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## Opinions of Faculty Members on the Effects of Using Social Media in Higher Education

**Nurgun Gencil**   
Ministry of National Education, Turkiye

**Ahmed Elmabaredy**   
Suez University, Egypt

**Cetin Semerci**   
Bartın University, Turkiye

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## Opinions of Faculty Members on the Effects of Using Social Media in Higher Education

Nurgun Gencel, Ahmed Elmabaredy, Cetin Semerci

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### Abstract

This study aims to evaluate the opinions of faculty members about the effects of social media in education. The research was carried out as a qualitative study, and phenomenological design was used in the study. We selected a total of 36 faculty members to participate in an interview about their perceptions of social media effects on education. The results showed that most faculty members think that social media is an effective educational tool. In the context of the positive aspects, the role of social media in higher education is indicated as a support tool, a follow-up tool for educational activities, an entertaining platform, communication tool, resource, learning management tool and a guide. According to the findings, more than half of the academics think that the role of social media in education is positive. The study predicts that social media will have different roles in future education with the increasing number of users every day.

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### Introduction

Communication is of vital importance to people from the first day they come into the world (Vertino, 2014). While it is still going on in the 21<sup>st</sup> century, it can be observed that communication with technological developments has largely moved to the digital environment and indirectly affected education. Especially after the fourth industrial revolution, the use of internet-based technologies among individuals has increased as these technologies increase in number and become cheap and easily accessible (Townsend et al., 2016). Today, more than 5.1 billion persons around the world use the internet, and there are more than 4,8 billion persons around the world use social media (Datareportal, 2023). According to the indicators of since Covid-19, the use of social media is constantly increasing, especially in education, to distance contact between students and teachers. Social media refers to the sharing of feelings, ideas and emotions, content sharing, interpersonal communication, and acquisition of information through technological tools (Tavşanlı & Akaydin, 2017). Some features of social media are as follows (Güzel, 2020):

1. *Interaction Feature*: The social media environment gives people the opportunity to interact with each other.
2. *Concurrency (asynchronization) feature*: In the social media environment, shares are shared independently of time.
3. *De-Massification Feature*: In the social media environment, people can communicate as a couple or collectively.

Social media seems to be an ideal environment in that it is constantly updated and easily accessible. Opinions can be written; photos and videos can be shared on social media. People can visit any website and communicate with whomever they want in the social media environment (Boyd & Ellison, 2007). In addition, establishing an emotional bond with social media platforms causes people to feel the need to constantly stay in these virtual environments (Brailovskaia et al., 2020). Users who access any information whenever they want and follow the updates every day develop social media addiction (fear of missing out) after a while (Przybylski et al., 2013).

Users who constantly use the internet as social media addicts cannot stop their desire to connect; in the meantime, they also try to cope with different symptoms such as mood swings and feeling of guilt based on failing their obligations and desires (Morahan-Martin & Schumacher, 2000). In the relevant study, it has also been observed that the rate of academic procrastination is likely to be high in students with high-level social media addiction (Gür et al., 2018). In this context, it is expected that students who use social media activity cannot concentrate on school subjects. It may be thought that many social media platforms that have emerged over the years have influenced the active use of students in this way. Some social media platforms, which ensure that their users constantly stay in the system and receive updates, are presented with their historical developments in Figure 1.

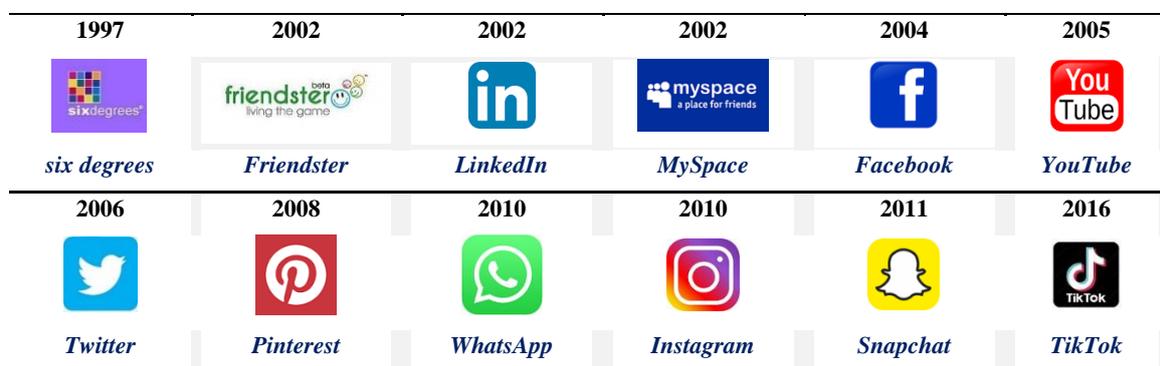


Figure 1. Historical Development of the Most Popular Social Media Platforms Worldwide

The first social networking site that was established is six degrees. Then, in 2002, the social platform Friendster was founded, and in the same year, LinkedIn was launched. Also, in 2002, Myspace social networking service was launched. In 2004, Facebook platform was created, which is the most powerful social media. Furthermore, in 2005, YouTube social media platform was launched, after that, in 2006, Twitter network was created. In 2008, Pinterest social media platform was launched. WhatsApp and Instagram were launched in 2010. Moreover, in 2011, Snapchat platform was launched, while in 2016, it was the first appearance of TikTok platform. Social media environments have evolved in this way, having had a significant impact on sustainable education over time (Abbas et al., 2020).

