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Abstract

This study aims to provide a comprehensive overview of the effects of social media use on educational processes by synthesizing previous research findings. Conducted as a systematic review, the study examined articles published between 2012 and 2023, using "social media" and "education" as keywords. A total of 14 studies involving both students and teachers/instructors were selected based on specific inclusion criteria. The findings generally indicate that the use of social media contributes positively to education in various ways. For students, social media enhances engagement in lessons, enables easy access to educational materials, supports collaborative learning, strengthens peer interaction, and increases motivation. It also provides a more flexible and interactive learning environment, particularly in distance education settings. For teachers and instructors, social media is used as a tool to share resources, facilitate communication, design creative activities, and extend learning beyond the boundaries of the classroom. However, the review also highlights the potential negative consequences of excessive or unregulated social media use. These include distraction, addiction, reduced focus, and a decline in academic performance. Therefore, while social media holds strong educational potential, its use must be intentional, moderated, and guided by pedagogical goals. The study concludes by recommending that educational institutions support the integration of social media tools in teaching, provide digital literacy training to both educators and learners, and design structured online learning environments that promote healthy and purposeful use.

Keywords: *social media, education, student, teacher, academic success, motivation, interaction*

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Sosyal Medya Kullanımının Eğitim Üzerindeki Etkileri

Öz

Bu çalışma, sosyal medya kullanımının eğitim üzerindeki etkilerini inceleyen araştırma sonuçlarını bir araya getirerek mevcut literatüre kapsamlı bir bakış sunmayı amaçlamaktadır. Araştırma, sistematik derleme yöntemiyle yürütülmüş ve 2012- 2023 yılları arasında yayımlanan çalışmalar belirli ölçütler doğrultusunda taranmıştır. "Sosyal medya" ve "eğitim" anahtar kelimeleriyle yapılan veri toplama süreci sonucunda, öğrenciler ile öğretmen/öğretim elemanlarını kapsayan toplam 14 çalışma inceleme kapsamına alınmıştır. Elde edilen bulgular, sosyal medyanın eğitim süreçlerinde çok yönlü ve önemli katkılar sunduğunu göstermektedir. Öğrencilerin sosyal medya aracılığıyla öğrenme materyallerine daha hızlı ulaşabildiği, grup çalışmalarına daha aktif katıldığı, derse yönelik motivasyonlarının arttığı ve iletişim becerilerinin geliştiği belirlenmiştir. Öğretmenler ise sosyal medyayı bilgi paylaşımı, ders içeriğini zenginleştirme, öğrencilerle etkileşimi artırma ve öğrenme ortamını daha esnek hâle getirme amacıyla kullanmaktadır. Bununla birlikte, bazı araştırmalarda sosyal medyanın aşırı ve kontrolsüz kullanımının dikkat dağınıklığı, sosyal medya bağımlılığı ve akademik performansta düşüş gibi olumsuz etkiler doğurabileceği de vurgulanmaktadır. Bu noktada, sosyal medyanın eğitimde bilinçli, dengeli ve amaç odaklı kullanımı önem taşımaktadır. Çalışmanın sonucunda, sosyal medya araçlarının eğitim programlarına entegrasyonunun desteklenmesi, öğrenciler ve öğretmenler için dijital farkındalık - artırılması ve çevrim içi öğrenme ortamlarının pedagojik olarak yapılandırılması önerilmektedir

Anahtar sözcükler: *sosyal medya, eğitim, öğrenci, öğretmen, akademik başarı, motivasyon, etkileşim*

1. INTRODUCTION

With social media, individuals started to content and share it with other people. Social networks, which have become a separate dimension from technology, first appeared with the internet and have become an indispensable part of our lives (Kietzmann, Hermkens, McCarthy & Silvestre, 2011). Web-based applications where individuals create their personal profiles, and share and communicate with people with the same interests are called social media (Vural & Bat, 2010). It is the general expression of internet-based services where individuals do not have age limits, interact, express their thoughts and ideas quickly and freely, and share with other users (Barutçu & Tomaş, 2013). The applications used as social media started for the first time in 1997 with the initiatives of the Six Degrees website. In 2002-2003, the first concrete steps were taken. Firstly, Friendster and Myspace applications, then YouTube and Flickr were introduced in 2004-2005. In 2006-2007, Facebook and Twitter, which are popular interactive applications, became widespread (Boyd & Ellison, 2007).

