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Original article

## EFFECTS OF FACEBOOK USE ON LEARNING TECHNICAL FUNDAMENTALS IN VOLLEYBALL FOR FEMALE COLLEGE STUDENTS

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### Abstract\*

*Aim.* Facebook can be used by the instructor to share course resources, fire up discussions, promote collaboration, improve relationships between students, incorporate an array of learning tools (such as videos, images, boards, chatting and private messaging), and use it in conjunction with other social media platforms, like Twitter. Let us face it. Facebook has endless advantages that solidly prove its social learning value. The purpose of this study was to investigate the effects of use Facebook as a learning tool in learning of basic volleyball skills (passing, setting, spiking, blocking, and serving) for female college students.

*Methods.* Eighty-three female students were randomly allocated to receive either three months of learning, the experimental group are closed group on Facebook (n = 49). In addition, the control group learning through the traditional method (n = 34). The data collected before and after the program for the two groups.

*Results.* Statistical analyses showed that:

- The experimental group had significantly higher than the control group in performance level of basic volleyball skills (passing, setting, spiking, blocking, and serving).

*Conclusions.* Under the conditions of our study, use of Facebook as a learning tool in learning for female college students resulted an improvement in basic volleyball skills (passing, setting, spiking, blocking, and serving). These results have to be taken into account by instructors in order to better understand and implicated of these concepts for technical effects of teaching.

*Keywords:* Social Media, Facebook, Volleyball

### Introduction

The learning process is subject to a set of conditions and factors, some related to the internal aspects of the learner and others are related to the external factors that affect the learner in the educational situation.

Therefore, the learning process, especially in the human level, is subject to many special conditions that affect the behavior of the individual in the situation.

At present, the demands of education demand the development of new skills and abilities of the students. Skills that allow them to develop perfectly and adequately in a globalized and multicultural society of knowledge and where the good use and use of New Technologies allows them to be at the forefront of new teaching-learning processes. (Skog, 2005)

Social networks such as Facebook, really attract the attention of young people, these tools can contribute significantly in all aspects of their training, accompanied by a process of appropriation by teachers and parents, Create a culture of digital responsibility, which brings with it a series of questions. such as: whether these tools really increase the student's productivity or if they promote the loss of skills such as analysis of

information or writing of texts. In order to answer these questions, an investigation was generated around how the use of the Facebook tool can contribute to the teaching-learning process at the college level. (Gutschmidt, 2012)

The behavior of the individual is characterized by activity and desire in some situations without other positions, due to the level of motivation of the individual towards the practice of behavior in these situations and others and therefore the motivation is an emerging situation of the individual in a particular situation due to some internal factors. On the other hand, the presence of some external stimuli in this situation and these variables is the direction of the behavior of the individual and a particular destination without a specific way so that he can achieve the objective of the behavior in the situation.

The 21st century has seen tremendous scientific advances, especially in the field of information and communication technologies, and the subsequent emergence of modern technologies and applications that have transformed the user from being a passive recipient of knowledge to being a participant, focusing on the user's contribution to content creation, communication, interaction and collaboration among users.

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(Charnigo, Barnett-Ellis, 2007)

Social networking is one of the most important of these new technologies. It is a comprehensive service that allows the learner to share activities and interests, make friends, search for interests and activities of other learners, and provide a range of services such as instant chat, Private messages, email, video, blogging, file sharing, and other services. (Bosch, 2009)

Social networking allow interaction between people and constitute the phenomenon most important socio-communication of the moment and Facebook, within them. This Platform is being taken by companies and institutions, but has not been seen Potential in the educational field. (Gross, Acquisti, 2005)

Social networks are one of the words that recently been incorporated into the cyber-language or reinterpreted from a technological platform, the Internet. Which was previously made face to face, is now done through a platform through the Which you have "added" to your friends or who you want and from that you can go exchanging information synchronously and asynchronously because people can talk directly but also leave messages direct or in a forum Open, called Wall, say and put what they want. Anyone can read it and therefore in doing so you can become aware of the life of that other person. The Systems developed with that objective; this is how social networks appear In Internet. There are many and to mention some are LinkedIn, hi5, Myspace, Instagram, Twitter and Facebook but when our mailing list has been congested by Invitations to be part of the Face or we learn that its creator is a new Billionaire and that your company is worth millions of dollars is that something is happening (Vander Veer, 2008).

One more fact, the design of the cell phones was modified to constant with Facebook.

Facebook, a social network more or the social networks par excellence. The space of Socialization par excellence within the Internet that was taken by young people to make of it its space and that before the commercial potential that offers was "resumed" politically and commercially by adults. (Bosch, 2009)

Mark Zuckerberg a young man student at Harvard University that he wanted to facilitate socialization among the students who came to this university and who never imagined that when opening invented it.

