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ORIGINAL ARTICLE

LEISURE EXPERIENCE TAGGED ON FACEBOOK: THE INFLUENCE OF FACEBOOK EXPERIENCES ON SATISFACTION

Abstract

The purpose of this study is to describe the dimensions of the e-leisure experience on Facebook and the effects of these dimensions on leisure satisfaction. In this study, quota sampling and convenience sampling techniques were used, respectively. The sample consisted 1219 of undergraduate students who were affiliated with Anadolu University in Turkey. The results showed that constructs related to Facebook experiences could be conceptualized and measured as a four-dimensional construct comprising escape, socialization, entertainment, and learning experiences. Confirmatory Factor Analysis (CFA) revealed that constructs are having acceptable reliability and validity scores. Despite the negative effects surrounding social networking sites, this study found that students are using Facebook appropriately for different experiences. When all e-leisure experiences are evaluated together, socialization and entertainment come to the fore. It is also revealed that all e-leisure experiences related Facebook have positive associations with leisure satisfaction. While socialization, learning and entertainment experiences have direct positive effects on leisure satisfaction, escape experience has an indirect positive effect on leisure satisfaction mediated by socialization. This result highlights the importance of socialization, entertainment, and learning experiences, which play a key role in building leisure satisfaction.

Keywords: E-leisure, leisure experience, Facebook, leisure satisfaction

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INTRODUCTION

With the growing popularity of social networking sites, the leisure activities of the individuals have dramatically changed during the last 10-15 years. Nowadays, social networks such as Facebook, MySpace, Twitter, LinkedIn and YouTube have attracted millions of users most of whom are students (Mazman and Usluel, 2010). Indeed, the popularity of social networking is highly demonstrable by the number of people using these sites (Akyıldız and Argan, 2011a; Akyıldız and Argan, 2011b; Cheung et al., 2010). According to the statistics, people throughout the world spend a staggering 110 billion minutes on social network sites and 75% of all people visit social networks (even if they are not members) (Akyıldız and Argan, 2011a; Akyıldız and Argan, 2011b; Local Relationship Management, 2010).

In Turkey, using social networks is arguably one of the most popular leisure activities particularly used by the university students aged 18-25 (Mazman and Usluel, 2010). For instance, Facebook is the second most visited website (Erdoğmuş, 2009) with a total number well over 30 million users in 2012 (Akyıldız and Argan, 2012) and the most popular social networking site in Turkey (Ergenc, 2011). With these numbers, Turkey has launched into the top six most represented countries on Facebook with 31 million users (Akyıldız and Argan, 2011a; Akyıldız and Argan, 2011b). It is clear that the use of social networking sites in leisure has become a prominent aspect of the lives of college-aged individuals. The use of Facebook is becoming increasingly ubiquitous among students in many universities (Hew, 2011). Therefore, Facebook, which is the clear leader of the social networking sector that has grown to over 845 million active users in 2012, has captured the attention of both researchers and leisure marketers. Numerous researches have been conducted to explore purposes of Facebook usage, time spent on Facebook and motivations associated with Facebook use. However, research on e-leisure experiences and the satisfaction of the Facebook users is still limited. Hence, in considering the impact of increasing use of social networking sites, the aim of the present study was to describe the dimensions of experiential qualities in front of the screen while using Facebook and their effects on leisure satisfaction.

Literature Review

Research examining social networking is diverse. Studies exploring practical issues such as Facebook usage profile, time spent engaged in Facebook and the effects of Facebook use on learning performance, college adjustment, social and emotional adjustment, academic performance, relationship quality and social capital (Dba and Karl, 2008; DeAndrea et al., 2012; Ellison et al., 2007; Hew, 2011; Junco, 2011; Kalpidou et al., 2011; Kaplan and

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Haenlein, 2010; Keenan and Shiri, 2009; Moorman and Bowker, 2011; Pempek et al., 2009; Sanchez-Franco et al., 2011; Scale, 2008) have provided detail on the features and functional benefits of Facebook. In addition, Facebook users' purposes (Akyıldız and Argan, 2011a; Cheung et al.; Ellison et al., 2007; Roblyer et al., 2010; Vasalou et al., 2010) and the educational usage of Facebook (Bosch, 2009; Calvi et al., 2010; Roblyer et al., 2010; Scale, 2008). Other studies have analyzed personality and motivations associated with Facebook use (Dogruer et al., 2011; Ong et al., 2011; Ross et al., 2009), marketing strategies for the Facebook generation (Boling et al., 2011; Helms, 2010; Meadows-Klue, 2008; Onat and Alikilic, 2008), Facebook use in sport and leisure sector (Local Relationship Management, 2010; Wallace et al., 2010) were some of the available research on Facebook (Akyıldız and Argan, 2011a; Akyıldız and Argan, 2011b).