With the developing social media networks, new education models have emerged in the field of education. It has been observed in students that students go to school more willingly and participate more in lessons with successful learning techniques using social media in distance education or formal education (Baloğlu, 2015). With social media networks, they can search for jobs, obtain information about training, and access educational documents. You can express your political opinions and participate in various groups related to your interests. Personal information can also be obtained on topics, such as health, sexuality and education (Binark, Sütcü & Buçakçı, 2009).

As technology continues to advance, many higher education institutions and educators are expected to keep pace with the world of social media applications and users. It is worth noting that claims of a technological divide between higher education and the rest of society date back to the introduction of film and radio in the early 20th century. Indeed, social media is an area of high expectations, exaggeration and hyperbole, similar to previous waves of new technology. Therefore, it is paramount that higher educator's approach social media in a considered and objective manner (Selwyn, 2012). Although social media is new to the internet, it has grown really fast and is now used in many different areas, like education. Online social networks are becoming increasingly popular among both students and teachers for various reasons (Mazer, Murphy & Simonds, 2007; Mazer, Murphy & Simonds, 2009). When the relationship between social media and education is considered, the implementation of social networks in educational environments will provide more effective communication between students and teachers, as well as increase the opportunities to get to know each other. Although applications, such as Facebook and YouTube, have a meaning for students mostly for their personal and social activities, it can be stated that these applications contain many institutional educational technology qualities with their suitability for feedback and social learning context. Thus, these relations with learning and teaching have started to attract attention for educators. In addition, it has been argued that social networks will lead to a radical change in the education system in a way that will better motivate students from being passive consumers (Öztürk & Talas, 2015).

While social media has become an integral part of our lives, the significance of the benefits and harms of the use of these platforms in education cannot be denied. In this context, this review aimed to bring together the results of studies on the effects of social media use on education, determine what effects social media use has on education and contribute to the literature.

2. METHOD

2.1. Research Design

This research was conducted with the systematic review method. A systematic review is the synthesis and presentation of many studies conducted by experts in the field with similar methods in a qualified and orderly manner (Karaçam, 2013).

2.2. Data Collection Processes

In this study, the keywords "social media" and "education" were searched in databases on August 2023. Language restriction was applied by including studies written in Turkish and English. In this study, in which the effects of social media on education were compiled, studies involving students and instructors were included. After the initial identification of the articles in the databases during the initial screening, the main data sources of this study were reached based on some inclusion and exclusion criteria. The steps applied in the inclusion and exclusion criteria were as follows;

Step 1. The fact that the articles must have been published between 2012-2023.

Step 2. The fact that articles must have been published in psychology and social sciences.

Step 3. The presence of expressions related to "education," "social media" in the title, keywords or abstract of the article.

Step 4. Exclusion of letters to the editor.

Step 5. Exclusion of scale development studies.

2.3. Data Analysis

According to these inclusion and exclusion criteria, fourteen research articles were included in the present study, nine of which included students and five of which included instructors.

The research articles included in this review study and their characteristics are given in Table 1.

Table 1. Research Articles and Characteristics

Author	Subject	Sample	Data Collection Methods	Data collection tools	Conclusion
Studies with Students					
Toğay et al. (2013)	Social media in the educational process	60 university students aged 18-25	Participants completed the data collection tools.	The questionnaire prepared by Onyebuchi in 2009 to determine the effect of social media on learning and teaching processes was taken as a reference. The sections of the questionnaire related to social media were used.	Supporting educational processes with social media was effective in student learning.
Özen et al. (2018)	Determining their perceptions about the educational dimension of social media and their use of social media for educational purposes	251 female, 335 male, a total of 587 university students	Participants completed the data collection tools.	The scale developed by Onyebuchi (2009) to determine the effect of social media on learning and teaching processes was utilized.	In particular, it was concluded that there is a significant relationship between the time spent on social media daily and the perceptions about the educational dimension of social media.
Yılmazsoy & Kahraman (2017)	The relationship between social network addiction levels and educational social network usage levels of	164 female, 108 male, a total of 272 university students	Participants completed the data collection tools.	"Facebook Educational Use Scale" was developed by Mazman (2009) and the "Facebook	It was concluded that as students' Facebook addiction levels increased, their level of using Facebook for