Social media enriches educational experiences as a tool and can be easily integrated into learning processes (Öztürk & Talas, 2015). In addition, it can be stated that social networking applications of social media support collaborative learning and informal education (Albion, 2007; Friedman & Friedman, 2013; Pettenati & Ranieri, 2006; Selwyn, 2007). Today, the number of people who use social media education and academic career is quite

high. Some previous studies have found that the use of the Facebook social media platform, which has the highest number of users in the world, for educational purposes can positively increase student course achievement, motivation, or approach (Awidi, Paynter & Vujosevic, 2019; Saini & Abraham, 2019; Yilmazsoy & Kahraman, 2017; Yusuf & Ali, 2023). While particularly the video sharing platforms help to learn through the presentation, collaborative learning is also provided on social media platforms where simultaneous sessions can be performed.

The effective usage of social media by students in the field of education has made it necessary to present new roles to educators. Educators, who have a generation gap with their students, must follow the innovations regarding their discipline while trying to catch up with the innovations in technology. There are studies indicating that the usage of social media in education may develop positive attitudes in students toward lessons (Aba & Makinde, 2023; Chamba-Rueda, Armas & Pardo-Cueva, 2023; VanDoorn & Eklund, 2013).

A recent scientific study has revealed that the competence level of Y and Z generations related to social media use is higher than that of the Baby Boomer and X generations (Tutgun-Unal & Deniz, 2020). This study shows that educators should use social media platforms for education in which students will be more motivated. There is also scientific work indicating that classroom-based social media pages can be beneficial in comparison to online discussion boards since students already use social media in their personal lives (DiVall & Kirwin, 2012; Hamilton et al., 2020). Many studies in recent years have focused on the effects of social media (Carpender & Krutka, 2014; Mao, 2014; Kurtz, 2009; Muls et al., 2020; Marich, 2016; Smith, 2017; Visser et al., 2014; Wright, 2010).

Considering social media, Damico and Krutka (2018) emphasize raising awareness in terms of teacher beliefs, habits, and behaviors. Alsunni and Latif (2021) highlight psychological problems of students. Carpendar and Harvey (2019) underline personal and interpersonal challenges in school communities and online educator communities; on the other hand, Goodyear, and Armor (2021) have revealed findings that will help social media improve the education of students. With similar studies, it is possible to say that the number of studies on the place of social media in education has increased especially in recent years. It can be said that the main reason for this is the pandemic situation.

In the last few years, the world has faced a huge pandemic that has never been encountered before. People have even lived in quarantine for a long time without ever leaving their homes on occasions. Therefore, it can be assumed that they have increased their use of social media to escape stress initiated by the situation (Brailovskaia & Margraf, 2021). Due to the pandemic, university students have been forced to learn from home (Sujarwo et al., 2020). On the other hand, social media encouraged users to establish communication that they lack in real life (Vilnai-Yavetz & Tifferet, 2015).

### **Research Aim and Questions**

The current study focused on the effects of using social media in education, as well as exploring and evaluating the opinions of faculty members about these effects in terms of positive and negative aspects. We are interested

in investigating the role of social media in Higher Education. Considering that students spend a lot of time on social media networks, the use of which is quite common among young people, it is important to determine the positive and negative aspects of university education to evaluate this environment. Also, we are trying to explore the metaphors used for social media. For this purpose, the following questions were studied:

Q1: What is role of social media in Higher Education?

Q2: What is positive influence of social media on education at universities?

Q3: What is negative influence of social media on education at universities?

Q4: What are the metaphors used for social media?

## **Method**

This study was conducted as qualitative research, which studies how participants perceive and express reality in the context of their own lives. Therefore, this study was intended to reveal what the faculty members contributed to the research as participants thought about social media in their inner world. Since the subject of social media would be studied through faculty members in this study, direct and personal connections were established with them.

This study was based on phenomenological design which “focuses on the phenomena of which we are aware but lack a deep and detailed understanding” (Yıldırım & Şimşek, 2005, p.72). In this regard, the basic structure of experiences is described. Accordingly, faculty members’ experiences regarding social media were utilized in this study.

