




ORIGINAL ARTICLE

Determining the Purposes of Social Network Use of Students of Health Sciences, Their Opinions on the Use of Social Networks in Education, and Integrating Social Networks into Their Education

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Abstract

Objective: The objective of this study is to determine the purposes of social media use of students in the health sciences department, their opinions on the use of social networks in education, and integrating social networks into their education.

Method: This is a descriptive cross-sectional study. The study population consisted of 1568 students in the Health Sciences Department of Eastern Mediterranean University. The study sample consisted of 309 students. Data were collected between February 2016 and March 2016.

Results: The students were using social network sites the most for cooperation (13.47 ± 6.38) and the least for meeting people (3.63 ± 2.47). In the sub-dimensions of the Usage Purposes Scale of Social Networking Sites, statistically significant differences were found in meeting people based on gender ($p = .010$), meeting people based on age ($p = .019$), entertainment ($p = .002$), communication ($p = .014$). When asked about their opinion on integrating social networks into their education, 83.8% reported that social networks should be integrated into the education system.

Conclusion: The study found that the students of health sciences use social network sites the most to meet people and the least to communicate. The study also found that the students expect social networks to help them share information-source and help them in group/team work and the students believe that integration of social networks into university education could be useful.

Keywords: Education, Health sciences, Opinions, Social networks, Students

Introduction

Today with technological advancements, use of computers and internet have become an important element in a person's life (Kaya et al., 2015; Tektaş, 2014). Internet has accelerated and facilitated access to information (Tektaş, 2014). According to the Digital Report 2020 of We are Social, there are more than 4.5 billion internet users and the number of social media users is over 3.8 billion in the world (Kemp, 2020). According to the Research on the Household Use of Information Technologies of the Turkish Statistics Institute (TUIK, 2020), 79.4% of the people within the age group of 16-74 use internet and according to gender, 84.7% of men and 73.33% of women use internet.

One of the important technological developments is social networks. Social networks provide opportunity for

communication and information/experience sharing for people and groups who have the same interests (Öztürk & Akgün, 2012; Tektaş, 2014). Among Social Networks, Social Media Sites are the most popular ones. Social Media Sites are virtual platforms which allow interpersonal communication and communication between groups and include posts and sharing of all contents and of all interests (Öztürk & Akgün, 2012).

Technological developments inevitably have a direct or indirect effect on education. Students, being one of the most important constituents of education are also affected by technological developments. In a study in the literature, 82% of the university students who used social media sites used social networks (Lenhart & Madden, 2007:2). According to a study, 51.1% of the students spent half of their online time on social media sites and 69.7% spent

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minimum 2 hours a day on internet (Tektaş, 2014). Nevertheless, motives for internet and social media use can vary depending on the person (Usluel et al., 2014).

The number of studies investigating the reasons of use of social networks and online popular sites and activities has been increasing in recent years (Mazman & Usluel, 2010; Öztürk & Akgün, 2012). University students are able to use social network sites freely to have information about their courses/lessons; to discuss matters and also to communicate with educators and to better express themselves (Barış & Tosun, 2013; Tektaş, 2014). With their frequent use also by university students, with their becoming an essential part of life and integration of into other areas, social networks have become an important part of people's lives (Tektaş, 2014). In the study of McCarthy (2010), which compared virtual and physical learning environments, and social and academic interaction of university students, it was found that social network sites supported learning in universities. In their study, Jones et al. (2010) also reported that social network sites can help to improve communication skills and social connections and be effective in learning based on peer cooperation.

It is reported that social media can be used in education processes. Students' learning process is supported on social media and educators can also support learning and evaluation processes. The study of Toğay et al. (2013) found that social media assisted learning is effective for students, supports their learning processes and improves their education processes. In the study of Ocak et al. (2015), which investigated the purpose of social network use of university students and their learning styles, students with active and intuitional learning styles use social network sites for meeting- recognition and students with visual learning style use it both for social interaction-communication and for education.