	university students.			Addiction Scale" was developed by Kimberly Young in 1998 to measure internet addiction and adapted into Turkish by Çam (2012).	educational purposes increased.
Sarsar, Başbay, & Başbay (2015)	Using social media in the Learning-Teaching Process	10 male and eight female university students, a total of 18 university students	Interview	Themes and codes were created for qualitative data.	According to the findings, it was concluded that all of the students' expectations about the course were met and the use of Facebook for course activities was evaluated positively by all learners.
Gökdemir & Uğur (2020)	The effect of social media use on academic motivation behaviour in university students	74 female, 153 male, a total of 227 university students	Participants completed the data collection tools.	Social Media Scale (SMS) and Academic Motivation Scale (AMS) were used.	Students' social media usage levels have an effect on their academic motivation.
Ghosh, Khatun, & Khanam (2023)	Investigation of the impact of social media education on students' academic achievement during the pandemic	128 female and 174 male, a total of 302 university students.	Participants completed the data collection tools.	To obtain primary data from university students in Bangladesh, a self-administered structured questionnaire was designed and sent by e-mail.	There was a positive and significant relationship between the use of social media and the academic performance of students in Bangladesh during COVID-19.
Alismaiel, Cifuentes-Faura, & Al-Rahmi (2022)	Educational use of social media technologies	409 university students	Participants completed the data collection tools.	Online survey questionnaire	The attitudes and behavioral intentions of the students on social media have a direct positive impact

					on their academic performance during the COVID-19 pandemic.
Hançer & Mişe (2019)	Evaluation of secondary school students' use of social media for educational purposes and their attitudes toward social media according to various variables.	186 female and 202 male students, a total of 388 secondary school students	Participants completed the data collection tools.	"Social media educational use scale" and "Social media attitude scale" were used as data collection tools.	It was concluded that the score of secondary school students for using social media for educational purposes was at a moderate level.
Junco (2012)	Investigate the relationship between the frequency of use of Facebook, the participation in Facebook activities and the engagement of students.	2368 college students	Participants completed the data collection tools.	Measured in three ways: a 19-item scale based on the National Survey of Student Engagement, time spent preparing for class, and time spent in co-curricular activities.	Actions on Facebook have a positive effect on learning.
Studies with Teachers/Instructors					
Yaylak & İnan (2018)	Investigation of social studies teachers' views on the use of social media in education	30 social studies teachers	Interview	To determine their views on the use of social media for educational purposes, an online semi-structured form with open-ended questions was directed.	It was concluded that students can use social media for educational purposes instead of wasting time on social media and increase the effectiveness of education.
Kilis, Rapp, & Gülbahar (2014)	Determining the perception of higher education instructors toward social	A total of 22 volunteer higher education instructors, 12 from Turkey and	Interview	The semi-structured interview form includes 11 open-ended questions developed by the researchers.	While Turkish instructors prefer social media especially for communication and information sharing,

	media in Turkey and Germany	10 from Germany			Germans generally use it for communication or academic purposes.
Duran & Bayar (2020)	Teachers' views on the use of social media	5 female and 5 male teachers, a total of 10 teachers	Interview	Semi-structured interview form	The associations between social media and education are as follows: no contribution, tremendous resource, education-based, active, useful, strong relationships-sociality, shyness, inspiration and home school.
Akkay & Kanadlı (2019)	Teachers' views on the use of social media as an educational tool	35 Teachers	Interview	Semi-structured interview form consisting of 5 open-ended questions	Teachers use social media for educational purposes to access information in a short time, produce different and creative ideas, make concrete visual activities and exchange ideas.
Rezaei, & Meshkatian (2017)	The attitudes of Iranian teachers toward the use of social media and technology to increase interaction between students in and out of the classroom.	46 teachers	Participants completed the data collection tools.	There are three sections. The first section contains 15 negative attitudes toward social media. The second section consists of 15 items related to positive and persuasive attitudes toward using Social Media. The respondent profile is the third section.	The use of social media in ELT was viewed positively by teachers.

