BASED ON SOCIAL MEDIA RELATIONSHIP MARKETING APPROACH:
A STUDY ON ANADOLU UNIVERSITY OPEN EDUCATION SYSTEM WEBSITE
AND THE FACEBOOK NETWORK

Assist. Prof. Dr. Berrin OZKANAL

Dr. Gülendam UYGUCGIL

Faculty of Open Education
Anadolu University
Eskisehir- TURKEY

ABSTRACT

The purpose of this study is to evaluate the relational marketing approach based on social media as marketing communication strategy according to the students' opinions in making, the continuation and the development contact open and distance education institutions with current and prospective students. The study was performed with questionnaires administered through the corporate website of Open Education System with enrolled students in Anadolu University Open Education System. With the survey questions satisfaction brand loyalty, interactive communication and views on usability elements for service providers of corporate website and the Facebook network was evaluated. In the study, Anadolu University Open Education System website and Facebook network cannot meet enough expectations of students within the framework of relationship marketing approach based on social media has emerged.

Keywords: Open and distance education, social media, relationship marketing.

INTRODUCTION

The marketing communications is a term used to continue, develop and establish long-term successful relationships with students, with a student-centric approach in Open and Distance Learning (AUA) institutions. Marketing communications is evaluated as efforts carried out to offer services beyond their expectations and earn the trust and loyalty (Demiray, 2009) of the students by good analysis claim and expectations of students. Considering flexible structure of distance education and independent of time and space consisting of students, to establish intended communication ODE institutions with current and prospective students benefiting from social media and the corporate website appears inevitable.

The website of the ODE institution is an environment where first contact and communications with students are established. At the same time there are functions such as support services located on websites; increasing their satisfaction and success by facilitating the work of enrolled students, ensure their loyalty to institution. Therefore the websites of ODE institutions reviews in the context of marketing communication channel (Jones and Meyer, 2012), corporate social media links on the websites is required to use as an interactive communication media between students and institutions.

Social media is an environment that all educational institutions in general, in particular Students can interact directly communicates for OED institutions. The social media-based relationship marketing will be created in this environment, in today's environment that institutions increasingly given more attention to customer loyalty, in addition to winning new customers, especially to keep a current customer, customer loyalty and brand loyalty along with the aim to provide an understanding of marketing for ODE institutions offers an extremely convenient approach (Uygucgil, 2013). Therefore, to what extent websites can meet students' expectations, to how much social media can provide intended interaction and communication evaluate the views of students who are users of these platforms constitute the problem of the study.

90

The purpose of this study is to evaluate Facebook which is one of the social networking with Anadolu University Open Education System's institutional website in frame of "Social Media Based Relationship Marketing" approach according to the students' opinions.

LITERATURE

The institutions and organizations that provide ODE in order to maintain their existence, to keep up with the competition, to gain new students, establish, develop and maintain long-term successful relationships with students need to introduce audiences for distance learning programs and produce new methods for this purpose. Almost all educational institutions around the world in order to promote institutional features such as to inform audiences have different demands and expectations about training programs correctly, original products to the target audience, academic experiences, price, quality of education, and so on. (Demiray et al, 2009: 98-99).

Today it is accepted that educational institutions considered as a service provider, students are a potential customer and the parties to a mutually interactive process and training has a marketable service quality (Rogers, 1996; Demiray and Sever, 2009; and Xu, 2009). Education marketing is described as a process required to implement with a very good planning by institution (Kotler and Fox, 1985:7) to achieve corporate goals and a satisfied framework (Michael, 1990: 2) it will be defined in order to ensure mutual benefits of a special public dealing with education and educational institutions.

Open and distance learning (ODE) is a widely used training method that unlike traditional training, characterized by its philosophy and technology usage (Akeusola et al, 2011:700) and to respond to the increasing educational needs of today's. The opportunities offered by communication technology leads to development of ODE institutions on the other hand the emergence of new expectations from education system. As with other organizations in the ODE institutions Developing appropriate service concept for students' expectations and a competitive environment, the approach of considering and evaluating education as a service industry is being adopted (Demiray and Sever, 2009). Consequently in today's increasingly competitive education environment, in order to meet student needs and expectations ODE institutions should develop different ways that can be used marketing communication as the active.

As in institutions and organizations in all sectors, in the education sector there is a need to develop marketing strategies that affect students in the frame of customer-oriented approach based on customer satisfaction. If we think about these strategies together with flexible structure of ODE all regulations included courses and materials prepared according to the needs and wishes of students in terms of learning styles, cultural differences and learning experience and ever-increasing preferences should be strategies in favour of the kind of students can be met (Akeusola et al., 2011: 701; Demiray and Sever, 2009:13). Because ODE institution have group of customers independent time and space, corporate websites and social media platforms stand out at the point of meeting with clients in marketing communication.

Corporate Websites and Social Media

The website of ODE institution are platform that provide the first contact with potential students, for registered students education services as well as can also receive the need for specific services (Jones and Meyer, 2012). Many services such as to offer institutions promises, to provide information about organization (Programs, courses, operation and registration requirements and so on.), student support services (Online registration, online payment, consultancy, online courses, etc.) are provided by the website.

Social media environments are rapidly growing and mutually contact with each other, institutions can communicate directly with people, allowing information to be learned about many individual environments (Richter and Koch, 2008). The most popular social network among adult social media network users is Facebook with %72. The use of social networking sites such as Twitter, Instagram, YouTube, etc. tends to increase constantly. Especially Facebook have become used to share by students entered into educational

environment about course, lecture notes, assignments, extra information and reviews (Yagcı, 2015). With extreme heavy use of social media in higher education learning and the teaching process efforts to integrate social media is increased (Kilis et al, 2016). The previously studies the use of social networks in education make the adoption of e-learning students more easy and ready (Baran, 2010). It was observed that besides having an important potential for social media for education played a major role on the adaption to college life (Madge et al, 2009).

It has been demonstrated that in made different studies about being linked students to social networks have developed strong feelings and they noted positive emotions in terms of learning experiences (Hung and Yuen, 2010), there is a positive relationship between academic performance with Facebook (Ainin et al., 2015).

