NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF INNOVATION AND KNOWLEDGE MANAGEMENT

ATTITUDES AND FACTORS RELATED TO USE OF SOCIAL MEDIA FOR ACADEMIC LEARNING PURPOSES (CASE STUDY OF NORTHERN CYPRUS AND UK STUDENTS)

MSc. THESIS

Azadeh GHAFOURIAN ALIZADEH TABRIZI

Nicosia

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Approval

We certify that we have read the thesis submitted by **AZADEH GHAFOURIAN ALIZADEH TABRIZI** titled " **ATTITUDES AND FACTORS RELATED TO USE OF SOCIAL MEDIA FOR ACADEMIC LEARNING PURPOSES (CASE STUDY OF NORTHERN CYPRUS AND UK STUDENTS)** " and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences
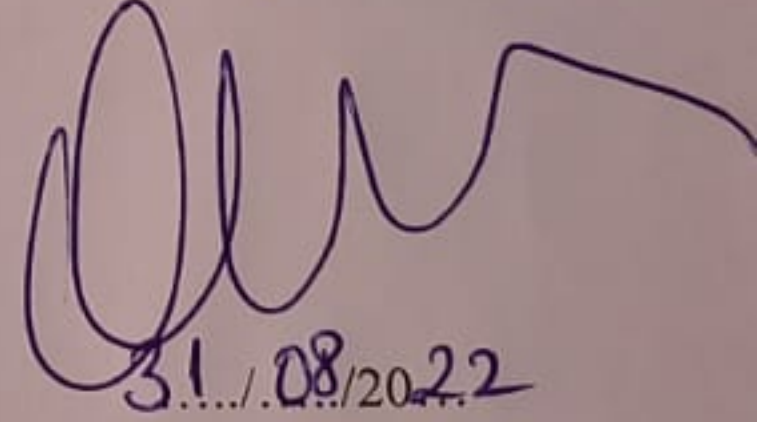
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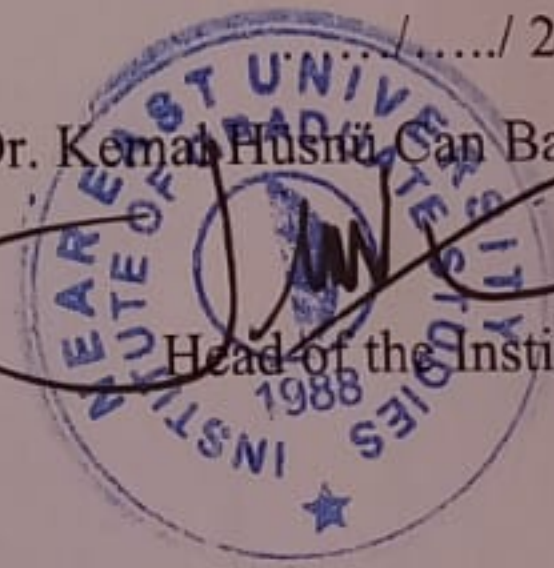Approved by the Head of the Department

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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Azadeh Ghafourian Alizadeh Tabrizi

..../...../2022

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Azadeh Ghafourian Alizadeh Tabrizi

Abstract

Attitudes and Factors Related to Use of Social Media for Academic Learning Purposes (Case study of Northern Cyprus and UK students)

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This study aimed to identify factors related to attitudes and intentions of students toward usage of social media. It examined dimensions of culture – individualism vs collectivism –to determine possible cultural influences on the adoption of social media for academic learning purposes in Northern Cyprus and UK. In this study, UK has been chosen as an Individualistic country, whereas, Northern Cyprus has been considered as Collectivist country. Diffusion of Innovations, Social Learning Theory, Multimedia Learning Theory and Cross-Cultural Theory have been applied to the study. Descriptive statistics as well as T Independent Two Sample Test were used to analyze the quantitative data. According to the results, Northern Cyprus students were auditory learners, with tendency to use Youtube, while UK students preferred writing-reading style and getting benefit from Twitter and Facebook for their academic learning purposes. Northern Cyprus students showed more tendency to use social media for academic purposes (60%). On the other hand, majority of UK students (52%) had neutral attitude to get benefit from social media for academic learning purposes. Language problems, followed by legal and limitation issues for accessing academic scientific contents were claimed as the main obstacles of getting benefit from social media among Northern Cyprus students. Privacy and security concerns were on top of the most concerns of using social media among UK students.

Key Words: Social media, multimedia learning, learning styles, individualism, collectivism

Özet

Akademik Öğrenme Amaçli Sosyal Medya Kullanimina İlişkin Tutum Ve Faktörler
(Kuzey Kibris Ve İngiltere Öğrencilerine Yönelik Vaka Çalişmasi)

Bu çalışma, öğrencilerin sosyal medya kullanımına yönelik tutum ve niyetlerini etkileyen faktörleri belirlemeyi amaçlamıştır. Kuzey Kıbrıs ve Birleşik Krallık'ta sosyal medyanın akademik öğrenme amaçları için benimsenmesi üzerindeki olası kültürel etkileri belirlemek üzere kültürün boyutlarını (bireycilik ve kolektivizm) incelemiştir. Bu çalışmada Birleşik Krallık Bireyselci bir ülke olarak seçilmiş, Kuzey Kıbrıs ise Kolektivist bir ülke olarak ele alınmıştır. Çalışmada Yeniliklerin Yayılması, Sosyal Öğrenme Kuramı, Çoklu Ortam Öğrenme Kuramı ve Kültürlerarası Kuram uygulanmıştır. Nicel verileri analiz etmek için tanımlayıcı istatistikler ve T Bağımsız İki Örnek Testi kullanılmıştır. Sonuçlara göre Kıbrıslı öğrenciler işitsel öğreniciler olarak Youtube'u kullanmaya eğilimliyken, İngiliz öğrenciler akademik öğrenme amaçları için yazma-okuma stilini tercih ederek Twitter ve Facebook'tan yararlanmayı tercih etmişlerdir. Kıbrıslı öğrenciler sosyal medyayı akademik amaçlarla kullanmaya daha fazla eğilim gösterdiler (%60). Öte yandan, İngiltere'deki öğrencilerin çoğunluğu (%52) akademik öğrenme amacıyla sosyal medyadan yararlanma konusunda tarafsız bir tutum sergilemiştir. Kıbrıslı öğrenciler arasında sosyal medyadan yararlanmanın önündeki başlıca engellerin başında dil sorunları, ardından akademik bilimsel içeriklere erişimdeki yasal ve sınırlama sorunları olduğu iddia edildi. Gizlilik ve güvenlik endişeleri, İngiltere'deki öğrenciler arasında sosyal medyayı kullanma konusundaki endişelerin başında gelimektedir.

Anahtar Kelimeler : Sosyal medya, multimedya öğrenme, öğrenme stilleri, bireycilik, kolektivizm

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List of Abbreviations

BAC :   The British Accreditation Council for Independent Further and Higher Education

BBC :   British Broadcasting Corporation

CD :   Compact Disc

CIU :   Cyprus International University

CSO :   Office of Community Cervices

EMU :   Eastern Mediterranean University

FERPA|Sherpa: The Student Privacy Resource Centre

GPA :   Grade Point Average

ICT :   Information and Communication Technology

MBA :   Master of Business Administration

MP3:   Mpeg Audio Layer 3

NEU :   Near East University

PC :   Personal Computer

PHD :   Doctor of Philosophy

QAA: Assurance Agency for Higher Education

SOAS: School of Oriental and African Studies of London

SPSS: Statistical Package for Social Sciences

TRNC :   Turkish Republic of North Northern Cyprus

UK :   United Kingdom

VARK: Visual, Aural, Read/write, and Kinesthetic sensory

YÖDAK: Higher Education Planning, Evaluation, Accreditation and Coordination Council

CHAPTER I

Introduction

Statement of the problem

Digital technologies have a significant impact on professional practices among individuals. Students also often use various technological tools in order to create and share different media contents in a wide variety of ways. Payton and Hague (2010) claimed that with the emergence of media technologies, digital literacy is shown through critical thinking and sufficient skills. This can lead to beneficial collaboration in digital society. The use of online social media by individuals and different information organizations is continually increasing, so it can be considered as a growing tool that can be utilized to enhance communication with more potential users and colleagues, as well as to extend the online services provided to individuals in higher education institutions. On the other hand, different approaches to teaching are related to individuals' learning styles (Davis & Arend, 2013). Many academic systems now take into the account that it is important to understand students' learning styles. The methods that individuals adopts to receive necessary information can vary from visual to auditor, verbal to physical, etc. Therefore, the determination of learning styles of students in web-based educational settings needs to be considered (Taniar, 2010). On the other hand, the potential of new technologies to enhance learning has been the focus of academic investigations in recent years. Many lecturers use some of these technologies in classrooms, based on their own experience or interest. Kaya and Sagsan (2015) claimed that it could be beneficial to use social networks to share tacit knowledge within organizations. Also, according to Mills (2010), when learners use digital media platforms, they experience or perceive new technological knowledge through personal and sensory engagement with digital tools. These tools vary from laptops to cameras. Similar to other types of experiences in the world, it might be sober, obvious or structured.

Furthermore, many students use different types of social media to organize their schedules as well as to meet the demands of university life. These activities vary from one country to another, as well as between different cultures. Hence, there is a need to realize the full potential of digital technologies in order to get benefit for educational purposes from the points of view of certain users. It is crucial to understand whether students regularly use online platforms, or conversely, whether they are overloaded by this phenomenon. Integrating social media into the students' learning process can

provide them with the opportunity to take control of their learning activities and this might boost their confidence. Therefore, investigating the perception of social media usage by students in the modern era can enhance learning systems to make them more beneficial and to increase related facilities that are more compatible with students' expectations. The majority of studies on the use of social media and learning are based in Europe and America, whereas there has been limited focus on less developed and developing countries. Social media are important source of information in developing countries (Chuang & Schechter, 2015), and as new technologies, these networks have the potential to become a rich source of formal and informal information. In the last decade, many students have become more interested in studying on graduate programs in other countries. Their preferred destinations for studying vary from Asia to Australia, and from Europe to America. In recent years, Northern Cyprus has become one of the countries in which have been chosen by students to study undergraduate and graduate programs. This study investigates the use of social media in academic learning process by students at Northern Cyprus, and determines related factors such as learning style, computer literacy rate and their preferred learning methods. The study also examines the most preferred social media platforms for achieving academic learning aims among students.

Besides, discovering factors that might influence users' attitudes toward social media and online technologies has become the main purpose of many researchers in different universities. This study aims to identify factors related to attitudes and intentions of students toward usage of social media in learning process. In addition, it examines any significant difference on dimension of culture – individualism vs collectivism –to determine possible cultural influences on the adoption of social media in Northern Cyprus and UK. In this study, UK has been chosen as an Individualistic country, whereas, Northern Cyprus has been considered as Collectivist country. Recognized only by Turkey, Northern Cyprus reflects great similarities of culture and social characteristics of Turkey. According to study by Bista (2018), there is no official study that says Northern Cyprus has an individualistic or collectivistic culture; however, this country is known to be more collectivistic, considering the great influence of the presence of Turkish citizens and Turkish language in the country.

Significance of the study

Today it is crucial for any education systems to incorporate social media as beneficial tools for developing expression or production. According to the Cambridge Dictionary, social media are defines as websites or computer programs that people use them to communicate each other by means of mobile phone, laptop or PC. Balacheff et al. (2009) claimed that innovative technologies play a crucial role in accelerating the learning process. These technologies distribute learning materials to a wider audience and in a shorter time. On the other hand, according to Alhajri (2016), a single approach to teaching may not work for certain students who come from a specific culture or nation. The educators' awareness of the various preferences of students and their efforts towards matching the teaching and learning styles can be effective in creating an appropriate learning environment for all the students. On the other hand, the result of the study can be used for comparisons across cultures and regions for better insight, and it helps to know multiple disciplines for different purposes on education rules. This is because of the importance of culture in its ability to influence individual and collective values when it comes to share activities in educational purposes and educational environments. This is used as a means of increasing persons' understanding and awareness of other social essences. In UK, the major part of the examination is the self-evaluation form. The inspection system is open, and the reports are secure. Families of students and pupils can access information about the education quality. Vice versa in TRNC and Turkey, inspection process is carried out in secretion.

Questions of the study

1-Which percentage of students use social media for academic learning in Northern Cyprus?

2-Which percentage of students use social media for academic learning in UK?

3-What is the most preferred social media for academic learning purposes among students in Northern Cyprus?

4-What is the most preferred social media for academic learning purposes among students in UK?

5-What is the overall attitude of Northern Cyprus students for getting benefit from social media in academic learning?