The social network to anyone who had an account on the Internet in 2007 would have only three years later to more than 500 million users around the world (Gomez, et al., 2013).

What makes this social network different? (Shis, 2009) is the transparency of the system, the exclusivity and news sources; all of the above is in

relation to the origin of the System, which is when the "agendas" of Harvard students were "related".

The highest percentage of users is between 18 and 24 years old, which is the age in which they must be attending his undergraduate studies.

Facebook is considered one of the most famous social networking networks and even websites, which is the second most famous sites in the world. (Imlawi, 2013)

It is important to consider the need to use social networking media, especially Facebook for educational purposes, and are being used very intensely among young people. They also mentioned that there is a great interest and development in the use of social networks by educational institutions in supporting the process of teaching and learning.

Teachers realize they struggle with the flow. That education is like the Monotheistic religions, too conservative and therefore always light years behind of social and cultural development. Technology advances every second or perhaps we would have to say every nanosecond ... we cannot even count its advance already in an effective way. When we realize it is because it is past. (Fono, Raynes-Goldie, 2006)

The young man is born in the digital age, and brings the integrated chip when born, does not know what analogue, it grows along with the technology, carries it by the hand and is fully incorporated into your life. While education continues to be and is looking to incorporate some technological tools into its model. That is probably why we have much of the current school failure or disillusionment felt by young people when entering the classroom to sit at the desks in front of a teacher. who often does not even know how to turn on a laptop.

Technological platforms are also not the functionalities that are supposed to be what is up. Why do not students use them?

#### Seven Uses of Facebook for Educators

1. Help the development and monitoring of the school's policy on Facebook.
2. Encourage students to follow Facebook guidelines.
3. Keep up-to-date on security and privacy settings on Facebook.
4. Promote good citizenship in the digital world.
5. Use Facebook groups and pages to communicate with students and parents.
6. Adopt the digital, social, mobile and "always online" learning styles of 21st century students.
7. Use Facebook as a resource for professional development.

It should be noted that, when developing a virtual environment for a particular place,

It can be used - with few modifications - in other environments that are related to its applicability. For this reason, this study can support learning in other areas or subjects that are compatible with this form of work.

Specifically, the focus is directed to the use of Facebook (FB) as a social network system, and are left out to others, because it has become the most popular site among students (Ellison, et al., 2007; Adamic, et al., 2003; Haythornthwaite, 2005).

Based on the above, it was decided to work only with documents in English that would handle some of the following contents: states of knowledge, empirical studies, reflections and support guides; As long as these indicate some interaction of teachers and students with FB, or privacy issues, threatened by the use of such a system. An initial analysis of the states of knowledge marked the pattern for choosing empirical studies only those that allowed to establish a wide panorama of educational applications and security risks with their corresponding measures of protection. To the above, studies that reinforce the findings were added for review. Finally, key elements of the support guides and reflections were included, which enriched the work. (Fischer 2013)

This aims to contribute to pedagogical and didactic renewal in the use of ICT in Egyptian education. The model designs an environment in which the Information and generates dynamics to optimize the processes in the use, understanding, confrontation, appropriation and development of knowledge. Cognitive development is Motivation, so that students, being able to socialize their

### Results.

**Table 1. Anthropometric Characteristics of the Groups (Mean ± SD)**

Group	N	Age [years]	Weight [kg]	Height [cm]
Experimental	49	20 ± 1.9	65 ± 4.9	168 ± 4.1
Control	34	21 ± 1.2	63 ± 5.1	169 ± 6.2

Table 1 shows the age and anthropometric characteristics of the subjects. There were no significant differences were observed in the anthropometric characteristics for the subjects in the different groups.

**Table 2. Mean ± SD and “T” Test between pretests and posttests in passing, setting, spiking, blocking, and serving for the experimental group**

Variables	Experimental group		Rate %	T Sign.
	Before	After		
Passing	4.54 ± 0.19	7.85 ± 0.89	72.91	S
Setting	3.92 ± 0.87	8.03 ± 1.08	104.85	S
Serving	2.31 ± 0.16	5.87 ± 0.62	154.11	S
Blocking	1.25 ± 0.11	4.21 ± 0.38	236.8	S
Spiking	2.05 ± 0.13	4.31 ± 0.26	110.24	S

Significant differences,  $p < 0.05$

It is clear from Table (2) that a statistically significant differences between the pretests and posttests for the experimental group in all Basic volleyball skills.

Productions, can collaborate, learn, constructively criticize, solve doubts, appropriate knowledge and virtually interact in a group.