Another comprehensive study on learning experiences and social media showed that there is a positive relationship between dissemination of information, common interests, motivation and interaction opportunity among offering with the Facebook use (Coklar, 2012).

At the same time social media serves as an important marketing communication channel (Akar, 2010: 108, Torlak et al., 2014: 148). Made works show that virtual community located in social media plays a role in consuming, buy and formatting ideas of goods and services to consumer (Kim et al, 2008: 815), they have a convincing strong potential (Akar 2010: .115 quoted from Khaled et al.). Therefore social media is an important marketing communication channel in attracting new customers for businesses and institutions and increasing in purchasing through available customer (Fox, 2009: 100). There are 3.5 billion internet users and 2.4 billion social media users in the whole of the world. It is seen that the number of internet users exceeds 46 million and there are 42 million active users of social media in our country. Keeping that in mind internet use 4 hours per day, social media usage is 2 hours; Facebook is most commonly used (32%) (Internet and Social Media Stats, 2016) the importance of the use of these media in education stands out clearer.

Relationship Marketing Based Social Media

Experienced increase in technological developments and competition put more emphasis on increasing customer loyalty of businesses and institutions and it raises the concept of relationship marketing as an indispensable marketing concept in ensuring customer loyalty.

While it described as increasing, maintain and make relational marketing customer relations attractive, it is assumed to be based on establishing and managing the marketing relationships (Yurdakul, 2007 Karadeniz, 2010). It is seen as an effective method in areas such as the communication to be established in the audience with social media; finding solutions to customer problems, building trust and loyalty, convince customers with a positive approach, establishing interactive communication, creating brand loyalty, retention customers and gain new customers (Strategic Direction, 2010: 21).

Social media-based relational marketing, as an important marketing strategy (Demiray and Sever, 2009) considered as a feasible approach on the establishment of relationships with students, development and sustaining. This approach play an active role by creating a systematic feedback mechanism relating to products and services provided with interaction will be provided with all the other stakeholders, in evaluation of how much meet promises and services, in the long run on thrusting to the institution and the creation of customer loyalty and in the process of creating brand value (Farrell, 2012). In media based on relationship marketing; 'interactive communication', 'Service provider satisfaction derived from', 'Loyalty to the social pursuits' and 'Brand loyalty' stands out as elements that reflect the content of social activity (Koksal, 2012).

Satisfaction from Service Provider

Websites of the ODE institutions are the environments can access to all kinds information and communicate as well as education for students far away. It should include services will make student's works easier in these environments such as online registration, student support services, help desks, timely and reliable feedback, online learning tools and flexible programs as well as education (Kocak, 2011: 22). All facilities and capabilities must be used in accordance with the satisfaction from service providers of the students. Analysing and

meeting accurately of the needs of students will increase the perceived value of the product and service such as increasing satisfaction of student and increasing customer satisfaction will also provide enthusiasm of making and using offered service (Gupta, 2005).

Brand Loyalty

Brand is an important phenomenon in establishing and maintenance of network of exchange relationship creating value to the parties in relationship marketing (Erdogan, 2009). Brand value representing the sum of all assets has of a brand; consists of components of brand awareness, affected by brand, brand trust, associations about brand, brand image and brand loyalty (Keller, 1993). Brand loyalty is one of the most important concepts for long-term relationships which will be established between customers and businesses shows the degree of binding to a particular brand of a customer (Podoshen, 2008). Brand loyalty is important in the scope of establish long-term relationships constituent focus of the relational marketing approach and the ability to sustain these relationships (Torlak et al., 2014: 148).

Interactive Communication

It plays an active role on trusting institution in long term and the creation of brand loyalty, between students and ODE institutions relationship marketing based on continuity and interaction. Farrell (2012) in his work on social media-based relational marketing defines marketing strategy in ODE institutions as "Education in the constantly evolving relationship over time with customers and the establishment of communication". He implies trust could create in time, in accordance with the products and services rely an organic community could be built.

In order to maintain mutual communication he emphasizes the need of feeding in creating trust, he suggests it will be facilitated as social media providing continuous interaction and feedback mechanism. In ODE up to provide quality programs, establishing an interactive communication with students being in close contact, responds quickly to needs of customer happiness and in order to ensure customer loyalty bears value.

Usability

For audiences of institutions website must be easy to use and it is the key point. The users should not spend more time to access information in website, therefore the website contained which information, and the links connected where should be clearly visible. Each link in the website should be held in such a way so as to provide transition to previous or next connection (Seitel, 2004: 447). Further to website be effective it is a desired text weighted state. Further the focus of the website should be related to the product or service of the organization. A Web site should not be giving a negative opinion about the image of the organization to the audience because corporate image is important in communication with audience of any organization.

Therefore ODE institutions should be designed web pages that provide communication and interaction with students extremely attentive, clear, and understandable and demanded everything is easily accessible format.

The website of the ODE institution and social media environment to be able to easily communicate with other students, self-learning, the ability to organize and manage their time, virtual libraries, news services, providing numerous choices and an active learning environment such as Ability to enter information into the dispenser unit etc. factors will improve the availability of these platforms.

Purpose of the Research

The purpose of this study is to evaluate Facebook which is one of the social networking with Anadolu University Open Education System's institutional website in frame of "Social Media Based Relationship Marketing" approach according to the students' opinions. In accordance with this purpose questions sought for answers are follows:

➢ What are the opinions of Students studying with the Open Education System on the organization's web site (Satisfaction with service providers, interactive communication, brand loyalty and availability?)

93

➢ What are the opinions of Students studying with the Open Education System on institutional Facebook (Satisfaction with service providers, interactive communication and brand loyalty?)

Research is limited views of Students using Open Education System's corporate website and the Facebook network in 2015-2016 semester.

METHOD

Research Model
Research is accomplished by scanning model which is one of the qualitative research approaches. This model is an approach aiming to describe a situation which in the past or are currently as it was (Karas, 2002). In this model individuals or objects will attempt to describe the situation that exists in its own terms. In the study views of participants on corporate website and the Facebook network is evaluated in terms of different variables.