2.4. Ethics

There is no need to obtain ethical approval in this systematic review-type study.

3. FINDINGS

3.1 Findings Related to Studies Involving Students

Toğay et al. (2013), in the study on the use of social networks in educational processes, aimed to determine the effectiveness and usefulness of the use of social media in the educational processes at the university level based on social networking tools to evaluate the prominent examples in social media applications. In this framework, 60 students studying at Gazi University, Ankara Vocational High School were actively provided with social media learning support in their course learning processes for a semester. An evaluation was made based on student opinions on the effects of this support. For this purpose, a questionnaire prepared to determine the effect of social media on learning and teaching processes was applied and the answers were statistically analysed. As a result of this research, it was determined that supporting educational processes with social media is effective in student learning, facilitates learning processes and improves educational processes.

The purpose of the study conducted by Özen et al. (2018) is to investigate the extent to which students enrolled in distance education programs benefit from using social media for educational purposes. The researchers specifically focused on students from Atatürk University Open Education Faculty and included a sample of 587 students. Data for the study

were collected through the use of questionnaires administered to the students. Overall, the findings indicate that students primarily use social media for communication and socializing. However, it was also observed that students heavily rely on social media for their education, particularly for accessing Open Education materials such as videos and texts, as well as seeking guidance from previous exam questions shared on social media platforms. Furthermore, the study revealed a significant correlation between the amount of time students spend on social media daily and their perceptions of social media's educational benefits.

The aim of the research conducted by Yılmazsoy & Kahraman (2017) is to determine the relationship between university students' social network addiction levels and educational social network usage levels. The sample of the study consists of 272 university students. According to the findings of the study, it was revealed that the students' views on Facebook addiction and Facebook use for educational purposes were positive. It was determined that there was a significant relationship between students' levels of using Facebook for educational purposes and gender and faculty variables. It was concluded that as the Facebook addiction levels of the students increased, their level of using Facebook for educational purposes increased. This situation reveals that Facebook addiction can be used to increase the effectiveness of Facebook for education.

The aim of the 14-week research conducted by Sarsar, Başbay, & Başbay, A. (2015) was to determine learners' views on the use of social media in the teaching-learning process. A total of 18 university students, 10 male and eight female, participated in the study. As a result, the main themes of social networks, learning environment, affective characteristics, learner contribution and instructor characteristics emerged. According to the findings, it was seen that all of the learners' expectations about the course were met, the use of Facebook for course activities was evaluated positively by all of the

learners, and the use of Blogger was positive by half of the learners.

The study conducted by Gökdemir & Uğur (2020) aims to reveal the effects of social media use on the academic motivation behaviours of university students studying tourism. The sample group consists of a total of 227 students studying at Tourism Faculties. According to the findings obtained in the study, it was determined that students used Instagram the most and Twitter the least. According to the results of the research, students' social media usage levels have an effect on their academic motivation.

In a study conducted by Ghosh, Khatun & Khanam (2023), it was observed that due to the closure of educational institutions worldwide due to COVID-19, there was a significant transformation in the way teaching and learning take place. Traditional face-to-face teaching has been replaced by the adoption of online teaching methods. The primary objective of their research was to explore the influence of utilizing social media platforms for educational purposes on the academic performance of students amidst the pandemic. The findings of their study revealed a noteworthy and positive correlation between the utilization of social media platforms and the academic achievement of university students residing in Bangladesh during this unprecedented period.

