

FACTORS AFFECTING LECTURER'S ACCEPTANCE OF SOCIAL MEDIA PLATFORMS FOR EDUCATIONAL PURPOSES

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Abstract

This research paper presents factors affecting lecturer's acceptance of social media platforms for educational purposes. The purpose of this study was to identify the factors influencing the lecturer's acceptance of social media platforms for educational purposes. In this study, about 28 respondents were selected to answer the questionnaires. In order to collect the data for this study, a questionnaire was distributed and a link to the Google Form was distributed using WhatsApp. The independent T-test and multiple linear regression were applied in this study. Based on the independent T-test results, it was indicated that there was no statistically significant difference in lecturer's acceptance of social media platforms for educational purposes between genders. Finally, through multiple linear regression, the variable perceived usefulness was significant in determining the lecturer's acceptance of social media platforms for educational purposes. It is recommended to provide guidance to lecturers on how to carefully integrate social media into their lesson plans in order to improve student involvement and academic results.

Keywords: Social Media, Acceptance, Regression

INTRODUCTION

People's lives are greatly impacted by social media. Social media is associated with social engagement, which allows users to exchange ideas, knowledge, and opinions in a worldwide platform where location and time don't matter. A number of scholars propose that social media can help students learn in different ways, and educators should embrace these new methods (Tartari, 2015).

The use of social media has become more widespread worldwide. Users all around the world are now more linked to one another than they were before the advent of social media platforms like Facebook, WhatsApp, Twitter, YouTube, Instagram, and many more. The use of social media for communication is becoming more and more prevalent worldwide, despite variations in internet speed and intensity (Korsah et al., 2020).

Academic instruction frequently makes use of social media sites. These platforms are especially important in education since they facilitate interactions between teachers and students, information exchange and collaboration among classmates, and even the development of relationships outside of the classroom (Cant et al., 2021).

Research questions

- i. Is there any difference in the mean of lecturer's acceptance of social media platforms for educational purposes between genders?
- ii. What are the factors (perceived usefulness, perceived ease of use, institutional support, social influence) related to the lecturer's acceptance of social media platforms for educational purposes?

Research Objectives

- i. To determine the mean difference of lecturer's acceptance of social media platforms for educational purposes between genders.
- ii. To analyze factors (perceived usefulness, perceived ease of use, institutional support, social influence) related to the lecturer's acceptance of social media platforms for educational purposes.

Research Hypothesis

H1: Perceived usefulness positively influences lecturer's acceptance of social media platforms for educational purposes.

H2: Perceived ease of use positively influences lecturer's acceptance of social media platforms for educational purposes.

H3: Institutional support positively influences lecturer's acceptance of social media platforms for educational purposes.

H4: Social influence positively influences lecturer's acceptance of social media platforms for educational purposes.

Significance of study

Understanding lecturers' acceptance of social media platforms for educational purposes is crucial for several reasons. First of all, investigating how lecturers' perceptions and experiences with social media in the classroom can offer important insights into successful teaching methods and the best ways to use these tools to improve student participation, teamwork, and academic results. Furthermore, the results of this study can help shape professional development policies and initiatives that aim to provide lecturers the tools they need to effectively use social media in the classroom as the nature of education changes in the digital age. In the end, this study contributes to the current conversation on technology integration in education and paves the way for well-informed decision-making as well as creative teaching and learning practices by illuminating lecturers' acceptance of social media platforms for instructional reasons.

Scope and limitation

This study focused on the lecturer's acceptance of social media platforms for educational purposes. The data collection had been conducted from lecturers of Politeknik Kota Bharu as the population. It involved 28 lecturers from Jabatan Matematik, Sains dan Komputer. Finally, for the limitation, this study only included four independent variables which are perceived usefulness, perceived ease of use, institutional support and social influence.

PROBLEM STATEMENT

Social media platforms like Facebook, Twitter, and Instagram can make learning more engaging and enjoyable in the modern world, where technology is advancing quickly. Although this is well recognized, it is unclear why certain lecturers find it acceptable to use social media in the classroom and others do not. Lecturers' perspectives regarding using social media for learning have not received as much attention as students' opinions have.