Universe and Sample
Students studying with the Anadolu University Open Education System Faculty of Economics and Business form the universe of the study. The sample of the survey is 756 persons from Anadolu University Open Education System corporate website and Facebook followers. As the sampling method 'Non-probability sample' one of the kind of 'Appropriate sampling' (Convenience sampling) was used. This sampling method is a method consisting of respondents units in the universe, consisting of the group and person wishing to participate in the study (Fraenkel and Wallen, 1996: 99; Balci, 2010: 92). The participants of the study are Anadolu University Open Education System web site users and Facebook followers. The questions about the Open Learning System's corporate website and the Facebook network 225 people expressed they use Facebook and 602 respondents expressed they use website so data on website and Facebook users was evaluated separately those numbers.

Data Collection
The data obtained from this study are collected by a questionnaire. For the survey primarily a questionnaire has been prepared. In the questions form, literature and the scale Used in the study of Interactive Communication (Ko, Choi & Roberts, 2005), Service Provider Satisfaction (Burnham and others, 2003 and Gustafsson et al, 2005), Brand Loyalty (Algesheim and others, 2005), Usability (Kent and Taylor, 1998), "Effects of Social media on Brand Loyalty As a Promotional Tool" (Koksal, 2012) was used. Survey form was examined by those skilled in the art and the decision to use a questionnaire survey in a preliminary study that tested 43 students participated and changes in some incomprehensible statement is made.

In the first part of the questionnaire 10 questions is located regarding gender, age, high school graduation, where they live, their study program (pre license / license) and internet usage causes, time and the membership status on social networking sites of participants. In the second part of the questionnaire 27 expression were located related to Open Education System web site; Service provider, interactive communication, brand loyalty and availability, 22 expression were located related corporate Facebook network; service provider, interactive communication consisting of elements of brand loyalty is included. The lack of availability element in questions related to Facebook network arises from the absence of standardized design of Facebook. The survey questions were prepared by the likert scale and questions are expressed as 1-Strongly Disagree, 2-Disagree, 3-I have no idea, 4-Agree and 5-Strongly Agree.

In the data collection process questionnaire was placed in the poll section Located in the personal user page of students log in with their National Identity Number and it is connected to a database. By adding URL address of survey to the survey page students are allowed to reach the survey and reach out to those who fill in the questionnaire responses are automatically recorded in the database.

Survey data depicted as frequency (f) and Percent (%), cross relations established among opinions with personal data, to determine the difference between groups regarding the use of corporate website and

94

Facebook network t-tests were used. Frequency, average, standard deviation and information on the t-test were analysed using SPSS statistical software.

FINDINGS

Feedback Regarding the Usage of the Internet and corporate Internet Tools with Personal Information of Students

In this part of the research findings on data obtained from the survey of "Evaluation by Open System Corporate Website and Facebook Network Student Opinion" of students. Personal information of the students participating in the study the findings of (sex, age, high school graduation, where they live and faculty they are enrolled), Internet usage habits (Purposes, daily usage periods the use case) is given.

Findings Related to Personal Information of Students Attending Research's

In this chapter personal information of the students who participated in the survey (gender, age, type of high school they graduated, living place and faculty mater) was examined.

Table 1: Gender, age, graduated high school type of students participating in the study distribution according to living place and faculty they study in

	Frequency *(f)*	Percentage (%)
Gender		
Female	291	38.5
Male	465	61.5
Total	756	100
Age		
24 years and under	303	40.1
25 years and over	453	59.9
Total	756	100
Graduated High School Type		
Common High School	276	36.5
Anadolu High School	92	12.2
Private High School	8	1.1
Teacher High School	7	0.9
Science High School	6	0.8
Vocational / Technical High School	221	29.2
Foreign Language Intensive High School	18	2.4
Second University	128	16.9
Total	756	100
Living Place		
Town Centre	521	68.9
District	201	26.6
Village	34	4.5
Total	756	100
Alma Mater		
Open Education Faculty	539	71.3
Faculty of Economics	130	17.2
Faculty of Management	87	11.5
Total	756	100

Table 1 shows the personal characteristic of the students who participated in the survey. According to Table 38.5% of the participants were female and 61.5% were male. It is observed that there are 40.1% people between 18-24 years and 59.9% of the students 25 years and over considering the distribution of the ages of the students range. When students graduate from high school are examined; Students who graduate from general high school are 36.5%, Vocational/Technical High School students are 29.2% and Second University (Who have completed a higher education program and re-studying students) are 16.9%. 68.9% of the students live in the city centre, 26.6% of the students live in the district and 4.5% of the students live in the village. The distribution of students according to the school they studied is 71.3% Open University (undergraduate and graduate education), 17.2% Faculty of Economics (bachelor's degree) and 11.5% Faculty of Business Administration (bachelor's degree).

In accordance with these data students who participated in the survey consists of both at the college-age and the last college-age. Regarding the distribution of the type of high school graduation outside Normal high school and Vocational High School the second University (Studying again completed a higher education institution) is observed. Residences of the students are 68.9% city centre, 26.6% district and 4.5% village. This situation Due to flexible structure of open and distance education system all ages all income, every profession and without losing productivity of people from different geographical regions, they demonstrate compliance with a system (Moore and Kearsly 1996: .2) maintained their education by adjusting their speed and capacity.

Findings Related to Internet Usage Habits of Students Attending Research's

The findings concerning internet usage purpose, time, membership of social networking sites institutional website and the usage status of the Facebook network of the students participating in the study are given in Table 2. According to Table 2 students who participated in the survey use internet mostly education / research (81.2%), information (80.4%) and communication (66.9%). Social media (61.1%), bank transactions (57.8%), newspapers (57.4%), shopping (50.4%) and chat (45.8%) are following this purpose of the use.