6-What is the overall attitude of UK students for getting benefit from social media in academic learning?

7-What is the level of computer literacy among Northern Cyprus students?

8-What is the level of computer literacy UK students?

9-What is the most preferred teaching style from the perspective of students in Northern Cyprus?

10-What is the most preferred teaching style from the perspective of students in UK?

11-What is the most preferred learning style among students in Northern Cyprus?

12-What is the most preferred learning style among students in UK?

13-What is the most preferred study method among students in Northern Cyprus?

14-What is the most preferred study method among students in UK?

15-Do lecturers in Northern Cyprus use any social media for sharing/ presenting academic content in academic environment?

16-Do lecturers in UK use any social media for sharing / presenting academic content in academic environment?

17-What is the most preferred social media by lecturers in teaching/sharing content in Northern Cyprus?

18-What is the most preferred social media by lecturers in teaching / sharing academic contents in UK?

19-What percentage of students in Northern Cyprus had previous education on social media for academic purposes in high school?

20-What percentage of students in UK had previous education on social media for academic purposes in high school?

21-Is there any significant difference between Northern Cyprus and UK students' preference on using social media for academic learning process?

22-Is there any significant difference between Northern Cyprus and UK students in terms of studying method preferences?

23-Is there any significant difference between learning styles of Northern Cyprus and UK students?

24-Is there any significant difference between computer literacy of Northern Cyprus and UK students?

Assumptions

1-Students tend to use social media for academic learning purposes.

2-Students have different favorite social media to get benefit for academic learning purposes.

3-Students have different learning styles.

4-Students have different study methods preferences.

5-There is relationship between students' learning styles and their preferred social media.

6-There are differences between lecturer's preferences on using social media for academic learning.

7-Lecturers have their own preferences to use social media in academic learning environment.

8-Lecturers tend to have different preferences on social media using in academic learning environment.

Hypotheses

Hypothesis 1. Students' attitudes toward using social media for academic learning purposes, significantly differs in Northern Cyprus and UK.

Hypothesis 2. Preferred studying method for academic learning significantly differs between Northern Cyprus and UK students.

Hypothesis 3. Preferred learning style for academic learning significantly differs between Cyprus and UK students.

Hypothesis 4. Preferred social media for learning purposes significantly differs between Cyprus and UK students.

Hypothesis 5. Computer literacy rate significantly differ between Cyprus and UK students

Research Model

Figure1. The model of the research

Model
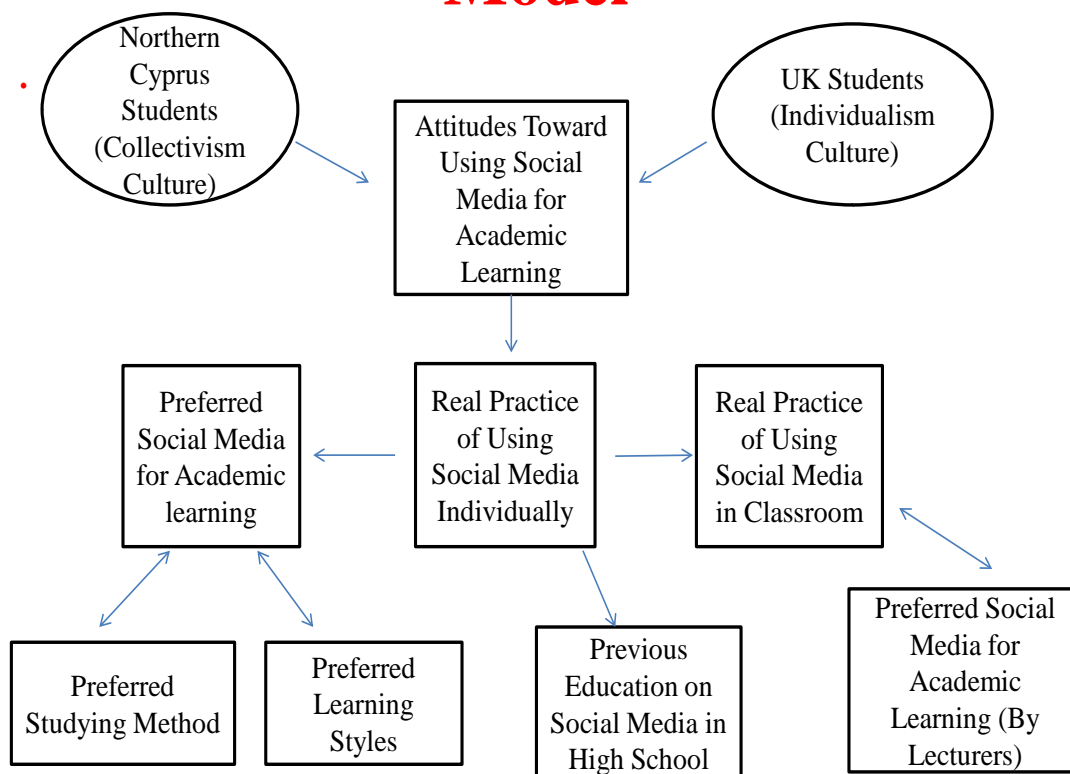
Figure 1 shows that Northern Cyprus students and UK students were evaluated separately. Both groups were being asked about their attitudes towards using social media for academic learning purposes, parallel with that, their real practices of using preferred social media both individually (their current usage status and previous education in high school) and in classroom (real practices of social media by lecturers) were discovered. For both group, preferred learning styles as well as studying method and the Status of having significant relationship between these variables and preferred social media for academic learning purposes were evaluated.

Limitation of the study

There were some issues with research sample size and selections, as the distribution of Questionnaire in UK was coincided with the beginning of Epidemic of Covid-19 (in March 2020) and researcher didn't have the chance to find more volunteers to participate in the study, so the rate of participants didn't exceed 34.

CHAPTER II

Literature Review

Theoretical Framework

Diffusion of Innovation

Diffusion innovation theory explains how new ideas can extend among different groups of people in society. According to this theory, a new idea, or even a product, will be adopted by members of a society, different innovations are adopted by the individuals in the social system at different times. Members of the society might rather tend to adopt in a time progression. Due to this fact, there is a category of different adaptors. Being able to identify which category certain individuals belong to would be beneficial. The primary aim of many change factors is to make easier the adoption of an innovation. If the initial adopter of an innovation discusses it with two members of a given social system, and these two become adopters who pass the innovation along to two peers, and so on, the resulting distribution follows a binomial expansion. Expect adopter distributions to follow a bell-shaped curve over time (Rogers, 1971). Innovators tend to try new ideas, and their interests can be defined as new attitudes which make them out of a local section of peers and into social relationships more global than usual. Generally, it can be claimed that innovators have important financial resources, and they are able to apply intricate technical knowledge. While others may consider the innovator to as daring individuals, it is the serious risk-taking that is of leading value to this type of individual. Another purpose of innovator is to accept the occasional setback when new ideas get failed (Rogers, 1971). The aim of early adopters is to integrate new knowledge and data into the local social system more than innovators. The early adopters are considered to be localities. That is against the cosmopolite innovators. It seems that people who are categorized as early adopter have the greatest degree of tendency leadership. They provide suggestions and information desirable by other adopters about a new idea or innovation. Change factors will search for early adopters to accelerate the diffusion process. The early adopters are respected by their followers. They have a reputation for successful use of new ideas (Rogers, 1971). Those who belong to the early majority, adopt innovations before the average member of a social system, although they don't often take leadership positions. Early majority adopters are the link between very early adopters and people

late to adopt. Their innovation-decision time is relatively longer than innovators and early adopters, because they consider some time before the process of accepting new ideas. They voluntarily follow in adopting innovations (Rogers, 1971). The late majority is known as incredulous group. Individuals who belong to this category have a tendency to adopt innovations after the average member of a society adopt it. It could be due to a response to increasing social force. They are aware about innovations, and are resentful to adopt until most others in their social system do so first. A strong pressure from peers is necessary for them to be persuaded about the usefulness of an idea or innovation (Rogers, 1971). The last group who accept to adopt an innovation is called laggards. For this group, all decisions should be made in terms of former generations. They mainly tend to communicate with other traditionalists. Sometimes laggards are known as members who are suspicious of any new ideas and inventions, as well as of innovators (Rogers, 1971). When an innovation is adopted by laggard, it is ready to be delivered by more recent ideas already in use by innovators.

Cross-Cultural Theory

In order to understand other cultures, it is very important to classify them. This may give the different classifications and cultural characteristics are significant in today's social life. In spite of the fact that people might be different in personality, environment, education, etc, there is no doubt that the background of the culture of family and society has a strong influence on the way of thinking and behaving.

According to Hofstede (2001),"Culture is the mind's collective programming that differentiates between one category of people and members of one group from another" (p.101). In his definition, "Category" term refers to nations, religions, genders, organizations, or occupations. Hofstede's cultural dimensions can be listed as following:

-power distance

-femininity versus masculinity

-uncertainty avoidance

-long-term orientation in life to a short-term orientation, and

- Individualism versus collectivism

These values impact not only how people with different cultural backgrounds behave, but also the manner in which they will potentially behave when placed in a work-associated context.

Individualism versus collectivism

According to this theory, society members of different countries categorizes in two types: individuals or collectivists. When we talk about collectivistic culture, it means that the member of that society see the group achievements, fails, success, etc as their own. Mindsets see the improvements to their groups as the means to achieve their own objectives. They are known as specified with same identity as the group they belong to. Even physical specifications and appearance represent the family and the extended family. It could happen even from family members. Member of the collectivistic cultures have a tendency to take part in social evaluations to make sure that they match to group norms and conditions (Kawamura, 2012). On the other hand, in individualistic cultures, if the individual feel satisfied by being self-sufficient, he/she can guarantee the satisfaction of the group. Self-confidence is valued very much in this type of culture. One individual may or may not tend to be a part of a group, but group membership is not so important to their identities.

When it comes to different cultural experiences by individuals, social media may provide an appropriate platform for those who need adaptation and integration with host country.

A study by Zaw (2018) discovered that individuals may get help from social media to become more integrated with the norms of the host countries and to keep their communication with the members and norms of the home countries. Getting benefit of social media and online conversations can make it easier to adapt to new culture in the host countries. It helps them overcome new challenges that they might face in new communities.

Social Learning Theory

Social learning is a self-regulated learning process. According to the theory, individuals' perception plays the main to conduct their learning process. They communicate with their peers and counterparts (Bandura,1977). The importance of individuals' self-regulation, peers and the external situation on one's learning are highlighted in this theory. Self-regulation makes learners be able to create an active learning process by means of new tools and technologies. In order to attract others' attention, individuals manifest their ideas on virtual platforms (Walther et al., 2008). Due to this fact, social learning theory in media cannot be neglected. In previous decades, media could be received to people's minds only via books, radio or newspaper. But due to the invention of the Internet and availability in individuals' lives, the necessity of understanding social learning theory in media has been increased.

People are more comfortable with using online platforms since they have not share their real identity, so it is easier to get involved in some activities that are in the real world. Through such interactions, university students experience a socialization that helps them to establish their beliefs and efficacy. It could help them to the university norms and values better than before. Therefore, they can express roles, achieve better performance when it comes to their academic challenges. These aspects are important for students to develop as a "whole person," having acquired both skills and psychological well-being that are beneficial to lifelong learning. According to the results of a study done by Williams and Chinn (2009), from the individual perspective, learners who belong to new generation have different styles of information processing. They express new expectations from their academic learning environments. These expectations might be similar or totally different from the institutional perspectives, as many universities emphasize classroom centralized learning practices. Universities should be aware of the learning impacts of online social networking that has been popular among students.

Social media outstrip in sustaining a focused interaction between the student and the context of available information. With every single message, social media call the student back into the social learning context (Deaton, 2015). During the process of social learning, learners exchange information in a social learning environment where communication is interactive. In a traditional classroom, students still may remain isolated from other students, parents, and the community (Mourlam, 2013) and this

situation doesn't allow to develop self-efficacy. Having platforms for active learning and interactions is a necessity for academic engagement.

Since digital interactions are different from many other social activities that involves perturbation, users often claim higher degree of self-confidence while using online platforms. This high level of self-efficacy can lead to better learning engagement.

Results of a study by Yu (2010) showed that online social networking leads university students have better achievements and academic performance. The study emphasized the important positive role of online media for learning process. The findings showed that online platforms help user feel more close relationships with peers, and consequently, the needs of self-expression can be satisfied among them. Online media prevent students to face some problems such as anxiety when it comes to interpersonal communications (Leary & Kowalski, 1990). Besides, online social networking allows university students to feel more comfortable in communication with lecturers.