## **Participants**

Bartın University in Turkey includes various faculties, such as scientific faculties, faculties of the medical field, and others within the educational field, as well as administrative and technological faculties. Within the framework of the phenomenological design, faculty members included in the sample were selected through present observations and preliminary interviews. Maximum diversity sampling is carried out to obtain the opinions of different stakeholders study (Yagar & Dokme, 2018), for this purpose, 9 faculties were selected first. By asking the faculty administrations, a total of 36 faculty members in this study were chosen as the participants from whom the best information about social media could be obtained. The title and gender statistics of the faculty members in the study sample are presented according to their faculties in Table 1.

As shown in the table, the participants consist of 25 males (72.22%) and 11 females (27.78%). They include 17 lecturers (50%), 12 assistant professors (30.56%), and 7 professors (19.44%). 6 faculty members are from the Faculty of Literature (16.67%), 5 from the Faculty of Education (13.89%), 4 from the Faculty of Sport Sciences (11.11%), 5 from the Faculty of Wealth (13.89%), 3 from the Faculty of Economics Sciences (8.33%), 3 from the Faculty of Engineering (8.33%), 4 from the Faculty of Sciences (11.11%), 3 from the Faculty of Computer Science (8.33%) and 3 from the Faculty of Medicine (8.33%). The 36 participants (K) are given codes ranging from K1 to K36.

Table 1. The Title and Gender Statistics of the Faculty Members based on their Faculties

Faculty	Title	Gender		Codes
		Male	Female	
Faculty of Education	Professor	2		
	Lecturer	3		
Faculty of Literature	Assistant Professor	2	1	
	Lecturer	2	1	
Faculty of Computer Science	Assistant Professor	2	1	
Faculty of Economics Science	Assistant Professor	1		
	Lecturer	1	1	
Faculty of Sciences	Professor	1	1	
	Assistant Professor		1	
	Lecturer	1		
Faculty of Engineering	Professor	1		
	Assistant Professor	1		
	Lecturer	1		
Faculty of Wealth	Professor	1	1	
	Assistant Professor	1		
	Lecturer	2		
Faculty of Medicine	Assistant Professor		1	
	Lecturer		2	
Faculty of Sport Sciences	Assistant Professor	1		
	Lecturer	2	1	
Total		25	11	

### Data Collection and Analysis

Data were obtained from interviews conducted in this study. The purpose of interviews is to reveal the opinions and true feelings of participants on a given subject by delving into their inner world. As the research instrument, semi-structured interview forms were utilized. Even though the interviewer has a list of questions, detailed questions may be asked during the interview to go deeper in some issues. The content validity index of the interview questions was calculated using Lawshe's Content Validity Ratio (CVR) formula (Lawshe, 1975; Yurdugül, 2005). For each item, opinions including "Essential", "Useful but not essential" or "Not necessary" were received from 9 experts (2 professors, 3 Assistant Professors and 4 lecturers from the Faculty of Education). The mean score of the experts was decisive for the content validity ratio of each item, and the mean of these scores revealed the Content Validity Index (CVI) as 0.8325. The research data was collected online through Office 365, then transferred to the Nvivo 12 Plus software. Afterward, the data were coded under the main theme based on the questions addressed. As a result of the coding, the data were analyzed, and the findings were obtained. Descriptive analysis (Kemp, Hollowood & Hort, 2018), which is the most widely used and flexible structure for

qualitative methods in data collection, was performed. With this analysis, participants' opinions and frequency distribution on certain points are included.

## Results

The results were obtained from 36 participants in this study. The frequency of social media usage concerning the titles of the participant are presented in Table 2. The frequencies for the participants are as follows: 44.44% sometimes, 30.56% usually, 13.89% very often, 5.56% rarely and 5.56% never. It can be inferred from Table 2 that the participants generally use social media with a mean of 3.417.

Table 2. The frequency of social media usage with respect to the titles of the participants

Title	Very Often	Usually	Sometimes	Rarely	Never	Total
Professor	1	2	3	-	1	7
Assistant Professor	2	4	4	1	1	12
Lecturer	2	5	9	1	-	17
Total	5 (13.89%)	11 (30.56%)	16 (44.44%)	2 (5.56%)	2 (5.56%)	36 (100%)

### Results of the Role Social Media in Higher Education at Universities

Opinions on the role of social media in higher education were divided into two main themes positive and negative. In addition, social media was evaluated by the faculty members in the contexts of rapid access to materials, social media as a learning tool, and ways to use it. Considering the positive side, social media in higher education was identified as a support tool, a follow-up tool for educational activities, an entertaining platform, an informative platform, a communication tool, a resource, a learning management tool, and a guide. As for the negative side, social media was determined as distracting and unnecessary. Of the academics surveyed, 19 (52%) found the role of social media in higher education positive, 14 (38%) did not express an analyzable opinion on this issue, and 3 (8%) evaluated it negatively.