The percentage of the members of any social networking sites among students is 85.8%. More social networking's are also used by members of the social networking site are indicated as Facebook (77.1%), Twitter (46.4%), Google (45.1%) and YouTube (41.1%). The proportion of participants used 3 hours and over is 52% and the proportion of participants used 1-2 hours is 48% considering daily use time of internet. It is observed that 79.6% of participants use the institution's website, 29.1% of participants use the Facebook network when examining the use case of corporate website and Facebook network for students. In line with this data it was observed that students visited internet with purpose of mostly education/research, information and communication. This situation can be interpreted as students in open and distance education give priority to the needs of internet use education, information and communication. Using students more Facebook network one of social networking sites the Facebook network may be due to a common interactive communications network worldwide and in our country (Internet and Social Media Stats, 2016).

Table 2: Purpose of internet usage of students participating in the study, time and corporate website and condition of use the Facebook network

	Frequency (f)	Percentage (%)
Purpose of Internet Usage*		
Shopping	381	50.4
Entertainment / Chat	346	45.8
To Read Newspapers / Magazines	434	57.4
Banking	437	57.8
Using Social Media	462	61.1
Communication	506	66.9

Education / Research	614	81.2
Information	608	80.4
Daily Internet Usage Time		
1-2 hours	363	48
3 hours and over	393	52
Total	756	100
Membership of Any Social Sharing Site		
Yes	649	85.8
No	107	14.2
Total	756	100
Being Member to Social Networking Sites *		
Facebook	583	77.1
Twitter	351	46.4
YouTube	311	41.1
LinkedIn	123	16.3
Google	341	45.1
Web Dictionaries	91	12
Others	234	31
Use Case of Corporate Web Site of The Open Education System		
Yes	602	79.6
No	154	20.4
Total	756	100
Use Case of Corporate Facebook Network of The Open Education System		
Yes	220	29.1
No	536	70.9
Total	756	100

 * Because respondents tick more than one option is so different from the total.

The reason why students studying with the Open Education System use the corporate website more than the Facebook network and the purpose of social networking and the services offered may differ. Students benefit from Open Education System corporate website for get information about the institution, learn the notes, to take advantage of e-learning environment and to follow news and announcements, etc. (Ozkanal, 2006).

This situation because students studying in open and distance education system are far from the campus, they are in the information, communication and learning needs and it can also be explained as they met through the website.

On the other hand, despite being a member of sharing site (85.8%) and Facebook sharing network (77.1%), Using Open Education system Facebook network only 29.1% of the platform shows that students do not prefer. This is because that Open Education system the Facebook network serves as a medium giving interaction service by sharing news and events related institution, students are given the answers to standard

97

questions. Considering mutual interactive communication objectives should be pursued in finding quick solutions to questions and problems learning problems by getting feedback from students from social networking sites Facebook's corporate network considered to be inadequate in accomplishing this goal.

Results Regarding the Use Case of Corporate Website and Facebook Network According to Faculty and Settlement

In this chapter using the corporate website and Facebook network status of the students who participated in the survey by place of residence is examined in the cross table.

Table 3: Usage situations of corporate website and Facebook network according to settlement of students attending research

Use Case of Corporate Web Site of The Open Education System			
Residential			
Town Centre	n	418.	103
	%	80.20	19.80
District	n	156	45
	%	77.60	22.40
Village	n	28	6.
	%	82.40	17.60
Total	n	602.00	154
	%	79.60	20.40
Use Case of Corporate Facebook Network of The Open Education System Residential			
Town Centre	n	145	376
	%	27.80	72.20
District	n	62	139
	%	30.80	69.20
Village	n	13	21
	%	38.20	61.80
	n	220	536
Total	%	29.10	70.90

According to Table 3 it is observed when the status of using the website is analysed, Students living in the village use the website more (82.4%), living in the city centre are following (80.2%) and living in the district use less (77.6%).

Upon analysing the usage status of institutional Facebook network by place of residence those living in the village (38.2%) uses institutional Facebook network than those living in district (30.8%) and city (27.8%).

In accordance with these data it can be interpreted as students living in the village need to more information, interaction and socialize, they met this requirement on website and from social networks via Facebook.

Because of absence of a centre where the students can get information face to face (OEF office), it can be considered they met their information requirements (learn the grades, benefiting from student support services, etc.) through the website. The reason of those living in the village use internet (38.3%) more despite the use of Facebook network (29.1%) is less throughout the study can arise from the more interactive communication requirements of students living in rural.

Findings Related to Corporate Website (Service Provider Satisfaction, Interactive Communication, Brand Loyalty and Usability) of Students Attending Research

The findings on the views on "Service provider", "Interactive communication", "Brand loyalty" and "Usability" the elements for Open Education System corporate website According to Internet usage time, sex and age of The students who participated in the study are observed on Tables 4, 5 and 6.

Table 4: T-test of students participating in the study according to gender

	N	X	S	sd	t	p
Service Provider Satisfaction						
Female	230	1.91	1.35	598	7.43	,000*
Male	370	2.70	1.20			
Interactive Communication						
Female	230	1.89	1.3	598	9.15	,000*
Male	370	2.83	1.16			
Brand Loyalty						
Female	230	1,68	1,14	598	16,7	,000*
Male	370	3,34	1,19			
Usability						
Female	230	2,07	1,47	598	3,03	,002*
Male	370	2,40	1,17			

*$p<.05$

Comparative analysis of the views of the students who participated in the study on "Service provider satisfaction", "Interactive communication", "Brand loyalty" and "Usability" element are given in Table 4 by gender.

According to table opinions of student service providers, interactive communication, the brand loyalty and the usefulness are significant differences by gender. While the average of female students close to "Disagree" in response to questions about the service provider, the average opinion of the male students close to 'Have no idea', in interactive communication, brand loyalty and availability issues the average opinion of female students close to "Disagree", the average opinion of male students close to 'Have no idea'. To determine whether differences in the degree of participation of students in these statements or not t-test was used.

When students' opinions for service providers analysed by gender ($t_{(598)=}$7.4, $p<.05$), male students (X=2,70) give an opinion on the service provider different from female students (X=1,91). When students' opinions for interactive communication analysed ($t_{(598)=}$9.15, $p<.05$), male students (X=2,83) give an opinion different from female students (X=1,89). When students' opinions for brand loyalty analysed ($t_{(598)=}$16,7, $p<.05$), male students (X=3,34) give an opinion different from female students (X=1,68). When students' opinions for availability of corporate websites analysed ($t_{(598)=}$3.03, $p<.05$), male students (X=2,40) give an opinion different from female students (X = 2,07).