Multimedia Learning Theory

According to Multimedia Learning Theory, Learning is an active process of selecting, organizing, combining data and information based upon prior knowledge. Ordinary humans create mental representation from data that they receive, and try to process it in their active mind and make sense to information. In his theory, Mayer explains the role of three memory stores:

-sensory

-working

-long-term

Mayer's cognitive theory of multimedia learning believes that when an individual face with a multimedia presentation of words and pictures or even auditory context, his/her brain does not explicate those information as an exclusive process; vise-versa, the brain select the data actively, to make a rational mental structure. Furthermore, Mayer

believes that when new knowledge combines with old knowledge, the successful transfer of data happens. This process usually is accomplished by providing coherent verbal and pictorial information. When learners select to select and process relevant words and images from a multimedia context, the capacity of the brain to interpret data increases and that leads to better and faster learning.

Related Researches

Social Media and academic learning

Students' perception of the formal use of new media for educational purposes has been appeared in research in recent years. Waycott et al. (2010) investigated university students' perceptions of the integration of online platforms in their academic learning. The study found that "the use of ICT in education had following benefits:

-Better communication,

-convenience,

-access to more data,

-convenient distance education, and

-providing opportunities to review the learning materials" (p. 1207).

Liccardi (2007) discovered that social networking sites are virtual places that can facilitates the relationship between students and students, students and teacher, and finally students and the global village. On the other hand, Saljo (2012) argued that understanding the learner's perspective on the activities of learning is crucial for understanding educational phenomena and improving education systems. Kop and Hill (2008) maintained that learning environments have become more decentralized, and consequently a shift has occurred in the education process. They claimed that the previous learning environments that are dependent on instructors as well as institutions, have shifted to one in which students are able to manage their own learning. Therefore, they are able to create their own knowledge by engaging in virtual world. This occurs while they are far from formal academic environments.

Integrating social media and internet platforms into the students' learning processes provides them with the opportunity to take control of their academic learning activities (Yunus et al., 2012). According to a study by Ahern et al. (2016), social media platforms like Facebook support group interaction in order to establish communities, as well as creating and exchanging content. On one hand, students use

different types of social media in order to manage their schedules and to the demands of university life. Using social media can be beneficial in terms of learning. These different platforms let both lectures and students connect with each other and combine online media into academic lessons and consequently, it makes learning more interesting.

On the other hand, future lecturers who are involved with new technologies are expected to teach how to use digital devices to be more effective in teaching process as well and o fulfill this responsibility, they are expected have developed a high level of digital literacy. A study on digital media perceptions in Canakkale University conducted by Ozden (2018) showed that students in the department of Turkish Language had a good digital literacy in terms of attitudinal, technical, cognitive, and social sub-dimensions. They agreed the need for digital literacy in the digital age is unavoidable in 21st Century.

Another study that examined the use of social media in Turkey by Ugurlu and Ozuktu (2014) found that the access to the internet has increased significantly among Turkish citizens in recent years and is related with the changes in communication types. A particularly important development was in the form of mobile connectivity. In 2014, mobile-broadband subscriptions have grown almost 110 percent. This phenomena resulted in increasing the individuals' use of different types of virtual platforms. That leads in increasing the use of social media among individuals for different purpose such as academic learning.

In another research conducted in Bahrain Universities, it was found out that social media had a positive impact on academic performance. 57% of students preferred "WhatsApp" application for their academic purposes (Desmal, 2017).

A case study in an elementary school in Turkey showed that teachers use technology and computers for different purposes as following:

-use of technology,

-Ministerial aims,

-Academic purposes, and

-Some activities like meetings with parents (Kurt, 2010).

On the other hand, terms such as media literacy, digital literacy and computer literacy, have appeared in recent years in many theoretical frameworks. These new concepts are focused on helping users to increase their critical understanding of the digital media (Zhang & Zhu, 2016). Literacy in the digital era now extends beyond the

ability to read and write. According to Beetham and Sharpe (2010), the digital literacy model explains how individuals are motivated to try new technologies and to learn new digital skills. For the awareness and accessing level, people have access to relevant resources and technologies or services. Technical support services are also available. In the second stage, individuals develop technical skills and learn to use different services such as social networking sites in different contexts. Practically, they are aware of different choices they can have in order to develop skills based on different needs. Finally, users are able to create their own learning environments in any online platform, and they are known as active participants and users in the knowledge sharing community. In recent decades, developed academic environments, have encouraged computer usage and discussions about computer technology in classrooms (Hackbarth, 1996). Students with highly computer literate are able to associate with handling social media usage.

A study on social media and getting benefit of new media for education purposes in Turkey done by Gulbahar (2014) indicated that social media usage can be seen in higher education in Turkey. One of the major findings was perception of social media as an informal environment for sharing data. Participants of the study were aware of the need for digital literacy skills in order to take maximum benefits of new online technologies. Therefore, it was suggested that popular and prevalent training chances together with a structured policies about digital technologies and services are needed for an efficient academic learning environment. The study showed that that online platforms for higher education is used by individual, however, there are not enough practices to have an in-depth knowledge in terms of getting benefits of current potentials that social media can offer to an academic environment.

Social media and academic learning in TRNC

A study by Apuke and Jibril (2018) investigated the use of internet resources for research and learning among Nigerian students studying in the Turkish Republic of Northern Cyprus. The findings indicated that the use of internet resources improved the students' research and learning and enabled them to carry out assignments within a given deadline. Getting benefit of the internet also allowed them to compare and various forms of literature, helped self-learning, promoted peer learning and consequently, they achieved better performance in their examinations.

Another study by Gorgoretti (2019) focused on explaining technology use in music education at a university in Northern Cyprus. The study investigated eighteen music teachers to discover which technologies they have used into music education. The findings showed that the combining information and communication technology into training caused more achievements and better performances. The lecturers had an up-to-dated information system to come up with new technology innovation literacy. According to a research on obstacles on using new technologies in TRNC in applying technology in higher educational settings, students claimed following problems as main barriers:

-Lack of awareness of ICT potential benefits, a

-Lack of adequate equipments,

-Lack of adequate facilities,

-Lack of teachers' knowledge on ICT benefits for education materials, and

-Financial limitations (Altinay et al., 2015).

Social media and academic learning in UK

As with developing all online tools in UK in recent years, BBC channel has released new applications to help young people navigate the online world. The idea was that, young people tend to make a balance for using social media. It comes to matter especially when they buy their first cell phone. Data security is also a concern in today's society of UK, and it is suggested that education has the major role to play here. Training students about the implications of having safe online interactions needs to be considered, regardless whether they are using online technologies for entertaining purposes or professional reasons (Beckingham, 2019). According to the Minister for school standards in UK, getting benefit from social media for education purposes is clearly a matter for educators; however, schools should restrict their students from bringing smart phones into classroom. This rule has become an intractable issue within education in a country such as England, but training on responsible use of technologies and especially social media, might be good practice, since there is no escape from the increasing digitalization of the world. The young generation in UK has absorbed social media in their lives in many terms such as behaviors, culture and daily relationships and communication. The increasing use of social media has attracted the interest of higher education institutions in UK. Higher educational centers needed to provide

social media and make new reliable policies to face the needs and preferences of the kinds of students who they aim to attract. The results showed that it was unavoidable for universities in Great Britain to adjust an impressive social media strategy in order to progress their student involvement over universal favorite communication tools. A study by Ahern (2016) showed that students in UK universities had positive attitudes toward using social media for getting benefit in educational purposes. Students claimed that they got benefit from Facebook and messenger, since they were grown up as digital native and therefore they had the expectation that technology will play an important role of their education.

Educational system and higher education planning in TRNC

In Turkish Republic of Northern Cyprus, The National Education Inspection, Evaluation and Guidance Committee is responsible for making and reporting the evaluations of all formal and mass education and training organizations acting under the Ministry. The Ministry oversees the functions of this institution (Gurkan & Deveci, 2005). Responsibilities of the institutions are done by the evaluation committees which established by the Education Head inspector. Inspection of branch teachers of secondary education is done by branch inspectors. On the other hand, checking up of elementary education teachers is done by primary education controllers. The duty of education inspection is investigating the education and training activities, to find out whether they are compatible with the last structures and policies of the education academic centers. Moreover, it is responsible to guide all the academic personnel to access high quality materials and equipments for education purposes (Gurkan & Deveci, 2005).

Higher Education System (YÖDAK)

YÖDAK is the Higher Education Planning, Evaluation, Accreditation and Coordination Council. It was established in 2005, and replaced the former Organization as an independent body with extra duties for accreditation and quality assurance in Northern Cyprus. According to YÖDAK, in Northern Cyprus, tertiary Near East University is known as one of the recognized higher education institutes in Northern Cyprus. There are both public and private institutions in the island.

Higher education includes all post-secondary programs with a minimum duration of two years. Foundation universities are included in system. There are four-year Bachelor degree programs and various other degrees as follows:

-Associate Degree. An Associate degree is granted after successful completion of two years of full-time university study.

-Bachelor's Degree. This program includes laboratory and tutorial work

-Master's Degree. Usually three to four semesters in duration and require completion of 21 credit hours (seven graduate courses) and a thesis

-Master of Business Administration (MBA). The MBA includes of 14 three-credit courses (a total of 42 credits), which includes an optional six-credit thesis

-Doctor of Philosophy (PhD). For obtaining students have to complete 21 credits with a GPA of at least 3.5 and finally they need to defense the PhD dissertation

Accreditation Council of Higher Education of the Turkish Republic of Northern Cyprus (YÖDAK), has some rules regarding to higher educations. According to the rules, high school graduates from Northern Cyprus are expected to enter central university student examination. This system has some similarities to the central examination taken by Turkish graduates. If foreign students have minimum of 12 years pre-university education and a higher secondary school certificate, they are also eligible to apply for university. Grading system follows the USA grade point average (GPA) system out of 4.0.

YÖDAK is higher education planning, supervision, accreditation and coordination council. The council has public legal personality in order to plan, regulate, follow and supervise the implementation, carry out the accreditation process of higher education centers.

"YODAK decision-making processes include following decisions:

- Accredited,

-Conditionally accredited,

-Accepted as candidate for accreditation, and

- It is not accredited" (Sari, 2016).

Educational system and higher educational planning in UK

Higher education system in UK aims to guarantee the education quality by evaluating academic contexts. The system is very serious on reporting situations to students and their families, schools and universities. As a result of this evaluation policy, a self evaluation and improvement culture is present

Higher education institutions in UK include two parts:

1. Degree-awarding (universities and colleges)

2. Non-degree awarding with bridging courses

Students are expected to submit all the necessary details of their future courses of study to their academic institutions. Both undergraduate and postgraduate levels are offered in UK in universities and colleges.

British Accreditation Council

The British Accreditation Council for Independent Further and Higher Education (BAC) is a not-for profit social institution. The main responsibility of BAC is investigating the last global standards of education and make sure that UK academic courses are met with those standards and qualities.

BAC is independent and is reputable in 22 countries around the world. The institution awards accreditation with good levels of accuracy and stability. BAC provides **UK /** International confirmation for institutions, recognition and credibility**,** systematic process for evaluating the quality of learning preparation. Other duties of BAC are as following:

-Providing professional help that might be effective for organizational grow**,**

-Making different framework for having regular improving academic systems

-Marketing supplementary education materials.

Academic foundation in UK has been developed by QAA (The Quality Assurance Agency for Higher Education). It collaborates with Great Britain higher education institute. The main duty of QAA is to help to describe good academic practices. QAA has published all the parts of the Academic Infrastructure which include the policies for higher education qualifications, program specifications and the Code of practice. The frameworks for higher education qualifications define the main successes and attributes of the main qualification titles. For instance, bachelor degree with honors; master's degree; and doctorate. These frameworks are valid for Wales and Scotland as well.

Universities and colleges are self-governed in UK, therefore their main responsibility is to make sure the standards of their awards and the quality of education they provide. The development of the Academic Infrastructure is paralleled in Europe through the Bologna process. The main aim of the Bologna process is to increase the international competitiveness of European higher education. It helps in making degrees more compatible, while respecting important national differences and university autonomy. QAA is engaged in some projects. The projects are about the development of some aspects of the Bologna process. In UK higher education system, every single university is allowed to have their own requires and own decisions. Every academic institution may have its own requirements for accepting new local or international students (Quality Assurance Agency for Higher Education, n.d.).