For university students studying health sciences, in addition to professional information, skills, and attitudes, technology use is becoming increasingly more important. In this regard, it is important to investigate the purposes of social network use of students of health sciences, their opinions on the use of social networks in education and integration of social networks into their education and use and implement the findings of this study in education planning.

Objective

The objective of this study is to determine the purposes of social network use of students of health sciences, their opinions on the use of social networks in education and integration of social networks into their education.

Main Points

- Students of health sciences use social network sites the most to meet people and the least to communicate.
- Students believe that integration of social networks into university education could be useful.
- Most of the students reported that social networks should be integrated into the education system.

Research Questions

1. What are the purposes of social network use of the students of health sciences?
2. What are the opinions of students of health sciences on the use of social networks in education?
3. What are the opinions of students of health sciences on the integration of social networks into education?

Material and Methods

Study Design

This study is a descriptive and cross-sectional study.

Study Population and Sample

The study population consisted of 1568 students in the Nursing, Physiotherapy and Rehabilitation, Nutrition and Dietetics, Healthcare Management and Sports Sciences Sub-departments in the Health Sciences Department of a university. The sample size was set at 309 with the sample calculation formula with a known population and 309 students were included in the study using the stratified sampling method by means of the department variable. 67 students from the Nursing Department, 113 students from the Physiotherapy and Rehabilitation Department, 78 students from the Nutrition and Dietetic Department, 17 students from the Healthcare Management Department and 34 people from the Sports Sciences Department were included in the study.

Data Collection

Data was collected by the researchers between February 2016 and March 2016. The researchers invited students from the above mentioned departments and provided information about the objective and the method of the study to the students who agreed to participate in the study. After information is provided, "Informed Consent Forms" were distributed to the students and the students were asked to fill them. Data collection took in average 15-20 minutes in the study.

Data was collected with the "Student Demographics Form" and the "Usage Purposes Scale of Social Networks" developed by Usluel et al. (2014) and the "Scale for Integrating Social Media Sites into University Education" and "The Scale for Use of Social Media Sites in Education" developed by Öztürk (2011).

The Student Demographics Form was developed by the researchers using the literature as reference (İşman & Albayrak, 2014; Mazman & Usluel, 2010; Tektaş, 2014). The Form consists of seven questions about gender, age, marital status, etc., as well as education (department, year, grade point average, etc.) and whether they have courses on technology.

The "Usage Purposes Scale of Social Networks" developed by Usluel et al. (2014) is a 7-point Likert-type scale ranging from "I strongly agree" (7) to "I strongly disagree" (1). The scale consists of five factors (Research, Cooperation,

Initiating and Establishing Communication, Maintaining Communication, Content Sharing and Entertainment). The highest score is 182 and the lowest score is 26 in the scale. A limit score can be given about the purpose of use for each factor. High arithmetic mean scores for the purpose of use for each factor are interpreted as intense social network use by the person for the said purpose. The Cronbach Alpha reliability coefficient of the scale is .92 (Usluel et al., 2014). The Cronbach Alpha coefficient was found to be .94 in this study.

The "Scale for Integrating Social Media Sites into University Education" developed by Öztürk (2011) consists of 14 items and has one factor. It is a 5-point Likert-type scale ranging from "I strongly agree" (5) to "I strongly disagree" (1). Items evaluate students' opinions about social media sites and integration of social networks into education. The Cronbach Alpha coefficient of the scale is .94. The Cronbach Alpha coefficient was found to be .94 in this study.

The "Scale for Use of Social Media Sites in Education" developed by Öztürk (2011) consists of 11 items and has one factor. It is a 5-point Likert-type scale ranging from "I strongly agree" (5) to "I strongly disagree" (1). The Cronbach Alpha coefficient of the scale is .88 (Öztürk, 2011). The Cronbach Alpha coefficient was found to be .90 in this study.

