social networking websites which results in the development of mutual relationships for personal interests, business, games or academic purposes from the global perspective, there are a number of social networking sites which are used as a channel for the purpose of transforming multiple areas of knowledge. The networking through Internet particularly, with the pace of the global

arena, the Facebook has become very popular. In the recent times, Facebook has been used for social networking purpose by the young people of the country. By considering this reality, there are chances to provide the descriptive information about the uses of social networking site like Facebook by the students.

Introduction of infrastructure and technological innovations into countries have always been the adversaries and blessing opportunities for socio-economic and political life of human beings. Every technological innovation has been a topic of debate and center of researchers' attention and same is the case with the development of social networking sites. Various researchers have conducted studies to pinpoint the several impacts of these sites on their users and findings suggested both bright and dark aspects. Hence, many countries gained open access to the Internet due to rapid advances in information technology within last 20 years.

Social networking sites, most notably Facebook have become so popular today that they are leading words on the lips of every student. They love to spend most of their time checking Facebook update, but they don't know that there are many negative effects of using Facebook. Most of the students don't realize the negative effects or impacts of Facebook on their life. And, this addiction can lead to several negative developments.

The focus of this study is to determine the level of impact- Facebook has on the quality of life of college students and their academic performance. In this study, we have used the perception of Facebook and number of hours spent on this medium as predictors of quality of life and academic performance of Pre-service teachers.

#### USES OF FACEBOOK IN AND AROUND THE CLASSROOM :

1. A space for Revision of resources.
2. For homework tasks.
3. Getting updates related to co-curricular events,
4. Use Facebook pages to enable Group Project Work.
5. Collaborate with and learn from other students.

#### BENEFITS OF FACEBOOK :

1. To use time inside and outside of the class better.
2. It provides opportunities for writing.
3. Encourage dialogue, reach more students.
4. Helps students get ahead of the professional curve.
5. Participation and Build connections.
6. Communications.

## 2. NEED FOR THE STUDY / SIGNIFICANCE OF THE STUDY :

Social networking sites, most notably Facebook has become so popular today that it has become leading word on the lips of every student.

According to Al-Mashaqbeh (2015), it is very helpful to provide motivation and opportunity to use technology in an useful way so that students can get a good learning experience during their course.

Clements (2015) suggested that Facebook can be used to enhance extra-curricular engagement in an University education setting and can be valuable to University students beyond the scope of achievement scores.

Cubukcuolu and Elci (2012) states that students use Facebook for uploading, sharing and watching videos and collaborating with their teachers and peers. Moreover, this social network supported students' learning by facilitating them with an opportunity to learn by doing.

According to Deng & Tavares (2013), Facebook groups provide student teachers with informational, social as well as intellectual support during their teaching practice.

Fagioli et al., (2015) revealed that the student teachers seemed to feel that Facebook should be used in their learning because it creates a more interesting learning environment.

According to Irwin et al. (2012), it is interesting to incorporate Facebook into students' academic engagement and to get benefits through enhances communication, interaction and flexibility in the delivery of educational content.

Ivala and Gachago (2012) suggested that technologies in the students' everyday life, such as Facebook enhanced to Cell phones, should be utilized in higher Education to promote student interaction and greater engagement with learning materials.

Junco (2012) stated that both time spent on Facebook and time spent being engaged in certain Facebook activities can be positively predictive, negatively predictive or positively and negatively predictive of engagement, depending on the outcome variable.

Manca& Ranieri,(2017) highlighted that, though not organized explicitly in professional groups, pre-service teachers took advantage of Facebook features to carryout professional and task-oriented interactions on their profiles; this kind of interaction helps individual to share resources, collaboratively construct innovative, instructional strategies and provide support and mentorship.

Paculan, (2013) stated that social networking sites, most notably Facebook has become so popular today that it has become leading word on the lips of every student.

Sendurur et al., (2015) showed that students feel comfortable with social media when it is used as a communication tool among students and instructors.