These findings show that there is differentiation among service provider, interactive communication, brand loyalty and usability according to gender. According to these data related to Open Education System the website we can say that female students reported negative opinion, male students have no idea.

Table 5: T-test of students participating in the study according to age distribution

	N	X	S	sd	t	p
Service Provider Satisfaction						
24 years and under	231	2,27	1,32	598	1,76	,078
25 years and over	387	2,47	1,30			
Interactive Communication						
24 years and under	231	2,35	1,32	598	1,72	,086
25 years and over	387	2,54	1,28			
Brand Loyalty						
24 years and under	231	2,52	1,44	598	2,36	,0.18*
25 years and over	387	2,81	1,4			
Usability						
24 years and under	231	2,17	1,29	598	1,44	,150
25 years and over	387	2,33	1,31			

*p<.05

Comparative analysis of the views of the students who participated in the study on "Service provider satisfaction", "Interactive communication", "Brand loyalty" and "Usability" element are given in Table 5 by age.

There is not a significant difference considering the t-test results made regarding age distribution of the students who participated in the study satisfaction from the service provider, interactive communication and the availability factor, 24 years old and younger students vary from 25 years and over students. According to these data 24 years old and younger students close to "Disagree" option on brand loyalty, 25 year and over students close to 'Have no idea' option.

It appears that as a result of t-test made to the element of brand loyalty (t $_{(598)=}$2,36, p<.05), participants aged 25 and over (X = 2.81) as different from 24 years and under participants (X = 2.52) the ideas related to brand loyalty . These findings show age variable with the differentiation of student perceptions of brand loyalty.

According to these data it can be interpreted as Open Education System did not create brand loyalty of its corporate the website for students under 24 years, 25 years and older students have not ideas on this subject. While internet usage rate of young people under 24 years is 77%, these rate decreases in large numbers after age 30s (TUIK Information Technology Usage Survey, 2015).

This situation suggests that young people use the internet more, they have even more control over the internet and therefore with more options for opportunities to encounter expectations are high, and result is commitment low.

Table 6: T-test of students participating in the study according to internet usage time

	N	X	S	sd	t	p
Service Provider Satisfaction						
1-2 hours	213	2,27	1,32	579	1,87	,062
3 hours and over	368	2,48	1,31			
Interactive Communication						
1-2 hours	213	2,35	1,32	579	1,82	,069
3 hours and over	368	2,55	1,28			
Brand Loyalty						
1-2 hours	213	2,52	1,44	579	2,47	,014*
3 hours and over	368	2,83	1,41			

Usability						
1-2 hours	213	2,17	1,29	579	1,62	,104
3 hours and over	368	2,35	1,32			

p<.05

Table 6. Comparative analysis according to internet usage time of the students who participated in the study shows their views on elements of "Satisfaction with service providers", "Interactive communication", "Brand loyalty" and "Usability".

Considering the t-test results made regarding internet usage time of the students who participated in the study there was no difference in usability and interactive communication elements, satisfaction from the service provider between those using internet 1-2 hours per day and those using 3 hours and more, if the opinions differ on brand loyalty is observed. According to these students who use the internet 1-2 hours while close to "Disagree" option, students using internet 3 hours and more are close to "Have no idea" option.

According to the t-test results an analysis of attitudes towards brand loyalty (t $_{(579)=}$2,47, p<.05) those using internet 1-2 hours (X=2,52) have negative feedback compared to those using internet 3 hours or more (X=2,83). This finding shows the difference between brand loyalty and internet usage time. In accordance with these data it is interpreted as those using internet less have low brand loyalty.

Findings on Anadolu University Open Education System Facebook Network of Students Participating In The Study According To   Gender, Age And Internet Usage Time

The findings on the views on "Satisfaction with service providers", "Interactive communication" and "brand loyalty" the elements for Open Education System Facebook Network according to internet usage time, sex and age of the students who participated in the study are given on Tables 7, 8 and 9.

Table 7: T-test of students participating in the study according to gender

	N	X	S	sd	t	p
Service Provider Satisfaction						
Female	93	1,97	1,02	223	9,09	,000*
Male	132	3,22	,99			
Interactive Communication						
Female	93	2,08	1,10	223	10,12	,000*
Male	132	3,45	,90			
Brand Loyalty						
Female	93	2,08	1,13	223	9,91	,000*
Male	132	3,46	,94			

*p<.05

Table 7 indicate views of the students who participated in the survey on "Satisfaction with service providers", "Interactive communication" and "Brand loyalty" for Open Education System institutional Facebook network according to gender.

According to Table opinions of student for service providers are significant differences by gender. In response to questions about Service provider satisfaction, interactive communication and brand loyalty while the average of female students are close to "Disagree" the average of male students are close to "Have no idea" option. To determine whether differences in the degree of participation of students in these statements or not t-test was used.

When students' opinions for service providers analysed by gender (t $_{(223)=}$9,09, p<.05) male students (X = 3,22) give an opinion on this element in contrast to female students (X = 1,97) is observed. When students' opinions

for interactive communication analysed (t $_{(223)=}$10,12, p<.05), male students (X=3,45) give an opinion different from female students (X = 2,08).

When students' opinions for brand loyalty analysed (t $_{(223)=}$9,91, p<.05), male students (X=3,46) give an opinion different from female students (X=2,08). These findings show that there is difference among service provider, interactive communication and brand loyalty by gender.

According to these data it can be said that the male students have got no idea about three categories specified related to Open Education System Facebook network and female students thought negatively.