Ethical Considerations

Informed Consent Forms were obtained from the students participating in the study. Furthermore, approval and permissions were obtained from the Scientific Research and Publishing Ethics Committee of the Eastern Mediterranean University (ETK00-2016-0046) and from the Dean of the Health Sciences Department of Eastern Mediterranean University. Written permissions were also obtained from the scale developers.

Data Analysis

Study data was evaluated with the SPSS PASW Statistics for Windows, version 18.0. (IBM SPSS Corp.; Armonk, NY, USA). Cronbach's Alpha coefficient was calculated for the reliability tests of the scales used in this study. Arithmetic mean, standard deviation, minimum, and maximum values of the ordinal data obtained with the data collection forms were calculated. For nominal data, frequency and percentage were calculated. Statistical significance was set at $p < .05$.

Limitations

The limitation of the study is that study findings apply for the students of the Health Sciences Department in the University where the study was conducted.

Findings

65.7% of the students in the study were female and the mean age of the participant students was 21.20 ± 1.99 . 21.7% of the students were in Nursing Department, 36.5% were in Physiotherapy and Rehabilitation Department, 25.3% were in Nutrition and Dietetics Department, 5.5% were in Healthcare Management Department and 11% were in

Sports Department. The general point average was $2.01-3.00$ for 52.1% of the students in the last term and for 64.4% of the students in all years and 79% had a course on technology computers (Table 1).

Purposes of Social Network Use of the Students of Health Sciences

According to the findings in the sub-scales in the Usage Purposes Scale of Social networks, the students used social networks the most for cooperation (13.47 ± 6.38) and the least for communication (3.63 ± 2.47) (Figure 1).

When factors affecting the students' purpose of use of social networks were reviewed in the research, a statistically significant difference was found between the sociodemographic characteristics of the students in the department and the research subscale ($KW = 19.012$; $p = .001$) (Table 1). When the difference between the groups were examined; Nursing and Physiotherapy and Rehabilitation ($U = 2522.500$; $p = .000$), Nursing and Nutrition and Dietetics ($U = 1974.000$; $p = .009$), Nursing and Sport Sciences ($U = 842.000$; $p = .028$), Physiotherapy and Rehabilitation and Health Management ($U = 562.500$; $p = 0.005$), Nutrition and Dietetics and Health Management ($U = 463.500$; $p = .049$) in the research sub-dimension, communicating by gender ($U = 8869.500$; $p = .010$), starting communication with age ($U = 6506.500$; $p = .019$), entertainment ($U = 5984.500$; $p = .002$), communicating ($U = 6469.500$; $p = .014$), a statistically significant difference was found in the sub-dimensions (Table 1).

According to the study findings, there was no statistically significant difference between taking computer courses or not, grade point average (GPA) in the last term and grade point average (GPA) ($p > .05$) (Table 1).

Opinions of Students of Health Sciences on the Use of Social Networks in Education

In the Usage Purposes Scale of Social Networks, 92.6% of the students expressed that "Social media sites can be used to make announcements about schools, classes or courses." 90.3% of the students expressed that "Social media sites can help to share information about courses or other educational activities" (Table 2).

Opinions of Students of Health Sciences on the Integration of Social Networks into Education

In the "Scale for Use of Social Network Sites in Education," 88.7% of the students used the following expression "I believe that free use of social media sites by everyone is an equality of opportunity," and 83.8% of the students expressed that "Social media sites must be included in today's education system" (Table 3).

Discussion

The findings according to the analysis of this study with the objective of determining the purposes of social network use of students of health sciences, their opinions on the use of social networks in education and integration of social networks into their education are discussed below.