Singh (2012) stated that student teachers more frequently checked their Facebook account as compared to teacher educators. They use Facebook for sharing educational material, project, homework, resources or

ideas. Other most popular reasons to use Facebook includes keeping up with people they know in the real world and following photos, videos, events etc.,

### **3. OBJECTIVES OF THE STUDY :**

In order to achieve the purpose of the study, the following objectives were stated :

1. To study the use of Facebook by pre-service teachers for general and educational purposes in terms of Facebook messenger, Facebook pages, Facebook groups, Facebook events and other Facebook activities (including newsfeed and wall activities).
2. To study the level of Facebook usage (general, educational and overall purposes) of pre-service teachers in relation to the type of family (Nuclear and Joint family).
3. To study the level of Facebook usage (general, educational and overall purposes) of pre-service teachers in relation to the size of family (Small, Medium and Large family).

### **4. SCOPE OF THE STUDY :**

The main purpose of this present investigation was to study the level of Facebook usage among pre-service teachers in relation to their type of family and size of family. This study was conducted on samples of 208 B Ed college pre-service teachers from different types of college management such as Government, Private-aided and private-unaided.

The level of Facebook usage is treated as dependent variable and Type of family and Size of family were considered as background variables.

Percentage analysis, Mean, standard Deviation and t-test analysis were used to analyze the data, the results and conclusions were drawn based on the analysis and findings.

### **5. STATEMENT OF HYPOTHESES :**

The following hypotheses have been formulated in order to get a direction for the study. The hypotheses have been formulated in the null form :

#### **Null Hypothesis – 1**

There is no significant difference in the levels of Facebook usage (general, educational and overall purpose) of pre-service teachers from Nuclear and joint families.

#### **Null Hypothesis – 2.1**

There is no significant difference in the levels of Facebook usage (general, educational and overall purpose) between pre-service teachers from Small and Medium families.

#### **Null Hypothesis – 2.2**

There is no significant difference in the levels of Facebook usage (general, educational and overall purpose) between pre-service teachers from Medium and Large families.

### Null Hypothesis – 2.3

There is no significant difference in the levels of Facebook usage (general, educational and overall purpose) between pre-service teachers from Small and Large families.

## 6. METHODOLOGY :

The purpose of this study was to examine the level of Facebook usage among pre-service teachers in relation to the effect of type of family and size of family of pre-service teachers. This study was conducted on samples of 208 pre-service teachers from different types of college management such as Government, private-aided and private-unaided B Ed colleges. The level of Facebook usage is treated as dependent variable and type of family of pre-service teachers(Nuclear and joint families) and size of family(Small, Medium and Large families) were considered as background variables for the study. The tool used for the study was a questionnaire-designed by the author- Ilfa - Zaidi which had 2 sections.

Section I- Related to demographic information of the respondent and

Section II- To examine the general, educational and overall usage of Facebook among pre-service teachers.

Items of part-II of questionnaire were analyzed on 5-point scale from Never(1) to Very frequently(5) which were related to general and educational use of Facebook. At the end, the marks were added.

The data obtained was analyzed descriptively and inferentially by calculating percentage, mean, standard deviation and t-values.

