INVESTIGATING INSTRUCTORS' PERSPECTIVES ON SOCIAL MEDIA USAGE IN EDUCATIONAL CONTEXT

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Ayaz Khalid MOHAMMED: INVESTIGATING FACULTY MEMBERS' PERSPECTIVES ON SOCIAL MEDIA USAGE IN EDUCATIONAL CONTEXT

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To my parents...

ABSTRACT

Social media is expanding exponentially, associating increasingly individuals together from everywhere throughout the world. At this point it is important to know academic usage particularly how instructors use social media educationally, personally and professionally. The study is aimed at investigating instructors' perspectives on social media usage in educational context. In this study instructor' perspectives on social media usage, gender based difference, and finally relationship between social media usage frequency and instructors' view on social media usage were investigated. The research design of this study is quantitative and includes cross sectional causal comparative and correlational designs with the aid of an adapted questionnaire as data collecting tool. 324 instructors participated in this study. The results showed that although instructors appreciate advantages, they not only have concerns about risks, privacy issues but also they believe that there existed some barriers to use SM in instruction which is given in this study as well Faculty members who do not use SM in their teaching are more concerned and believe more that there exist barriers in using SM in their instruction. In addition, instructors who do not use social media in their teaching are more worried about concerns and barriers than faculties who use social media. It was found out there was no significant differences with respect to gender in sub-dimension and in the total dimension. It was found out that there exist no significant correlations among social media usage and advantages, concerns and barriers as sub-dimension of faculty members' perspectives on social media. The study provided valuable information that may help administrators, professors, and decision makers to recognize the extent to which university instructors' use social media in teaching.

Keywords: Educational institutions; perspectives; social networking sites; social media usage; university

ÖZET

Sosyal medya, katlanarak büyüyen dünyada her yere birlikte giderek bireyleri ortak ediyor. noktada öğretim eğitimsel, kişisel ve profesyonel sosyal medya kullanımı, özellikle nasıl akademik kullanımını bilmek önemlidir. Çalışma, eğitim bağlamında sosyal medya kullanımı ile ilgili öğretim elemanlarının bakış açıları araştırılması amaçlanmıştır. Bu çalışmada öğretim sosyal medya kullanımı ile ilgili bakış incelenmiştir 'sosyal medya kullanımı, cinsiyet temelli fark, ve nihayet sosyal medya kullanım sıklığı ve eğitmenlerin arasındaki ilişki üzerinde perspektifler' in. Bu çalışmanın araştırma tasarımı kantitatif ve toplama aracı veri olarak uyarlanmış bir anket yardımıyla kesit nedensel karşılaştırmalı ve ilişkisel tasarımları içerir. 324 öğretim bu çalışmaya katıldı. Sonuçlar eğitmenler avantajları takdir rağmen, onlar sadece riskler konusunda endişeleri, gizlilik sorunları yok olduğunu gösterdi ama aynı zamanda bu çalışmada verilen talimatta SM kullanmak için bazı engelleri var olduğu inanıyoruz SM kullanmayın iyi öğretim üyeleri kendi öğretme daha fazla endişe ve talimat SM kullanarak engelleri olduğu konusunda daha fazla inanıyorum. Buna ek olarak, kendi öğretim sosyal medyayı kullanmayan eğitmenler sosyal medya kullanımı fakültelerde daha endişeleri ve engelleri hakkında daha endişeli. Bu alt boyutunda ve toplam boyutta cinsiyet açısından anlamlı fark yoktu tespit edilmiştir. Bu sosyal medya kullanımı ve avantajları, sosyal medyada öğretim üyelerinin bakış açılarının alt boyutu olarak endişeleri ve engelleri arasında anlamlı bir korelasyon olduğu konusunda tespit edilmiştir. yöneticiler, profesörler ve karar vericilere yardımcı olabilir çalışma sağlanan değerli bilgiler ölçüde tanımak için öğretim hangi üniversite öğretim elemanlarının kullanımı, sosyal medya için.

Anahtar Kelimeler: Eğitim kurumları; perspektifler; sosyal ağ sitesi; sosyal medya kullanımı; üniversite

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LIST OF ABBREVIATION

FSSE:	Faculty Survey of Student Engagement
PC:	Personal Computer
SNS:	Social Networking Site
NEU:	Near East University
CIU:	Cyprus International University
EMU:	Eastern Mediterranean University
EUL:	European University of Lefke
IT:	Information Technology
SD:	Standard Deviation
SPSS:	Statistical Package for Social Sciences
WAN:	Wide Area Network
WSS:	Web Security & Social Networking Sites

CHAPTER 1
INTRODUCTION

Social media is extremely basic these days. It is expanding exponentially, associating increasingly individuals together from everywhere throughout the world. Social media can be characterized as "intelligent web stages by means of which people and groups share, co-make, examine, and alter user-created content" (Kietzmann et al., 2011). Despite the fact that there portrayed out particularly for instructive purposes, social networking applications, and system in like manner distinctive online open doors that can make them valuable in preparing and training and learning fundamental conditions are set up solid Constructivism (Blazer, 2012). The heartless pervasive access, use, cost, adaptability and making online networking advancement is likewise making game plan mind blowing mysterious contraptions as instructional (Cam and Isbulan, 2012). What's more, Social media applications can support pedagogical approachs, for instance, dynamic learning, social learning, and understudy circulation, by giving circumstances and headways that development and develop these associations (Chen et al., 2005). Online networking applications give venues collaboration and sharing of information to support the systems fundamental for social and element learning (Tinmaz, 2013). Ease of use, taking into account fast upgrading, analyzing and sharing persistently expanding data coming from our everyday life, building up spontaneous connections, supporting casual learning sharpens by method for joint effort and correspondence, and encouraging the movement of instruction are elucidated as the reasons why informal communities, for instance, Flicker, MySpace, YouTube and Facebook are grasped and recognized rapidly notwithstanding the way that they had at first ascended for sharing photos, singular information, recordings, profiles and substance (Tiryakioglu and Erzurum, 2011). Additionally, Lee and McLoughlin (2008) claim that casual groups are pedagogical contraptions as individuals can use them for openness and social sponsorship, bunch orchestrated data disclosure and sharing, content creation and learning and data assembling and change. Casual people group ranges (SNS), as electronic associations, permit customers to make open or semi-open

