



The Relationship between High School Students' Educational Internet Use Self-Efficacy Beliefs and Educational Usage of Facebook

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Abstract

Social networking environments are online communication tools that allow users to create a digital representation of one's self (including their interests, personal style, affiliations, likes and dislikes) and then link to friends. Besides, the means of social networking environments such as to post and link to pictures, videos, and audio enable individuals to connect and follow their friends in multiple ways. Many educators are interested in social networking environments' potential of educational usage. However, studies produced mixed results about the influence of social networking environments on students' academic performance. For example, Madge et al.'s (2009) study showed that students thought Facebook was used most importantly for social reasons, not for formal teaching purposes, although it was sometimes used informally for learning purposes. However, Kirschner and Karpinski (2010) found that Facebook users reported having lower Graduate Point Average (GPA) and spend fewer hours per week studying than nonusers. Gangadharbatla (2008) found that Internet self-efficacy positively affected attitudes and willingness to join social networking sites such as Facebook. As known well, self-efficacy refers to the belief "in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997). Individuals' level of Internet self-efficacy relate to their beliefs about social networking sites they encounter online. Thus, these beliefs reflect one's perceived capability to use the Internet to accomplish a specific online behavioral task. The purpose of this study is to examine the relationship between Turkish high school students' educational Internet use self-efficacy beliefs and their educational usage of Facebook. The data gathering phase of the study is continuing. The participants of the study will be over 300 students and comparative statistical analyses based on gender and school type will be provided. Implications will be discussed.