This lack of information prevents researchers from coming up with effective strategies to support lecturers in using social media in the classroom, which is a serious issue. Without knowing why some teachers like or dislike using social media, it's hard to come up with ways to help them do it better.

Therefore, it's critical to investigate the reasons why certain lecturers feel comfortable using social media for instruction, while others do not. By understanding what motivates or worries teachers about using social media, better ways to support them can be developed. The purpose of this study is to identify these factors to support lecturers in utilizing social media in ways that enhance student engagement and productivity.

LITERATURE REVIEW

Over the past few years, social media has expanded rapidly as a networking tool that allows various kinds of businesses and organisations, including colleges, to interact with their customers or clients. Likewise, it facilitates communication of pertinent course material to students, encourages inter-student discourse, and helps tertiary institutions deal with administrative matters. Social media networking platforms are thought to be a valuable educational tool that ought to be utilised more frequently. Since more students and lecturers are now familiar with social media networking platforms, it is advantageous to take advantage of this and use these platforms for communication, learning, and collaboration as well as for exchanging ideas and interesting topics (Wiid et al., 2015).

Several studies have demonstrated how social media networking significantly increases the effectiveness of teaching. Using social networking sites like Facebook and Twitter can help students improve their oral and written language skills when learning a new language, according to numerous studies (Ajibade & Zaidi, 2023).

In an age where a variety of digital tools, media, and resources are used to support all facets of education, lecturers' perspectives and opinions play a critical role in helping students learn

on social media. It would appear crucial to evaluate if lecturers promote their students' use of social media because they are important players in the growth of education (Tachie & Brenya, 2022).

According to the literature currently in publication, examining the variables that affect social media acceptance is still a significant topic that necessitates additional research (Al- Qaysi et al., 2020). Under this concept, perceived usefulness refers to how much an individual thinks that utilising information technology would improve their ability to accomplish their work. However, perceived ease of use refers to how much a person believes utilising technology would be effortless (Edward C. Mwalimu, 2017).

Next, social Influence can be defined as "the extent to which an individual perceives that important others believe she or he should use the new system" (Arteaga Sánchez et al., 2014). Lastly, the term "institutional support" describes proactive organisational incentives that push staff members and students to perform their jobs in a highly effective and productive way. These incentives might take the shape of rules, regulations, financial aid, or other forms of support (Ullah et al., 2022).

METHODOLOGY

Method of data collection

In order to collect the data for this study, a questionnaire was distributed to 28 respondents. A link to the Google Form was distributed using WhatsApp, and the survey was constructed using Google Form. A Google Form can have many different kinds of questions added to it, including paragraphs, pull-down menus, multiple-choice questions, verification boxes, linear scales, and grids with plenty of options. The questionnaire was divided into six sections. The demographic information of the respondents, including their gender, age, race, and course, is provided in Section A. With the exception of the demographic part, every section of the questionnaire used a five-point Likert scale, where 1 represented strongly disagree and 5 indicated strongly agree. Additionally, Section B focuses on acceptance of social media platforms for educational purposes, Section C asks about perceived usefulness, and Section D proposes about perceived ease of use of social media. On the other hand, Section E has questions for institutional support of social media and lastly, Section F includes questions on social influences of social media.

In this study, the cross-sectional design was used. An observational research method known as a cross-sectional design analyzes data on variables gathered at a specific point in time from either a pre-defined subset or the sample population as a whole. Studies using cross-sectional data were founded on observations made simultaneously in various groups.

Method of Data Analysis

i. Descriptive Analysis Method

Frequencies, measures of central tendency, and dispersion can all be used to illustrate statistical measurements in descriptive analysis. Frequency and percentage descriptive statistics will be used to analyse the respondent's demographic segmentation.

ii. Inferential Analysis Method

To make inferences about the population from the random sample used in this study, inferential analysis is essential. The independent t-test and multiple linear regression are the two inferential analysis techniques that will be applied in this study. The research questions that have been raised will be answered using these two types of analysis.