Table 1 Comparison of Some Demographic Characteristics and Usage Purposes for Social Networks Sub-Dimension Mean Scores and Analysis									
	Research	Cooperation	Initiate Communication	Establish Communication	Maintain Communication	Share Content	Entertainment	UPSSMS**	
Gender	X ± SD	X ± SD	X ± SD	X ± SD	X ± SD	X ± SD	X ± SD	X ± SD	
Female	4.96 ± 3.23	12.99 ± 6.34	9.53 ± 4.14	3.44 ± 2.43	8.74 ± 4.72	12.11 ± 6.25	7.02 ± 3.75	69.90 ± 27.04	
Male	5.57 ± 3.77	14.36 ± 6.37	8.95 ± 3.94	3.98 ± 2.48	9.08 ± 4.69	13.42 ± 6.51	7.43 ± 3.67	74.58 ± 29.03	
Test value	U = 9511.0	U = 9413.5	U = 9861.5	U = 8869.0	U = 10,208.0	U = 9423.0	U = 9998.0	U = 9775.0	
p	p = .089	p = .071	p = .228	p = .010	p = .459	p = .073	p = .306	p = .187	
Age									
18-22	5.00 ± 3.29	13.24 ± 6.45	9.04 ± 3.95	3.52 ± 2.49	8.65 ± 4.72	12.27 ± 6.35	6.79 ± 3.57	69.54 ± 27.37	
23-34	5.79 ± 3.87	14.28 ± 6.06	10.42 ± 4.34	4.00 ± 2.34	9.61 ± 4.61	13.62 ± 6.34	8.53 ± 3.95	78.75 ± 28.29	
Test value	U = 6939.0	U = 6937.0	U = 6506.5	U = 6469.5	U = 6889.0	U = 6857.5	U = 5984.5	U = 6237.5	
p	p = .088	p = .092	p* = .019	p* = .014	p = .078	p = .071	p* = .002	p* = .006	
Department									
Nutrition ^a	5.78 ± 4.06	14.08 ± 6.76	9.31 ± 4.45	4.01 ± 2.95	9.30 ± 5.54	12.96 ± 6.79	7.40 ± 4.25	75.02 ± 31.90	
Physiotherapy ^b	5.63 ± 3.37	13.92 ± 6.74	10.04 ± 3.90	3.87 ± 2.62	9.50 ± 4.77	13.26 ± 6.34	7.47 ± 3.48	75.26 ± 27.43	
Sports ^c	5.49 ± 4.12	13.89 ± 6.12	8.09 ± 3.57	3.17 ± 1.75	7.97 ± 3.99	13.22 ± 7.04	7.31 ± 3.51	69.75 ± 28.43	
Nursing ^d	3.95 ± 2.12	12.16 ± 5.69	9.16 ± 4.00	3.19 ± 1.95	8.14 ± 3.97	10.82 ± 5.51	6.50 ± 3.64	64.61 ± 22.29	
Healthcare management ^e	3.58 ± 1.41	11.92 ± 4.38	7.92 ± 3.97	2.82 ± 1.26	7.08 ± 3.22	11.56 ± 5.36	6.31 ± 3.36	61.11 ± 22.25	
Test value	KW = 19.012	KW = 3.92	KW = 9.154	KW = 2.486	KW = 6.42	KW = 6.57	KW = 5.079	KW = 7.41	
p	p* = .001 a > d, b > d, c > d b > e, a > e	p = .416	p = .057 b > e, b > c	p = .647	p = .170	p = .160 b > d	p = .279 b > d	p = .115 b > d	
Take Computer Courses									

Table 1
Comparison of Some Demographic Characteristics and Usage Purposes for Social Networks Sub-Dimension Mean Scores and Analysis (continued)