profiles inside the structures they are a touch of, to see blueprints of various individuals in the party, and to see the interrelationships of individuals inside various social events. The wording and structure of such correspondence frameworks are unmistakable between various ranges (Boyd and Ellison, 2007). With a specific choosing goal to perceive how to combine online individual to individual correspondence mechanical congregations into an instructive setting, one must perceive how these devices are used to blend, discuss, and to interface online (Mill manager, 2009). SNS address an open door for controllers and workforce individuals to interface in a way that is more relevant to understudies than routine email or classroom talk. Standard online course programming in like way may get little thought from understudies; however interpersonal interaction, for occurrence, Facebook for event, is the spot understudies carry on a lot of their lives. It is not stunning for understudies to sign onto Facebook dependably. Truly, a few understudies have seen that they contribute an over the top measure of essentialness utilizing Facebook, to the block of different parts of their social life (Hoffman, 2008). The use of web systems administration has surged broadly beginning late. In context of individual associations' estimations in July 2011, Facebook passed 750 million customers (2011); LinkedIn had more than 100 million individuals (2011); Twitter hit more than 177 million tweets for consistently (2011); YouTube finished three billion perspectives dependably (2011). Internet systems administration is assaulting the educational fenced in area (Hew, 2011). The online casual associations are persistently being used by understudies, and also by teachers for various reasons (Mazer et al., 2009). As needs be, understanding the way people follow up on such destinations is a possibly beneficial wellspring of data for educators and bosses. Internet organizing has been depicted in various ways. For this study, we use the definition advanced by Bryer and Zavatarro (2011): "Internet systems administration is advances that bolster social correspondence, try, and draw in mulling over crosswise over accessories. These advances wire web journals, wikis, media (sound, photograph, video, content) sharing instruments, arranging stages (numbering Facebook), and virtual universes."(p. 327) The advances especially chief in this study are those that are web-interceded, thusly falling inside the zone of read/make bunch orchestrated

Social media devices (Bryer and Zavatarro, 2011). These meander from media mechanical congregations that have social fragments, however which may not relate people or parties through the Web (e.g., reaction structure advancement, Rishel 2011). As internet systems administration is winding up being progressively across the board to thousand years' learners, educators see the potential purposes of enthusiasm of utilizing these mechanical gatherings for instructive purposes (Hughes, 2009). Unfortunately, there is obliged examination on how web organizing impacts understudies and, especially, how it effects understudies' learning establishment (Hew, 2011). One of the reliable subjects in past examination is that understudies use web organizing for individual reasons, however sometimes for informational or learning purposes (Mix, 2010). In light of the 2009 and 2010 information from the EDUCAUSE Community for Connected Exploration (Smith and Borreson, 2010), more than 90% of understudies reacted that they used long range casual correspondence associations, for example, Facebook, MySpace, Bebo, and LinkedIn. Regardless, under 30% of the individuals reported utilizing them as a part of a course amidst the quarter or semester of the yearly overviews. Jobs of other internet organizing destinations, for occurrence, video sharing, web journals and wikis, take after the same case. EDUCAUSE (Caruso et al., 2009) reported that particular around 30% of their kept an eye on understudies used online word processor, spreadsheet, presentation, and wiki gadgets in courses. Certainly, even less understudies reported utilizing improvements, for example, video/photograph sharing destinations, logbooks, reference instruments, web journals, social bookmarking mechanical gatherings, and online virtual universes for classes. The restricted preparing related exercises on internet organizing stages wire making study bunches and differing relationship with accomplices without the information of the teacher, "post-hoc" analyzing of learning encounters and occasions, examining web assets with negligible confirmation of crucial requesting or explanatory care, and chronicle sharing, gaming, and brief offering (Selwyn, 2009). The usage of internet systems administration in educating by teachers is much scarcer. The Faculty Study of Understudy Engagement (FSSE, 2010) evaluated 4,600 workforce individuals from 50 U.S. schools and colleges in 2009 and found that more than 80%of the

graphed workforce did not know or never used long range interpersonal communication degrees of progress, for case, online journals, wikis, Google docs, video conferencing, PC redirections, or virtual universes. The standard advancement FSSE reported that workforce use comprehensively was the CMS. The national review exposures (2010) recommended that most educators keep instructing utilizing customary area based principle. Exploratory examination is inadequate concerning what systems teachers used for preparing with internet organizing. Regardless of the constrained utilization of internet systems administration in the instructive world, research has bolstered connectivism theory and discovered great circumstances in utilizing web organizing by teachers if the advancement is gotten a handle on for showing up (Mazer et al., 2007). Mazer et al. evaluated the impacts of an instructor's self-exposure through Facebook on her authenticity as saw by students. Results demonstrated that understudies tend to trademark higher saw levels of teacher authenticity to an instructor who enthusiastically revealed a greater number of data on Facebook than one who did not. More research should be composed on teacher closeness and web organizing systems.