Table 8: T-test of students participating in the study according to age distribution

	N	X	S	sd	t	p
Service Provider Satisfaction						
24 years and under	82	2,52	1,13	223	1,77	,077
25 years and over	143	2,81	1,19			
Interactive Communication						
24 years and under	82	2,66	1,18	223	2.10	,036*
25 years and over	143	3.01	1,19			
Brand Loyalty						
24 years and under	82	2.63	1,19	223	2,41	,016*
25 years and over	143	3.04	1.22			

*p<.05

Table 8 indicate views of the students who participated in the survey on "Satisfaction with service providers", "Interactive communication" and "Brand loyalty" for institutional Facebook network according to age. Considering the t-test results made regarding the age distribution of students it seems vary on interactive communication and brand loyalty of 24 years old and younger students. According to this data it is observed that while 24 years old and younger students are close to "Disagree" option on interactive communication and brand loyalty, 25 years and older students are close to "Have no idea" option.

According to the t-test results When opinions of interactive communication (t $_{(223)=}$2,10, p<.05) analysed students aged 25 and over (X = 3,01) have no opinions about interactive communication (t $_{(223)=}$2,41, p<.05) in contrast of 24 years and under students (X=2,66). When brand loyalty is examined (t $_{(223)=}$2,41, p<.05) it can be said that participants aged 25 and over (X=3,04) have no idea about the brand loyalty (t $_{(223)=}$2,41, p<.05) unlike 24 years and younger participants (X=2,63). According to these findings, interactive communication and student perceptions about the brand loyalty is varied according to the age variable.

According to these data students less than 24 years are in more interactive communication expectations related the Facebook network of Open Education System and therefore it can be interpreted as the brand loyalty is low. The reason of that may be susceptibility of young people to the use of technology and using the internet extensively. It can be said due to the less prone to use technology of 25 and over the age of students have no idea brand loyalty and demand for interactive communication.

Table 9: T-test according to internet usage time of students participating in the study

	N	X	S	sd	t	p
Service Provider Satisfaction						
1-2 hours	145	2,79	1,15	223	1,55	,122
3 hours and over	80	2,54	1,21			
Interactive Communication						
1-2 hours	145	3,01	1,15	223	2,17	,031*
3 hours and over	80	2,65	1,26			

Brand Loyalty						
1-2 hours	145	3,04	1,18	223	2,47	,014*
3 hours and over	80	2,62	1,26			

*p<.05

The opinions on the views on "Satisfaction with service providers", "Interactive communication" and "brand loyalty" for institutional Facebook network according to internet usage time of the students who participated in the study are given on Tables 9. Considering the t-test results made regarding internet usage time of the students, there was difference in interactive communication and brand loyalty between those using internet 1-2 hours per day and those using 3 hours and more. According to these students who use the internet 1-2 hours while close to "Have no idea" option about interactive communication and brand loyalty, students using internet 3 hours and more are close to "Disagree" option. According to the t-test results it is seen when opinions of interactive communication (t $_{(223)=}$2,17, p<.05) analysed those using internet 1-2 hours per day (X = 3.01) reported different views In contrast to those using internet 3 hours or more (X = 2.65) on interactive communication (t $_{(223)=}$2,17, p<.05).

When brand loyalty is examined (t (223) = 2.47, p <.05) those using internet 1-2 hours (X = 3.04) have made no submissions in contrast those using internet 3 hours or more (X = 2.62) on the brand loyalty (t (223) = 2.47, p <.05). These finding shows differentiation of student perceptions about interactive communication and brand loyalty with variable of internet usage time.

According to these data it can be said that students who use the internet less are in less expectation for Open Education System Facebook network on interactive communication and the brand loyalty. The reason is that it can be interpreted as increasing of interaction and communication requirement and brand loyalty of internet usage time.

CONCLUSIONS AND RECOMMENDATIONS

In this study, within the framework of relationship marketing approach based on social media Anadolu University Open Education System institutional website and Facebook network evaluated according to students' opinions and the following results were obtained. it was observed that students visited internet with purposes of mostly education / research, information and communication. It is clear that the services offered at the corporate website of the Open Education System are shaped to meet priority expectations that open and distance education students reveal at the highest level.

Students who participated in the study are use website of Open Education System more than Facebook that is social media environment. Although the rates are not a member of any social networking site of students (Table 2) are quite high, the low rate of use of the Open Education System Facebook network shows that this platform is not attractive enough according to students and meet their expectations.

Another result of the study is use a lot more social media of students living in rural.

Because of the nature of open and distance education system (being far from campus) providing mutual sharing with students, establishing and maintaining an interactive communication actively benefiting requirement from these channels is obvious.

In the study, the results obtained in the framework elements of social media-based relationship marketing (satisfaction from the service provider, interactive communication, brand loyalty and availability) are follows: It has emerged that within the framework of discussed elements of Corporate website and the Facebook network internet usage varies according to gender, age and internet usage time. These platforms do not provide satisfaction and interactive communication and do not create brand loyalty for the female students and the male students have no idea on these components.

103

Considering the views of the students who participated in the study according to age groups and internet usage time on the website and Facebook network generally it was seen that they cannot meet the expectations of interactive communication, they cannot feel the brand loyalty or have no idea on these subjects.

The basic framework of the study the elements that reflect the content of the relationship marketing based on social media the service provider satisfaction, to meet the expectations of students for institutions of social media and to give place to the services that will improve their satisfaction (Kocak, 2011: 22) is based.

Starting from this approach, website and social media of the open education system in the framework of relationship marketing based on social media should be reviewed and the needs of students by analysing correctly, to attract new students and to keep existing students in the system with other programs arrangements should be made to ensure student satisfaction.

When social media evaluated in terms of interactive communication mechanisms must be created that allows feedback and interaction for students on Open Education System social media, and thus Foster trust to institution should be ongoing interactive communications in time.

In creating brand loyalty establishing long-term relationships and the ability to sustain these relationships that is the focal point of the relational marketing approach has a great importance (Torlak et al. 2014: 148). Therefore establishing and maintaining long-term relationships with students social media, in order to ensure interaction active, actual and equipped with original content, not just offers announcements and news at the same time it must be evaluated an environment where students ask questions, they received answers, they solves the problem, the provision of long to spend time with different activities and thus brand loyalty should be created.