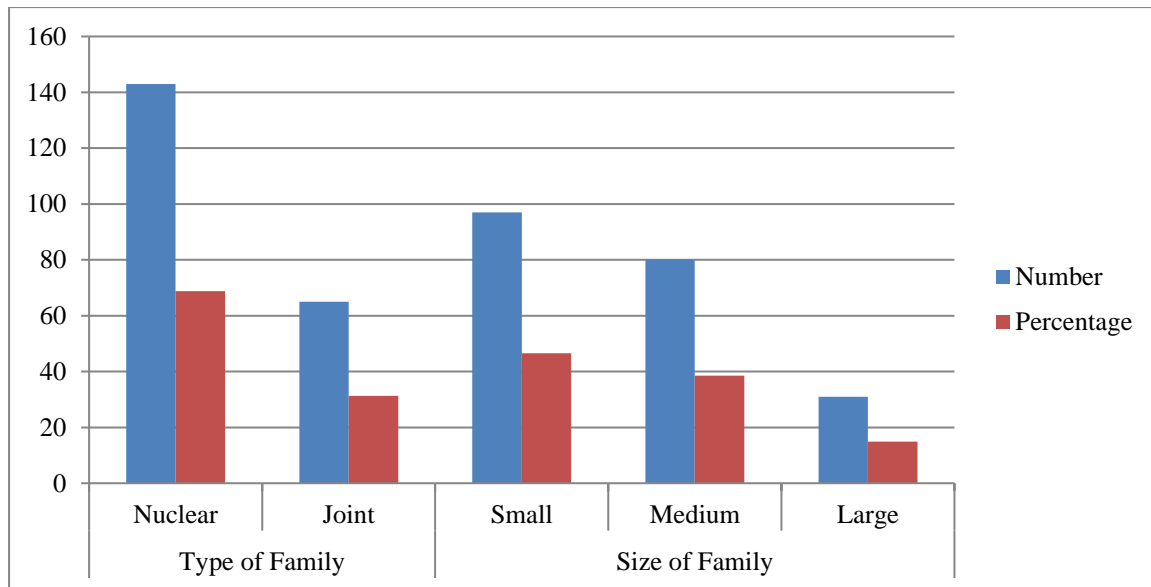
## 7. ANALYSIS AND INTERPRETATION OF DATA:

### Section 1 : Percentage Analysis:

**Table-1** : Shows the distribution of sample over background variables such as type of family, size of family of pre-service teachers.

| Sl. No. | Variable       | Groups  | Number | Percentage |
|---------|----------------|---------|--------|------------|
| 1.      | Type of Family | Nuclear | 143    | 68.8       |
|         |                | Joint   | 65     | 31.3       |
| 2.      | Size of Family | Small   | 97     | 46.6       |
|         |                | Medium  | 80     | 38.5       |
|         |                | Large   | 31     | 14.9       |

**Fig.1** : Graphical representation of distribution of sample over background variables such as type of family and size of family of pre service teachers.