Education and Learning, then and now ((based on cross-cultural dimensions)

Before, education and learning process in elementary, secondary, and university teaching was dominated by competitive and individualistic learning. Cultural resistance to cooperative learning was based on social Darwinism. It believed that students must be taught to survive in a dog –eat-dog world (Alvi & Gillies, 2015). However, as time went by, education and practices have changed. Collaborative learning is now considered as a preferred instructional procedure at all levels of education in many education systems in different countries. Importance of cultural differences influences the perception of social presence (Rosario et al., 2008). Besides, cultural dimensions such as collectivism-individualism had a differential influence on the perceptions of competency. Individualism can lead to the view that asynchronous

text message reads seriatim are dependent to additional supportive material such as academic members (teachers, lecturers, etc) notes, rather than as evidence of salient futures. However, the predisposition toward group identity focus on social obligation and communal relationships of collectivist makes it more likely that collectivist learners will understand the prominence of the other behind the text message, leading to a better perception of social presence.

According to the result of a research done by Kandroudimar and Bratitsis (2014), social media may look like online communities and individuals use it for supporting sub-communities within the social networks. Taking benefit from social media is highly contingent on the class, and the broader socio-cultural norms matters in both offline and online social interactions.

Individualism/collectivism and self-directed learning

Self-directed learning is based on individualistic norms and values (Braman, 1998). In his study, Braman claimed that individualist attitudes and norms are listed in positive terms and are deemed preferable to collectivistic values, which are generally categorized in negative terms. However, a positive collectivistic term is listed among contradicting individualistic terms.

Braman(1998) investigated the relationship between self-directed learning and individualism/collectivism. He also studies other variables like age, ethnicity, gender, related to as Self-Directed Learning Readiness Scale and a measure of individualism and collectivism. Statistically significant relationship between Self-Directed Learning and Individualism was found in his study. On the other hand, no statistically significant relationship between self-directed learning and collectivism was found. His findings resulted that the development of individuals does not necessarily lead to independence or dependence in the end, however it may lead to interdependence, which is known as the ultimate purpose of an important number of adults with whom the field needs to get better acquainted (Braman, 1998). It is fundamental for all learners as well as academic system to be informed of the dangers that involved in using online media and their applications. The fact that some cultural characteristics (such as individualistic and collectivistic) are amongst most influential factors regarding

desires of individuals for preferring some learning styles or methods over another ones. Sometimes, cultural characteristics play important role in natural educational system of the whole country, it might cause some major barriers to use of digital tools in academic learning (Schwarz, 2006).

Collectivism and Individualism culture and their relationship with social media

As it discussed in theoretical framework, culture is one factor that can have effects on how individuals think or behave. Individualistic cultures are those that sustain the needs of the individual over the needs of the group as a whole. In this type of culture, people are seen as independent and autonomous. On the other hand, members of collectivistic culture, are more likely to emphasize on the basics of their own behavior of others. They tend to share resources and both good and bad outcomes of the shared decisions (Kim, 1995).

Social media enables social constructivist learning by focusing on collaborative processes rather than individual knowledge work) as well as requiring it. (For instance, students nowadays are more adapted to that approach or by social constructivist learning (Tay & Allen, 2011).

Learning social media could lead to develop social constructivist learning by making it possible to occur. Collaborative process instead of individual knowledge work is something that may occur in online communities. Students are somehow more naturally attuned now to that approach or by social constructivist learning (Tay & Allen, 2011).

According to the research done by Kandroudimar and Bratitsis (2014), lectures and students showed getting some benefits from online groups like Facebook. According to the findings of the research, although the social media reflects online associations, but the individuals support networked individualism. However these activities may be counted as tools for supporting sub-communities within the social network. Taking benefit from social media is highly provisional on the class, and the broader socio-cultural norms are important in both offline and online social interactions.

VARK Model of Learning Styles

"We are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or make things, an understanding of other individuals, and an understanding of ourselves" (Howard Gardner, 2011, p.1).

General approaches to teaching are principally based on what are called as "learning styles" (Davis & Arend, 2013). When people learn, brain tries to combine different models and ways to process new information, in order to perceive the knowledge effectively.

Individual who knows their preferences of learning have the ability to maximize the potential of learning as well as better understanding of their subjects. It could also help them to prevail the challenges of learning new materials.

A learning style assessment known as **"VARK"**, was created by Neil Fleming and Colleen Mills, two professors who worked with students at Lincoln University in Canterbury and New Zealand. The style was a developed form of a traditional learning style. It was introduced in 1920. Followings are the VARK fundamental elements:

1. Visual: based on using pictures, movies, videos, diagrams, graphs, and symbols. The following are hints to use visual learning style in education courses :

   - Infographic provides information using different visuals such as text and drawing,
   -Timelines highlight crucial historical events
   -Charts and graphs show statistical data,
   -Images help to have better understanding of objects, and
   -Maps help to have better perceive of places, they represent specific demographics.

2. Aural: based on lectures, discussions, music, explanation, audio tapes, stories and jokes. The following are hints to use aural learning style in education courses :

-Recording and writing data on CD/MP3 Players, so students have the chance of repeating the content of objects,

-Interactive Control Box connects teacher and student devices, allowing easy content -Sharing and storage for downloading Android apps,

-Explaining things by talking,

-Using different voices to emphasize things,

-Recording podcasts and summarizing notes and listen to them,

-Remembering interesting spoken examples, jokes, stories, and

-Read educational notes aloud.

3. Reading/Writing: based on making notes, texts, handouts, discussions. The following are hints to use reading-writing learning style in education courses :

-Rewriting notes after class,

-Writing key-words and ideas,

-Posting notes in visible places (such as refrigerator),

-Comparing notes with someone else's,

-Printing out the notes for later review, and

- Organizing notes in a Power-Point slideshow.

4. Kinesthetic: based on incorporating body movements, touching and direct feelings. The following are hints to use kinesthetic learning style in education courses :

- Creating a YouTube video as a group to study later individually

-Using the internet to research subject material,

-Visiting locations for materials (for example library),

-Correlate physical movements with terms and ideas,

-Creating models for the information, and

-Using Dry-Eraser or chalk board to study and review the objects.

As mentioned above, the ways that individuals choose to receive data and information are different. The chosen style, explains how that students process to receive and perceive the knowledge and information. Learning styles are different among different persons, so it is crucial for a healthy educational system to be able to

make sure that students are encouraged to use multiple learning tools based on investigating the most preferred style of certain students in an academic environment. The reason for this is that if educators only focus on one educational tool (such as printed books), this could be a forced choice pattern and the learner will have no option to choose (Bastable, 2011).

In addition to learning styles, the preferred studying method of students is now also considered by new academic systems. Some individuals learn better independently, while others prefer group learning (Winzer & Mazurek, 1998). People who enjoy group study and debates can share their ideas and wisdoms earned while learning on various social platforms (sometimes they are called as interpersonal learners). On the other hand, solitary learners who prefer to study alone, try to learn anywhere and anytime at their own pace (sometimes they are called intrapersonal learners).

CHAPTER III

Methodology

The quantitative research design was the method adopted in this study. In quantitative method, the researcher collects primary data and information, then chooses best analyses method in order to interpret those numerical data. Researcher takes the data from large population through sampling (Creswell, 2003). The process of collecting data will be done by questionnaires or polls. However, sometimes researchers use computational techniques to access pre-existing data (these types of data are usually statistical data). By analyzing numerical data, the researcher can explain a specific phenomenon among the population of the study.

Sampling

The population group respondents of the study were students from Northern Cyprus and UK, where the students of Near East University, and SOAS University of London and University of East Anglia have chosen as case study. Random sampling method was chosen to select the samples. In this method, selecting a sample unit is based on chance. Another exclusivity of this method is every element of the population has non-zero probability of being selected. Random sampling removes potential bias that might happen from researcher's side, therefore it helps to have fairer representative of population.

Respondents were randomly selected from different faculties including Communication, Education, Language and Literature, Law, and Economics. The total population of mentioned faculties was 482 for Near East University, and 640 for SOAS University and University of East Anglia. 330 undergraduate students randomly were chosen as the subject of quantitative data for Near East University of Cyprus, as well as 34 students from SOAS University of London and University of East Anglia. Researcher had chosen UK universities as a subject of the study, since the supervisor was lecturing in mentioned Universities and had access to the target group of the study. On the other hand, researcher chose Near East University of Northern Cyprus, since she herself was Master student there and distribution of questionnaire to sample group in the mentioned institution was convenient.

Researcher tried to reduce the number of missing cases. In order to have complete information for available volunteers, researcher excluded small number of questionnaires from SOAS University of London (about 2 questionnaires of total 36) that included some unanswered questions by some participants, It helped to reduce the possible errors in analyzing of the study, and consequently to increase statistical power of sampling without needing additional samples. Besides, it helps to narrow the gap between initial and effective sample sizes and, in so doing, improve statistical power and reduce bias without additional sampling. On the other hand, when it comes to sampling size, the type of statistical test that researcher aims to use matters. The type of statistical test affects the size sample calculation. For instance, an analysis reliant upon a non-parametric test like Man-Witney test needs more participants than one based on a parametric test (such as T-Test) (Jones & Lyons, 2004). The current study used T-Test for evaluating the hypotheses, so the small number of sample for UK students couldn't have major affect on the results.

According to social research methods, for most research endeavors, samples will be adequate if within the limits of 30 and 500 (Roscoe, 1975). Besides, in this research all the variables' standard deviations range ±2. Statistical research methods determined that values no greater than plus or minus 2 SD are counted as true value So, the sample could be considered as adequate in this study.

Research Instrument

A self-administered questionnaire was designed as the instrument of the study. Each variable was presented as a question and to increase the validity of the questionnaire, two professors and two PhD students from the department of social sciences assessed its accuracy. Once the questionnaire was completed, a pilot study was scheduled. The pilot study was the first testing of this tool and it was accomplished in person rather than online. It was the researcher's decision in order to reduce external distraction. It was decided that 40 students would act as the population for this pilot testing because they were part of the main sample group. This was effective for determining the reliability and validity of the evaluation tool. In total, 19 close-ended questions were applied to the students, where 7 questions tested nominal data (age, gender, learning style, preferred social media for learning purposes, real experience of

social media by lecturer, preferred study method, , most preferred social media by lecturer for teaching purposes and main obstacle/worries toward using social media). 20 Lickert scale questions tested two ordinal type variables of the study (computer literacy and attitudes toward using social media use in learning purposes).

Data Collection

Developing the model of the study and literature review started from December 2018. Distribution of the questionnaire for Northern Cyprus students conducted in August 2019, since the researcher was waiting for ethical permission of the institution, and it took about four months (April to August2019). Distribution of the questionnaire for UK students was done in February and March 2020, since the supervisor of the study was responsible for collecting data from SOAS University and University of East Anglia, and she had this chance only during her lecturing days in mentioned institutions. Data analyzing started right after the primary data were collected completely (March 2020). The final edition of the research was done in June 2022.

Data analysis

The SPSS software (Statistical Package for the Social Sciences), was employed to analyze the survey data. To examine the reliability of the questions, the Cronbach's alpha coefficient was calculated. Andrew et al. (2019) claimed that this test is a measurement to find how well a set of items measure a single or latent construct. According to Parnell (2003), reliability coefficients rate is as following:

> 9 excellent, > 8 good, > 7 acceptable, > 6 questionable, > 5 poor and < 5 unacceptable.

In this research, the Cronbach's alpha was determined to be 0.603 for questions related to attitudes toward using social media (which means acceptable) and 0.711 for questions related to computer literacy (which is considered good).

Table1. Reliability Statistics (for lickert scale questions related to attitudes toward using social media)

Chronbach's Alpha	Number of Items
.603	N : 14

Table 2. reliability Statistics (for lickert scale questions related to computer literacy)

Chronbach's Alpha	Number of Items
.711	N: 6

In this research, both preferred social media for academic learning purposes and learning styles are classified as nominal variables. Computer literacy and using social media for learning purposes are ordinal scale type variables. For comparing UK and Northern Cyprus students' data to each other, Compare Mean T Independent Samples Test applied. The test compare means in two samples, each selected randomly from a different population (Rosenthal et al., 2003). In other words, the independent samples t-test examines the mean scores of two different groups, and discovers whether there is a significant difference between those selected groups. (Gratton & Jones, 2010)

Ethical Considerations

People tend to trust to researches and project. Public health and safety, as well as human rights and animal welfare shouldn't be in contradiction with conducting research methods. Not paying attention to ethical rules may cause damages to human beings or animals.

Ethical considerations were applied to this study. In order to distribute the questionnaire to the sample group, permission was needed to be taken from The Social Sciences Ethical Committee of Near East University, as well as the Research and Enterprise Committee of university of SOAS and East Anglia and The International Development Ethics Committee. The participation in the research was voluntary. Each participant was free to withdraw from it at any point and for any reason.

