

Investigating the Role of students major and education level and students Gender on Using of Social Networks and Citizenship Culture

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ABSTRACT

Objective: This Research has done with purpose of investigating the role of students major and education level and students gender on Using of Social Networks and Citizenship Culture among of students of Islamic Azad University – Kermanshah Branch. **Methodology:** In this research, students of Islamic Azad University in academic years of 2014 -2015 as statistical population were selected that among of them 394 students in degrees of Associate degree, Bachelor, Master, Doctorate that they had intelligent phone by Stratified random sampling method were selected. Reliability of questionnaires in social networks and citizenship culture 0.6 obtained. **Results:** The results of research show that Boys use internet and social networks more than girls. Also comparison of Means show that group majors of experimental sciences, technical and engineering. Human sciences and art majors have used the highest and lowest use of social networks respectively. **Conclusion:** The results obtained from averages comparison and previous tests show that grades of Bachelor, Master, Association degree and Doctorate had the highest until lowest usage rate of social networks respectively.

1. Introduction

Evaluation of information and communication technology and its effects on social networks growth and interpersonal engagements has become a popular field in recent year's projects. (Walther et al, 2011). Social networks play an active role in younger generation daily life (Lenhart et al., 2008; Kaka, 2009.). The relationship between the young and his engagement in social networks has led to many projects., which were more concentrated on the young's activities in social networks and his occupation with loneliness and his relationship with others and society (Walther, 2009).

Walther et al. (2009) considers sense of commitment, sense of equality, Curiosity, and seeking progress, obeying the law, attention to common wealth, participation, and etc as essential characteristics of citizenship. Walther & Carr (2010) participation, cooperation, collaboration, knowledge personal adornment, local, notional, and global knowledge, Patriotism, obeying the law, altruism, participation (Lea et al, 2001), responsibility, Human communication expansion, holism, respecting behavior ethics fundamentals, and Walther (2012) critical thinking, attending common wealth, participation in political, social, economical and cultural fields, understanding others needs and views.

Facebook, Myspace, YouTube, Flickr, and LinkedIn are considered the most popular social network (outside the country). Facebook has snatched the white ball from all social network competitors. Inside the country, social networks such as Club, Facenama, FarsTwitter, Hammihan, and soft war officers have tried to bring back the audience from outer (foreign) social networks to inner social (local) networks. That only Club social network was able to raise a little in this field. Although Facebook was initiated in 2004 in Harvard University social network, it rapidly spread through high school students, and almost whoever has access to internet, he also has access to Facebook (Walther et al. 2010).

Development and usage of information and communication technology in education systems, is not simply limited to its directed effect on the process of education and learning. These technologies in general and internet in particular and web network constantly play a role in peoples' lives (Mousavi et al. 2014). People use social networks for various reasons: Quick updatability, constant analyzing and sharing of growing information, reflection of daily life

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events, creation and maintenance of social communications and relations, supporting informal learning methods with wide interactions and communications and facilitating education reception are instances of these reasons. Thus, These reasons can explain that why social networks sites that were primarily created for photo, personal information, videos, profiles sharing and such activities were quickly accepted by audiences.

There are many differences regarding usefulness and harmfulness of social networks in research literature and no clear borders have been developed for them. Many researchers believe that social networks particularly Facebook that sustains a large number of researches have few benefits. But due to its inconsistency with Iranian-Islamic culture has countless harms and conflicts for Iranian young. On the other hand other country researchers praise social networks such as Facebook that are like a university that has a large source of knowledge and consider it a virtual university (Moqtadaei, 2014).

Iran is on the brink of global informational society gates and the number of internet users' increase day after day and the young are the major part of these users.

The number of social networks users between 2000 and 2008 had nearly doubled and the population of their users rapidly increases. Based on "Internet Global statistics" data Iran has claimed the first spot in the number of internet users in Middle East (Mousavi et al. 2014).

Considering the growth of young population of the country particularly students in recent years and the necessity of more access of this group of society to this new media and providing the necessary context to access it, the study of the effect of this media on students can reveal a part of common consequences of communication technology and the effects it can have on students. One of the examinable and researchable aspects in this respect, is the role that internet can have in students' social communication and the type of their communications and interactions with other people and different groups of society (Mohkamkare & Hallaj, 2014).