The primary objective of the research conducted by Alismaiel, Cifuentes-Faura, & Al-Rahmi (2022) was to examine the various factors that influence the behavior and intentions of university students in utilizing social media platforms to enhance their academic performance amidst the COVID-19 pandemic. To gather data, an online survey questionnaire was administered to a sample of 409 university students from Saudi Arabia. The study’s results indicated several important findings: firstly, the utilization of social media for collaborative learning and student engagement directly contributed to the perceived usefulness, ease of use, and enjoyment of these platforms. Secondly, the perceived usefulness, ease of use, and enjoyment of social media platforms directly impacted

students' attitudes toward using them. Thirdly, the relationship between the characteristics of the Technology Acceptance Model (usefulness, ease of use, and enjoyment) and the behavioral intention to use social media is influenced by one's attitude toward using these platforms. Lastly, the attitudes and behavioral intentions of students to utilize social media platforms had a direct positive impact on their academic performance during COVID-19.

Hançer & Mişe (2019) aimed to evaluate secondary school students' use of social media for educational purposes and their attitudes toward social media according to various variables. While students' use of social media for educational purposes provided them with a very rich educational environment, it would also cause them to be informed about rapidly changing innovations in the globalising world. The research was conducted with the participation of 388 secondary school students. As a result, it was concluded that the score of secondary school students for using social media for educational purposes was at a medium level and that students' attitudes toward social media, having internet at home, and internet usage time explained 8,6% of the total variance of using social media for educational purposes.

In a study conducted by Junco in 2012, 2368 college students were surveyed to investigate the correlation between the frequency of Facebook usage, involvement in various activities on the platform, and their level of engagement as students. The results showed that not all Facebook activities were interfered with learning. For example, online chatting or online games might had a negative impact on activities related to the curriculum, but replies in comments, the presentation of facts and the simple overview of photos seemed to have a positive impact on the educational process.

3.2. Findings Related to Studies Involving Teachers/ Instructors:

The aim of the study conducted by Yaylak & İnan (2018) is to reveal the views of social studies teachers on the use of social

media in the educational processes. The research group consisted of 30 Social Studies teachers who were members of the Facebook Group "Turkey Social Studies Summaries" in the 2014-2015 academic year. These Social Studies teachers were asked an online semi-structured form with open-ended questions to determine their views on the use of social media for educational purposes. The Social studies teachers said that many students and teachers use social media and think it is really important. They said it could be used for learning instead of just wasting time. They also said it can help make lessons more interesting and keep students engaged. They think it is a good idea to use examples from social media to help students stay interested when they start to get bored. Teacher-student communication can be improved with social media, which occupies a large place in students' lives and is used by almost all children and young people. According to the opinions in this direction, the communication between students and teachers can create a more comfortable communication environment by getting rid of school walls and education processes.

Kilis, Rapp, & Gülbahar (2014) aimed to determine the perception of higher education instructors in Turkey and Germany toward social media. A total of 22 volunteer instructors, 12 from Turkey and 10 from Germany, were included in their study, conducted as face-to-face or online interviews. The findings showed that Turkish instructors preferred social media, especially for communication and information sharing, while Germans generally used it for communication or academic purposes. Turkish trainers looked at social media as an information and social sharing tool. Germans, on the other hand, saw social media more as a means of communication, discussion and sharing.

In the study conducted by Duran & Bayar (2020) on teachers' views on the use of social media, 10 teachers, five female and five male, were included. Within the scope of the research, it was concluded that the participants expressed how they associate social media and education as no contribution,

tremendous resource, education-based, active, useful, strong relationships-sociality, timidity, inspiration and home school, respectively.

In the study conducted by Akkay & Kanadlı (2019) on teachers' views on the use of social media as an educational tool, 35 teachers were included. The findings showed that teachers mostly used YouTube platform for educational purposes. It was revealed that teachers use social media for educational purposes to access information in a short time, produce different and creative ideas, make concrete visual activities and exchange ideas. Within the scope of this study, it was seen that social media posts used for educational purposes in lessons support teachers and students positively.

In a study conducted by Rezaei and Meshkatian (2017), the focus was on investigating the perceptions of Iranian English language teachers regarding social media and its relevance to their teaching practices. The researchers aimed to gain insights into how these teachers viewed social media, as well as their overall attitudes toward this type of media. To gather data, a group of ELT teachers were surveyed specifically on the use of popular social media platforms, such as Telegram and WhatsApp, with regard to teaching English. The analysis of the survey results revealed that, on the whole, the participants had a positive perspective on incorporating social media in ELT. Moreover, the majority of participants displayed a high level of awareness regarding the pedagogical potential that social media holds for English language teaching. However, despite this positive outlook, there were also identified factors that could potentially impede the actual implementation and utilization of social media in the classroom.