Volleyball is a sport that requires your mastery of a complex skill set. Because the player break the positions at the front and at the back of the court, and constantly moving to make offensive plays until you execute them. So, must also quickly switch between Offensive and Defensive. During any sequence in volleyball, a player must be prepared to execute a variety of skills.

The purpose of this study was to investigate the effects of use Facebook as a learning tool in Technical fundamentals of volleyball (passing, setting, spiking, blocking, and serving) for female college students.

### Methods

Eighty-three female students were randomly allocated to receive either three months of learning, the experimental group are closed group on Facebook ( $n = 49$ ). In addition, the control group learning through the traditional method ( $n = 34$ ). The data collected before and after the program for the two groups.

### Statistical analysis

All statistical analyses were calculated by the SPSS statistical package. The results are reported as means and standard deviations (SD). Differences between two groups were reported as mean difference ± 95% confidence intervals (meandiff ± 95% CI). Student's t-test for independent samples was used to determine the differences in parameters between the two groups. The  $p < 0.05$  was considered as statistically significant.

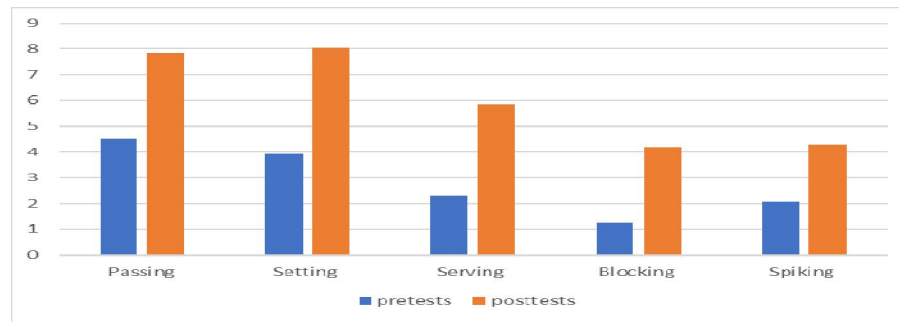


Fig 1 show the differences between pretests and posttests in passing, setting, spiking, blocking, and serving for the experimental group

**Table 3. Mean  $\pm$  SD and “T” Test between pretests and posttests in passing, setting, spiking, blocking, and serving for the control group**

Variables	Control group		Rate %	T Sign.
	Before	After		
Passing	4.74 $\pm$ 0.15	5.48 $\pm$ 0.45	15.61	S
Setting	3.88 $\pm$ 0.46	6.11 $\pm$ 0.11	57.47	S
Serving	2.46 $\pm$ 0.38	3.56 $\pm$ 0.12	44.72	NS
Blocking	1.36 $\pm$ 0.16	2.14 $\pm$ 0.55	57.35	NS
Spiking	2.10 $\pm$ 0.12	3.86 $\pm$ 0.32	83.81	S

Significant differences,  $p < 0.05$

It is clear from Table (3) that a statistically significant differences between the pretests and posttests for the experimental group in Passing, Setting and Spiking. None statistically significant differences between the pretests and posttests for control group in Serving and Blocking.

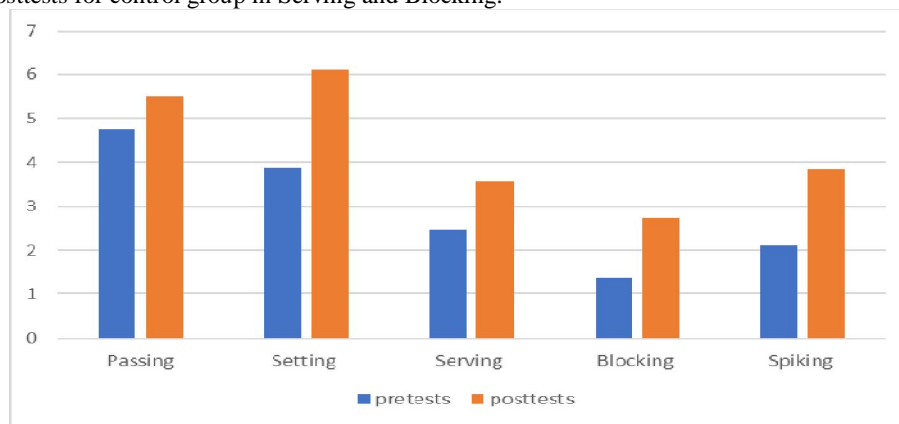


Fig 2 show the differences between pretests and posttests in passing, setting, spiking, blocking, and serving for the control group

**Table 4. Mean  $\pm$  SD and “T” Test between posttests for experimental and control groups in passing, setting, spiking, blocking, and serving for**

Variables	Experimental group	Control group	T Sign.
Passing	7.85 $\pm$ 0.89	5.48 $\pm$ 0.45	S
Setting	8.03 $\pm$ 1.08	6.11 $\pm$ 0.11	S
Serving	5.87 $\pm$ 0.62	3.56 $\pm$ 0.12	S
Blocking	4.21 $\pm$ 0.38	2.14 $\pm$ 0.55	S
Spiking	4.31 $\pm$ 0.26	3.86 $\pm$ 0.32	S

Significant differences,  $p < 0.05$

It is clear from Table (4) that a statistically significant differences between the posttests for experimental and control groups in all Basic volleyball skills.