When Open Education System's website evaluated in terms of practicality; ensuring this environment be visited more frequently and longer period for staying in this environment it should make arrangements is clear. To be able to communication interactively Students with student, students with instructive and institute, self-learning, virtual library, ability to enter information into the dispenser unit as news services, synchronous and asynchronous courses, online registration, and so on. Enrichment with many options, alive, the provision of support required services of all kinds and ensuring active form of interaction, evaluation of all factors that increase the availability is required.

Shaping The Open Education System website to find what they are looking, to meet the expectations of students literally, attract their attention will be positively affected academic achievement of students and satisfaction. Social media will play a role on sense of belonging institution and feel the dependence by receiving feedback from students, solving the problem, establishing interactive communication with students, staying away from the institution and maintain its direction increasing the satisfaction of the students. Every effort for the satisfaction of the students having great value on the success of the institution and continuity.

This work can create a foundation for future studies and social media use of different institutions and different cultures can be examined in this context.

BIODATA AND CONTACT ADDRESSES OF AUTHORS

Berrin OZKANAL is a fulltime Assist. Prof. Dr. in the Faculty of Open Education, Department of Distance Education at Anadolu University, Turkey.

Her main interests include institutional communication applications, new communication technologies; web sites, social media and the relations among them in open and distance education. She has participated in projects related to distance learning, public relations, media and communication and information technologies. She has been teaching courses in distance learning, institutional communication.

Assist. Prof. Dr. Berrin OZKANAL
Anadolu University
Distance Education Faculty
Yunusemre Campus
Eskisehir- TURKEY
E. Mail: bozkanal@anadolu.edu.tr

Gülendam UYGUCGİL performs a duty Anadolu University, Distance education faculty, TV Production Centre Since 1999. Dr. Uyguçgil graduated from Eskisehir Anadolu University, Faculty of Communication Sciences Department of Printing and Publishing. She worked at the News Department of TRT Istanbul Television Channel between1998-1999. She graduated from the master Anadolu University Social Sciences Institute The Department of Press and Publication in 2004. She completed her doctorate in Selcuk University Social Sciences Institute Public Relations and Publicity Department Advertising and Publicity Department of Science in 2013.

Dr. Gülendam UYGUCGİL
Anadolu University
Distance Education Faculty
Yunusemre Campus
TV Production Centre
Eskisehir- TURKEY
E. Mail: gulendam@anadolu.edu.tr

REFERENCES

Ainin, S., Naqshbandi, M. M., Moghavvemi, S., & Jaafar, N. I. (2015). Facebook usage, socialization and academic performance. *Computers & Education, 83*, 64-73.

Akar, E. (2010). Akar, E. (2010). Sanal toplulukların bir türü olarak sosyal ağ siteleri-bir pazarlama iletişimi kanalı olarak işleyişi (Functioning as a marketing communication channel of social networking sites as a type of virtual communities). *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 10(1), 107-122.

Akeusola, O., Omolara D. I. & Theodore I. (2011). Analytical studies of various marketing approaches that could assist the growth of educational programmes of the open and distance learning ınstitutions. *International Journal of Academic Research*, *3*(3), 700-705.

Algesheimer, R., Dholakia U. M. & Herrmann, A. (2005), The social influence of brand community: evidence from Europian car clubs. *Journal of Marketing*, *69*(7), 19-34.

105

Balcı, A. (2010). *Sosyal Bilimlerde Araştırma, Yöntem, Teknik ve İlkeler* (*Research, method, technique and principles in social sciences)*. Pegem Akademi, 8. Baskı.

Baran, B. (2010). Facebook as a formal instructional environment. *British Journal of Educational Technology, 41*(6), E146-E149.

Burnham, T. A., Frels, J. K. & Mahajan, V. (2003). Consumer switching costs: a topology, antecedents and concequences. *Journal of the Academy of Marketing Science*, *31* (2), 109-126.

Coklar, A. N. (2012). Evaluations of students on Facebook as an educational environment. *Online Submission, 3*(2), 42-53.

Demiray U. & Sever, N. S. (Eds). *The challenges for marketing distance education in online environment: integrated approach.* Anadolu Üniversitesi Yayınları, No: 1904. Eskisehir: Türkiye.

Demiray, U. (2009). Lesson learned from reviewed literature on marketing for distance education. In Demiray U. & N.S. Sever (Eds), *The Challenges For Marketing Distance Education in Online Environment: Integrated Approach.* Chapter XXII, pp. 673-728, Anadolu Üniversitesi Yayınları, No: 1904. Eskisehir: Türkiye.

Demiray, U., Nagy, J & Yılmaz A. R. (2009). Strategies for the marketing of higher education with comparative contextual references between Australia and Turkey. In Demiray U. & N.S. Sever (Eds), *The Challenges For Marketing Distance Education in Online Environment: Integrated Approach.* Chapter III, pp. 97-124, Anadolu Üniversitesi Yayınları, No: 1904. Eskisehir: Türkiye.

Erdoğan, B. Z. (2009) Küresel krizin suçlusu mu, kurtarıcısı mı? (Marketing: Is it guilty of the global crisis or the saviour?). *Tüketici ve Tüketim Araştırmaları Dergisi*, 1(1), 41-51.

Farrell, G. (2012). *Marketing and branding of open and distance learning.* Retrieved September 24, 2015 and available from http://hdl.handle.net/11599/76.

Fox, S. C. (2009). *E-Riches 2.0: Next-generation marketing strategies for making millions online.* New York: Amacom.

Fraenkel, J. R. & Wallen, N.E. (1996). *How to design and evaluate research in education*. Third Edition, McGraw-Hill, Inc.

Gupta, D. K. (2005). Marketing in distance education: towards developing a conceptual. *Harvard Business Review*, retrieved October, 14, 2016 and available from http://www.ignou.ac.in/Theme1/Dinesh%20K.%20Gupta.htm

Gustafsson, A., Johnson, M. D. & Roos, I. (2005). The effect of customer satisfaction, relationship commitment dimensions, and triggers on customer retention. *Journal of Marketing, 69*(October), 210-218.

