

TO-FRIEND OR NOT-TO FRIEND WITH TEACHERS ON SNS: UNIVERSITY STUDENTS' PERSPECTIVES

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INTRODUCTION



Teacher-student relationships play an important role in students' academic development and affect the school and classroom environment



Researchers focusing on student-teacher relationships on SNSs point at both positive and negative issues.



Self-disclosure and credibility are concepts that influence this relationship. Therefore, this study is important for teachers, policy makers and school authorities

METHODOLOGY

To analyze the factors that affect student-teacher relationship on SNSs, in terms of type of interaction, shared content and student expectation

Semi-structured Interview
21 students

Questionnaire
1.324 students in 19 universities in Turkey

Content analysis
Descriptive analysis
Component analysis methods

RESULTS

Table 2. Descriptive statistics for factors and items

Factor	Cronbach alpha	Eigenvalue	Explained variance (%)	Cumulative %
Perceived utility	0.91	5.89	34.69	34.69
Perceived barriers	0.83	2.60	15.34	50.05
Perceived favourable teacher behaviours	0.72	1.60	9.43	59.47
Perceived unfavourable teacher behaviours	0.80	1.33	7.83	67.30

- The students mostly disliked teachers' sharing their political and religious views
- In favour of teachers sharing information about their personal life
- The majority of students had a positive outlook towards teacher-student friendships
- The students indicated that being friends on SNSs would increase their motivation towards the course

CONCLUSIONS



Student-teacher communication over SNS is both positive and negatively viewed and experienced by students



Communication on SNSs can be carried out according to relevant policies or guidelines determined jointly by students and teachers or the respective institution



Students and teachers should be given information about the privacy settings of SNSs so that they can adjust who can see their posts and with whom they share other information

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