Despite there have been numerous studies conducted on understanding the reason why and how people use Facebook, very little data exist on Facebook user experience. The review of the existing literature on Facebook user experience (Lewis and West, 2009; Pempek et al., 2009; Sas et al., 2009; Vasalou et al., 2010; Young, 2011) reveals that there is limited research on this subject. On the other hand, while it appears growing number of people in Turkey use Facebook, there exists a clear gap in explaining Facebook user experience. Thus, in addressing this limitation, the aim of the present study was to describe the dimensions of the e-leisure experience on Facebook and the effects of these dimensions on leisure satisfaction.

Research Objectives and Hypothesis

The review of the existing literature reveals that there are numerous researches on leisure experience in the real environments; however, literature on leisure experience in a virtual environment such as Internet, e-leisure activities or social networks, namely e-leisure experience in Turkey and the rest of the world reveals that there is limited research on this subject. Therefore, the purpose of this study is to investigate the underlying aspects of e-leisure experience on Facebook and its effects on leisure satisfaction.

Based on the purpose, review of the literature, and the nature of the experience, several hypotheses were developed for empirical investigation of the effects of Facebook users' experiences on leisure satisfaction.

Facebook creators suggested that the role of Facebook is to support social networks (Kalpidou et al., 2011). Previous researches (Akyıldız and Argan, 2011a; Akyıldız and Argan,

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2011b; Ellison et al., 2007; Pempek et al., 2009) have found that students mostly use Facebook for social purposes. In addition to those social benefits, using Facebook helps engage students in their learning. Karlin (2007) found that nearly 60% of students discuss education-related topics online such as college planning or learning outside of school and more than %50 talks about specific schoolwork (Akyıldız and Argan, 2011a; Akyıldız and Argan, 2011b). Moreover, researchers claim that social networks are pedagogical tools because people can use them for collaborative information discovery and sharing knowledge (Mazman and Usluel, 2010). Therefore, it can be suggested that Facebook is not only used for social interaction, but also it is used for gaining a learning experience during leisure (Roblyer et al., 2010). In the same vein, Sas et al. (2009) examined the emotional experience on Facebook site and suggested that one of the most memorable experiences with Facebook were recorded as entertainment. Because gaining an enjoyable experience during leisure is often the ultimate goal of the leisure participants (Schmitt, 1999). Considering that aspects concerned with the entertainment experience with Facebook may have an effect on both socialization and learning experience, the hypothesis is as follows:

H1: Entertainment experience is positively associated with the socialization experience concerned with Facebook.

H2: Entertainment experience is positively associated with the learning experience concerned with Facebook.

An escape experience can be defined as the extent to which an individual is completely engrossed and absorbed in the activity (Hosany and Witham, 2009). It is found out that Facebook can also generate escape experience (Akyıldız and Argan, 2012), which helps to forget the passing of time (Akyıldız and Argan, 2012; Pempek et al., 2009), to overcome loneliness, to distract oneself when bored, to procrastinate (Stern and Taylor, 2007). The value of leisure is that it helps people to escape from routine, to be in different world, to overcome loneliness, to deal with stress, to avoid hustle and bustle of the daily lives and that it contributes to socialization and, it facilitates learning because of absorption in an activity. Therefore, socialization and learning experience in Facebook can be the main predictors of escape experience. Accordingly, this study expects that:

H3: Escape experience is positively associated with the socialization experience concerned with Facebook.

H4: Escape experience is positively associated with the learning experience concerned with Facebook.