CHAPTER IV

Results and Discussions

This study examined the factors related to attitudes and intentions of students toward usage of social media in learning process among UK and Northern Cyprus students. It discovered relationship among studying methods and preferences of using specific social media for academic learning purposes. The study also investigated individualistic and collectivistic cultures to determine possible cultural influences on getting benefit of social media for academic learning purposes.

After the survey was conducted and the data was collected, following results were obtained:

Table 3. Gender of Students (Northern Cyprus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	191	57.9	57.9	57.9
	male	139	42.1	42.1	100.0
	Total	330	100.0	100.0	

According to Table 3, the number of female participants for Northern Cyprus was 191, compared to 139 male participants. In other words, 57.9% of students were female, whereas almost 42% were male. It can be said that the number of participants was almost equal in terms of gender.

Table 4. Gender of Students (UK)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	21	61.8	61.8	61.8
	male	13	38.2	38.2	100.0
	Total	34	100.0	100.0	

As it can be seen in Table 4, the number of female participants in UK was 21, while the number of male participants was 13. In other words, more than 61% were female students compared to 38.2% of male students.

The number of female participants was almost twice than male participants, this may be due to the fact that the number of female volunteers for answering the questionnaire was more than the male volunteers.

Table 5. Age of Students (Northern Cyprus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	3	.9	.9	.9
	19	100	30.3	30.3	31.2
	20	69	20.9	20.9	52.1
	21	38	11.5	11.5	63.6
	22	35	10.6	10.6	74.2
	23	28	8.5	8.5	82.7
	24	28	8.5	8.5	91.2
	25	12	3.6	3.6	94.8
	26	6	1.8	1.8	96.7
	27	6	1.8	1.8	98.5
	28	1	.3	.3	98.8
	30	3	.9	.9	99.7
	31	1	.3	.3	100.0
	Total	330	100.0	100.0	

According to Table 5, the majority of Northern Cyprus students were 19 years old (30.3%). Following that, 20 years old students ranked the second place with 20.9%. Only small number of students were more than 26 years old (totally 17 participants). Almost 45% of other students ranged between 21 and 25 years old.

Table 6. Age of Students (UK)

		Frequency	Valid Percent	Cumulative Percent
Valid	18	7	20.6	20.6
	19	11	32.4	52.9
	20	3	8.8	61.8
	21	5	14.7	76.5
	22	5	14.7	91.2
	23	3	8.8	100.0
	Total	34	100.0	

As it can be seen in Table 6, majority of participants in UK were 19 years old (32.4%). Following that, 20.6% of students were 18 years old. A small number of students were 23 years old (3 participants). Totally 10 participants were 21 and 22 years old. Also, 20.6 % (7 students) were 18 years old.

Table 7. Available device in residential place (Northern Cyprus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cellphone	293	88.8	88.8	88.8
	PC	15	4.5	4.5	93.3
	Laptop	22	6.7	6.7	100.0
	Total	330	100.0	100.0	

Table 7 shows that the cellphone was the most available device among Northern Cyprus students in their residential places. Laptop (6.7%) was the second available device. Only 4.5% of participants claimed that they had PC in their residential place.

Table 8. Available device in residential place (UK)

		Frequency	Valid Percent	Cumulative Percent
Valid	1	26	76.5	76.5
	2	8	23.5	100.0
	Total	34	100.0	

Table 8 indicates that the majority of students (76.5%) accessed to cellphone, and 23.5% claimed that they had laptop in their residential place.

Table 9. Social Media Using For Learning (Northern Cyprus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	304	92.1	92.1	92.1
	No	26	7.9	7.9	100.0
	Total	330	100.0	100.0	

Table 9 shows that more than 92% of participants have used some kind of social media for their academic learning purposes. Only 26 participants claimed that they never got benefit from any kind of social media for academic learning.

Table 10. Social Media Using For Learning (UK)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	94.2	94.2	94.2
	No	2	5.8	5.8	100.0
	Total	34	100.0	100.0	

Table 10 indicates that the majority of students of UK, used social media for learning purposes. Only 5.8% of students claimed that they didn't use social media for learning purposes.

Table 11. Attitudes toward using social media in learning process (Northern Cyprus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	22	6.7	6.7	6.7
	Disagree	35	10.6	10.6	17.3
	Neutral	70	21.2	21.2	38.5
	Agree	132	40.0	40.0	78.5
	Strongly Agree	71	21.5	21.5	100.0
	Total	330	100.0	100.0	

As it can be seen in Table 11, more than 60% of students claimed that they agreed with using social media in academic learning purposes. Less than 18% of participants disagreed on getting benefit from social media in learning, while the others (38%) were neutral towards that.

Table12. Attitudes toward using social media in learning process (UK)

		Frequency	Valid Percent	Cumulative Percent
Valid	Disagree	6	17.6	17.6
	Neutral	18	52.9	70.6
	Agree	8	23.5	94.1
	Strongly Agree	2	5.9	100.0
	Total	34	100.0	

As it can be seen in Table 12, almost half of students were neutral toward using social media in order to get benefit for academic learning purposes. About 30 % of participants agreed to use social media, and few numbers (6 students) claimed that they disagreed.

The evaluation of Tables 9-12

The elements of the cross cultural theory can be considered as a reason behind why UK students were neutral toward use of social media in academic learning purposes in general, unlike Northern Cyprus students who had great tendency to get benefit from social media in education. Cultural characteristics has an impact on various technology adoption. A study by Al-Saleh et al. (2019) confirmed that difference in cultures significantly influences on individuals' opinion toward using

social media. In that study, students from collectivist cultures tended to use more social media for their learning purposes. People from collectivist culture (like Northern Cyprus), learn to use their social groups and media as the primary sources of reference. On the other hand, people in high individualistic countries seemed to rely more on media and less on their social networks for inform action. In an individualistic culture such as UK, individuals pay greater attent to self efficacy rather than social media norms. In other words, it is their own decision to use social media for sharing data and social interaction. They are not affected by norms of the social groups or manipulations (Finkbeiner, 2016).

Table 13. Preferred Social Media by Students (Northern Cyprus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	26	7.9	7.9	7.9
	Youtube	124	37.6	37.6	45.5
	Facebook	90	27.3	27.3	72.7
	Twitter	22	6.7	6.7	79.4
	Wikis	34	10.3	10.3	89.7
	WhatsApp	17	5.2	5.2	94.8
	GoogleDoc	17	5.2	5.2	100.0
	Total	330	100.0	100.0	

Table 13 shows that, Youtube with more than 37% users, is the most preferred social media for academic learning purposes among Near East University students. The table also shows that, Facebook is ranked as second most favorable social media (27%). WhatsApp and Google-Doc are amongst less preferred ones.

The result is similar to another study conducted in Ankara Middle East University, which found out that the majority of the students tended to use videos playlists as supplementary material via YouTube channels (Balbay & Kilis, 2017).

Participants claimed that they learnt better when they got benefited from visual explanation videos. YouTube is a free web based service and this is considered as a big advantage which allows Educators to search favorite contents easily and review videos related to a certain subject or idea. Lecturers are able to share those beneficial Youtbe contents with students by means of provided links. The application gives the chance to students to learn complex concepts as well as improving listening and punctuation skills, on the other hand, lecturers find the chance to focus more on students' learning abilities, rather spending extra time illustrating different topics. In the field of educational development in academic centers, these finding enhances their understanding of the usefulness of specific applications. This might offer some practical implications for education institution administrators such as vice chancellors as they must concentrate more on providing new media technologies to students who would aim to use them more for learning and tutorials.

Table 14. Preferred Social Media by Students (UK)

		Frequency	Valid Percent	Cumulative Percent
Valid	None	2	5.9	5.9
	Twitter	9	26.5	32.4
	Facebook	14	41.2	73.5
	Youtube	7	20.6	94.1
	Wikkis	2	5.9	100.0
	Total	34	100.0	

According to Table 14, majority of students claimed that Facebook was the most preferred social media for them to get benefit in learning process. Twitter was the second most preferred social media (26 %). 20% of participants claimed that Youtube

was their favorite social media for learning purposes. 5.9% of students preferred to use wikis

According to the results of a study done by Bicen & Cavus (2010) on most preferred social networking sites among students in UK, participants mostly preferred to use Facebook and LiveSpace when they wanted to share something. The largest age group using Facebook in the UK is less than 35 years old, with 11.2 million users. In 2020, although there has been a decline in numbers of using Facebook among students, yet it remained the most popular social networking sites.

Table 15. Preferred Social Media by Lecturers (Northern Cyprus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	243	73.6	73.6	73.6
	Youtube	34	10.3	10.3	83.9
	Kahoot	10	3.0	3.0	87.0
	GoogleDoc	25	7.6	7.6	94.5
	Facebook	18	5.5	5.5	100.0
	Total	330	100.0	100.0	

Table 15 claims that the majority of students (73%) didn't have any experience regarding to use social media for academic learning purposes by their lecturers. However, among those who had such experience, 10.3 % got benefit from Youtube, 7.6% had used Google-Doc, 5.5 % got benefit from Facebook and finally 3 % had used Kahoot application as supplement learning materials from lecturer side.

Table 16. *Preferred Social Media by Lecturers (UK)*

		Frequency	Valid Percent	Cumulative Percent
Valid	None	12	35.3	35.3
	Youtube	7	20.6	55.9
	Kahoot	4	11.8	67.6
	Facebook	5	14.7	82.4
	Twitter	1	2.9	85.3
	Blogging	3	8.8	94.1
	Instagram	2	5.9	100.0
	Total	34	100.0	

As can be seen in Table 16, 35% of lecturers never got benefit from any kind of social media for teaching or lecturing academic purposes. Youtube, Kahoot, Facebook, Twitter, Blogging and Instagram were among those social media who lecturers used them during teaching / lecturing.

The Evaluation of Tables 15-16

Inclusion of a gamification method in addition to videos increased the interest of students in academic environments in Northern Cyprus in recent years. According to a study by Bicen and Kocakoyun (2018), these methods for education could have a positive influence on student motivation to learn better their lessons. In addition, the study found out that Kahoot application has the great potential to be used effectively for gamification of lessons in and out of classrooms. According to Diffusion of innovation theory, innovations are ideas, technologies (like internet), practices or any product that is perceived as new among individuals. Students are digital natives, they are known as early adaptors of social media who are more familiar & experienced with new online innovations with their peers. On the other hand, university lecturers are

later adaptors, elder, less familiar, struggle with teaching and learning the new technologies and conceptualizing their course design via online applications (Rogers, 2003). This might justify the reason behind why lecturers tend to use less social media in classroom in Northern Cyprus universities. These new innovations starts in Western countries and got popular there first, then when time passed, they became more and more popular in other parts of the world such as Turkey and Northern Cyprus. Passing the peek time of using social media among teachers as well as students in past years in UK, might be an important reason behind the rate of using social media for academic learning in these two countries.

Table 17. Preferred Studying Method (Northern Cyprus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Study Alone	131	39.7	39.7	39.7
	Study in group	199	60.3	60.3	100.0
	Total	330	100.0	100.0	

According to Table 17, the majority of students in Near East University preferred to study in group (60%), while the rest of them are more comfortable with studying alone (40%).

Table 18. Preferred Studying Method (UK)

		Frequency	Valid Percent	Cumulative Percent
Valid	Studying Alone	24	70.6	70.6
	Studying in Group	10	29.4	100.0
	Total	34	100.0	

Table 18 shows that the majority of students preferred studying alone. Only 10 participants claimed that they were comfortable with group learning.

The Evaluation of Tables 17-18

A study by Cortina et al. (2003), investigated the cultural dimensions and the sense of school belongingness among students from 31 countries. The findings of the study showed that indicated that some cultures such as East Asian countries have high degree of power distance and students who study in these countries showed low belongingness to school. On the other hand, students who live in western countries, presented more degree of belongingness to school. What predicts the higher school belongingness across cultures is positive student-teacher relation and co-operation. According to elements of cross-cultural theory, individualist cultures such as UK tend to understand the other members of the society as self-directed and autonomous. They prefer to choose uniqueness as cultural norms over anything else. However, people who live in Collectivist cultures like Turkey and Northern Cyprus, are interested to conceive individuals related with other member of the group and embedded in a broad social context . A study by Kaur & Noman (2015) explored tendencies and academic practices of teachers from collectivist nations. According to the result of that research, cultural beliefs affect both teaching and learning. The study revealed that not only

students but also professors can be influenced in an academic environment by their cultural backgrounds and practices. Alshahrani (2017) maintained that various models could be suggested for the academic professionals. Lecturers may adapt to the culture of the classroom, or they may use different new methods for teaching students.