Therefore, serious researches in different fields that spring from internet and new media seem to be necessary and identification of strong and weak points of Modern Communication technologies is not possible without study, analysis, and research. Therefore, the findings of such projects can lead to the change of outlook regarding modern communication technologies on one hand and behavioral and functional changes in the society on the other. Also considering this project investigates young society and country's students, therefore its findings can help student awareness and even their parents and families when facing modern communication technologies and their social effects and particularly the role of such technologies in their social interactions (Moqtadaei, 2014).

Considering the width of Iranian young usage particularly students the necessity of research in mobile social networks is clear to everyone. Although many researches has been held in Iran and abroad regarding social networks, a coherent research regarding mobile social networks and its effect on social phenomena such as citizenship culture cannot be seen. Therefore, the necessity of research regarding possible benefits and harms of these social networks is no secret to anyone. This project also is designed for enlightening the use of social networks and we aim to fill this research gap by investigating the effect of mobile social networks on Islamic Azad University students' citizenship culture.

2. Methods and Materials

This Research has done with purpose of investigating the role of use of social networks on citizenship culture among of students of Islamic Azad University – Kermanshah Branch. Methodology in this study is Descriptive – Correlation. Statistical population in this research is all students in Islamic Azad University- Kermanshah Branch which are doing study in academic years of 2014-2015 and their number is 18970 students. For selecting sample size by Using stratified sampling students were categorized into degrees of (Associate degree, Bachelor, Master and Doctorate), then by using the Cochran formula, sample size was estimated 377 people. In order to reduce evaluation error the number was increased to 394 people. From these numbers of students, the number of Associate degree 12 people, equivalent (3 percent), Bachelor 224 people, equivalent (57percent), Master 154 people, equivalent (39 percent) and Doctorate 4 people, equivalent (1percent) was selected. For evaluating the enough sampling was used KMO index and Bartlett's Sphreicity test, outcome of testing the sampling sufficiency ($KMO=0/689$), for factor analysis was confirmed. Three researcher made questionnaire (demographic characteristics and testable features, social networks, and citizenship culture) were used to gather data. The reliability of questionnaires by using the Cronbach alpha coefficient respectively 0.82, 0.79 and 0.86 was evaluated.

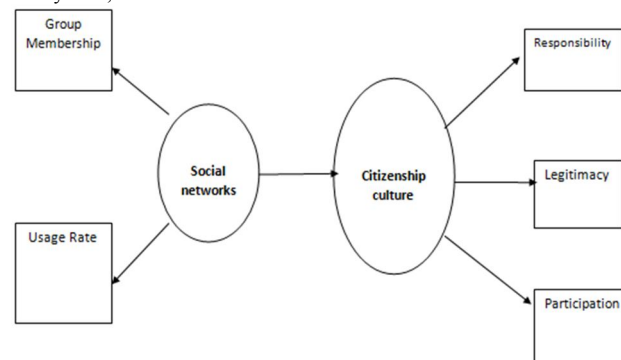


Figure 1. Research conceptual model

2.1. Research Hypothesis

There is significant difference between students' usage rate from social networks with citizenship culture based on students' major and education level and students Gender.

To test project hypothesis we used the multivariate variance analysis method. Three independent variables of Gender, Education level, and Major and two dependents variables of usage rate of social networks and citizenship culture are present in this equation (equilibrium).

3. Results and Discussion

In analysing the data primarily, we investigated Statistical sample based on gender and education variables and then through inferential statistics we tested the Research hypothesis. According to the data in table 1, selected sample is from Total 226 people, equivalent (57 percent) Male and 168 people, equivalent (43 percent) female.

Table 1. Frequency and percentage of Variable according to Gender

Gender	Frequency (Abundance)	percentage
Male	226	57
Female	168	43
Total	394	100

According to table 2 and 3 results, from total of sample size, share of students is association degree 12 people, equivalent (3 percent), Bachelor 224 people, equivalent (57percent), Master 154 people, equivalent (39 percent) and Doctorate 4 people, equivalent (1percent).

Table 2. Frequency and percentage of Variable according to Education Level

Education	Number	Percentage
Association Degree	12	3
Bachelor	224	57
Master	154	39
Doctorate	4	1
Total	394	100

Table 3. Independent variables and their rate

Independent Variables	Rates (Amounts)	Number
Test group	Literature and Human sciences	155
	Engineering	147
	Experimental sciences	47
	Healthcare	5
	Art	23
	Foreign Languages	8
Gender	Female	164
	Male	221
Education level	Association Degree	12
	Bachelor	215
	Master	152
	Doctorate	6

Other necessary assumption for multivariate variance analysis is the equality of variance and covariance matrixes that are tested in tables 4 and 5.