Pursuing leisure satisfaction is a critical goal for the highly competitive leisure services industry. Measuring and managing customer satisfaction is crucial for the survival, development and success of service industries (Tsaur et al., 2006) like leisure. Leisure satisfaction is defined as the positive feelings and perception derived from participation in leisure activities and choices (Beard and Ragheb, 1980; Kao, 1992; Walker et al., 2011). Although leisure satisfaction has received considerable attention in recent years, research on the satisfaction of users of the social networks is limited. Namely, several previous studies have demonstrated the effects of experience on leisure satisfaction (Kao, 1992; Tsaur et al., 2006) and on customer satisfaction (Bigné et al., 2005; Hosany and Witham, 2009; Maccarthy et al., 2006; Yuan and Wu, 2008). On the light of these researches findings, it can be suggested that leisure satisfaction was found to be the most influenced by immediate leisure experience, and the experiences in leisure participation may be the cause of leisure satisfaction (Kao, 1992). Therefore, this study considers all dimensions of the Facebook experience (escape, learning, entertainment, socialization) lead to leisure satisfaction. This approach would provide a more holistic appreciation of leisure satisfaction. Thus, the following hypothesis is proposed:

H5,6,7,8 : The Facebook experience dimensions of (a) escape experience (b) learning experience (c) socialization experience and (d) entertainment experience relate positively to leisure satisfaction.
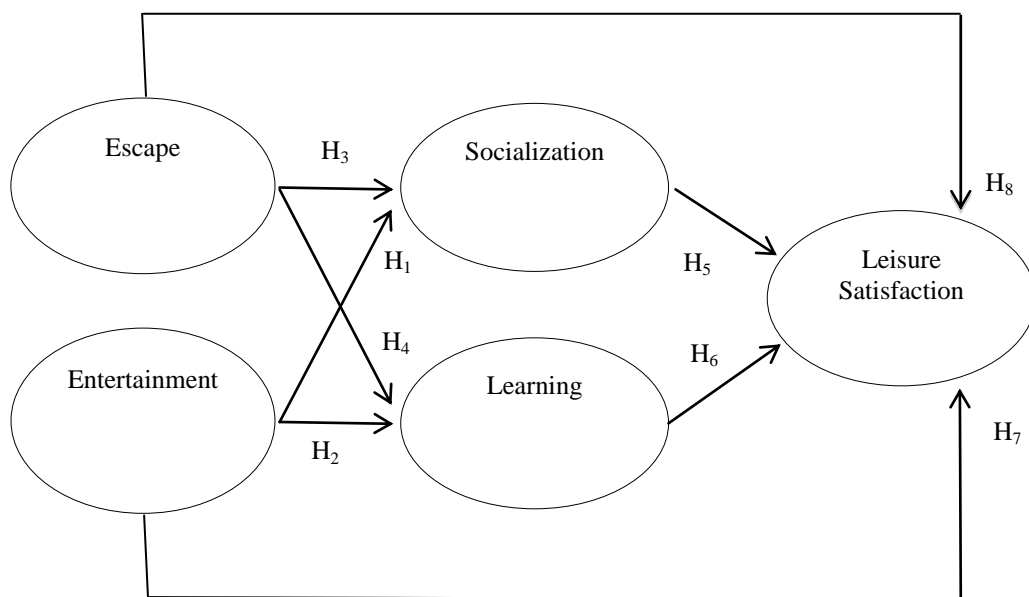

Figure 1: The structural model of conceptual framework

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METHODS

Measurement Instrument

The questionnaire for the current study was designed with three sections. The first section measured items of Facebook experience. Based on limited research and literature in this area, henceforth, led researchers to develop a new measurement scale on factors related to experiences of Facebook. Previous researchers have offered various lists of the dimensions of social networks experience. Based on theoretical definitions, as well as a review of extant literature on Facebook experience, the researched generated a pool of potential items. In addition, to generate items that comprising the domains of experience about social networks, focus group interviews were conducted to 18 students who had and used Facebook actively. Then, the researchers generated total 18 items based on the group interviews and literature sources. Also, based on the expert panel's suggestions, the scale items were further refined to eliminate problematic items. The scale items were finalized for a pilot study after adding new items. The scale was pre-tested on a group of 58 Facebook users which were judged to be representative of the university student population. A total of 18 items were retained to measure the four FACEXP subscales: learning experience (5 items), socialization experience (5 items), escape experience (4 items) and entertainment experience (4 items). Scale in the second section was concerned with the leisure satisfaction as dependent variable. Four single satisfaction variables were measured using items developed in earlier studies (Huang and Carleton, 2003; Ngai, 2005; Torttier et al., 2002; Walker et al., 2011). The third section was designed to obtain the respondents' behavioral characteristics and demographic data; Facebook membership status, visiting frequency of Facebook, length of stay on Facebook, number of friends, gender, age, income and education level.