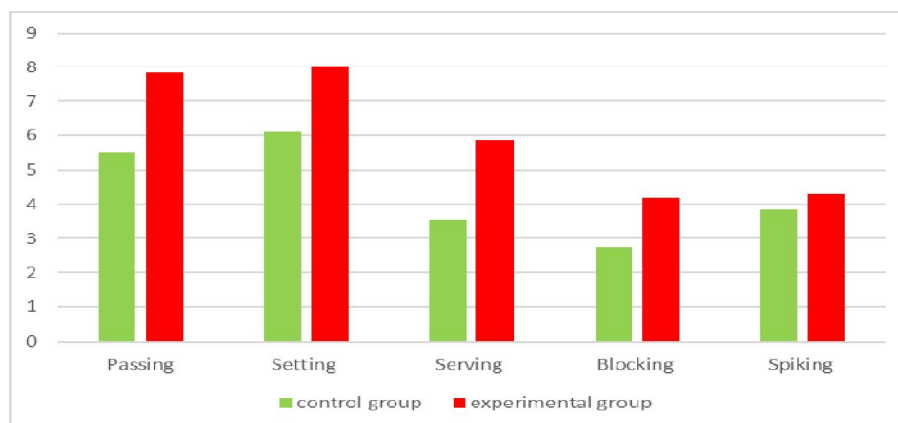


Fig 3 show the differences between posttests for experimental and control groups in passing, setting, spiking, blocking, and serving.

### Discussion

Studies reveal that Facebook is a website that allows to host that countless faces (face-to-face), contextualizing diverse lifestyles, having access to information of confidential type, which can be used for criminal or lucrative purposes. Therefore, it is advisable to raise awareness of the type of information disseminated in each of the publications or profiles issued mainly by adolescents (Backstrom, et al., 2006). Considering the above, the main users in this social network are the young people who are mainly studying their higher or higher secondary education, since it has become the main means of communication integrated to mobile devices between the academic communities (Acquisti, Gross, 2006).

There are several studies where it is based that the use of this tool supports the pedagogy at the upper middle level: a) in the (Amaral, Shank, 2010; Kirkàtrick, 2010) research, carried out with university students, mention that the inclusion of tools Technology has changed the concept of students and teachers regarding learning outcomes. Therefore at present in the educational institutions have had to evolve to be in agreement with the technological advances and to respond to the needs of the students. These changes allow the student to be more open with the communication with others; B) In the study of (Mirabolghasemi, Lahad, 2013), it is reviewed the use of Facebook that is given in education since it is something new that is being used in educational institutions. To do so, he considered six sections: users, reasons for using Facebook, harmful effects, such as an educational environment, effects on culture, language, education, and the relationship between Facebook and subject variables. (Murphy, 2011)

This research was carried out in Egypt for use Facebook as a learning tool for volleyball that Facebook is the main means of communication,

which allows for greater online solidarity, Likewise, they identify and hold responsible for the information disseminated on the site; And d) Gómez, Roses and Farias (2012), in his article the academic use of social networks in university students. Conducted at university students in tanta university where they recognize that the use, consumption and proliferation of social networks are part of the daily life of students and therefore, is a great advantage in its academic implementation.

Considering (Perryman, 2011), the term educational innovation is a process that involves the selection, organization and creative use of elements linked to institutional management, curriculum and / or teaching, and it is normal that it impacts in more than one area because Usually respond to a need or problem that usually requires comprehensive answers.

In a society, vocational media education is a fundamental part of social, cultural and economic development, considered one of the benchmarks in education throughout life. (Veletsianos, Navarrete, 2012) points out that vocational media education is the gateway to the knowledge society, perhaps the most important gate because of its privileged situation for the generation and transmission of human knowledge in a phase that precedes higher education.

### Conclusions

Under the conditions of our study, use of Facebook as a learning tool in learning for female college students resulted an improvement in basic volleyball skills (passing, setting, spiking, blocking, and serving). These results have to be taken into account by instructors in order to better understand and implicated of these concepts for technical effects of teaching.



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