Table 19. Preferred Learning Style (Northern Cyprus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Auditory	122	37.0	37.0	37.0
	Writing/reading	76	23.0	23.0	60.0
	Visual	107	32.4	32.4	92.4
	Kinesthetic	25	7.6	7.6	100.0
	Total	330	100.0	100.0	

Table 19 shows that majority of Northern Cyprus students claimed that they were auditory learners (122 participants). On the other hand, Only a few number of students claimed that they were kinesthetic learners (25 participants.) 32.4 % were comfortable to learn lessons with visual style, while the rest 23% preferred to use reading and writing.

Table 20. Preferred Learning Style (UK)

		Frequency	Valid Percent	Cumulative Percent
Valid	Auditory	7	20.6	20.6
	Writing/reading	16	47.1	67.6
	Visual	8	23.5	91.2
	Kinesthetic	3	8.8	100.0
	Total	34	100.0	

According to Table 20, 47% of participants claimed that they were comfortable with reading and writing style for academic learning, the percentage is almost twofold compared to those who were visual or auditory learners.

The Evaluation of Tables 19-20

Popularity of learning by an online media like YouTube among Northern Cyprus students who are mostly auditory learners, and Facebook and Twitter among UK students who were read-write learners, is a proof that technology allows students to integrate online learning accessibility it's natural individual's tendency that is combined with listening, narrative and observational practices which make it easier to learn through the imitation of others that are the strong learning solutions in academic environments.

Figure 2. Relationship between learning styles and preferred social media (Northern Cyprus)
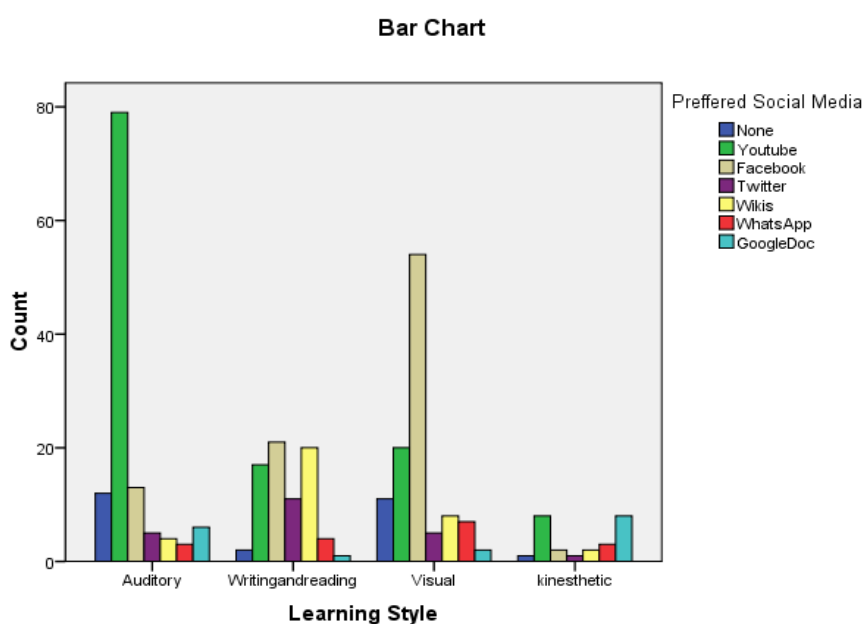
According to Figure 2, in case of UK, the majority of those who are auditory learners, prefer to use Youtube application for their academic learning purposes, On the other hand, Facebook is used most among students who are visual learners. Also, Kinesthetic learners tend to use GoogleDoc and Youtube, and participants who are comfortable with reading and writing, desire to get benefit from wikis, Facebook, Youtube and Twitter almost in same rate. However, the Twitter is more popular in participants who are more comfortable with reading and writing.

Figure 3. Relationship between Learning Style and Preferred Social Media (UK)
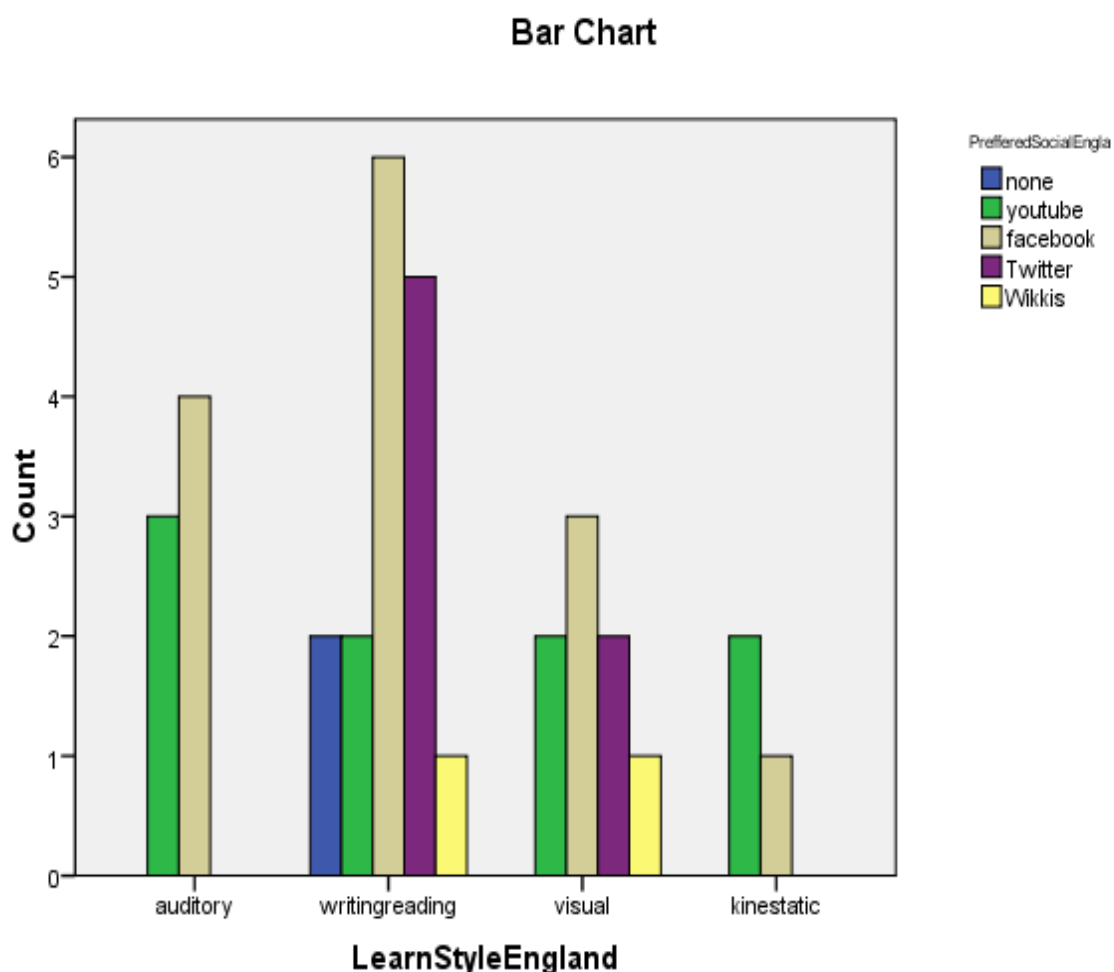
According to Figure 3, the majority of those who are write/read learners, prefer to use Facebook application for their academic learning purposes, also, Twitter is

popular among students who are write/read learners. On the other hand, Kinesthetic learners tend to use Youtube and Facebook, while visual learners, desire to get benefit from wikis, Facebook, Youtube and Twitter almost in same rate. Facebook is also the preferred application for those who are auditory learners.

The Evaluation of Figures 2-3

Some cultures pay more attention to writing and reading than other cultures. On the other hand, members of some cultures tend to focus more on listening in communication processes. As a general norm, collectivistic cultures prefer to use listening more than individualistic cultures.

According to the elements of Cross-Cultural theory, Communications via writing and reading , became the backbone of the rules, behavior and laws of individualistic cultures. (UK) On the other hand, people in collectivist cultures, where maintaining group harmony is highly valued, are more likely to have a people-oriented communication, emphasizes more on listening practices (Northern Cyprus) (Honneycut, 2003).

In one hand, cultures with a high-context tendency prefer to use less verbal communication. Those cultures acknowledge silence as a dominant type of communication (like Northern Cyprus culture). Listeners pay attention to nonverbal indications and evaluate contextual effects on messages. Indirect interactive is preferred most in collectivist culture. Direct communication can be considered as a threat to other individuals. On the other hand, Individualists tend to communicate in direct style. They usually say what they mean. They prioritize the data and information explicitly European and Western cultures are typically more individualist. That could be the reason behind the practices of UK students for using those types of social media which are based on more reading and writing.

Table 21. Main Obstacle/Worry of Students Toward Using Social Media for Learning Purposes (Northern Cyprus)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Privacy and Security	21	6.4	6.4	6.4
	Language	72	21.8	21.8	28.2
	Technical Issues	42	12.7	12.7	40.9
	Legal or Accessing Issues	94	28.5	28.5	69.4
	Lack of Knowledge	7	2.1	2.1	71.5
	Media inappropriately	19	5.8	5.8	77.3
	lack of trust	7	2.1	2.1	79.4
	Lack of time	39	11.8	11.8	91.2
	Prejudice existence	29	8.8	8.8	100.0
	Total	330	100.0	100.0	

Table 21 claims that the main obstacle/ concern for using social media for learning purposes among the majority of students (28.5%) is legal/ accessing issues. While the second issue they considered, is language problem (for 21.8%). However,

lack of knowledge on the nature of using social media, lack of trust as well as privacy and security with totally less than 10%, were amongst the less concerns and obstacles from the perspective of students.

Table 22. Main Obstacle/Worry of Student toward Using Social Media for Learning Purposes (UK)

		Frequency	Valid Percent	Cumulative Percent
Valid	Privacy and Security	19	55.9	55.9
	Language	2	5.9	61.8
	Technical Issues	1	2.9	64.7
	Lack of Knowledge	2	5.9	70.6
	Media Inappropriacy	2	5.9	76.5
	Trust	4	11.8	88.2
	Prejudice	4	11.8	100.0
	Total	34	100.0	

As can be seen in Table 22, majority of participants claimed that they were worried about security and privacy issues when it comes to use social media for

learning purposes. Trust and prejudice were among another popular issues for participants.

The Evaluation of Tables 21-22

Elements of Cross Cultural theory explain how people from individualist culture, are more conservative than collectivist culture, the reason that why UK students had concerns regarding to privacy and security issues in online platforms. Individualistic societies offer freedom of movement in relationships and their social integrations. If they don't like communication network and friends and if they feel any insecurity, they would leave them. On the other hand, relationships and communications in collectivist cultures often is related to connecting with favorite social group and finding new social networks, more than people in individualistic cultures. Individuals coming from collectivist cultures, feel safer to try new phenomena, consequently, they are more interested in sharing and exchanging knowledge if they have the chance to do so.

Table 23. Compare means (Independent Samples T Test) – Attitudes toward using social media for academic learning

Group Statistics

	Universi ty Type	N	Mean	Std. Deviation	Std. Error Mean
Attitude To Use Social Media in Learning	Cyprus	330	3.5909	1.13493	.06248
	UK	34	3.1765	.79661	.13662

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Attitude To Use Social Media in Learning	Equal variances assumed	8.473	.004	2.076	362	.039	.41444	.19964	.02185	.80703
	Equal variances not assumed			2.759	48.035	.008	.41444	.15022	.11240	.71648

According to Table 23, independent-samples T Test shows students' attitudes toward using social media for academic learning purposes differ based on countries. P-Value is .039, it means that the variability in the two conditions is significantly different (because it is less than .050). In other words, we can conclude that there is a

statistically significant difference between the attitudes of Northern Cyprus and UK students in terms of using social media for academic learning purposes.

Table 24. Compare means (Independent Samples T Test) – Preferred Learning Methods
Group Statistics

	University Type	N	Mean	Std. Deviation	Std. Error Mean
Preferred Studying Method	Cyprus	330	1.6030	.49001	.02697
	UK	34	1.2941	.46250	.07932

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Preferred Studying Method	Equal variances assumed	9.900	.002	3.518	362	.000	.30891	.08782	.13621	.48161
	Equal variances not assumed			3.687	41.020	.001	.30891	.08378	.13972	.47811

According to Table 24, independent-samples T Test shows that the preferred studying method differs between Northern Cyprus and UK students. P-Value is .000, it means that the variability in the two conditions is significantly different (because it is less than .050). In other words, we can conclude that there is a statistically strong significant difference between the preferred studying method among Northern Cyprus and UK students.