1.1. Possible ways Faculty Use Social Media in Educational context

Our study included LinkedIn, Twitter, Flickr, Facebook, Myspace, and SlideShare. We additionally included wikis, blogs, video (both on YouTube and somewhere else), and podcasts. We picked not to incorporate social bookmarking locales and area based administrations, (for example, Foursquare and Gowalla) in light of the fact that similarly, their utilization is little. To find precisely how advanced education workforce use online networking destinations, we requested that overview members assign their use as individual, in class, or expert (at work yet not while instructing). Showing utilization incorporates use in both conventional and online classes (Moran et al., 2011).

1.2. Possible Reasons Why Faculty Use Social Media in Educational context

The following are possible reasons why instructors use social media in classroom (Fee, 2013);

- ***Encourage understudies to share work socially:*** the workforce can make online class with the utilization of online networking to associate with understudies and make an online group.

- ***Use a hashtag to encourage workforce/visitor speaker examinations:*** understudies can live tweet their inquiries with the utilization of hashtag to visitor speakers amid either amid class areas, symposiums, or general address by visitor speakers.

- ***Require understudies to keep an online journal:*** employees while educating can draw in their understudies to keep a "patterns" blog on media area of their picking. Not just will this movement keep the understudies perusing important articles each day, yet it will likewise oblige them to get comfortable with hyperlinks, picture implants and how to refer to sources digitally.

- ***Require unique master sources:*** For columnists, LinkedIn has ended up being a priceless instrument to contact sources, from CEOs to corporate PR delegates. Instructors can upgrade this expertise by urging understudies to get to the source straightforwardly through LinkedIn.

- ***Use Google Hangouts:*** If an employee is instructing from a separation, or in the event that you are instructing a class on the Internet, Google Hangouts can be an incredible approach to check in with the understudies eye to eye. This is likewise a decent decision for adjunct educators who need to make working hours, yet may not be on grounds so as to meet with the majority of their understudies.

- ***Create a social classroom on Edmodo:*** Edmodo makes social, advanced classrooms. On Edmodo, you can vote, assignments else, make schedule arrangements classification, and transfer photographs and messages to understudies. With more than 17 million clients, and Edmodo was an

exceptionally fruitful try. It permits understudies to get criticism progressively by taking online tests. Educators can likewise draw in socially with each other through the trading of lesson arrangements on the Internet, and make inquiries of their groups on the Internet. Edmodo and worldwide read so anyone might hear program urges understudies to work on perusing and open talking aptitudes with different understudies from around the globe.

1.3. The Problem Definition

Online networking are PC interceded devices that permit individuals, organizations and different associations to make, share, or trade data, vocation interests, thoughts, and pictures/recordings in virtual groups and systems.

Because of assortment of correspondence jolts, teachers face numerous difficulties as they go after understudies' consideration in cutting edge class (Kuznekoff and Titsworth, 2013). This study will inspect the utilization of online networking by college employee expert, individual and educating purposes. This study will be quantitative in nature and a survey to acquire the information. Utilizing a delegate test of showing workforce from over all of advanced education, the study tests their utilization of online networking, and also what esteem they see in including social networking destinations as a component of the instructing procedure. And also this thesis will also look at instructors who use and don't use social media, gender and relationship between frequency of usage and perspectives of instructors on social media usage.

1.4.The Aim of the Study

This study seeks to understand the perspectives of faculties using social media in the classroom, what sorts of gadgets are utilized to get to the online networking utilized and what drives employees to utilize them. To achieve this aim, there is need to achieve more sub aims likes;

1. What are the instructors' perspectives on social media usage?
2. Is there a difference among faculty's perspectives with respect to faculty who frequently use and who rarely/not use social media in their instruction?
   2.1. In separate dimensions (advantages, concerns, barriers)

2.2. In total dimension of all three sub-dimensions.

3. Is there any gender based difference among faculty's perspectives on social media usage?
   3.1. In separate dimensions (advantages, concerns, barriers)
   3.2. In total dimension of all three sub-dimensions.
4. Is there a relationship between frequency of using social media (educational, personal, and for learning) and faculty member's perspectives on social media usage?

1.5. Importance of the Study

There have been numerous studies on how students use social media but researches that investigate instructors' perspectives are rare. Therefore, this study is very important in considering it at instructor's level because to know to what extent these instructors are using social media tools particularly for instructional purposes in higher institution. And based on literature review, this work is one of the first researches that will address the advantages, concerns and barriers of using social media in teaching at higher institution particularly in Northern Cyprus. It is therefore important to learn about the instructor's perspectives on social media usage in educational context it helps to create an awareness of instructors on the relevance of social media in educational context and also it of great significance to look at gender, to know if there is any gender difference between male and female instructors with respect to social media usage in educational context.

1.6. Limitations of the study

The confinements of the study:

i. This study will be constrained for college employees in Northern Cyprus.
ii. Time of the study, which was done in the spring semester, will be a major constraint in the sense that if this thesis is done again in the future, the perspectives of the instructors using social media in educational context might change.

1.7. Overview of the Thesis

Chapter 1 give general clarifications about online networking in advanced education and the issue definition, the centrality of the study, the point of the study, the constraints of this framework and most critical breakdown of this study.

Chapter 2 presents related examination take a shot at online networking in advanced education.

Chapter 3 presents the hypothetical structure whereby different parts of online networking in advanced education were talked about.

Chapter 4 clarifies the exploration philosophy and which research strategy will be utilized, research setting, technique, members, information gathering and information examination.

Chapter 5 gives the results and exchange of the study.

Chapter 6 discusses conclusion and suggestions of the study.