Figure 2 shows the role of social media in higher education, while the encodings are ranked from high to low. Many respondents think that social media is a source function. There are opinions that the resource function can share different views with their peers. They also shared that it is because it provides students with an information environment digitally. An example of this is as follows;

K6- "Since social media platforms provide digital educational content, I think they are useful platforms for students to access and acquire information in an interactive environment..."

Another faculty member expressed the following view on the positive role of social media in higher education in the context of being a support tool:

K11- "Social media should be perceived as a support tool for learning because it is necessary to use social media correctly and to check the source of any written information..."

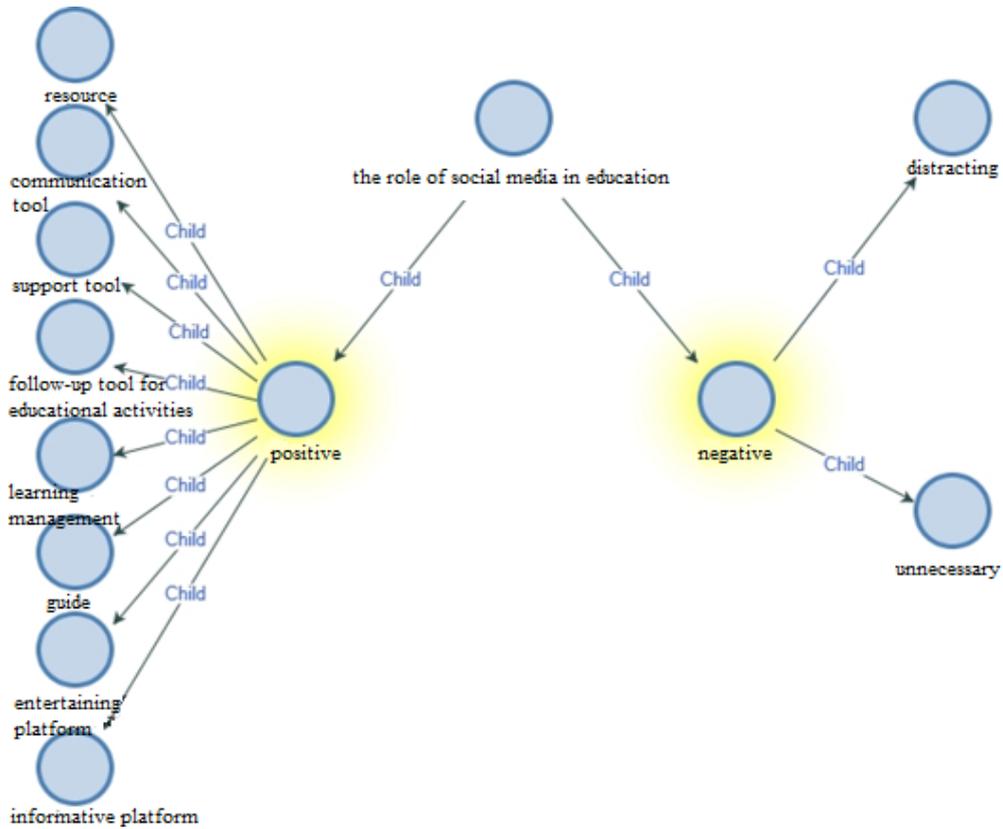


Figure 2. The Role of Social Media in Higher Education

According to the question “Has social media accelerated access to materials?”, 19 participants (55%) responded positively, whereas 3 (8%) responded negatively, the 14 respondents (37%) did not express an analyzable opinion on this issue. The participants with positive opinions interpreted the rapid access via social media in terms of access to information and access to students. As shown in Figure 3, access to information includes news, documents, materials, and case studies.

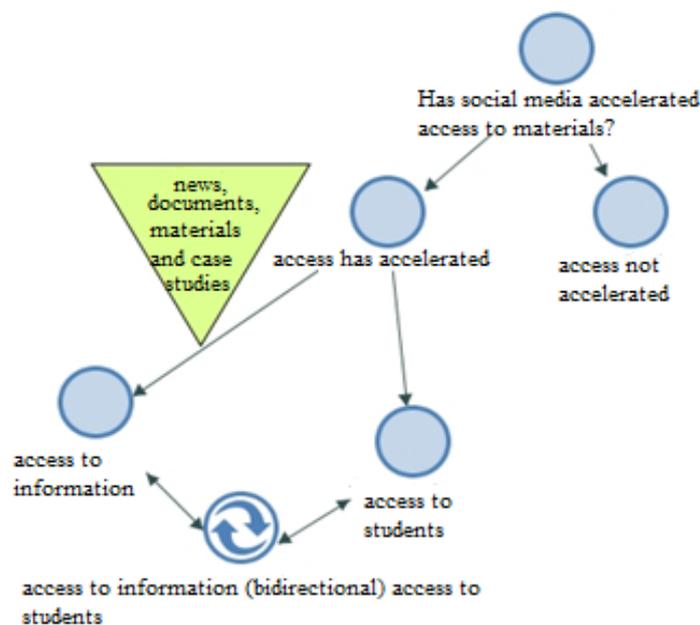


Figure 3. Access to Materials via Social Media

According to Figure 3, a link has been established between access to information and students by academic lecturers. The opinion of one of the lecturers who expressed access to information via social media as follows:

K4- "... Since they receive a notification whenever a document is added to the course, their speed of following the documents has increased. ..."