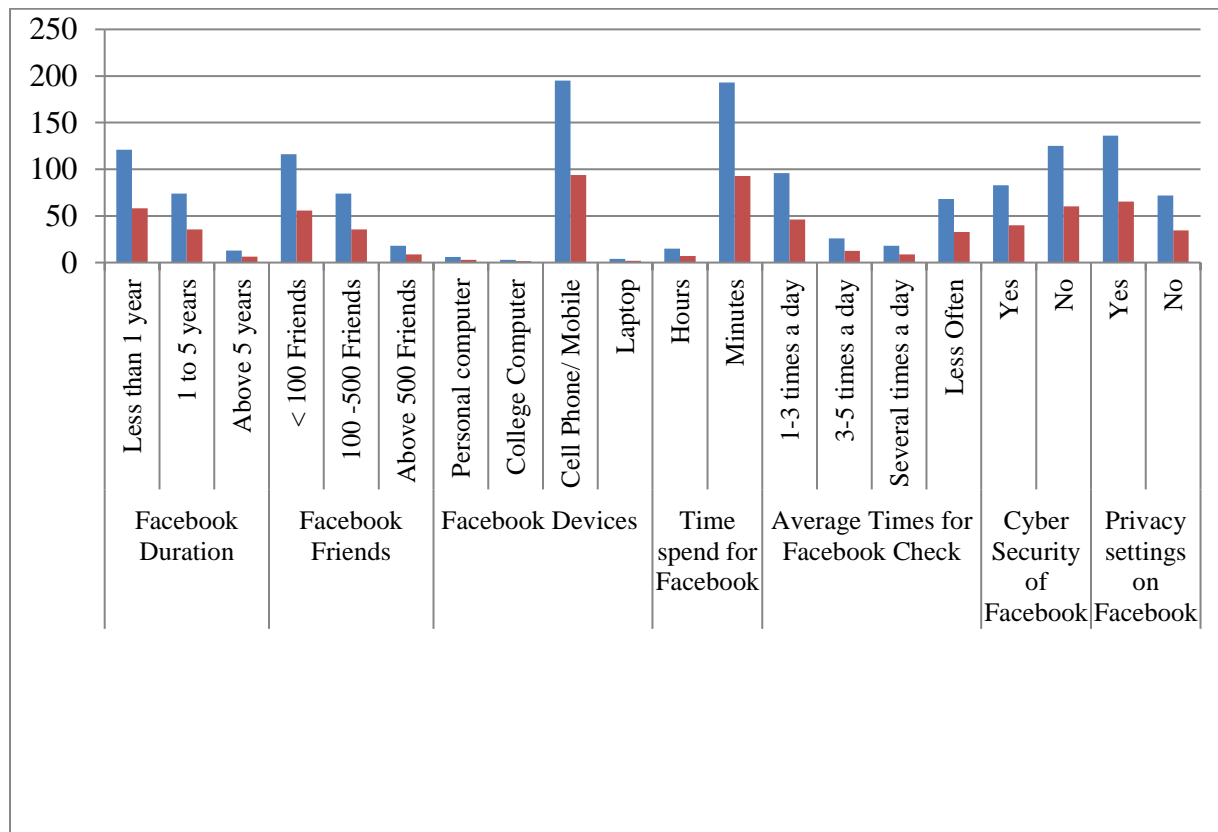


**Table-2** : Table shows variable, groups, number and percentage of level of Facebook usage among pre service teachers.

| Sl. No. | Variable                         | Groups              | Number | Percentage |
|---------|----------------------------------|---------------------|--------|------------|
| 1.      | Facebook Duration                | Less than 1 year    | 121    | 58.2       |
|         |                                  | 1 to 5 years        | 74     | 35.6       |
|         |                                  | Above 5 years       | 13     | 6.3        |
| 2.      | Facebook Friends                 | < 100 Friends       | 116    | 55.8       |
|         |                                  | 100 -500 Friends    | 74     | 35.6       |
|         |                                  | Above 500 Friends   | 18     | 8.7        |
| 3       | Facebook Devices                 | Personal computer   | 6      | 2.9        |
|         |                                  | College Computer    | 3      | 1.4        |
|         |                                  | Cell Phone/ Mobile  | 195    | 93.8       |
|         |                                  | Laptop              | 4      | 1.9        |
| 4       | Time spend for Facebook          | Hours               | 15     | 7.2        |
|         |                                  | Minutes             | 193    | 92.8       |
| 5       | Average Times for Facebook Check | 1-3 times a day     | 96     | 46.2       |
|         |                                  | 3-5 times a day     | 26     | 12.5       |
|         |                                  | Several times a day | 18     | 8.7        |

|    |                              |            |     |      |
|----|------------------------------|------------|-----|------|
|    |                              | Less Often | 68  | 32.7 |
| 6. | Cyber Security of Facebook   | Yes        | 83  | 39.9 |
|    |                              | No         | 125 | 60.1 |
| 7. | Privacy settings on Facebook | Yes        | 136 | 65.4 |
|    |                              | No         | 72  | 34.6 |

**Fig-2 :** Graphical representation of variable, groups, number and percentage of level of Facebook usage among pre service teachers