Hung, H. T., & Yuen, S. C. Y. (2010). Educational use of social networking technology in higher education. *Teaching in higher education, 15*(6), 703-714.

Internet ve Sosyal Medya Kullanıcı İstatistikleri 2016 (Internet and Social Media Usage Statistics 2016). Retrieved February 2, 2016 and available from http://wearesocial.com/uk/special-reports/digital-in-2016.

Jones, S. & Meyer, K. (2012). The "virtual face" of distance learning at public colleges and universities: what do websites reveal about administrative student support services? *Online Journal of Distance Learning Administration*, *15*(3).

Karadeniz, M. (2010). The relationship marketing approach and strategies in retailing management to constitute customer and brand loyalty. *Journal of Naval Science and Engineering*, *6*(January), 15-26.

Karasar, N. (2002). *Bilimsel araştırma yöntemi: Kavramlar, ilkeler, teknikler* (*Scientific research method: Concepts, principles, techniques*). 3A Araştırma Eğitim Danışmanlık Ltd. Ankara: Türkiye.

Keller, K. L. (1993). Conceptualizing, measuring and managing customer-based brand equity. *Journal of Marketing*, *57*(January), 1-22.

Kent, M & Taylor, M. (1998). Building dialogical relationships through to www. *Public Relations Review, 24*(3).

Kilis, S., Gülbahar, Y & Rapp C. (2016). Exploration of teaching preferences of instructors' use of social media. *European Journal of Open, Distance and e-Learning, 19*(1). ISSN 1027-5207.

Kim, H-S., Park J. Y. & Jin, B. (2008). Dimensions of online community attributes, examination of online communities hosted by companies in Korea. *International Journal of Retail & Distribution Management*, *36*(10): 812-830.

Ko, H., Cho, C-H. & Roberts, M. S. (2005). Internet uses and gratifications: a structural equation model of interactive advertising. *Journal of Advertising, 34*(2), 57-70.

Kocak, G. N. (2011). From consumer to producer: contemplation on product, producer and consumer in tertiary education. *Marketing Online Education Programs Framework for Promotion and Communication*. Editors: Ugur Demiray and Serdar Sever. USA: Information Science Reference. ISBN: 9781609600747, IGI Global Publishing, USA.

Kotler, P. & Karen F. A. F. (1985). *Strategic Marketing for Educational Institutions*. NJ: Prentice Hall.

Köksal, Y. (2012). Bir tutundurma aracı olarak sosyal medyanın marka bağlılığına etkileri (As promotion tool effects of social media on the brand loyalty). *Yayınlanmamıs Doktora Tezi*. Afyon Kocatepe Üniversitesi Sosyal Bilimler Enstitüsü.

Madge, C., Meek, J., Wellens, J. & Hooley, T. (2009). Facebook, social integration and informal learning at university: 'It is more for socialising and talking to friends about work than for actually doing work'. *Learning, Media and Technology, 34*(2), 141-155.

Michael, S. O. (1990). Marketing educational institutions: implications for administrators. *International Journal of Educational Management. 4*(5). 25-30.

Moore, M. & Kearsley, G. (2011). *Distance Education: A Systems View of Online Learning.* (3rd ed.). Belmont, CA: Wadsworth.

Ozkanal, B. (2006). İnternetin halkla ilişkiler aracı olarak kullanılması: Açıköğretim sistemine yönelik bir model önerisi (Using internet as a public relation tool: A model proposal for the Open Education System). *Yayınlanmamış Doktora Tezi*. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü.

Peltekoglu, F. B. (2012). Sosyal medya, sosyal değişim (Social media, social change). *Sosyal Medya Akademi*. Editörler: Tolga Kara, Ebru Ozgen. Beta Basım A.S. Istanbul: Türkiye.

Podoshen, J. S. (2008) The African American consumer revisited: brand loyalty, word-of-mouth and the effects of the black experience. *Journal of Consumer Marketing, 25*(4), 211-222.

Richter, A. & Koch, M. (2008). Functions of social networking services. *Proceedings of the International Conference on the Design of Cooperative Systems*, 87-98.

Rogers, L. (1996). *Marketing with the principles and methods.* İstanbul: Epsilon Publishing.
Seitel, P. F. (2004). *The Practice of Public Relations*. Ninth Edition. New Jersey: Pearson Prentice Hall,

Strategic Direction. (2010). *The changing face of marketing, Succeeding in the Digital World*, *26*(4): 21-24. Emerald Group Publishing Limited. ISSN 0258-0543.

Torlak, O., Dogan V. & Ozkara, B. Y. (2014). Marka farkındalığı, marka imajı, markadan etkilenme ve markaya güvenin marka bağlılığı üzerindeki görece etkilerinin incelenmesi: Turkcell örnegi (Examination of the relative impact on brand loyalty, brand awareness, brand image, affected by brand and trust on brand: Turkcell example*). Bilgi Ekonomisi ve Yönetimi Dergisi*, *9*(1).

TUIK Bilisim Teknolojileri Kullanım Araştırması (TUIK Information Technology Usage Survey). Retrieved February, 1, 2016 and available from http://www.tuik.gov.tr/PreTablo.do?alt_id=1028.

Uygucgil, G. (2013). Açık ve uzaktan eğitimde bir pazarlama iletişimi aracı olarak internet siteleri ve yönetimi (Internet sites and management as a marketing communication tool in open and distance education). *Yayınlanmamış Doktora Tezi*. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü.

Xu, J. (2009). China's education market and foreign suppliers of education services. *International Journal of Business and Management*. *4*(4): 49-54.

Yagcı, T. (2015). Blended learning via mobile social media &implementation of "edmodo" in reading classes. *Advances in Language and Literary Studies, (6)*4. ISSN: 2203-4714.

Yurdakul, M. (2007). İlişkisel pazarlama anlayışında müşteri sadakati olgusunun ayrıntılı bir şekilde analizi (The detailed analysis of the phenomenon of customer loyalty in the relational marketing approach*). Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*. Retrieved July, 12, 2015 and available from
http://sbe.dumlupinar.edu.tr/17/268-287.pdf .