Sample

The sample consisted of undergraduate students who were affiliated with Anadolu University in Turkey. The research carried on the university students who actively use Facebook. In this study, two-stage sampling method was used. In the first stage, a quota sample identified in terms of total student numbers in faculty or institutions of the university. A convenience sampling technique was used in the second stage. Twelve trained surveyors were responsible for distributing 125 self-administered questionnaires. From the 1500 questionnaires distributed, 1238 were returned for a response rate of 82.5%. Of these, 19 responses were rejected because many items were left blank, yielding a final usable response rate of 81.2% (n=1219). In order to complete the questionnaire, self-administrated

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questionnaires were used by twelve trained researchers assigned to each institution or faculty of university. The questionnaires were filled by students at researchers' presence. The researcher first briefly explained the purpose of the study to the students, and then distributed the questionnaires to the students in the classes at the university who voluntarily agreed to participate to the study. Explaining the questionnaires to the students and filling took approximately 15 minutes.

RESULTS

Characteristics and Facebook Usage of the Participants

The demographic and Facebook usage behavior of the participants are shown in Table 1. The sample consisted of 1219 university students of whom 49.9 percent were male 50.1 percent were female. The respondents ranged in age from 16 years to 34 years. Respondents' ages were grouped as younger than 18 (4.1%), 19 to 20 years old (26.7%), 21 to 22 (45.3%), 23 to 24 (18.2%), and older than 25 (5.5 %). Education level of the students consisted first class (18.9%), second class (18.5%), third class (27.8%) and fourth class (25.9%). Lastly, the respondents' average monthly incomes were grouped as maximum 1000 TL (30.5%), 1001-2000 TL (35.3%), and 2001-3000 TL (19.6%). In terms of duration of Facebook membership, most students (57.3%) reported that they had been on Facebook for 2 years or more. Regarding Facebook visit frequency, a half of participant (50%) visits Facebook several times in a day. In terms of length of stay on Facebook, 27.6% of the sample reported that they stay approximately half an hour. In addition, 52.2% of respondents reported that they have 101-300 friends on their Facebook account (see Table 1).

Assessment of Factors

An exploratory factor analysis (EFA) was carried out on the items relative to each established category of resources, in order to define measures of all the factors. Prior to EFA and Confirmatory Factor Analysis (CFA), both univariate and multivariate non-normality were examined. Univariate non-normality was tested using skewness and kurtosis. The extreme among all the variables was 3.47 for kurtosis and −1.39 for skewness for one variable. The criteria were that skewness should be less than 2 (Kline, 1998) and kurtosis less than 7, as suggested by Curran et al. (1996). In the EFA, the method used for extracting the factors was the principal components analysis for varimax rotation. Kaiser-Meyer Olkin (KMO) was 0.894, demostrating that the sample was adequate for factor analysis (Kaiser, 1974). The Bartlett Test for Sphericity (BTS) was 8882.141 (p<.001), indicating that the

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hypothesis variance and covariance matrix of variables as an identity matrix were rejected; therefore, factor analysis was appropriate. The researchers selected the factors which had an eigenvalue greater than 1.0, explaining a total of 62.95 percent of the variance. Moreover, all constructs met the criterion that a factor loading should be equal to or greater than 0.40. All loading estimates were significant (*p*<0.01) ranging from a low of 0.59 to a high of 0.87. As a result of factor analysis, four dimensional with 18-item scale was obtained. These dimensions were titled as: *"learning", "socialization", "escape"*, and *"entertainment"*.