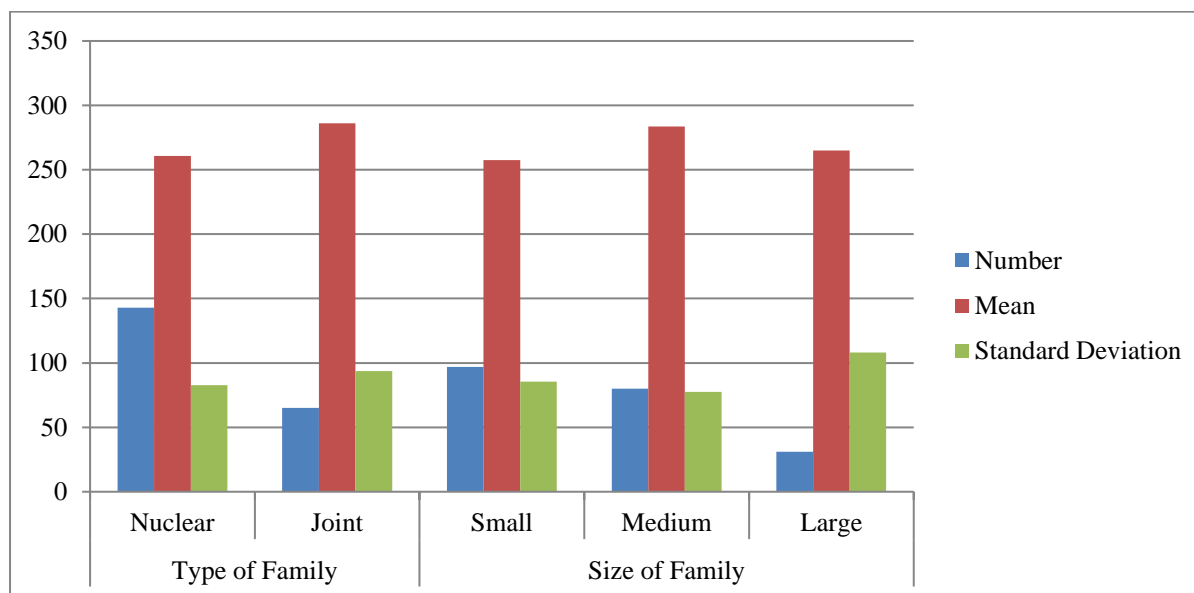
**SECTION-II**

**MEAN AND STANDARD DEVIATION**

**Table-3 :** Table showing the Number, Mean, Standard Deviation of Facebook usage scores of pre service teachers due to variation in their background variables.

| Sl. No. | Variable       | Groups  | Number | Mean    | Standard Deviation |
|---------|----------------|---------|--------|---------|--------------------|
| 1.      | Type of Family | Nuclear | 143    | 260.692 | 82.651             |
|         |                | Joint   | 65     | 286.169 | 93.706             |
| 2.      | Size of Family | Small   | 97     | 257.505 | 85.600             |
|         |                | Medium  | 80     | 283.562 | 77.640             |
|         |                | Large   | 31     | 265.064 | 108.187            |

**Fig.3 :** Graphical presentation showing the Number, Mean, Standard Deviation of Facebook usage scores of pre service teachers due to variation in their background variables.



### **SECTION-III**

#### **‘t’ TEST ANALYSIS**

A t-test is an analysis of two population’s means through the use of statistical examination; a t-test with two samples is commonly used with small sample sizes, testing the difference between the samples when the variances of two normal distributions are not known. ‘t’ test statistical significance indicates whether or not the difference between two groups’ means most likely reflects a ‘real’ difference in the population from which the groups were sampled.

In this section, the researcher find out the significant difference in the level of Facebook usage of Pre-service teachers due to variations in their background variables such as type of family and size of family by using independent ‘t’ test (two tailed equal variance not assumed) analysis. The level of significance was set at 0.05 and 0.01 levels.

#### **Null Hypothesis-1**



There is no significant difference in the levels of Facebook Usage (general, educational and overall purpose) between pre service teachers from nuclear and joint family.