4. RESULTS AND DISCUSSION

This paper aimed to explore the potential impact of social media in education. Therefore, the studies conducted on this topic between 2012 and 2023, involving both students and

teachers/instructors, were examined and compiled in detail. In all the studies examined, the findings showed that both students and teachers/instructors believe the utilization of social media platforms has a beneficial influence on the field of education, which is consistent with the results found in previous studies in the literature. In fact, in-depth research has shown that these online social tools have many educational benefits. In reality, it has been demonstrated that social media platforms have a positive impact on enhancing communication and fostering interaction not only among students, but also between teachers and students. Given the many advantages that arise from this, we firmly assert that social media possesses the potential to serve as valuable educational instruments, thereby enhancing and enriching the overall learning experience (Faizi, El Afia, & Chiheb, 2013). The increase in the number of internet and computer users in the world day by day and the fact that the internet is embedded in daily life practices in every sense, from following the news to shopping, from communicating to education, is the biggest indicator of the importance of new communication technologies today (Öztürk, & Talas, 2015). According to Zachos, Paraskevopoulou-Kollia, & Anagnostopoulos (2018), there is great potential for the extensive utilization of online social networks (OSNs) in higher education in the future.

On the other hand, spending too much time on social media causes social media addiction as well as many problems. In the study conducted by Özdemir (2019), the increasing tendency to spend a long time on social media platforms, coupled with the allocation of a significant amount of time to interact with them, has shown that individuals have a significant impact on developing social media addiction. In light of the empirical evidence, it is suggested that the degree of social media addiction has the potential to increase with the duration of use. According to Szczygieł, & Podwalski, 2020, behavioural addictions, such as internet, computer games or social media addiction, are increasingly raising concern about mental well-being, especially among the younger generation.

Young people have started to spend more often and for longer periods of time on electronic devices, which distract them from the real world, but also transport them into the virtual space, which is both stimulating and enjoyable. The accessibility and popularity of social media, which constitute the addiction pattern, have positive and negative effects on mental state. Excessive and uncontrolled use of social media continues to be associated with different mental disorders. The incidence of disorders, such as depressive disorders, anxiety disorders or sleep disorders, is higher in people exposed to social media addiction. In a study conducted by Dailey et al. (2020) with university students, it was concluded that the level of depression was a significant predictor of social media addiction. Longitudinal studies suggest that there is a reciprocal correlation between the duration of social media use and depressive symptoms. In a study conducted by Frison and Eggermont in 2017, it was discovered that individuals who engaged in frequent browsing of Instagram at the start of the study were more likely to experience symptoms of depression six months later. Conversely, those who reported feeling depressed at the beginning of the study were more likely to engage in the act of sharing photos on social media platforms later on. This highlights a reciprocal relationship between Instagram usage and mental well-being, suggesting that the frequency of social media browsing can impact an individual's mood, while one's mood can also influence their social media behavior. Addictive social media use is known to be positively associated with depression and anxiety symptoms (Atroszko et al., 2018; Marino et al., 2018). Based on the information obtained from the literature, this study shows that although social media has a positive effect on education, it also has negative effects on psychological symptoms. Therefore, the most important point to be considered here is that using social media for other than educational purposes may also reveal the risk of social media addiction. In this study, it has been concluded that the use of social media on education has a positive effect on students and instructors.

5. RECOMMENDATIONS

Considering the positive attitudes toward social media, social media should be turned into an opportunity by making it a part of education. Teachers/instructors can share materials, assign homework and control them through social media. By taking advantage of this advantage, an online classroom can be created that students and teachers/ instructors can always access. This online class can allow students to discuss the course and debate ideas and concepts with each other. Therefore, whether working in fully online, blended or face-to-face learning contexts, we recommend that teachers/instructors make use of these online social platforms.

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