	Research	Cooperation	Initiate Communication	Establish Communication	Maintain Communication	Share Content	Entertainment	UPSSMS**
	X ± SD	X ± SD	X ± SD	X ± SD	X ± SD	X ± SD	X ± SD	X ± SD
Yes	5.33 ± 3.61	13.50 ± 6.43	9.12 ± 4.10	3.59 ± 2.43	8.88 ± 4.81	12.39 ± 6.29	7.07 ± 3.71	71.07 ± 28.30
No	4.57 ± 2.59	13.32 ± 6.20	10.13 ± 3.88	3.73 ± 2.60	8.75 ± 4.33	13.19 ± 6.62	7.48 ± 3.76	73.16 ± 25.89
Test value	U = 7356.0	U = 7907.0	U = 6780.0	U = 7826.5	U = 7812.5	U = 7357.0	U = 7328.0	U = 7445.0
p	p = .362	p = .971	p = .072	p = .869	p = .854	p = .370	p = .346	p = .449
Grade Point Average (GPA) in the Last Term								
1.00-2.00	4.82 ± 3.23	12.64 ± 5.84	8.72 ± 4.35	3.44 ± 2.37	7.67 ± 3.59	11.49 ± 6.18	6.87 ± 3.45	66.26 ± 24.68
2.03-3.00	5.35 ± 3.52	13.75 ± 6.43	9.68 ± 3.92	3.87 ± 2.53	9.38 ± 4.79	12.80 ± 6.22	7.50 ± 3.62	74.08 ± 28.24
3.01-4.00	5.05 ± 3.39	13.39 ± 6.54	9.07 ± 4.16	3.31 ± 2.37	8.59 ± 4.95	12.68 ± 6.67	6.75 ± 3.97	69.89 ± 28.22
Test value	KW = 1.18	KW = 1.17	KW = 2.54	KW = 4.00	KW = 5.32	KW = 1.90	KW = 5.16	KW = 3.98
p	p = .554	p = .555	p = .280	p = .135	p = .070	p = .386	p = .076	p = .136
Grade Point Average (GPA)								
1.00-2.00	4.96 ± 3.22	12.71 ± 5.97	8.64 ± 4.43	3.70 ± 2.53	8.06 ± 3.95	12.00 ± 6.52	7.41 ± 3.84	68.40 ± 26.83
2.01-3.00	5.27 ± 3.48	13.70 ± 6.35	9.70 ± 3.91	3.67 ± 2.44	8.95 ± 4.78	12.73 ± 6.31	7.27 ± 3.60	72.78 ± 27.59
3.01-4.00	5.01 ± 3.47	13.26 ± 6.74	8.70 ± 4.22	3.44 ± 2.50	9.10 ± 4.96	12.41 ± 6.47	6.65 ± 4.00	69.75 ± 29.11
Test value	KW = .44	KW = 1.35	KW = 4.41	KW = .76	KW = .96	KW = .71	KW = 2.83	KW = 1.49
p	p = .799	p = .507	p = .110	p = .681	p = .617	p = .698	p = .242	p = .474

*p < .05.