CHAPTER 2
RELATED RESEARCH

Blankenship (2011) led a study, utilizing right around 1000 school and college workforce worldwide and the study uncovered that more than 80% of educators are utilizing online networking for individual use and more than 30% uses online networking devices for instructing. They additionally found that more seasoned personnel (those showing 20 years or more) utilize online networking at nearly the same level as their more youthful companions.

Enriquez (2010) expressed that tablet PCs can possibly change the progress of classroom cooperation through remote correspondence combined with pen-based registering innovation that is suited for breaking down and taking care of designing issues. Enriquez, a backup execution quantifiably huge constructive results showed that the model instruction execution controlled using two separate exams and a sophomore-level course in learning Circuit Analysis Introduction to deliver program results. Moreover, consequences of understudy studies indicate overwhelmingly positive understudy view of the impacts of this classroom environment on their learning knowledge. These outcomes demonstrate that the intuitive classroom environment created utilizing remote tablet PCs can possibly be a more viable showing instructional method in critical thinking escalated courses contrasted and conventional educator focused educating situations.

Kuznekoff and Titsworth (2013) reported from their study on the impact of cell phone use, in the midst of class location, on understudy understanding, that people in three batches of investigation (control, low-redirect, and high-disrupting) saw a video address, and taking notes on that area, and it took two trials to study the interface area. Understudies they use their cell phone recorded 62% more data in their notes, take notes more unequivocally, can check all the data down and out of the area, scoring an open letter in full and half higher trial decision in that second or understudies who want to use their PDAs.

2.1. Social Media Utilization in Higher Education

Reuben (2013) opined that colleges are starting to understand web frameworks organization and perception the potential force and suggestions for utilizing it as a bit of their general propelling blend. Reuben moreover communicated from same study that 148 schools and universities responded to an outline in 7/2008 taking note of what web organizing they are using most, how they are using it to accomplish their expected vested parties, and which department at the school are responsible for keeping up it and it was found that bigger piece of checked on individuals are incorporated into using person to person communication gadgets.

As demonstrated by Gülbahar (2014) despite the reputation of web systems administration and its use for educational purposes starting late, inquire about studies are in their preliminary stage and experts are endeavoring to research this new ponder from exchange perspectives. Gülbahar communicated that one of the guideline disclosures was perspective of web systems administration as an easygoing area that is used for correspondence and learning sharing, as an information source. Another finding was that both instructors and understudies were unaware of the potential contraptions and resources that they can benefit by in their enlightening and examination works out. In addition, the members were likewise mindful of the requirement for a change in both observations and abilities procurement of people keeping in mind the end goal to adapt to these mechanical developments. Subsequently, it was proposed that increasingly and across the board preparing opportunities together with an institutional procedure are required for viable usage. Subsequently, Gülbahar study uncovered that online networking for advanced education is utilized and executed just by individual endeavors through a constrained skill as far as possibilities that social networking can convey to an instructive setting.

Bradley and McDonald (2011) in a Harvard Business Review Blog discuss the differentiation between learning organization and web organizing. They exhibit that learning organization is when association organization prompts specialists what they need to know. In cutting edge training staff practices data

organization by prompting the understudies what they need to know. Web systems administration is a procedure peers use to show affiliations the substance they accept is basic. Bradley and McDonald trust that cutting-edge instruction can get quality from web organizing through mass joint exertion amidst understudy and representatives.

Lau et al. (2011) inspected the viability of utilizing Farm Town, an amusement that is incorporated into Facebook, in educating initial financial matters at Texas An and M University and Sam Houston State University. The examination was led to inspect understudy view of starting financial matters information and how utilizing Farm Town affected that learning. Moreover, they tried the viability of a free online networking reenactment as an instructing device. They found that: understudies were unconcerned with PC use for course assignments, Farm Town offered them some assistance with understanding monetary ideas and it was a successful apparatus. In any case, understudies didn't care for the task. Further, understudies that were non-majors favored the task to majors. Generally, they didn't prescribe utilizing Farm Town on Facebook for a financial recreation task.

Wolf et al. (2012) conveyed their assessment of understudies in the lower division courses saw a notable number of focal points than understudies in the upper division classes. The understudies will see that they have improved the communication power of intuition, social power, and know more about their field of study. They demonstrate their comments classmates check 'offer some help with further customize them. Moreover, they know more about the general news. The understudies program have experienced as a constructive base on academic results. Anyway, they had good results. It makes the establishment of data management systems solidified on the web can improve education in cutting edge training. Just wide of understudies demonstration that Islam is a consideration for coaches to use ValuePulse to talk about key information with their understudies and would definitely recommend it to educators. Moreover, actively supported by ValuePulse trading course instructor with information on the present moment, LinkedIn, Twitter, and Facebook. They recommend that the staff at the forefront with their understudies using Internet service levels

being offered incredible cutting edge training courses to transfer their knowledge and combine with a jump forward with the organization of data management systems to overhaul their education understudies.

Agreeing Chapel (2008) a few colleges have underlined their endeavors to coordinate innovation into their learning surroundings. A college of the north, named homepage suburbanite, virtual space to the side of their understudies and to their learning environment furnished with a protected and safe. The college plans Campus Connect program with the help of a remote institution where they cohere cellular phones into their education process management. Each understudy was required to have a cellular telephone to get all grounds data and cautions.

Chao et al. (2011) expressed that some college built up their own particular intelligent online networking based learning environment where understudies could utilize their cell phones to connect with the framework amid the address and at home.

Acccording to Robinson and Stubberud (2012) understudies' in relation to the use of innovation in control is unique in terms of personnel. At a time when understudies were solicited to submit their designs conveyance educational material, they choose to change the note posted online and face reading and audio material on the course page.