**Table-4** : Showing the Number, Mean, Standard Deviation, ‘t’ value and Levels of Significance of level of Facebook Usage (general, educational and overall purpose) scores of pre service teachers from nuclear and joint family.

| Variable                               | Type of Family | N   | Mean    | Standard Deviation | ‘t’ Value | Level of Sig. |
|--|----------------|-----|---------|--------------------|-----------|---------------|
| Facebook usage for General purpose     | Nuclear        | 143 | 138.657 | 44.184             | 1.51      | NS            |
|  | Joint          | 65  | 149.446 | 49.330             |           |               |
| Facebook usage for Educational purpose | Nuclear        | 143 | 122.035 | 44.513             | 2.07      | *             |
|  | Joint          | 65  | 136.723 | 48.556             |           |               |
| Facebook usage (Total)                 | Nuclear        | 143 | 260.692 | 82.651             | 1.89      | NS            |
|  | Joint          | 65  | 286.169 | 93.706             |           |               |

<sup>ns</sup>Not Significant; \*Significant 0.05 level (1.97) (N=208; df=206)

A comparison of the mean and standard deviations of level of Facebook usage for general, educational and overall usage scores between pre service teachers from nuclear and joint family is shown in the above table-4.

The table-4 shows that the obtained ‘t’ value 2.07 is greater than the table value 1.97 (df=206) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternate hypothesis has been accepted that “there is a significant difference in the levels of Facebook Usage for educational purpose between pre service teachers from nuclear and joint family.” The mean Facebook usage for educational purpose scores of teachers from joint family (136.723) is greater than the mean score of teachers from nuclear family (122.035). It is inferred that teachers from joint family had higher Facebook usage for general purpose than other counterpart.

The table-4 shows that the obtained ‘t’ values 1.51 and 1.88 is lesser than the table value 1.97 (df=206) at 0.05 level of significance. Hence, the null hypothesis is accepted that “there is no significant difference in the levels of Facebook Usage for general and overall purposes between pre service teachers from nuclear and joint family.” It is inferred that teachers from nuclear and joint family had similar type of Facebook usage for general and overall purposes.

**Null Hypothesis-2.1**

There is no significant difference in the levels of Facebook Usage (general, educational and overall purpose) between pre service teachers from small and medium family.

**Table-5** : Showing the Number, Mean, Standard Deviation, ‘t’ value and Levels of Significance of level of Facebook Usage (general, educational and overall purpose) scores of pre service teachers from small and medium family.

| Variable                               | Size of Family | N  | Mean    | Standard Deviation | ‘t’ Value | Level of Sig. |
|--|----------------|----|---------|--------------------|-----------|---------------|
| Facebook usage for General purpose     | Small          | 97 | 137.216 | 45.488             | 1.82      | NS            |
|  | Medium         | 80 | 149.162 | 41.920             |           |               |
| Facebook usage for Educational purpose | Small          | 97 | 120.288 | 46.304             | 2.14      | *             |
|  | Medium         | 80 | 134.400 | 41.491             |           |               |
| Facebook usage (Total)                 | Small          | 97 | 257.505 | 85.600             | 2.12      | *             |
|  | Medium         | 80 | 283.562 | 77.640             |           |               |

<sup>\*\*</sup>Not Significant; \*Significant 0.05 level (1.97) (N=177; df=175)

A comparison of the mean and standard deviations of level of Facebook usage for general, educational and overall usage scores between pre service teachers from small and medium family is shown in the above table-5

The table-5 shows that the obtained ‘t’ value 2.14 is greater than the table value 1.97 (df=175) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternate hypothesis has been accepted that “there is a significant difference in the levels of Facebook Usage for educational purpose between pre service teachers from small and medium family.” The mean Facebook usage for educational purpose scores of teachers from medium family (134.400) is greater than the mean score of teachers from small family (120.288). It is inferred that teachers from medium family had higher Facebook usage for educational purpose than other counterpart.