**UPSSMS: Usage Purposes Scale of Social Media Sites.

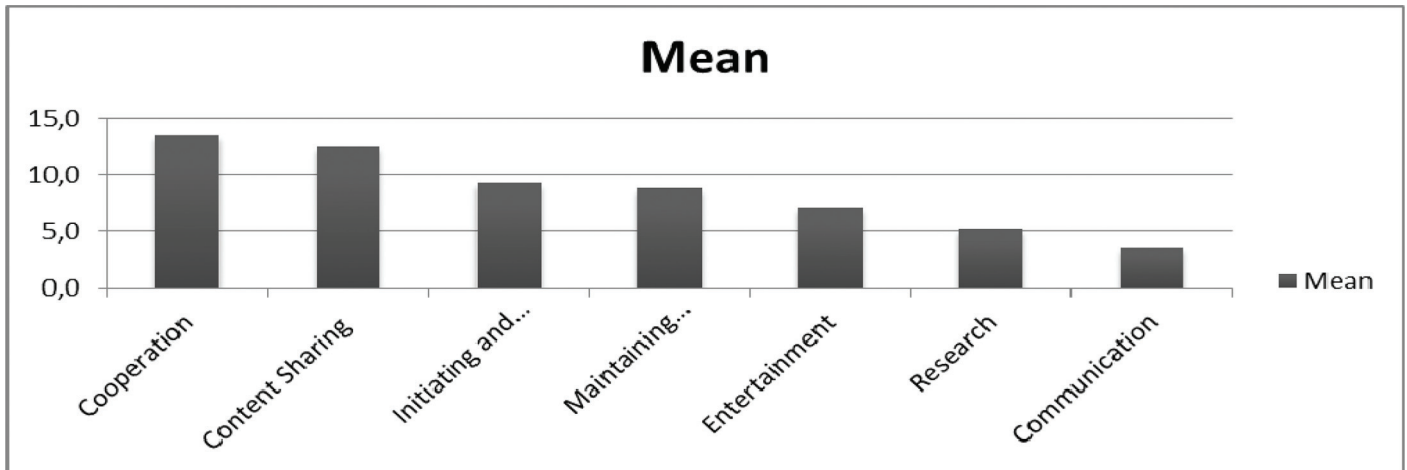


Figure 1. Sub-Dimension Mean Scores of Students of Health Sciences in the Usage Purposes Scale for Social Networks (n = 309)

Table 2
Opinions of Students in Health Sciences on the Use of Social Media Sites (SMS) in Education (N = 309)

	I Strongly Agree/I Agree		Not Decided		I Strongly Disagree/I Disagree	
	Number	%	Number	%	Number	%
SMS help to communicate information/notices about school, class or courses	286	92.6	16	5.2	7	2.2
SMS help to share information about courses or about other educational activities	279	90.3	23	7.4	7	2.2
SMS help to establish communication between school friends.	268	86.7	30	9.7	11	3.6
SMS help to create academic groups (communities) according to common interests and needs.	263	85.1	35	11.3	11	3.5
SMS help to send course materials and sources.	263	85.1	34	11.0	12	3.9
SMS help to give assignments and other course related work	261	84.5	32	10.4	16	5.2
1. SPS help to conduct team work	259	83.8	36	11.7	14	4.5
1. SMS help to provide multimedia support during teaching (video, animation audio.).	251	81.3	40	12.9	18	5.9
1. SMS help to achieve access to a rich variety of sources and materials for learning.	247	79.9	37	12.0	25	8.1
SMS help to establish communication between teachers and students.	235	76.1	48	15.5	26	8.4
SMS help with in-classroom discussions.	187	60.5	76	24.6	12	3.9

*SMS: Social Media Sites.

Table 3
Opinions of Students in Health Sciences Department on Integration of Social Media Sites into University Education (N = 309)

	I Strongly Agree/Agree		Not Decided		I Strongly Disagree/I Disagree	
	Number	%	Number	%	Number	%
SPS must be integrated into today's education system.	259	83.8%	38	12.3%	12	3.9%
Every university should integrate SMS to support education.	253	81.9%	41	13.3%	15	4.9%
SMS are suitable for our education structure.	220	71.2%	67	21.7%	22	7.1%
SMS, thanks to their infrastructure, can be used as an education environment.	197	63.8%	86	27.8%	26	8.4%
I think I have sufficient information and skills for educational activities that will be done on the SMS.	215	69.6%	71	23.0%	23	7.4%
The quality of education will improve when SMS are used in university education.	222	71.9%	62	20.1%	25	8.0%
SMS have the right structure to provide multimedia support in education.	237	76.7%	54	17.5%	18	5.8%
I believe it will be useful for teachers to share course contents with the groups created on SMS.	252	81.5%	37	12.0%	20	6.5%
I believe it is necessary to integrate SMS into university education.	220	71.1%	65	21.0%	24	7.8%
Success will increase when formal education in universities is supported with SMS.	212	68.6%	76	24.6%	21	6.8%
SMS are applications that can assist in online education systems in universities.	223	72.2%	56	18.1%	29	9.4%
SMS is important for lifelong learning.	227	73.5%	61	19.7%	21	6.8%
Each course should have an SMS group with the teacher being the group admin.	257	83.2%	41	13.3%	11	3.6%
I believe that free use of SMS by everyone provides an equality of opportunity in education.	274	88.7%	18	5.8%	17	5.5%
*SMS: Social Media Sites						