Aviles and Eastman (2012) discovered comparable outcomes, where the understudies business processes administration to assess higher educational cost than the contraptions online networking; however their choice was the device of the PDA. As far as assessment and get info, research has demonstrated that understudies Millennial incline towards multi-mode way in which e-manually written notes are set with sound and visual feedback.

2.2. Social Media Usage in Higher Education Context

One of the significant preferences of online networking instruments, which have been accounted for ordinarily in the exploration, is the production of group. Online networking cultivates correspondence, engagement, and joint effort (Hung and Yuen, 2010; Junco et al., 2011).

As showed by Wankel (2009) a gathering can be made locally for a specific class, past the farthest point of a single classroom, for school, or even past the field utilizing a virtual world, for e.g., second Life (second Life is the perfect gadget for Millennial understudies where they can investigate, blend, and collaborate). Utilizing Second Life licenses understudies to speak with each other and the coach through a three-dimensional testing framework that comes complete with an arrangement of sounds and visual items.

Opined McCarthy (2009) found that the use of online networking tools to bring close and personal class seemed to improve education and engagement especially among green beans and understudies world. While some might think understudies Open that it is impossible to take an interest in the class up close and personal, they may be more vulnerable to submit comments and hilarious on unique gathering on Facebook. understudies Global may also find it easier to interface apparatuses by networking online, where they can communicate what you need to be open without the concern of familiarity with flawed communicated in English.

As reported by Lee et al. (2003) utilized the field of Information Systems Technology Admissions Model to portray the perspective towards the utilization of inventiveness. Tam offers the perspective towards motivating new advancement will be clarified by the view of the worth and ease of use with development. They include that there is a relationship between a perspective with class training and accomplish partition.

A recent report by Hung and Yuen (2010) investigated States understudies' ideas to the use of online networking to educate members, reported a high level of accomplishment understudy who boosted the above case. Reported the

creators can understudies find and share educational resources, taking an interest in talks, offering individual services, and join with others in a way that increases the feeling of the group.

Reuben (2008) reported that educators have concerns about the use of communication also continue networking online. They refer to manage lost, there is much more to the duty time available, and the possibilities of on-load data for understudies.

2.3. The Role of Instructors in Social Media Usage

A study by Moran et al. (2011) as the two most squeezing concerns authorities on the utilization of online systems are ensured and equity. They found that 80 percent of 1,920 workers from various orders is "sincerity absence of records understudy" barrier "critical" or "essential", and more than 70 percent said security concerns were "essential" or "the conversations "barrier. Different boundaries in this study incorporate absence of preparation, the measurement of time using online networking take, and the absence of institutional support. Despite these concerns, in any case, officials trust that online networking offers a handy guide.

In accordance with Seaman (2013) there has been development in the number and utilization of dangerous locales online networking among employees. No faculty of its safety devices barrel advantage of online networking, in any case, it was noted that not all official summary of social good, particularly as it relates to teach them to your research.

Roebuck and public (2013) study to understand the perception of teachers using online networks as part of classroom, what kind of mobile phones are used to achieve social spending, and what drives people to use them. What's more, you simply copy the points of interest and the people's concerns with the use of online networking for direction in the classroom. Their research shows that teachers, paying little mind to sex or internet, he held the same views of measurable points of interest and also concerns with the use of online networking in the classroom.

Dunn (2012) comprehended that we need to likewise be set on training and development. The default establishment for a few Scholastics is coordinated to advancement. The two terms, when balanced, it can be totally diverse experience for understudies. Laird and Kuh (2005) reinforces this announcement. They fight that the dynamic learning and outstanding facilitated exertion between the understudies and their guides require a level of intensification productive marriage.

Greenhow and Gleason (2012) explored the utilization of Twitter as a honing elective training. They offer synchronous use as a component of advanced education, and most relational unions can animate better correspondence amongst understudies and mentors. The structure will be partaken similarly by Fusch (2011), which contends that the trading of instruction as basic here, and applications that are required to advance group, makes the learning environment more astute and foster community oriented exploration.

The food demonstrates the entryways open casual correspondence offers profitable; be that as it may, similarly there are numerous issues in attempting to thwart the most Islam mentor. Open entryways and wellbeing issues for misconception and miscommunication is high, the regular pattern is still close and individual contacts will have no critical effect on long-go interpersonal correspondence. This is a worry raised by a few understudies. Formal and easygoing nature of such activities will be incorporated into the working set; some of the time it can bring about inconvenience (Zaidieh, 2012).

2.4. The Role of Instructors in the Use of Social Media Based on Gender Difference

Mazman and Usluel (2011) proposed a study is to decide people's use motivations behind informal communities with an attention on the conceivable contrasts amongst females and guys utilizing Facebook. Their study bunch comprised of 870 Facebook clients who reacted an online overview composed by the specialists. Examinations of their results demonstrated that use purposes can be ordered under four classifications, in particular keeping up existing connections, making new connections, utilizing for scholarly purposes and taking after particular motivation. Critical contrasts were found between sexes

in the greater part of the reasons specified. While the distinction on making new contacts was agreeable to guys, the distinctions on the other three client objects were supportive of females.

Analysts who have analyzed the sexual orientation of clients of numerous SNSs have discovered conflicting results. Hargittai's momentous 2007 study looking at race, sexual orientation, and different contrasts between undergrad understudy clients of SNSs found that ladies were not just more prone to have utilized SNS than men however that they were additionally more inclined to have utilized a wide range of administrations, including Facebook, MySpace, and Friendster; these distinctions held on in a few models and investigations. In spite of the fact that she just overviewed understudies at one establishment – the University of Illinois at Chicago – Hargittai chose that organization purposefully as "a perfect area for investigations of how various types of individuals use online locales and administrations." conversely, information gathered by the Pew Internet and American Life Project found that men will probably have numerous SNS profiles. In spite of the fact that the example sizes of the two studies are tantamount – 1,650 Internet clients in the Pew review (Lenhart, 2009) contrasted and 1,060 in Hargittai's overview (Hargittai, 2007) – the information from the Pew study are fresher and apparently more illustrative of the whole grown-up United States populace (Pew Internet and American Life Project, 2009).