Table 25. Compare means (Independent Samples T Test) – Learning Styles

Group Statistics

	University Type	N	Mean	Std. Deviation	Std. Error Mean
Preferred learning Method	Cyprus	330	1.6030	.49001	.02697
	UK	34	1.2941	.46250	.07932

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Preferred learning Method	Equal variances assumed	9.900	.002	3.518	362	.000	.30891	.08782	.13621	.48161
	Equal variances not assumed			3.687	41.020	.001	.30891	.08378	.13972	.47811

According to Table 25, independent-samples T Test shows that the preferred learning style differs among Northern Cyprus and UK students. P-Value is .000 , it means that the variability in the two conditions is significantly different (because it is less than .050). In other words, we can conclude that there is a statistically strong

significant difference between learning styles of Northern Cyprus students and UK students.

Table 26. Compare Means (T Independent Samples Test) – Preferred Social Media for Learning Purposes

	University Type	N	Mean	Std. Deviation	Std. Error Mean
Preferred Social Media for academic purpose	Cyprus	330	2.1000	1.56685	.08625
	UK	34	1.9412	.98292	.16857

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Preferred Social Media for academic purpose	Equal variances assumed	7.809	.005	.579	362	.563	.15882	.27430	-.38061	.69825
	Equal variances not assumed			.839	52.182	.405	.15882	.18935	-.22111	.53876

According to Table 26, independent-samples T Test shows that the preferred social media for learning purposes doesn't differ between Northern Cyprus and UK

students. P-Value is .563 , it means that the variability in the two conditions is not significantly different (because it is greater than .050). In other words, we can conclude that there is not a statistically significant difference between preferred social media for learning purposes among Cyprus students and UK students.

Evaluation the possible reasons behind the rejection of Forth hypothesis

Table 26 indicated that there was not any significant difference between preferred social media for learning purposes among Northern Cyprus students and UK. According to a research that investigated the popularity of using social media among students around the world, in Asia, Europe, and USA social media were so popular among youth and students and on top of them, Youtube, Facebook, Twitter, Linkedin and Pinterest were among most favorite social media, while the report showed that in African countries students showed lower tendencies to use social media in general. For instance, Twitter is known as one of the most famous and useful social media for students around especially in Asian and European countries. It is popular particularly in education with many search facilities such as hashtags and flip-classes. Also, Facebook is still on top of the world's most used social platforms among users (Global social media statistics, 2022) . Facebook, Youtube, Twitter were among the most popular social media among individuals ranged 18-29. Therefore, the possible reason for rejection of the fourth theory might be the mentioned facts.

Table 27. Compare means (Independent Samples T Test) – Computer Literacy

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Computer Literacy	Equal variances assumed	2.691	.102	.278	362	.781	.05579	.20057	-.33863	.45022
	Equal variances not assumed			.327	43.776	.745	.05579	.17079	-.28846	.40005

According to Table 27, independent-samples T Test shows that the computer literacy rate doesn't differ between Northern Cyprus and UK students. P-Value is .781, it means that the variability in the two conditions is not significantly different (because it is greater than .050). In other words, we can conclude that there is not a statistically significant difference between Northern Cyprus and UK students in terms of computer literacy level.

Evaluation the possible reasons behind the rejection of Fifth hypothesis

According to the result of the current study, there was no significant difference between Northern Cyprus and UK students in terms of computer literacy level. In order to achieve the benefits of digitalization and new technologies, individuals need to be to able to utilize and keep pace with technological innovation. Although nowadays students have improved their skills in a digital society it does not necessarily mean

they are completely digitally literate. The country of origin and educational systems might play a great role to help individuals to achieve an appropriate level of digital literacy.

Northern Cyprus has experienced great progress in digital activities in past years. In order to fulfill different needs of start-ups and entrepreneurs and online jobs, the number of accelerator which supports educational components has increased significantly (North Cyprus Digital Report, 2021). Also there was a progress in the number of CSOs and techno parks with a variety of resources and services in the island.

Among those programs it can be referred to EMU Technopark Center, CIU Software Department and finally NEU Innovation and Information Technologies Centre. Those programs educate students with social life as well as digital skills which might be needed in different communities.

On the other hand, in last few years in UK there has been explicit recognition of digital literacy incorporating higher order cognitive skills – such as critical thinking, synthesis, and analysis – as well as attitudes and mindset towards technology and digital innovations. For instance, a digital literacy framework produced by the Joint Information Systems Committee, combines components like various literacy (data literacy and literacy), digital creation and digital well-being.

According to the WorldBank, in 2019, digital literacy skills rate was 4.94 for United Kingdom. This index was graded on a scale of one to seven, where the score of seven was the best. While two countries were placed approximately in same range, UK has obtained a slightly better score than Cyprus. However, the current state of digital literacy in the UK is mixed at best, according to the report of UK digital literacy (2021), the average scores for adults in England and Northern Ireland were lower than many other countries such as Scandinavian countries. It seems that both Northern Cyprus and UK have some progress in digital literacy in recent years, however in general, they are still have much to do in order to be perfect. Two countries are not so different from each other in digital literacy subject. This might be the possible reason behind the rejection of the fifth hypothesis of the current study.

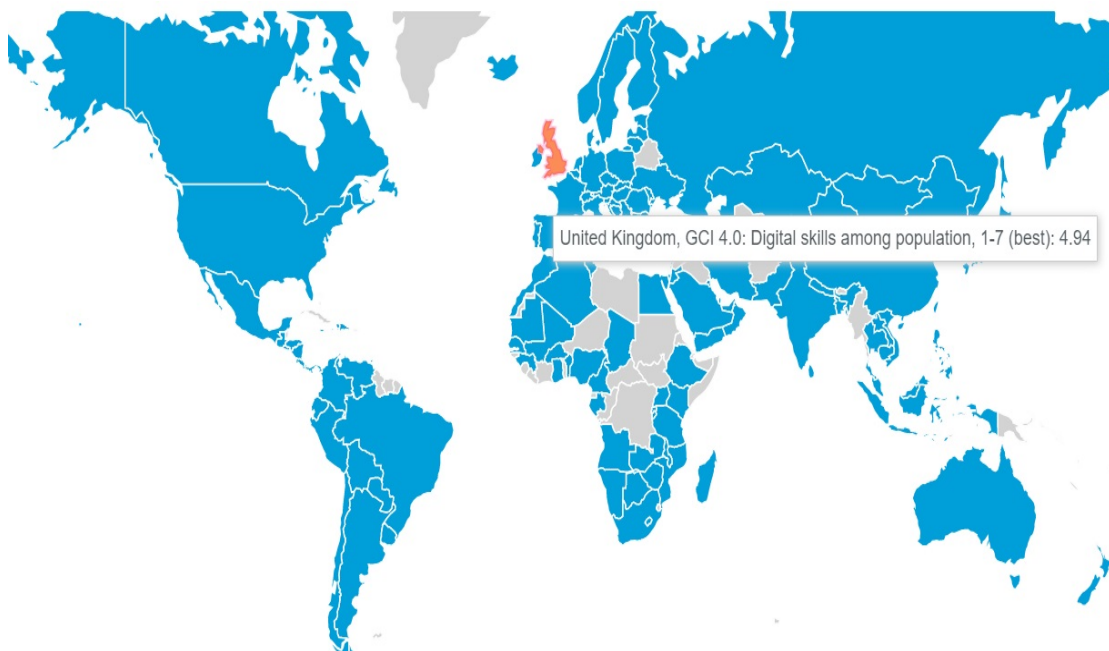Figure 4. Digital skills among population for UK, 1-7 (best)- (worldbank, 2019)

Figure 4 shows that the digital skills score among UK people is 4.94, which is more than the average score.

CHAPTER V

Conclusion and Recommendations

Methodological evaluation

The study aimed to investigate the attitudes and factors related to use of social media for academic learning purposes in Northern Cyprus and UK. A cross-sectional study (which is a type of survey method) used in this thesis. This method is used for discovering possible relationships between variables or to gather introductory data, in order to support hypotheses and testing them. To examine the results, descriptive analysis (such as frequency and percentages) and correlation analysis were used. The survey method provided a means of measuring a population's characteristics, self-reported and participants' attitudes and opinions, Students were asked about their attitudes toward using social media for academic purposes, as well as their learning styles and their preferred social media for learning by means of a questionnaire. Frequencies and percentages of data provided an appropriate way to analyze the data, and correlations between variables were examined by means of T-test. The paragraph below shows the summary of the results of the study and the answers to the research questions and hypotheses:

-What is the most preferred study method among Northern Cyprus students?

Majority of students (60%) preferred Group Study

-What is the most preferred study method among UK students?

Majority of students (70%) preferred Studying Alone

-What is the preferred learning style among Northern Cyprus students?

Majority of students (37%) were auditory learners (style)

-What is the preferred learning style among UK students?

Majority of students (47%) were Read-Write learners (style)

-Which percentage of students use social media for academic learning in Northern Cyprus?

Most students (60%) tended to use social media in academic learning

-Which percentage of students use social media for academic learning in UK?

Most students (52%) were neutrent towards using social media in academic learning

-What percentage of lecturers get benefit from social media in classrooms in Northern Cyprus?

27% of lecturers got benefited from social media in academic learning

-What percentage of lecturers get benefit from social media in classrooms in UK?

65% of lecturers got benefit from social media in academic learning

-What is the most preferred social media for academic learning purposes among students in Northern Cyprus?

Most preferred social media for academic learning was Youtube (37%)

-What is the most preferred social media for academic learning purposes among students in UK?

Most preferred social media for academic learning were Facebook (41%)

-Do lecturers in Northern Cyprus use any social media for sharing/ presenting academic content in academic environment?

Only a minority of students (27%) claimed that they had experience by their lecturers to use social media in academic learning environment for their lessons

-Do lecturers in UK use any social media for sharing/ presenting academic content in academic environment?

Majority of students (65%) claimed that they had experiences by their lecturers to use social media in academic learning environment

-What are the preferred social media used by lecturers in Northern Cyprus?

Youtube, Google Doc, Facebook and Kahoot were preferred social media used by lecturers in Northern Cyprus

-What are the preferred social media used by lecturers in UK?

Youtube, Kahoot, Facebook, Twitter and Instagram were the preferred social media used by lecturers in UK

-What are the main obstacles for using social media in learning process among Northern Cyprus students?

Main problems and obstacles were language problems, legal and limitation issues for accessing academic scientific contents

What are the main obstacles for using social media in learning process among UK students?

Main problems and obstacles were security and privacy issues

-What is the level of computer literacy among Northern Cyprus students?

More than 55% of students claimed that they had good and very good computer literacy level

-What is the level of computer literacy among UK students?

More than 58% of students claimed that they had good and very good computer literacy level

-What is the percentage of students who had previous education on social media in high school in Northern Cyprus ?

Only a minority of students (near 29%) had previous education on social media in high school

-What is the percentage of students who had previous education on social media in high school in UK?

Majority of students (near 65%) had previous education on social media in high school

Hypothesis 1. Students' attitudes toward using social media for academic learning purposes significantly differs between Cyprus and UK students.

-Independent-samples Test (T Test) showed that students' attitudes toward using social media for academic learning purposes differs between Northern Cyprus and UK, P-Value is .039.

So, the first Hypothesis was justified.

Hypothesis 2. Preferred studying method for academic learning purposes significantly differs between Northern Cyprus and UK students.

-T Test showed that the preferred studying method differs between Northern Cyprus and UK students. P-Value is .000, So the second hypothesis was justified.

Hypothesis 3. Preferred learning styles for academic learning significantly differs between Northern Cyprus and UK students.

-T Test shows that the preferred learning style differs between Northern Cyprus and UK students. P-Value is .000, So the third hypothesis was justified.

Hypothesis 4. Preferred social media for academic learning purposes significantly differs between Northern Cyprus and UK students.

-T Test showed that the preferred social media for learning purposes doesn't differ between Northern Cyprus and UK students. P-Value is .563, So the fourth hypothesis was rejected.

Hypothesis 5. Computer literacy rate significantly differs between Northern Cyprus and UK students.

-T Test Showed that the computer literacy rate doesn't differ between Northern Cyprus and UK students. P-Value is .781, So the fifth hypothesis was rejected.

Theoretical evaluation

-The Mayer's Cognitive theory of Multimedia Learning believes that students are not "empty vessels" waiting to be filled up with information but must instead work to use, create and share words and pictures and narrations into meaningful information that is stored in long-term memory. If a student is presented with an auditory information display –that is called narration- at the same time as a visual information display –for example a text or a picture- then the student will need to process this data in different channels of brain. As the result of this fact, the student's ability to process is limited. Therefore, the student's brain tries to be selective with the data it chooses to keep or memorize. Lecturers need to consider the best way to teach students by knowing their preferences (test, images, video, face-to-face interaction, etc) in order to highlight the essential materials.