Summary of statistical analysis

Table 1: Summary of statistical analysis

Objectives	Dependent Variables	Independent Variables	Data Analysis
To determine the mean difference of lecturer's acceptance of social media platforms for educational purposes between genders.	lecturer's acceptance of social media platforms for educational purposes	Genders	Independent T-test
To analyze factors (perceived usefulness, perceived ease of use, institutional support, social influence) related to the lecturer's acceptance of social media platforms for educational purposes.	lecturer's acceptance of social media platforms for educational purposes	Perceived Usefulness, Perceived Ease of Use, Institutional Support, Social Influence	Multiple Linear Regression

RESULT AND FINDINGS

Descriptive analysis method

The table below shows the descriptive analysis of the demographic profile. Table 2 depicts the descriptive analysis of the demographic profile. The total number of respondents was 28 individuals which comprised 13 males (46.4%) and 15 females (53.6%). Next, it was found that most lecturers from 45 to 49 years old were involved in this study with a percentage of 35.7 percent. The lowest percentage of lecturers involved in this study was 3.6 percent and they

were from 35 to 39 years old. Most of the lecturers were Malay with a percentage of 96.4 percent and only 3.6 percent of the lecturers were Chinese. The majority of the lecturers who participated in this study taught Mathematic Engineering 2 with a percentage of 32.1 percent. Meanwhile, only 10.7 percent of lecturers who taught Mathematical Engineering 1 were involved in this study.

Table 2: Demographic profile

Demographic	Attributes	Number of Respondents	Percentages
Gender	Male	13	46.4
	Female	15	53.6
Age	30-34	0	0.0
	35-39	1	3.6
	40-44	9	32.1
	45-49	10	35.7
	50-54	5	17.9
	55-59	3	10.7
Race	Malay	27	96.4
	Chinese	1	3.6
	Indian	0	0.0
Course	Mathematic Engineering 1	3	10.7
	Mathematic Engineering 2	9	32.1
	Mathematic Engineering 3	4	14.3
	Engineering Science	8	28.6
	Computer Application	4	14.3

Inferential analysis method

- **Independent T-test**

- 1) Homogeneity of variance assumption

Table 3: Summary of homogeneity

	Levene's Test for Equality of Variance	
	F	Sig.
Equal variances assumed	6.121	0.020

Based on Table 3, the significant value is 0.020 which is less than significant level (0.05). It can be concluded that null hypothesis (H_0) been rejected and it indicates that equal variance is not assumed.

2) Independent T-test

Based on Table 4, the 95 percent confidence interval for the difference is between -0.84234 and 0.63209. Since 0 is included, it is indicated that there is no statistically significant difference in lecturer's acceptance of social media platforms for educational purposes between genders.

Table 4: Independent T-test

	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of The Difference	
			Lower	Upper
Equal variances not assumed	0.768	-0.10513	-0.84234	0.63209

From Table 4, p-value is 0.768, more than significance level (0.05) and null hypothesis not being rejected.

Multiple linear regression

1) Model adequacy checking

a. Test on homoscedasticity

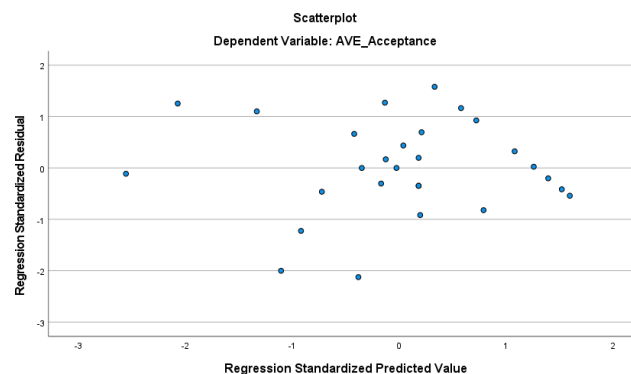


Figure 1: Scatter Plot Regression Standardized Residual Against Regression Standardized Predicted Value

Based on Figure 1, the error terms are randomly scattered and do not show any obvious pattern. Thus, it indicates that the error term has constant variance and is independent. Therefore, the assumption of homoscedasticity is fulfilled.

b. Test on normality error term

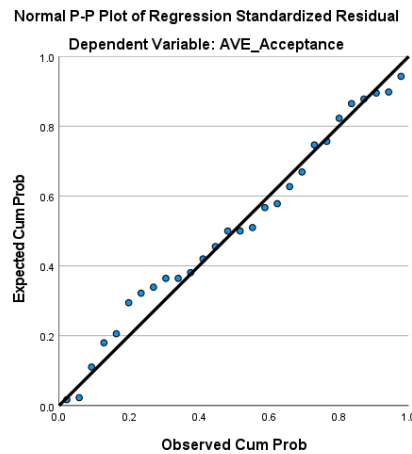


Figure 2: The P-P Plot Standardized Residual

From Figure 2, the plots lie approximately close to the line. Thus, the assumption of normality of error terms is met for this study.