As a rule, ladies appear to utilize SNSs more to expressly cultivate social associations. Female members in a multi-stage study directed in 2007 to find the inspirations of Facebook clients scored higher on scales for social association and posting of photos (Johnson, 2008). Likewise, in an investigation of websites kept up in MySpace, ladies were observed to will probably compose sites as well as expound on family, sentimental connections, companionships, and wellbeing in those online journals (Jones et al., 2009). An investigation of Swedish SNS clients found that ladies will probably have articulations of companionship, particularly in the ranges of (a) distributed photographs of their companions, (b) particularly naming their closest companions, and (c) composing ballads to and about their companions. Ladies were additionally

more inclined to have expressions identified with family connections and sentimental connections. One of the key discoveries of this examination is that those men who do have articulations of sentimental connections in their profile had expressions pretty much as solid as the ladies. In any case, the scientist conjectured this might be to a limited extent because of a longing to openly express hetero practices and idiosyncrasies rather than simply communicating sentimental emotions (Sveningsson, 2007).

A vast scale investigation of sexual orientation contrasts in MySpace found that both men and ladies had a tendency to have a lion's share of female Friends, and both men and ladies had a tendency to have a dominant part of female "Top" Friends in the site (Thelwall, 2008). A later study discovered ladies to creator lopsidedly numerous (open) remarks in MySpace, however an examination concerning the part of feeling out in the open MySpace remarks observed that ladies both give and get more grounded positive feeling (Thelwall, 2009). It was theorized that ladies are just more viable at utilizing long range informal communication locales since they are better ready to outfit positive feeling.

2.5. Relations/Differences Between Using Social Media in Professional, Educational and Personal Use of Social Media

Investigation to address the specific issue with respect to the inclinations and weights of the usage of internet systems administration and applications for insightful coursework and is extremely changing in years (Ajjan and Hartshorne, 2008; Brown, 2012). Though an incredible part of the investigation observe that confident tone (Bennett et al, 2012; Huang et al .., 2011), a couple of masters stay watchful (Gingerich and Lineweaver, 2014). On the positive side, instructors perceive the support organizations Web 2.0 development in developing understudy learning, i.e., engagement, encouragement of self-administration, deliberateness, reflect, and aggregate (Chen et al., 2010). Savants battle that while the opportunity to get the preparation Neo-Millennial tech-obliging, there is a prerequisite for teachers to ensure and propel capability and fundamental derivation aptitudes in understudies today (Everson et al., 2013). Meanwhile, creating Findings show that Web 2.0 advances can upgrade understudy engagement, academic execution, and understudy staff

collaboration and, despite administrative foster correspondence with understudies (Hrastinski and Aghaee, 2012). What's more, internet systems administration applications have been found reasonable in a graduate level course (Meyer, 2010).

CHAPTER 3
THEORETICAL FRAMEWORK

A few people have fail to guarantee that the development of online networking, even profoundly propelled applications, for instance, YouTube, Facebook, Wikipedia and Twitter. For sure, even the most accommodating of Internet clients now think about the idea of interpersonal organization regions and periodicals on the Internet, perhaps wikis and virtual universes. Since the announced Time Magazine Person of the Year towards the end of 2006, online networking has gotten to be to empower the course of PC innovation is currently being utilized far and wide (Selwyn, 2012). Clearly, there are ordinary group past the select universe of people in the US marking on to Facebook and Twitter; Chinese clients will most likely come to Renren and NetEase. Be that as it may, in all stages, all guidelines of online networking will proceed as some time recently. These Web applications that depend on a mutual PC that is straightforward it is based, exploration and re-masterminded by the mass of customers. Online networking applications permit clients to talk therefore and participate with each other; to make, change and share new types of scholarly, visual and sound; and to request, name and recommending what sorts of substances. Perhaps the key is typical practice for all these online networking is that 'here-socialization' which harnessing the force of the developing exercises of online client assembles instead of individual clients (Shirky, 2008).

The improvement of internet systems administration starting late has changed the way the web is being experienced by the bigger piece of end customers. Starting now no more on the web development process show toward the end where the individual customer downloads information, data and assets made by to some degree assorted general number of suppliers substances. Or maybe, the site will be determined from time by (and to some degree directed by) the essential customers of these exercises have exhibited to the same number of framework various instead of one-continuing various. Will be found and therefore the social web to be sorted out along the lines of huge Internet notice period in the 1990s and 2000. This estimation material on the Web is presently

a participatory improvement and aggregates will be is the vernacular used to indicate internet organizing applications. Routinely detached using internet systems administration was an arranged effort, happiness and inventive capacity. Web organizing applications are seen to be open rather than close, up decisions instead of pounded down. Informal communication customers went online to share and rate, mix and remix Companion and illustration. The effect which the web is envisioned in 2012 is absolutely particular one all things considered recent years as an outcome of the authorization of the internet organizing name (Selwyn, 2012).