-Preparing teachers with necessary skills and up-to-date knowledge of instructional designs that could help them to design new learning experience for new generations needs to be considered for embracing the success of future students. Teacher-education should focus on what Mayer identified as learning principles based on active classrooms and learning environments. Creating and developing efficient interactions and learning using technology. The results of the study can be used to help guide and inform academic instructors and to have an effective academic designs as they conduct many available techniques, tools and new online facilities in the search to enhance learning effectiveness. Technology itself can be powerful tool to improve learning, but the fact that teachers and lecturers still remain the critical factor to students' achievements, makes it clearer that they must be informed of students' main preferences and needs in order to have positive interaction with their success. On the other hand, regarding the relationship between preferred social media and learning styles among students in general, and also due to the fact that students' learning style has an impact on their academic performance which have been discussed in some previous studies in the world -for example, study by Singh (2012)-, understanding the academic characteristics of students is important for teachers in order to provide them more effective learning instruments. Making the process of adaptation in learning situations should be on the lecturers mainly.

-Based on a study by Mills (2016) in Media and Communication Journal about social media and internet use and their impact on individuals' cognitive process,

adaptation to new technologies seems to be connected with greater combination into counterpart groups and excess cognitive abilities. When cognitive processes of attention, memory, and motivation begin to increase, social media may offer new platforms for developing learning in social bases. More executable plans, and finally raised development expectations need to be considered all the time for a better learning platform.

-Roger's theory of Diffusion of innovations, explains that teachers accumulate new knowledge and inventions that have been introduced through staff development and how the teachers could implement new innovations into real practice. By understanding the tendency of learners for getting benefit of new available online technologies, the need to learn the purpose of that innovation, then discovering the acceptance rate of that innovation among potential users come to consideration in academic institutions. The current study makes it possible to improve evaluation of diffusion of innovation for using new media related technologies. It can be practicable by introducing a scale of communication level of students and their real practice of social media for their learning purposes.

-Different educational systems and cultures have different ideas with respect to the teachers and students' role in instructional process. One element that affects students' learning experience is cultural difference. Students may find these differences in the lecturer's verbal or non-verbal interactions or their communication abilities. Student's perception of what lecturers can provide for them is also influenced by these cultural differences. Indeed, higher education institutions which the current study investigated them, may try different models (and if it is necessary new administration schedule) in their academic systems. High quality might be achieved by means of decisions of the higher education institutions; as well as education-supported foundations based on what students prefer and what they can suggest to education system

Contribution of the Study (For Northern Cyprus)

-Regarding to the positive attitude of using social media among students and their tendency for group learning and according to their good level of computer literacy, appropriate environment for the exchange of information, where

communication can be one to one, one to many, or one to all contacts and one to all followers may be considered more than before in Near East University (for example, having more audio-visual foundations in classrooms and using more appropriate online platforms like Youtube).

-In spite of great tending to use social media among Northern Cyprus students, majority of them didn't have any related education in high school. Lack of student knowledge about appropriate technologies needs to be considered with sufficient education and accessibility in early university years and real practicing about online platform in high school can compensate the lack of students' exposure to appropriate technologies.

-Students referred to the limitation of accessing to reliable and legal academic contents on the internet. There is a need to improve accessing to scientific contents as much as possible in different free online platforms for students, for example in official online pages in different social media like Youtube, Twitter or Facebook, also there is a need to have more learning assist tools in university, for those who may need to translate online academic scientific content which is not in their native language.

Contribution of the Study (For UK)

-Regarding of the great use of social media in academic environment by lecturers, as well as the good level of computer literacy level among UK students, and also their background of real practices and education on social media for their lessons in high school, it seems that UK higher education system only needs to focus on solving privacy issues and try to develop and expand more read-writing platforms for educational purposes.

-In the past two years, after shifting face-to-face education into online home education in UK due to the pandemic, professional set ups needed to be arranged before starting up education process. In order to do so, a new system provided teachers to be able to refer to "Federal Guidance" including those from FERPA|Sherpa (The Student Privacy Resource Center) and Common Sense Media (It enables some rights and advocacies to families to advance safe technology and media for their children) .

The same systems may be used in higher education system as well in order to reduce the concerns of students for using social media in their learning process.

Recommendations of the Study

1. The current study was carried out on university students. It didn't mention the faculty members. Future projects could be conducted about academic members in different higher education institutions, to discover their perspective on different learning environments, as well as their digital literacy level.

2. This study was based on quantitative research approach. Future studies might consider direct observations, and use direct interviews with different group of students (for example different ethnicity groups, ages, different levels of the study, etc).

3. The study was conducted as cross-sectional, means that the data collected from a population at a specific point in time. Future studies may consider longitudinal studies and investigate same groups with same preferences of using specific social media multiple times during different academic years and different courses to obtain clearer results.

4. Future studies may investigate different learning environments and their effects on students' attitudes and preference on group learning or learning alone. According to the results of the current study, students of UK (as an individualistic country) preferred learning alone, while majority of Northern Cyprus students (as a collectivist country) were more comfortable with group learning. It is recommended that future studies try to discover other factors than cultural differences which might affect on students preferences. Physical environment and psychosocial environment could be considered as important factors in students' decisions on choosing the best methods for their academic learning purposes. Psychological aspects like feelings, actions and thoughts, together with physical environment like designs of the university, population of the classrooms, etc., all may have possible impacts on students' choices in their learning process.

5. It is recommended that further studies be conducted on participations from other universities both in Northern Cyprus and UK as well. Sampling for UK

universities could be bigger than the current study. Also future studies may focus on difference between male and female participants and discover any possible significance difference on their attitudes and real practice of social media in learning process.

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Appendix A

Questionnaire

Dear Participant,

This questionnaire is part of a dissertation that I am carrying out in order to discover the perception and attitudes toward using social media in learning process. Please note that your participation in the study is voluntary and whether you agree to participate or not will have no impact on your grades for the courses you are/were enrolled in. Your identity will not be revealed in any case to third parties. You don't need to write your name**. Thank you for collaboration**

Azadeh Tabrizi , Master student, Near East University

Assoc.Prof.Dr Izlem Kanli, Supervisor, Near East University

1-What is your age?

2-What is your gender? Male   Female

3- What are the following personal devices do you have currently in your resident place? (you may choose more than one item)

Cellphone   Laptop   PC

4-What is the best method for you in order to learn your lessons?

Listening   Writing   Reading   Discussion   other (Please name :----

5- Have you ever had any previous education regarding to use social media in high school? Yes   No

6-Which method would you prefer for study? Studying Alone
Studying in group

7-Do you think that social media should be used by teachers in educational system? Yes   No

8-Do you use social media in order to communicate with your lecturers? Yes No

9-Do you use social media in order to communicate with you classmates for educational purposes? Yes No

10-If your answer to question 9 is yes, which applications have you used so far?

Facebook   Youtube   LinkedIn   blogging   Twitter   Instagram kahoot   Google Plus   Goodle drive   WhatsApp

Others (please name : ------

11-Have your lecturers used any sort of social media in classroom in order to teach better so far? Yes No

12-If your answer to question 11 is yes, which applications have they used?

Facebook   Youtube   LinkedInblogging Twitter Instagram kahoot Google Plus Goodle drive   WhatsApp   Others (please name : ------

13-Are you interested in using Social Media as an educational tool in general?Yes No

14-Which of the following social media platforms do you use? Facebook Twitter Youtube   InstagramPinterest   LinkedIn   whatsapp   Snapchat Google PlusOther (please name):------

15-Do your lecturers mostly rely on traditional methods of teaching or modern ones for lecturing in classrooms?

Traditional modern   mixed methods mixed methods

16-Do your lecturers mostly rely on traditional methods of teaching or modern ones for lecturing in classrooms?

Traditional modern mixed methods   mixed methods

17-What are your main obstacles / worries of using social media?

-Privacy/ security issues   -Language   -Technical issues

-Legal issues-lack of knowledge on using social media   -Media appropriately

-lack of trust   -lack of time   -prejudice

18-Would you suggest using social media as a useful source of teaching to future lecturers in university? Yes   No

there is any : ....

19-Please name your top favorite social media in general :........

- Please answer the following questions :

20-Social media is an effective way to increase student engagement

Strongly agree   Agree   Neutral   Disagree   Strongly disagree

21-I believe social media make us overwhelmed by too many data and information

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

22-Social media can improve communication among students and teachers

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

23-Social media may work as a distraction tool rather positive tool for learning process

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

24-Social media eliminate face to face interactions among students

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

25-Social media are not reliable to get educational resources from them

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

26-Social media needs to be educated among students before they can make any benefit from them.

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

27-Social media are difficult to be used for learning activities

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

28-Social media help me to have a collaboration learning with my peers

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

29-Social media help me to have more comfortable learning experiences

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

30-Social media help me to solve problems / unanswered questions related to my courses

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

31-Social media are useful platforms to create knowledge management between learners

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

32-Social media have good impact on me to be a leader in group learning

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

33-Social media help me to learn my lessons and do homework more independently

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

34-I can reach more useful resources for my learning process by using social media

Strongly agree   Agree   Neutral   Disagree
Strongly disagree

35-How do you rate your typing skills?

Very Poor   Poor   Acceptable   Good   Very Good

36-How do you rate your web search skills?

Very Poor   Poor   Acceptable   Good   Very Good

37-How do you rate your computer literacy?

Very Poor   Poor   Acceptable   Good   Very Good

38-How do you rate your Internet literacy?

Very Poor   Poor   Acceptable   Good   Very Good

39-How do you rate your digital literacy?

Very Poor   Poor   Acceptable   Good   Very Good

40- How do you rate your literacy for making secure/private accounts?

Very Poor   Poor   Acceptable   Good   Very Good

Appendix B- Ethical permisson

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSELARAŞTIRMALAR ETİK KURULU

10.08.2022

Dear Azadeh G.A Tabrizi

Your application titled "Attitudes and Factors Related to Use of Social Media for Academic Learning Purposes (Case Study of Northern Cyprus and UK Students" the project aplication numer YDU/SB/2019/390 and the following proposal were found to be ethically appropriate for consideration. With this letter, you can go beyond the information on your application form and begin your search.

- It is required to obtain permission from the institution that is planned to collect data.

Assoc. Prof. Dr. Direnç Kanol
Rapporteur of the Scientific Research Ethics Committee

Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

APPENDİX C

Plagiarism checking

azadeh tez

ORİJİNALLİK RAPORU

%13	%9	%5	%6
BENZERLİK ENDEKSİ	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1	www.jbdon.com İnternet Kaynağı	%1
2	www.qaa.ac.uk İnternet Kaynağı	%1
3	hdl.handle.net İnternet Kaynağı	%1
4	Tanju Gurkan, Ayse Deveci. "Comparison of the Education Inspection Systems in Turkish Republic of Northern Cyprus, Turkey and U.K. (England)", Procedia - Social and Behavioral Sciences, 2012 Yayın	%1
5	www.studyinnorthcyprus.org İnternet Kaynağı	%1
6	aisel.aisnet.org İnternet Kaynağı	%1
7	Steven Hornik, Anna Tupchiy. "chapter 124 Culture's Impact on Technology Mediated Learning", IGI Global, 2009 Yayın	%1
8	Submitted to Crown Institute of Business and Technology Öğrenci Ödevi	%1
9	Abdul Qawi Noori, Sayeed Naqibullah Orfan, Sayeed Asif Akramy, Aminuddin Hashemi. "The use of social media in EFL learning and teaching in higher education of Afghanistan", Cogent Social Sciences, 2022 Yayın	<%1
10	www.emeraldinsight.com İnternet Kaynağı	<%1
11	www.ou.edu İnternet Kaynağı	<%1
12	www.slideshare.net İnternet Kaynağı	<%1
13	Submitted to West Texas A&M University Öğrenci Ödevi	<%1

26 Submitted to BIMM Group
Öğrenci Ödevi
<%1

27 Chandan Sarkar. "The role of social networks in students' learning experiences", Working group reports on ITiCSE on Innovation and
<%1

technology in computer science education - ITiCSE-WGR 07 ITiCSE-WGR 07, 2007
Yayın

28 Submitted to Curtin International College
Öğrenci Ödevi
<%1

29 docplayer.net
İnternet Kaynağı
<%1

30 Submitted to American Public University System
Öğrenci Ödevi
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31 mospace.umsystem.edu
İnternet Kaynağı
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32 sweetmammy.ru
İnternet Kaynağı
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33 www.researchgate.net
İnternet Kaynağı
<%1

34 Submitted to Kean University
Öğrenci Ödevi
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35 Submitted to University of Oklahoma
Öğrenci Ödevi
<%1

36 slideplayer.com
İnternet Kaynağı
<%1

37 Submitted to San Mateo Union High School District
Öğrenci Ödevi
<%1