Table 1: Characteristics and Facebook usage of the sample

	Frequency	%		Frequency	%
Gender			Facebook membership duration		
Male	609	49.9	Less than 6 months	61	5.0
Female	610	50.1	Between 6 months and 1 year	82	6.7
Age			More than 1 year, less than 2 years	377	30.9
18 and <	50	4.1	2 years or more	698	57.3
19-20	326	26.7	Frequency of visits on Facebook		
21-22	552	45.3	Once in a month or seldom	9	0.7
23-24	222	18.2	Several times in a month	159	13.0
25 and >	67	5.5	Once in a day	441	36.2
Income			Several times in a day	610	50.0
1000 TL and <	372	30.5	Length of stay in Facebook		
1001 - 2000 TL	430	35.3	Less than 15 min	109	8.9
2001 - 3000 TL	239	19.6	Approximately 15 min	337	27.6
3001 - 4000 TL	90	7.4	Approximately half an hour	325	26.7
40001 TL and >	82	6.7	Between 1 or 2 hours	263	21.6
Education Level			Between 2 or 3 hours	91	7.5
1st Class	230	18.9	More than 3 hours	93	7.6
2nd Class	225	18.5	Number of friends		
3rd Class	339	27.8	100 friends or less	155	12.7
4th Class	316	25.9	Between 101-300 friends	636	52.2
Other	108	8.9	Between 301-500 friends	315	25.8
			501 friends or more	113	9.3

Based on EFA, CFA was performed to evaluate the measurement model of Facebook experience using LISREL 8.80. All loadings in the CFA are significant (p<0.01). The measurement model was found to fit the data well. The Chi-square value normalized by degrees of freedom (x^2/df) should not exceed 3 for a good model fit (Chiu and Wang, 2008 in Argan et al., 2014). In this study, x^2/df was found 6.33 ($x^2 = 1260$; df = 199). It is commonly accepted that chi-square statistic will reject valid models in large samples (Bagozzi and Yi, 1988; Bove and Johnson, 2006 cited in Argan et al., 2014); therefore, many researchers relied

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on the goodness-of-fit (GFI), the comparative fit index (CFI), the incremental fit index (IFI), the non-normed fit index (NNFI), the standardized root mean square residual (SRMR), and the root mean square error of approximation (RMSEA) (Chin, 1998; Longo and Mura, 2007; Meehl, 1990 cited in Argan et al., 2014).

Table 2 presents the values of fit statistics. The model showed good fit (RMSEA = 0.062, SRMR = 0.069, CFI = 0.96, IFI = 0.96, NFI = 0.96, NNFI = 0.96, GFI = 0.92, AGFI = 0.90). SRMR and RMSEA measure the poorness of fit (Lee, Graefe and Burns, 2007). Browne and Cudeck (1993) suggested that SRMR and RMSEA should be below the cut-off value 0.08. In the measurement model, the RMSEA value of 0.062 was well below 0.08, indicating a low discrepancy between the implied covariance in the model and observed covariance in the data (Li et al., 2006). In addition, the SRMR value (0.069) was also below 0.08. All of six incremental fit indices (CFI = 0.96, IFI = 0.96, NFI = 0.96, NNFI = 0.96, GFI = 0.92, AGFI = 0.90) met or exceeded the preferred level of 0.9 (Bagozzi and Yi, 1988; Gefen et al., 2000; Hu and Bentler, 1999; Soto-Acosta and O-Cerdan, 2008).

Table 3 shows means, standard deviation and correlation coefficients. The bi-variate relationships revealed that all of the variables significantly correlated (ranged between 0.214-0.592). According to descriptive statistics, socialization had the highest score (mean 4.07) as compare to other constructs.

The measurement model was estimated by examining model fit indices (McDonald and Ho, 2002), convergent validity, discriminant validity, concurrent validity, and reliability. Convergent validity was supported by all factor loadings being significant ($p<0.01$) and average variance extracted (AVE) exceeding 0.50 (Hair et al., 2005). The results in Table 2 have indicated that most of items have loading value, exceeding 0.50 on their associated factors and load more strongly on their associated factor than on others. As also indicated in Table 2, reliability coefficients of the four factors and overall scale were well above the cut-off value of 0.70 (Nunnally, 1978). As indicated in Table 3, correlation between factors ranged from 0.214 to 0.592, with the correlations of no pair of measures were well above the criterion (0.90) recommended by Hair et al., 1995. Table 2 showed that the alpha values range from 0.76 to 0.87, which exceeded the cut-off value of 0.70 (Nunnally, 1978). For all 18 items, the alpha was 0.90. All of reliability values of the scale exceeded 0.70, indicating an adequate level of internal consistency among items in the latent variables.