3.1. Social Media

Venture has been able to be a champion among the most imperative particular gadgets inside the people nowadays. Be that as it may, what interpersonal organizations on the Web locales where substantial quantities of people sharing interests on particular controls, and make access to each of these diverse systems and offer archives and photographs recording, compose and send messages, and brought about progressing dialogs (Zaidieh, 2012). These systems are depicted as socially, on the grounds that they permit correspondence with partners and accomplices from exploration and fortify the connections between the people of these systems in the Internet space. Best known in the field of interpersonal organization are Twitter, MySpace and Facebook and others. Long range informal communication power shaped, for instance, MySpace and Facebook specifically has picked up popularity rapidly (Ractham and Firpo, 2011). These systems have offered numerous shaped, and champion of the most critical of these are framed online magazine where people can take an interest in the group to contribute their thoughts and investigate with various people.

3.2. Social Media and Higher Education

It has been exhibited in brain science and phonetics of the process to store data or vocabulary in person is controlled by the mental state of the beneficiary.

In general, the social network where intense focus on building an online group with normal interests or exercises. These provide tools that help them to make

them as such. In e-ya, social networks took place the larger issue brought up by the teacher level. For example, lack of humanitarian perspective and portrayed as shown soul needs. Be that as it may, the social network has resolved some of these issues, including by groups with intelligent human, and do not support the people component of the educational system is something special. If you increase of individuals to extend towards e-learning and some of the analyst in the field of social science to analyze this amazing and to have the information for the opportunity to learn about social networks (Jiang and Tang, 2010).

3.3. The Importance of Social Media for Higher Education

As PC experts are vivacious to raise, the greater part of the clearly new attributes of internet systems administration existed much sooner than the nearness of Facebook. Since the mid-1970s, web applications have permitted customers to exchange messages with each other keep up individual profiles, pastor game-plans of "mates" and make blog-like diary territories. It is thusly key to recall from the start that 'the web has dependably been social' (Halpin and Tuffield, 2010). Nevertheless, while the particular need of re-stamping and re-molding the internet systems administration might be attempted, the present time of web systems administration applications is unmistakably particular from the prior web also as size of use. Not in the scarcest degree like the web devices of even 10 years prior, contemporary internet systems administration are used by a massive number of customers (by righteousness of Facebook an acknowledge that surpasses 500m.). In light of current circumstances, the internet systems administration of the 2010s now brag an acceptable slightest measure of customers and applications to be of affirmed aggregate good position and social importance. As Christakis and Fowler (2009: 30) complete up, 'as a fragment of a casual association, we transcend ourselves for good or incapacitated, and change into a touch of something much more noteworthy'.

So what, then, is the social vitality of web systems administration correspondingly as cutting edge instruction? In spite of most discusses web organizing tending to concentrate either on the to an extraordinary degree consistently or the astoundingly noteworthy (e.g. the bit of web systems administration in executing single narcissism or supporting without a doubt

comprehended uprisings in Iran and Egypt), making measures of educationalists are starting to consider the conceivable centrality and likely repercussions of long range informal communication for preparing practice and securing—particularly to the degree propelled training. These issues can be depicted along no under three specific lines.

3.4. Opportunities in Utilizing Social Media for Higher Education

In education, social-networking locales being able to connect with different students, teachers, principals understudy, graduated classes, inside and outside their existing base. Researchers social-networking occasion apparatuses for their ability to attract, spur and connect with students in the practice of meaningful and informative content exchange and collaboration (Mills, 2011).

3.4.1. Accessibility and Convenience

The interpersonal organization is basic and quick time will be open, evaluate, upgrade and instructive material needs change whenever and anyplace. Also, it checks alternatives to browse in the use of a generous amount of courses offered online by the learners' needs and includes a straightforward pay courseware. The social decrease extending and expanded accomplishment among understudies. It permits every understudy (direct or quick) to learn at their own pace and speed (self-pacing). Likewise, it is definitely not hard to distinguish declaration stacking exam time, or to whom the instructors in remote talk rooms. You can give all the more understanding and enhance treatment works in view of theme, in light of the fact that the utilization of various components that exist under the e-learning, eg interactive media, testing, correspondences ... what's more, on and the capacity to attempt on planning and to get it. The informal community permits access to their courses open to the mass, permitting the understudies to get up to speed at whatever point it considers suitable, and rout the closures of space and time in the educating procedure. Decided timetable conflicts (Turban et al., 2010).

3.4.2. Flexibility

Flexible learning straight decision on what, when, where and how individuals learn, it supports eminent styles of learning, including e-learning. Adaptability implies suspecting and reacting to the necessities and goals of Professional Education and Preparation always showing signs of change client - the exercises of learners and groups (Zaidieh, 2012). Adaptability is a champion among the most alluring parts of social learning. Blended the procedure strengthen eye to eye and online instruction showing technique is alluring for online as it were. Very close power classes have a tendency to have a lot of learned and eager, while private and adaptability portions online understudies to complete school. It adds to the second perspectives of understudies, get-together, for instance, visit rooms exist in informal communication gives a chance to trade view on the topic (Cheong, 2002), expanding access to their perspectives and suggestions on the structures made the understudy, and helps in building up a solid association for understudies in their inspiration understanding. The wording of Education affirms that human association is a major component in the learning procedure. It ought to be noticed that interpersonal interaction gives such joint effort through virtual classrooms, talk rooms and gatherings by video.

3.5. Challenges in Utilizing Social Media for Higher Education

There are various issues confronting the utilization of person to person communication in instruction, for instance, assurance, taking up time and miscommunication.