Table 4. M Box Covariance matrixes equality test between groups of dependent variables

M Box test	
Box's M	199.000
F	1.043
Df1	57
Df2	2404
Sig	0.358

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups

Design: Constant Amount, Education level+ Major+ Gender+ Major+ Education level+ Gender+ Major+ Education level+ Major+ Gender+ Education level

As shown in table 4 the hypothesis of Covariance matrixes equality is not rejected and we can be certain that applying multivariate variance analysis test is acceptable. Variance errors equality test is performed in table 5.

Table 5. Error Variance tests for dependent variables

Variables	F	Df1	Df2	Sig.
Usage rate of social networks	0.420	29	355	0.85
Citizenship culture	0.076	29	355	.042

Tests the null hypothesis that the error variance of the dependent variable is equal across groups

Design: Fixed Amount, Education level+ Major+ Gender+ Major+ Education level+ Gender+ Major+ Education level+ Major+ Gender+ Education level

As indicated in table 5 Variance errors equality test showed that error variances are equal and error variances equality were not undermined.

Tables 6 shows the results of multivariate variance analysis test.

Table 6. Test of affecting the independent variables on dependent variables to separations of variables

Sources	Dependent Variable	df	F	Sig.	Partial Eta Squared
Corrected Model	Usage rate of social networks	29	1.000	0.000	0.096
	Citizenship culture	29	1.007	0.000	0.076
Fixed Amount	Usage rate of social networks	1	364.000	0.000	0.000
	Citizenship culture	1	512.057	0.000	0.000
Major (field of study)	Usage rate of social networks	5	3.000	0.000	0.026
	Citizenship culture	5	2.054	0.000	0.075
Gender	Usage rate of social networks	1	2.453	0.000	0.014
	Citizenship culture	1	1.000	0.000	0.062
Education level	Usage rate of social networks	3	2.243	0.000	0.013
	Citizenship culture	3	1.000	0.000	0.094
Major* gender	Usage rate of social networks	4	2.000	0.000	0.010
	Citizenship culture	4	2.250	0.000	0.015
Major* level	Usage rate of social networks	8	2.870	0.000	0.020
	Citizenship culture	8	3.034	0.000	0.019
Gender*	Usage rate of social networks	3	1.487	0.000	0.067
	Citizenship culture	3	2.17	0.035	0.024
Major*Education level* gender	Usage rate of social networks	5	2.985	0.000	0.080
	Citizenship culture	5	1.345	0.000	0.018
Error	Usage rate of social networks	355			
	Citizenship culture	355			

Total	Usage rate of social networks	385			
	Citizenship culture	385			
Corrected total	Usage rate of social networks	384			
	Citizenship culture	384			

According to the table 6, affecting's the independent variables Gender, Major, Education Level was done significant .it means that Gender, Major, Education Level in Usage rate of social networks and Citizenship culture has been effected. Also the interaction between field of study* gender, field of study*level of study variables and the interactions between three field of study*gender*level of study factors have become significant. But the interaction between gender*level of study has not become significant statistically. Therefore, it can be said that we have enough evidence to reject null hypothesis. And research Hypothesis "There is significant difference between students' usage rate from social networks with citizenship culture based on students' major and education level and students Gender" is confirmed.

4. Conclusion

Testing the research Hypothesis "There is significant difference between students' usage rate from social networks with citizenship culture based on students' major and education level and students Gender" showed that impacts of independent variables; field of study* gender, field of study*level of study has been done significant.it means that it means that Gender, Major of study, Education Level in Usage rate of social networks and Citizenship culture had been effected. Also the interaction between variables of field of study* gender, field of study*level of study variables and the interactions between each three variables field of study*gender*level of study factors have become significant. The interaction between gender and level of study has not become significant. Significance of this hypothesis means that the usage rate of social networks between genders had a significant difference. Further analysis and averages comparison showed that Boys use social networks more than girls. Also averages comparison showed that Healthcare group majors, experimental sciences, engineering. Human sciences and art majors have the highest and lowest use of social networks respectively. Also averages comparison and previous tests showed that Bachelor, Master, Association degree and Doctorate have the highest and lowest usage rate of social networks respectively. Findings resulted from this research hypothesis is agree with findings of Mousavi et al. (2014) and Boyd & Ellison (2007).

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