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Table 2: Constructs and items of Facebook experience

Constructs	Stand. Loadings	Mean	S.D.	Values	Construct Reliability
Learning (LEARN)					
Facebook is a convenient medium for discussing topics related classwork and homework.	.747	2.14	1.13	20.0	
Facebook provides accessing information such as delivery dates of the homework or classwork.	.838	2.58	1.25	21.8	
Facebook is a good method to share information about homework or classwork.	.873	2.70	1.23	19.9	0.87
Facebook gives the opportunity for collaboration with school friends.	.796	3.01	1.20	16.6	
Facebook is a useful tool for sharing documents, resources or materials related to lessons.	.783	2.49	1.16	22.7	
Socialization (SOCIA)					
Facebook enables to communicate with my friends.	.760	4.42	0.67	19.6	
Facebook provides notice of upcoming events.	.649	4.17	0.76	18.1	
Facebook improves social relations with friends.	.697	3.60	0.99	19.3	0.76
Facebook provides keeping in touch with friends.	.797	4.14	0.79	21.6	
Facebook provides to maintain relationships with people I may not get to see very often.	.598	4.02	0.93	24.3	
Escape (ESCAP)					
Facebook gives an opportunity to stay alone with myself and get relaxed.	.788	2.32	1.06	18.5	
Facebook makes me get away from daily life stress.	.755	2.86	1.14	13.9	0.81
Facebook is a good way to get rid of boredom.	.741	3.39	1.11	19.3	
Facebook is a good medium to spend time when alone.	.705	3.32	1.17	21.3	
Entertainment (ENTER)					
Spending time on Facebook is exciting.	.666	3.69	0.92	18.4	
It is fun to look at my friends' walls and profiles.	.740	3.84	0.93	21.3	0.80
I enjoy spending time on Facebook.	.678	3.63	0.91	16.4	
Posts such as videos and photos make me enjoyable.	.758	4.18	0.73	23.2	

Fit statistics: $X^2(199) = 1260.03$, $p < 0.001$, CFI = 0.96, IFI = 0.96, NFI = 0.96, NNFI = 0.96, RMSEA = 0.062,
SRMR = 0.069, GFI = 0.92, AGFI = 0.90

Table 3: Correlation matrix

Constructs	Mean	S.D.	LEARN	SOCIA	ESCAP	ENTER
Learning (LEARN)	2.59	0.9849	1.000			
Socialization (SOCIA)	4.07	0.6067	.261**	1.000		
Escape (ESCAP)	2.97	0.9022	.242**	.394**	1.000	
Entertainment (ENTER)	3.84	0.7067	.214**	.472**	.592**	1.000