According to the evaluations of the purposes of social network use, the students used social networks the most for cooperation and the least for communication (Figure 1). According to the study findings, it can be concluded that students use social networks for team work for assignments and projects. Similar to the findings of this study, in the study of Diker and Uçar (2016) which investigated the purpose of social media use for university students, student used social networks most to research and find information, to find materials that support their opinions, to cooperate with others, to be with people who have the same interests, to have information about events and activities, to chat and write messages and to share images. In the study of Filiz

et al. (2014), the authors investigated the Usage Purposes of Social Network Sites of the Students of Computer and Instructional Technology Education and they found that the students used social network sites to communicate with their friends in the "Social interaction and communication" Sub-dimension, to meet people from other cultures in the "Meeting and Recognition" sub-dimension and to research for their assignments and projects in the "Educational purposes" sub-dimension. In their study on the opinions of health sciences students on information and communication technologies, Tütüncü and İleri (2021) found that 12.4% of the students used internet for entertainment and 12.1% of the students used it to make research.

Different from our study findings, in the study of Çömlekçi and Başol (2019), the authors determined that students used social media the most for entertainment, communication and to be updated and the least to have access to people, for personal presentation and to share information and to get to know people better. According to another study, the main purpose of use of social media sites was to communicate with their old friends again and to find dormitories or courses offline (Ellison et al., 2007). Similar to this finding, 55.3% of university students used social media sites to find their old friends (Öztürk & Akgün, 2012); and in another study the main purpose of students to use social networks was to communicate/chat with their friends (Aydın, 2016; Eroğlu & Yıldırım, 2017; Koç & Tatlı, 2017; Waqas et al., 2016). In the study findings, communication sub-dimensions had the lowest score, which could mean that students do not see social networks as a communication tool and rather use their mobile devices to communicate.

According to this study, the students who spent the most time on social media were in the Nutrition and Dietetics Department and the students who spent the least time on social media were in the Healthcare Management Department (Table 1). When the difference between groups was evaluated, students in the Nursing Department spent less time on social network sites than the students in the Physiotherapy and Rehabilitation, Nutrition and Dietetics and Sports Sciences (Table 1). This difference is thought to be caused by different curriculums used in these departments. Although there is not any study in the literature that compares nursing students with students of other health sciences departments in their study on the opinions of health sciences students on information technologies Tütüncü and İleri (2019) found that there was a statistically significant difference in the total mean scores of the students between departments and this difference was caused by the students in the healthcare management department ().

When the relationship between gender and communication sub-dimension was investigated, although 65.7% of the participants were female, female students had less communication on social networks than male students (Table 1). The reason for this could be that men are more active users of internet and social network sites. According to the 2020 Digital Report of "We Are Social," women tend to be more "unconnected" than men (Kemp, 2020). Similar to this report, in their study on the opinions of health sciences students on information and communication technologies, Tütüncü and İleri (2019) found that male students had higher mean scores in information and communication technologies attitude scale than female students. Similar to these results, another study found that men used social network sites for meeting and recognition more than women (Akyazı & Tutgun Ünal, 2013); and again another study found a significant difference in gender in students' use of social network sites for "meeting and recognition" sub-dimension and male students preferred to use social network for meeting and recognition more than female

students (Filiz et al., 2014). Furthermore, in a different study; examining the purpose of using social networks of university students, it was found that the gender variable did not affect the social media usage purposes of university students, however, there was a significant difference in terms of gender variable in the context of male students in the sub-dimension of initiating communication (Karaoğlu Yılmaz & Yılmaz, 2018). Different from the study findings, there are also studies that found that female students spend most of their online time on social network-social media sites (Tektaş, 2014).