Considering whether social media is a learning tool, 13 faculty members (36%) expressed a positive opinion and described it as a learning tool that could be used for lessons, assignments, and guidance. On the other hand, 11 of the participants (30%) stated that social media was not a learning tool but could be a communication and entertainment tool or a virtual library. And 12 respondents (34%) did not express an analyzable opinion on this issue. Even if it is considered a learning tool in the virtual library, the opinion of the participants is not in this direction. In this context, the following are some of the participants' opinions:

K34- "...If the instructor integrates any social media tool into the teaching environment in line with the purpose of the course and can guide the students as necessary, it can be used as an effective tool..."

According to the question: How can you use social media in education? 12 of the faculty members (33%) responded that it should be supervised and limited. They stated that within the framework of supervision and limitation, there might be parent control, time limitation or firewalls provided by the software. 6 participants (16%) expressed that students should ensure self-control; 5 (13%) stated that social media awareness should be raised, and 3 (8%) indicated that students should be instructed on how to use it in education. 10 respondents (30%) did not express an analyzable opinion on this issue. As presented in Figure 4, a relationship was established between teaching how to use social media in higher education, raising awareness of social media, and ensuring self-control.

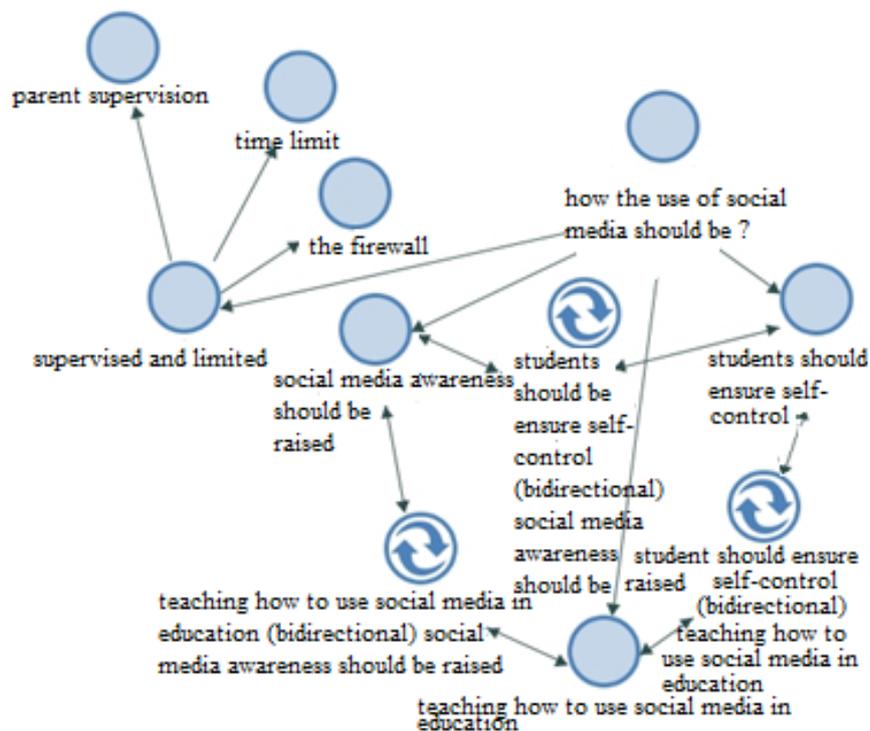


Figure 4. Social Media Usage

## **Results of the Positive Effects of Social Media on Education at Universities**

The positive effects of social media on higher education were examined under 8 main headings. These include whether success and reading comprehension have improved, whether social media makes lessons fun, whether it enables learning in the natural process, whether communication has improved, whether self-confidence and perspective have improved, whether it increases motivation, whether problem-solving skill has improved, and whether it is cheap, fast, and up to date. Each main heading was coded in two subheadings as yes and no. 15 respondents (41%) thought social media did not improve achievement and reading comprehension, while 7 (19%) thought the opposite. And 14 respondents (37%) did not express an analyzable opinion on this issue. The following is an example of participants' opinions:

K16- "I don't think social media contributes to learning; on the contrary, it causes too much waste of time ..."