2) Test on multicollinearity

Table 5: Tolerance and variation inflation factor (VIF)

Variable	Tolerance	VIF
Perceived usefulness	0.474	2.110
Perceived ease of use	0.609	1.641
Institutional Support	0.531	1.884
Social Influence	0.444	2.254

Table 5 shows the tolerance and variance inflation factor (VIF) value for perceived usefulness, perceived ease of use, institutional support and social influence. Based on table above, tolerance values for all independent variables are more than 0.1. It indicates that there is no correlation between all the independent variables. Besides, the variance inflation factor (VIF) for all independent variables are less than 10 indicates that there is also no correlation exist between independent variables. As a conclusion, it can be concluded that there is no existence of multicollinearity in this study.

3) Test of model significance by using ANOVA (F-test)

According to the Table 6, the p-value for F-test of the model is less than 0.001 which is lower than 0.05. Consequently, the null hypothesis was rejected. Therefore, it can be concluded that the model is significant. This indicates that one of the factor variables significantly influence lecturer's acceptance of social media platforms for educational purposes.

Table 6: Significance of the model

Model	Sources of Variation	Sum of Square	Df	Mean Square	F	Sig.
1	Regression	15.486	1	15.486	74.847	<.001

4) Model selection and validation (stepwise)

Stepwise regression is used in the analysis for the model selection and validation criterion since the model contains insignificant variables. Stepwise regression will be used to eliminate any independent variable with a p-value greater than 0.05 that is not significant. In this study, all independent variables were excluded except for variable perceived usefulness.

Table 7: Model summary

Model	R	R Square	Adjusted R Square	F Change	Sig.F Change
1	0.862	0.742	0.732	74.847	<.001

5) Significance of the variable towards the model

Based on the Table 8, the p-value for independent variable which is perceived usefulness is less than the critical value that is equal to 0.05. Thus, the null hypothesis for this variable was rejected. Therefore, the variable perceived usefulness is significant in determining the lecturer's acceptance of social media platforms for educational purposes.

Table 8: Significant of the variable

Variable	t-value	p-value	Decision Rule	Conclusion
(Constant)	0.722	0.477	Reject H_0	Significant
Perceived Usefulness	8.651	<.001	Reject H_0	Significant

6) Estimated regression function

Table 9: Coefficient of the variable

Variable	β -Coefficient
(Constant)	0.315
Perceived Usefulness	0.947

The following is the regression model for Model 1:

$$\hat{y} = 0.315 + 0.947X_1$$

Where;

Y represents lecturer's acceptance of social media platforms for educational purposes

X1 represents perceived usefulness

7) Interpretation of coefficient

Based on the final model:

$$\hat{y} = 0.315 + 0.947X_1$$

Every one-unit increase of mean score in perceived usefulness, the mean score of lecturer's acceptance of social media platforms for educational purposes increased by 0.947 when other variables remain constant.

8) Goodness fit of the model

Based on the results, it can be concluded that only 74.20% of the total variation in lecturer's acceptance of social media platforms for educational purposes can be explained by perceived usefulness. While the other remaining 25.80% of the variation might be explained by the other factors.

Table 10: R-square value

R	R Square	Adjusted R Square
0.862	0.742	0.732

CONCLUSION

Based on the research, firstly, the finding shows that there is no statistically significant difference in lecturer's acceptance of social media platforms for educational purposes between genders. It means that both genders accept the social media platforms for educational purposes equally. Next, based on the second objectives, it can be concluded that only one variable that has a significant effect on lecturer's acceptance of social media platforms for educational purposes which is perceived usefulness. Meanwhile the remaining variables had no significant effect on lecturer's acceptance of social media platforms for educational purposes.

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