According to the study findings, there was a statistically significant difference between people in the 23-34 age group and the people in the 18-22 age group for initiate communication ($p = .019$), establish communication ($p = .014$), entertainment ($p = .002$) sub-dimension and the scores of those in the 23-34 age group were higher than those in the 18-22 age group. Also, there was a statistically significant difference between scale total score average ($p > .05$, $p = .006$) (Table 1). According to the findings of the study, it is possible to conclude that establishing communication and entertainment as motives to use social networks increased with age. Unlike the results, in Er et al. (2019) study, there was a negative low level relationship has been identified between the age variable of the participants and the entertainment sub-dimension.

According to the study findings, there was no statistically significant difference between taking computer courses or not, grade point average (GPA) in the last term and grade point average (GPA) ($p > .05$) (Table 1). It is possible to conclude that computer lesson and computer knowledge do not affect usage of social networks. Also, if we accept grade point average in the last term and grade point average as a criterion of success, they do not affect usage of social networks. Wakil et al. (2018) study shows that using social media has a negative impact on students' grades. As the duration of Facebook usage increased, it was observed that the overall average grades decreased. Similar to these findings, Hasnain et al. (2015) concluded that the academic performance was affected by using social media. Unlike these results, in the Waqas et al. (2016) study, it was determined that university students expressed their opinions in strongly agree/agree about the effect of addiction to social networking sites (69.4%) and using social networking sites (60.8%) on academic success.

In this study, students were in favor of use of social networks in their education and integration social networks into education (Tables 2 and 3). In their study, Akyazı and Tutgun Ünal (2013) analyzed the purpose of using social network sites to "research for school projects/assignments" and found that 71.9% of the students agreed on this. Again in this study, when the purpose of "researching groups and activities for educational purposes" was analyzed, 81.3% of the students reported they used social network sites for this purpose. Additionally this study found that women used social network sites more than men for educational

purposes (Akyazı & Tutgun Ünal, 2013). In their study, Öztürk and Akgün (2012) also concluded that most of the students believed that social media sites should be integrated into the education system. Similar to these results, Tess (2013) conducted a literature review and states that most of the studies investigating learning outcomes and student achievement regarding social networking sites in educational settings reported positive results. In their study, Yılmazsoy and Kahraman (2017) reported that students were in favor of using Facebook in education (Yılmazsoy & Kahraman, 2017). In a study which investigated the effects of social media on university students in Iraq, 22.88% of the students participated in the study reported that they used social media for their studies, 74.62% reported that they followed their universities on social media, 25.87% reported that they considered social media as an important source for their academic work, 39.30% reported that they considered social media as an alternative to scientific sources, 24.37% reported that they considered social media as a reliable academic information source, 50.74% reported that social media was a tool to save time, effort and money to have access to academic information (Aljuboory et al, 2020). Social network sites are important because multiple users can have access to these social network sites, social network sites are continuously updated, allows online sharing by everyone, easy access with mobile devices, an interactive platform that supports learning, fast access to information, promotes creativeness of students, and allows cooperative learning (Bilen et al., 2014; İşman & Albayrak, 2014). All this information supports the findings of literature search.

This study found that students of Health Sciences used social network sites the most for cooperation and the least to communicate. Regarding purposes of use of social network; male students used social network more for communication, students in the 23-24 age group used social network sites to communicate, to initiate communication and for entertainment.

A statistically significant difference was found between nursing department students and Physiotherapy and Rehabilitation, Nutrition and Dietetics and Sports Sciences students for research sub-dimension. This study found that students expected to use social networks for information - source sharing and team work and believed that integration of social networks into university education would be useful.

Recommendations

Use of social network sites is increasing especially in the age groups that also include university students. Higher percentage of use is the result of easy access to internet thanks to advancing technologies today and the age group of university students who are expected to actively communicate with their peers. Based on this information and study findings, it is recommended for universities to use social network sites in education and integrate them into education.

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