** $p<0.01$; (S.D.): Standard Deviation

Structural Model Evaluation

An examination of the hypothesized relationships was achieved through structural equation modeling (SEM), using LISREL 8.80. Figure 2 shows the results of the comprehensive model testing. In order to test the relationships hypothesized in Figure 1, structural equation modeling approach was used after examining the reliability and validity of the measurement model using CFA. Figure 2 demonstrates the model's path coefficients and model fit indexes. The model fit indexes meet their respective common acceptance levels, indicating that the displayed fitted the data well. For structural equation model of the current study, x^2/df was 5.7 ($X^2_{(201)}$=1146.22, p<0.01). The chi-square is usually significant on the case for large sample sizes (Chiu and Wang, 2008). The global fit indices (CFI = 0.96, IFI = 0.96, NFI = 0.96, NNFI = 0.96, GFI = 0.92, AGFI = 0.90) indicate that the hypothesized model is consistent with the data. Similarly, RMSEA value (0.062) was well below of cut-off value 0.08, and index of SRMR (0.070) was well below of the acceptance level 0.08.
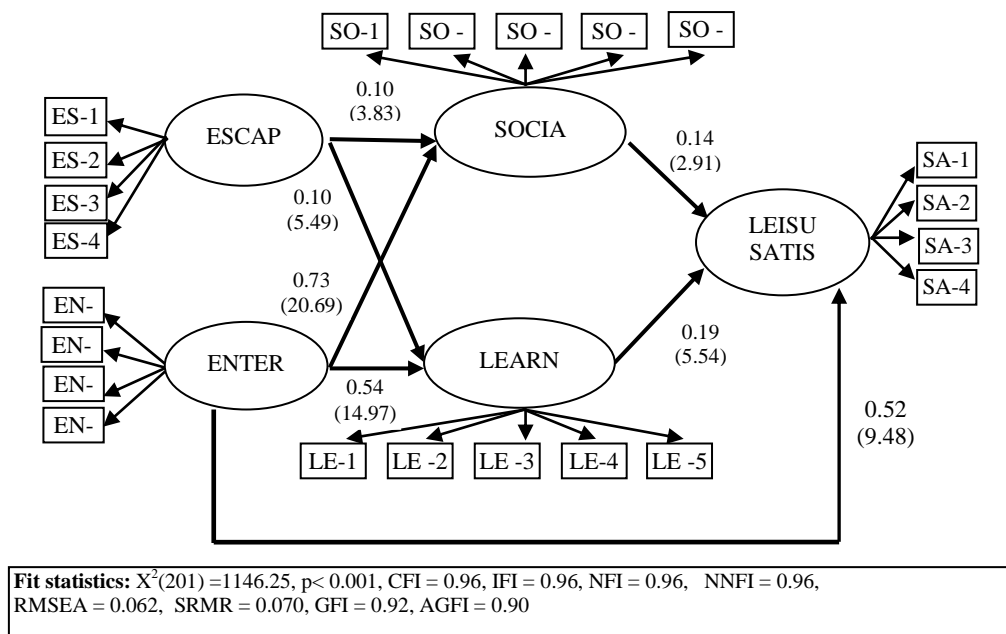

Fit statistics: X^2(201) =1146.25, p< 0.001, CFI = 0.96, IFI = 0.96, NFI = 0.96, NNFI = 0.96, RMSEA = 0.062, SRMR = 0.070, GFI = 0.92, AGFI = 0.90

Figure 2: Structural model of Facebook experiences

The individual hypotheses can be investigated by considering the resulting structural path estimates. The structural model explores the relationships between the constructs of Facebook experiences and leisure satisfaction [LEISU-SATIS]. Figure 2, indicates the links between latent variables and the t values. Except H8 hypothesis, all of the standardized coefficients in the structural model were significant at $p<0.01$. H3 and H4 were supported by significant positive path coefficients from escape experience [ESCAP] towards socialization experience [SOCIA] ($\beta=0.10$; $t=3.83$; $p<0.01$), and learning experience [LEARN] ($\beta=0.10$; $t=5.49$; $p<0.01$). H1, H2 and H7 were significantly supported by positive path coefficients from entertainment experience [ENTER] towards socialization experience [SOCIA] ($\beta=0.73$; $t=20.69$; $p<0.01$), learning experience [LEARN] ($\beta=0.54$; $t=14.97$; $p<0.01$), and leisure satisfaction [LEISU-SATIS] ($\beta =0.52$; $t=9.48$; $p<0.01$). Similarly, H5 and H6 were also supported by significant positive path coefficients from socialization experience ($\beta=0.14$; $t=2.91$; $p<0.05$), and learning experience ($\beta=0.19$; $t=5.54$; $p<0.01$) to leisure satisfaction [LEISU-SATIS]. Therefore, seven hypotheses related to leisure satisfaction were supported. The model shows that one independent dimensions containing entertainment has an indirect relationship on leisure satisfaction. There was no direct relationship ($p>0.05$) between escape experience and leisure satisfaction.

DISCUSSION AND CONCLUSIONS

The primary objective of this study was to address the impact of e-leisure experiences gained through Facebook on leisure satisfaction. The results showed that constructs related to Facebook experiences could be conceptualized and measured as a four-dimensional construct comprising escape, socialization, entertainment, and learning experiences. The results of the CFA indicated that majority of the constructs are having acceptable reliability and validity scores.

Because the purpose of this study was to understand the link between the constructs of e-leisure experience and leisure satisfaction, the current research pointed out what factors were related with leisure satisfaction. In addition to the related literature (Calvi et al., 2010; Junco, 2011; Kalpidou et al., 2011; Pempek et al., 2009; Roblyer et al., 2010; Sas et al., 2009; Vasalou et al., 2010) the results of this study indicated that escape, socialization, entertainment, and learning experiences constructs strongly related with leisure satisfaction.