While 11 participants (30%) expressed a positive opinion on whether social media made teaching fun or not, 3 (8%) responded negatively. 22 respondents (62%) did not express an analyzable opinion on this issue.

K32- "... When visual materials are used more and easily, it can increase motivation and make it fun for the student."

8 participants (22%) stated that social media provided learning in the natural process, while 8 (22%) had the opposing opinion. 20 respondents (56%) did not express an analyzable opinion on this issue. The participant's opinion on this is as follows;

K11- "... Since it is a virtual environment, there is no experiential learning."

In response to the question "Is communication improved through social media?" 23 (64%) participants responded affirmatively. 13 respondents (36%) did not express an analyzable opinion on this issue. From those who responded positively 12 participants (52%) stated that the improvement was between instructor and student. 7 participants (19%) thought that social media did not improve communication. A faculty member who considered the effect of social media on communication as positive expressed his/her opinion as follows:

K5- "Since social networks promote student engagement, they facilitate learning and develop interaction (student-instructor; student-student, student-resource) ..."

The following are some of the participants' opinions about social media did not improve communication:

K8- "I think it interrupts communication, which should be two-way. However, communication on social media progresses as one-way..."

In terms of self-confidence and perspective, 13 (36%) of the faculty members stated that social media had a developing power whereas 7 (19%) indicated the opposite. 16 respondents (45%) did not express an analyzable opinion on this issue. The number of faculty members who indicated that social media increased motivation was 15 (41%), whereas the number of those who supported the opposing view was 11 (31%). 10 participants (28%) did not express an analyzable opinion on this issue. Some of the faculty members thought that social media

increased motivation due to the abundance of visual materials, user-friendliness, the competitive environment, and the use of technology attracting students' attention. The following are some of the participants' opinions:

K35- "... it increases student motivation." (Changed because the same quote is used in another section)

Some of the faculty members who noted that social media did not increase motivation explained their reason as that motivation was success-oriented, and social media did not provide that, it did not develop a sense of responsibility. While 9 participants (25%) thought that social media improved problem-solving skills, 8 (22%) expressed the opposite opinion. 19 respondents (53%) did not express an analyzable opinion on this issue. Some of the faculty members who believed that social media improved problem-solving skills indicated their reason as easy access to either resources or experts. Their opinions are as follows:

K7- "... Students' research and problem-solving skills have improved in parallel with the increase in their opportunities to access resources and samples ..."

Some academics think that social media did not improve problem-solving skills expressed his/her opinion as follows:

K6- "... Even though the research skills are developed, there are deficiencies in the steps of evaluation and problem-solving by reaching correct and valid information..."

While 15 of the faculty members in the study (42%) regarded social media as cheap, fast, and up to date, 3 of them (8%) believed that it was not the case. 18 participants (50%) did not express an analyzable opinion on this issue.

### **Results of the Negative Effects of Social Media on Education at Universities**

Negative influences of social media at universities were evaluated under 6 main headings in the study. These include the effects of excessive freedom of action, the effects of effortless access to information, the effects of more play and entertainment on the lessons, the effects of negative and fake news, whether the instructor is passive in social media, and whether artificial friendship isolates or not. 14 faculty members (41%) stated that excessive freedom of action was one of the negative effects of social media. The faculty members with this viewpoint associated the deterioration of moral values, misbehavior or misconduct, distraction, restriction of freedoms, disrespectful communication, irresponsible individuals, and inability to manage time with excessive freedom. A faculty member expressed this opinion as follows:

K11- "...Due to uncontrolled access and unquestioned behaviors, the number of irresponsible individuals who consider it their natural right to act excessively freely is increasing..."

24 participants (66%) indicated one of the negative effects of social media as effortless access to information. Their reasons as that social media caused a lack of understanding and interpretation, contained too much unnecessary information, decreased curiosity for information, devalued information, led students to lack self-confidence, be easily manipulated, and become lazy. Considering the effects of play and entertainment in social media on lessons, 11 faculty members (31%) indicated negative effects, 4 (11%) positive effects, and 2 (5%) no

effects. 19 respondents (53%) did not express an analyzable opinion on this issue. An academician, who thought that social media had a negative impact on this issue:

K3- "...Since virtual games played in groups are based on developing a game character, one becomes addicted to the game to strengthen the character as soon as possible. The student, who thinks of spending more time on the game, becomes unable to spare time for other daily activities and may even become unable to attend school..."

17 participants (47%) in this study considered one negative aspect of social media as the impact of negative and fake news. Academicians with this viewpoint noted that negative news would cause information confusion, affect the psychology of students, adversely affect the student-instructor relationship, and result in misinforming the students. 13 faculty members (36%) indicated that artificial friendship on social media isolated people, and 4 participants (11%) asserted the contrary. 19 respondents (53%) did not express an analyzable opinion on this issue. The following are some of the participants' opinions:

K29- "...People want to get rid of their loneliness on social media, but they become lonelier as they spend time there because no one sees or listens to them. ..."