The table-5 shows that the obtained ‘t’ value 2.12 is greater than the table value 1.97 (df=175) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternate hypothesis has been accepted that “there is a significant difference in the levels of Facebook Usage for overall purpose between pre service teachers from small and medium family.” The mean Facebook usage for overall purpose scores of teachers from medium family (283.562) is greater than the mean score of teachers from

small family (257.505). It is inferred that teachers from medium family had higher Facebook usage for overall purposes than other counterpart.

The table-5 shows that the obtained ‘t’ value 1.82 is less than the table value 1.97 (df=175) at 0.05 level of significance. Hence, the null hypothesis is accepted that “there is no significant difference in the levels of Facebook Usage for general purposes between pre service teachers from small and medium family.” It is inferred that teachers from small and medium family had similar type of Facebook usage for general purposes.

**Null Hypothesis-2.2**

There is no significant difference in the levels of Facebook Usage (general, educational and overall purpose) between pre service teachers from medium and large family.

**Table-6** : Showing the Number, Mean, Standard Deviation, ‘t’ value and Levels of Significance of level of Facebook Usage (general, educational and overall purpose) scores of pre service teachers from medium and large family.

| Variable                               | Size of Family | N  | Mean    | Standard Deviation | ‘t’ Value | Level of Sig. |
|--|----------------|----|---------|--------------------|-----------|---------------|
| Facebook usage for General purpose     | Medium         | 80 | 149.162 | 41.920             | 0.95      | NS            |
|  | large          | 31 | 138.677 | 55.985             |           |               |
| Facebook usage for Educational purpose | Medium         | 80 | 134.400 | 41.491             | 0.73      | NS            |
|  | large          | 31 | 126.387 | 55.177             |           |               |
| Facebook usage (Total)                 | Medium         | 80 | 283.562 | 77.640             | 0.87      | NS            |
|  | large          | 31 | 265.064 | 108.187            |           |               |

<sup>ns</sup>Not Significant (N=111; df=109)

A comparison of the mean and standard deviations of level of facebook usage for general, educational and overall usage scores between pre service teachers from medium and large family is shown in the above table-6

The table-6 shows that the obtained ‘t’ values 0.95, 0.73 and 0.87 are lesser than the table value 1.98 (df=109) at 0.05 level of significance. Hence, the null hypothesis is accepted that “there is no significant difference in the levels of Facebook Usage for general, educational and overall purpose between pre service teachers from medium and large families.” It is inferred that teachers from medium and large families had similar usages of facebook for general, educational and overall purpose.

**Null Hypothesis-2.3**

There is no significant difference in the levels of Facebook Usage (general, educational and overall purpose) between pre service teachers from small and large family.

**Table-7** : Showing the Number, Mean, Standard Deviation, ‘t’ value and Levels of Significance of level of Facebook Usage (general, educational and overall purpose) scores of pre service teachers from small and large family.

| Variable                               | Size of Family | N  | Mean    | Standard Deviation | ‘t’ Value | Level of Sig. |
|--|----------------|----|---------|--------------------|-----------|---------------|
| Facebook usage for General purpose     | Small          | 97 | 137.216 | 45.488             | 0.13      | NS            |
|  | Large          | 31 | 138.677 | 55.985             |           |               |
| Facebook usage for Educational purpose | Small          | 97 | 120.288 | 46.304             | 0.56      | NS            |
|  | Large          | 31 | 126.387 | 55.177             |           |               |
| Facebook usage (Total)                 | Small          | 97 | 257.505 | 85.600             | 0.36      | NS            |
|  | Large          | 31 | 265.064 | 108.187            |           |               |

<sup>ns</sup>Not Significant (N=128; df=126)

A comparison of the mean and standard deviations of level of facebook usage for general, educational and overall usage scores between pre service teachers from small and large family is shown in the above table-7

The table-7 shows that the obtained ‘t’ values 0.13, 0.56 and 0.36 are lesser than the table value 1.98 (df=126) at 0.05 level of significance. Hence, the null hypothesis is accepted that “there is no significant difference in the levels of Facebook Usage for general, educational and overall purpose between pre service teachers from small and large families.” It is inferred that teachers from small and large families had similar usages of facebook for general, educational and overall purposes.