Despite the negative effects surrounding social networking sites, this study found that students are using Facebook appropriately for different experiences. This study is a good

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example of how Facebook as a part of social media can interact in a manner that improves education and learning. Students reported that Facebook is a convenient medium for discussing topics, accessing and sharing information related classwork and homework and collaborating with school friends and teachers. The results have found that students use Facebook not only for receiving school news, events and other collegiate activities, communicating easily with friends, faculty, alumni and others in the school community (Roblyer et al., 2010) but also for learning new ideas, discussing topics, and sharing materials, homework and documents (Mazman and Usluel, 2010). Thus it can be said that Facebook provides learning experience since it enables sharing knowledge in a safe virtual environment.

One advantage Facebook provides is socialization by communicating and keeping in touch with friends, improving social relations and maintaining relationships with friends that they do not get to see very often. Our findings suggest that Facebook enables social interaction and students reported that Facebook is particularly best environment for socialization experience as suggested by Ellison et al. (2007), Hew (2011), Keenan and Shiri (2009), Pempek et al. (2009), Roblyer et al. (2010). It appears, therefore, that Facebook fulfills its role as it was intended by its creators: to support social networks (Akyıldız and Argan, 2011a; Akyıldız and Argan, 2011b; Kalpidou et al., 2011).

One clear finding of this study is that Facebook delivers entertainment experience with posts such as videos, photos, and messages and with enjoyable access to popular music, documents, friends' profiles and walls. Students reported that they enjoyed spending time in Facebook because of its exciting entertainment atmosphere as suggested by Dogruer et al. (2011). In their research, it was suggested that the majority of the participants found Facebook very lively and colorful, and they used Facebook for entertaining themselves.

As Morahan-Martin and Schumacher (2003) have stated that "the internet provides a vastly expanded social network and an ideal social environment for those who are lonely". In the same vein, in this study students have agreed that Facebook is a good way to get rid of boredom and it is a good medium to spend time when alone. Also it is found out that Facebook in particular offers opportunities for getting relaxed and getting away from the daily life stress. Therefore, it is revealed that escape experience is one of the e-leisure experience dimensions delivered by Facebook.

When all e-leisure experiences gained through Facebook are evaluated together, socialization and entertainment come to the fore. It is also revealed that all e-leisure experiences related Facebook have positive associations with leisure satisfaction. While

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socialization, learning and entertainment experiences have direct positive effects on leisure satisfaction, escape experience has an indirect positive effect on leisure satisfaction mediated by socialization. This result highlights the importance of socialization, entertainment, and learning experiences, which play a key role in building leisure satisfaction. In other words, from the direct effect of socialization, entertainment, and learning experiences on leisure satisfaction, it could be inferred that Facebook users' satisfaction would be enhanced when they experience socialization, entertainment, and learning.

Understanding the four e-leisure experiences and their effects on leisure satisfaction can be beneficial knowledge for the managers of the social networking sites when designing and adopting social networking features that enhance these experiences, which would influence leisure satisfaction. The study further provides some useful insights for researchers and carries the potential to aid researchers in construct development in future e-leisure experience and leisure satisfaction studies. In addition, our findings afford important insights and help to enhance the understanding of Facebook experience dimensions as a leisure activity.

Limitations and Recommendations

This study provides some contributions to the literature on e-leisure Facebook experiences, but it also has some limitations. Data was collected at just one university in a city and therefore it may limit the ability to generalize the results to whole of the country. As such, future studies use different sampling technique and apply it to the different samples with students from different countries and different cultures. Continued research will be able to uncover if there are cultural differences in Facebook use. Future researches can also apply our conceptual framework to other educational levels such as high school students or master and doctoral students.

Future studies could measure e-leisure experience to more accurately evaluate the effects of leisure satisfaction. The other limitation is only Facebook experiential dimensions were examined here, but future studies may also assess other social networking sites experience and satisfaction. To further investigation, next researchers could focus on multi latent constructs, such as quality of life, life satisfaction, commitment, and leisure satisfaction.

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