### Results of the Metaphors for Social Media

To reveal the perceptions of the faculty members on social media, they were requested to complete the following sentence: "Social media is like ..... because .....". All the participants used a metaphor, and two participants used two metaphors each. The metaphors analyzed in this study are presented in Figure 5.

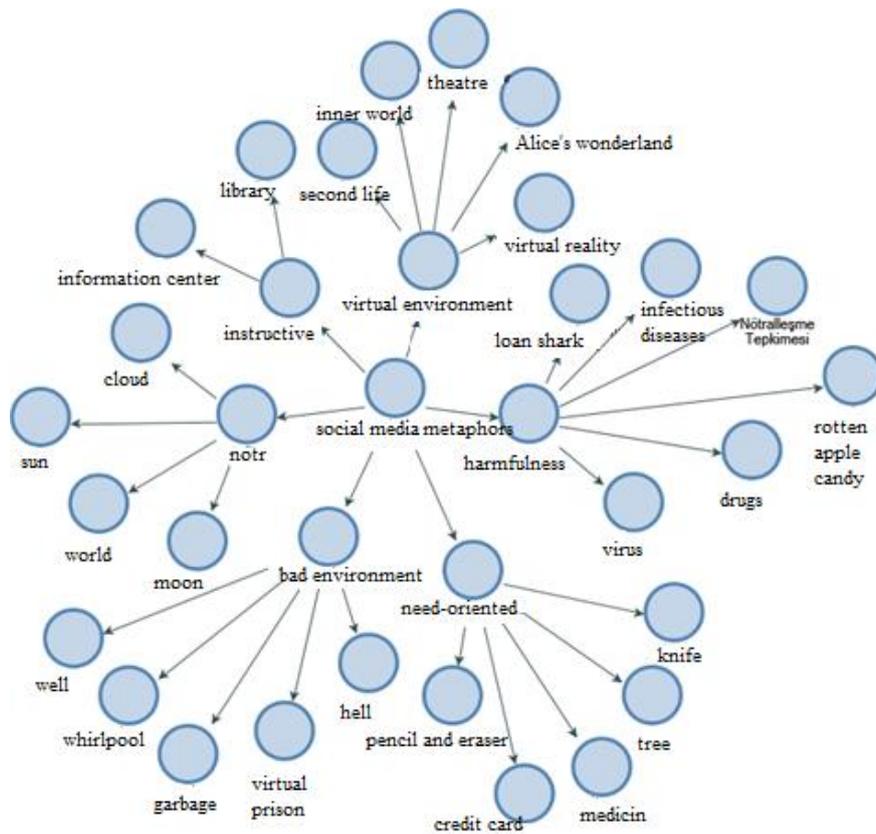


Figure 5. Social Media Metaphors

The metaphors used by the academicians were coded, and 6 main themes were obtained by combining similar themes. These include virtual environment, instructiveness, harmfulness, being need-oriented, bad environment and neutrality. Since the themes of bad environment and being need-oriented were predominant, the frequencies of the metaphors of these two themes were obtained and tabulated. Some of the respondents (9 faculty members, 25%) interpreted social media as a bad environment. Metaphors in this context are presented in Table 3.

Table 3. The Metaphors for Social Media under the Bad Environment Theme

Metaphors	F	Because
Hell	1	“...it is like that the skin of those who burn in hell is renewed perpetually...”
Garbage	1	“...necessary or not, everything is there.”
Whirlpool	1	“...if you are not a person who produces something in real life, it drags you in like a whirlpool.”
Well	5	“...if you do not know what you are looking for or how and why you are searching, you can encounter anything positive or negative, useful or harmful...” “...there is an entrance but not an exit.” “...it causes an unhappy, restless and anxious generation to be raised...” “...it is too deep and enormous that it is impossible to know what is inside without clicking on it.” “...the number of users and shared information is increasing day by day. When you get in, you cannot get out easily.”
Virtual Prison	1	“...it causes addiction; you cannot get rid of it...”

It is observed in Table 3 that the faculty members perceive social media as a bad, harmful, and addictive environment, also, consider it negative in the future. It is noteworthy that most of the participants who expressed their opinions on this issue saw social media as well. It has been likened to an unhappy, restless environment where there is an entrance but no exit. Here, it is pointed out that social media will have negative psychological effects as a result of its addiction and use. It is also noted that it is a dangerous environment for those who are not aware of why they use it.

The second majority of the participants in the study (8 faculty members, 22%) interpreted social media as need oriented. The relevant metaphors are presented in Table 4.