## 8. FINDINGS OF THE STUDY :

By the analysis of data, the following findings emerged. The details are as under-

1. There was a significant difference in the levels of Facebook Usage for educational purpose between pre service teachers from nuclear and joint family.

The mean facebook usage for educational purpose scores of teachers from joint family (136.723) is greater than the mean score of teachers from nuclear family (122.035).

It is inferred that teachers from joint family had higher facebook usage for general purpose than other counterpart.

2. There was a significant difference in the levels of Facebook Usage for educational purpose between pre service teachers from small and medium family.

The mean facebook usage for educational purpose scores of teachers from medium family (134.400) is greater than the mean score of teachers from small family (120.288).

It is inferred that teachers from medium family had higher facebook usage for educational purpose than other counterpart.

3. There was no significant difference in the levels of Facebook Usage for general purposes between pre service teachers from small and medium family.

It is inferred that teachers from small and medium family had similar type of facebook usage for general purposes.

4. There was no significant difference in the levels of Facebook Usage for general, educational and overall purpose between pre service teachers from medium and large families.

It is inferred that teachers from medium and large families had similar usages of facebook for general, educational and overall purpose.

5. There was no significant difference in the levels of Facebook Usage for general, educational and overall purpose between pre service teachers from small and large families.” It is inferred that teachers from small and large families had similar usages of facebook for general, educational and overall purposes.

## **9. DISCUSSION OF RESULTS :**

This quantitative study showed that there was a significant difference in the Facebook usage(educational purpose) of pre-service teachers of Nuclear and Joint families, Small and Medium families, where the Facebook usage mean scores of pre-service teachers of joint families are greater than the Facebook usage mean scores of pre-service teachers of Nuclear families, as well as the Facebook usage mean scores of pre-service teachers of medium families are greater than the Facebook usage mean scores of pre-service teachers of small families, It is also inferred that pre-service teachers from small and

medium families, small and large families as well as from medium and large families had similar type of facebook usage for general purposes.

## 10. CONCLUSION :

Facebook helps instructors to connect with pre-service teachers for class assignments, educational links and upcoming events. Pre-service teachers can contact with their classmates through Facebook in order to complete any educational task and to get information about class assignments. Facebook can be used to develop extra-curricular engagement in higher education and can be helpful for University students.

Facebook may help pre-service teachers for improving their reflective skills to look at their own teaching practices more constructively. Pre-service teachers can share ideas with others and get feedback in online community via., Facebook. There is a window of opportunity within teacher education programs for designing tasks & assignments that require students to work with the affordances of various tools. This could help them develop the technical and pedagogical ability to use more of the potential offered by different social media tools for learning. Therefore, it is possible that media tools for learning. Therefore, it is possible that pre-service teachers may use Facebook in ways that enhance their participation in different educational activities.

## 11. IMPLICATIONS AND SUGGESTIONS :

In the light of findings and conclusion of study, following implications and suggestions were made by the researcher :

1. A significant difference can be found in the Facebook usage among pre-service teachers of Nuclear and Joint families.
2. A significant difference was found in the Facebook usage(Educational purposes) of Pre-service teachers of Medium and Small families.
3. The present study focused significantly on a limited number of pre-service teachers. Further study can be conducted on large sample size to get more accurate results from different universities and specialization area.
4. Further researches can be conducted among other teacher education institutions such as DIETs and CTEs; different courses of teacher education such as D Ed, special B Ed and M Ed.
5. This study is confined only to Facebook; further studies may be conducted w.r.t other social networking sites and applications such as What's app, Twitter, Imo, You tube etc.,
6. Need is also felt to investigate the ethics of using Facebook in the context of Higher education.

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