Table 4. The Metaphors for Social Media under the Theme of Being Need-oriented

Metaphors	F	Because
Tree	2	“...it looks alive; it falls apart when you hold it in your hand.” “Information can be accessed fast”
Knife	1	“...it provides both benefit and harm. This depends on what purpose we use it.”

Metaphors	F	Because
Medicine	3	"...if it is dosed, it is useful. If it is overdosed or underdosed, it may result in ineffectiveness, loss and inefficiency in education." "Although it has side effects, its correct use may outweigh its harm." "...if taken in the appropriate dosage on time, it will provide great benefits."
Pencil - Eraser	1	"...there is a rapid change; you are there momentarily as an opinion, five seconds later you are absent."
Credit Card	1	"...it is beneficial if spent within limits. If the shopping starts to exceed the card limit, we will not be able to meet the vital needs in time."

Table 4 shows the perceptions of the faculty members regarding the theme of being need-oriented, their frequencies and justifications are presented. In this context, the faculty members stated that social media would be beneficial when used for needs. They also noted that it would be harmful if used excessively. In other opinions, although it seems to be real, it is mentioned that it loses its vitality in the process of use and that the information is in constant change.

## Discussion and Conclusion

We aimed to evaluate the opinions of faculty members on the effects of social media on education. Today, social media is used extensively, it was found that the faculty members participating in this study mostly use social media. When the opinions were evaluated, first it is revealed that most of the faculty members consider social media as an educational tool. Social media both serves as a resource in courses and helps the bond between student and instructor to be established entertainingly. These findings are consistent with some studies conducted in recent years (Aba & Makinde, 2023; Awidi, Paynter & Vujosevic, 2019; Chamba-Rueda, Armas & Pardo-Cueva, 2023; Crilly & Kayyali, 2020; Manu et al., 2021).

In this study, the role of social media in higher education is discussed in two main themes, positive and negative. Most of the participants consider the role of social media in higher education as positive, and under this theme, social media is identified as a supporting tool, a follow-up tool for educational activities, an entertaining platform, an informative platform, a communication tool, resource, learning management tool and a guide. The negative theme, it is considered distracting and unnecessary. While there are studies on the positive effects of social media on students (Carpenter & Krutka, 2015; Carpender & Harvey, 2019), also, there are studies about its negative effects (Alavi et al., 2012; Alsunni & Latif, 2021; Echeburúa, 2012; Ho et al., 2014; Stronge et al. 2020; Zou et al., 2020).

The majority of faculty members state that social media is a learning tool that can be used for lessons, assignments, and guidance, whereas a significant part of them note that social media is not a learning tool and, emphasize that social media can be a communication, entertainment tool or virtual library. The positive aspects of social media in higher education, which are revealed in this study, are as follows:

1. Provides communication by providing access to information and, when necessary, to students

2. Increase Students' motivation for success.
3. Improving problem-solving skills.
4. It can be used as an effective material with its effect on education.
5. It is cheap, fast, and up to date.

The faculty members in the study state that social media has a positive effect on student motivation. This finding is like that of the study by Manu et al. (2021). As it turns out that social media improves problem-solving skills intended for students to acquire in education and even increases motivation, it is also revealed that play and entertainment effect on lessons adversely. This shows that usage of social media should be presented to students in a limited manner (Rutledge et al., 2019; Selwyn & Aagaard, 2021). Some of the faculty members also argue that social media awareness should be raised by providing various pieces of training for students (Damico & Krutka, 2018).

The negative aspects of social media in education identified in this study are as follows:

1. It does not improve achievement and reading comprehension.
2. It provides excessive freedom of action.
3. There is effortless access to information.
4. Play and entertainment are affected in lessons adversely.
5. There is negative and fake news.
6. Artificial friendship isolates individuals.

The emergence of fake news or misinformation is an increasingly common situation in the world (McGonagle, 2017). Hertel and Wessman-Enzinger (2017) have discovered many mistakes in the course content published on social media.

In conclusion, it is observed that the positive effects of social media in education are outweighed. To eliminate the negative effects of social media, it should be included in formal education programs, and awareness among students should be raised regarding how they utilize social media in informal education. Other recommendations are presented below:

1. Students' use of social media should be supervised and limited by justifying reasons. (Social media is a suggestion of negative results and negative metaphors.)
2. Training faculty members and students on the use of social media.
3. Social media should be included in curricula as an educational tool.

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### Author Information

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#### Nurgun Gencel

 <https://orcid.org/0000-0002-8574-445X>

Ministry of National Education, Bartın

Türkiye

#### Ahmed Elmabaredy

 <https://orcid.org/0000-0003-1580-2906>

Suez University

Egypt

Contact e-mail:

[Ahmed.elmabaredy@suezuniv.edu.eg](mailto:Ahmed.elmabaredy@suezuniv.edu.eg)

#### Çetin Semerci

 <https://orcid.org/0000-0002-6337-5876>

Bartın University

Türkiye

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