3.5.1. Privacy

These days, the long range interpersonal communication destination, for instance, Facebook and Twitter are interested in any individual who needs to take an interest. Regardless, investigators have considered the relationship between the security concerns and conduct on the web. Examines have demonstrated that buyers are communicating profound worries about securing their information, in any case, may not be precisely cautious about protecting (Dwyer et al., 2007). In spite of the way that a noteworthy measure of the supply of information on long range informal communication site deceiving

individuals, more clients consistently with next to no information appearing to everybody on the Internet. Thusly, one of the principle mindfulness to clients who select in the areas are ensured. How private is the information that customers put on long range informal communication? In the event that you have entry to the information and what use is it? It is a piece of a guardian, the understudy, educator and originator of the site to ensure that everybody knows its entitlement to security and the exercises if fundamental? Individuals are playing out this request. Thusly, the guard is one of the obstructions confronting the utilization of long range interpersonal communication in training.

3.5.2. Real Friendship

Through systems administration, each in an extremely Companion, nonetheless, the quality and trustworthiness of these Fellowships is helpful by and large. On the other hand, the learning about the long range interpersonal communication destination to everybody 100% legitimate and dependable, and they don't check each basic component (age, area, et cetera.) When drawing in each. While areas give chances to individuals to bolster and quickly thought-view, there is a potential match is interested in misuse. Along these lines, after numerous individuals through long range informal communication have a tendency to be more damaging than huge. This will impact the utilization of long range interpersonal communication in training.

3.5.3. Time Taking

The study was coordinated by the www.azureim.com demonstrates a measure of the time individuals experience each other on the Internet. This will affect human welfare, since contributing a ton of vitality sweep these informal organizations can impact the way the components are working inside the human body, and incapacitates insusceptible and hormone levels, and vitality supply courses. Likewise, it additionally influences enthusiastic prosperity. Likewise, the utilization of interpersonal interaction in instruction draws motivation nonappearance towards training and can debilitate PC before sitting for quite a while, regardless of the fact that the material is free from exploratory showcase sound and visual impacts that will pull in towards the understudy to learn.

3.5.4. Miscommunication

E-learning does not deal with the expense of the understudy with the same odds of data and hardware that happen in up close and personal affiliation. Learners confront some anxiety through their social troublesome points of view and thoughts in creating, the same number of understudies need to express their supposition orally which methodologies they have utilized for quite a while through their examination, while e-taking in clients ought to be gotten from forming aptitudes to express their thoughts and evaluations wholeheartedly. Very close allows individuals to discover bits of data, for example, tone, insincerity, non-verbal correspondence, in an online mode, these are insufficient (Hammed et al., 2008).

CHAPTER 4
METHODOLOGY

4.1 Research Models

This study tries to comprehend the points of view of employees utilizing online networking as a part of instructive, expert and individual connections, and the way of medium that are utilized to get to the social networking and the motivation of instructors on to how use it. The research design comprised of two models as shown in Figure 4.1a and Figure 4.1b. The study is cross sectional and quantitative in nature.

In order to answer research question 1, frequencies, percentages, tables were used. For the second research question, the first model is causal comparative which the dependent variables are the average scores of the sub-dimensions (which are ADV, CON and BAR) (Figure 4.1) and the total average score. The independent variables are Q8 which the corresponding item is; the use of social media in teaching by faculties members (Question 8 in the survey) and gender for the research question 3 (Figure 4.1a). The second research model which is correlational design having the independent variable is the total average score of survey questions 13, 14 and 15(tell what these questions are about, what do they measure), while the dependent variables are the average score of for each dimension (ADV, CON and BAR) (Figure 4.1b) for answering RQ4.

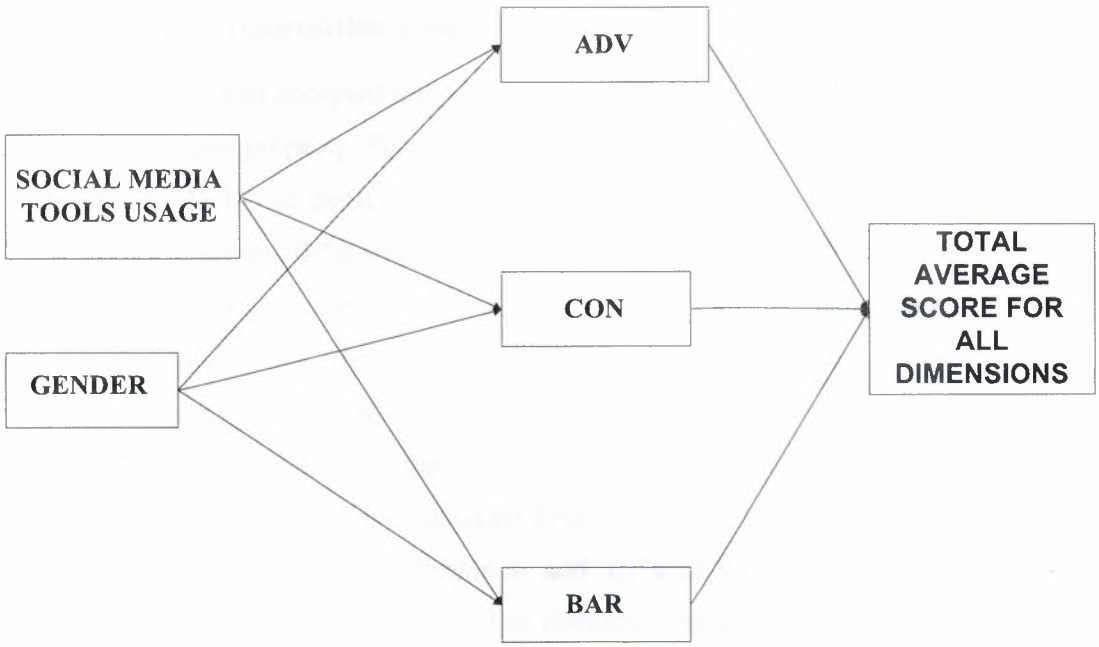


Figure 4.1a: Research model of the study based on differences

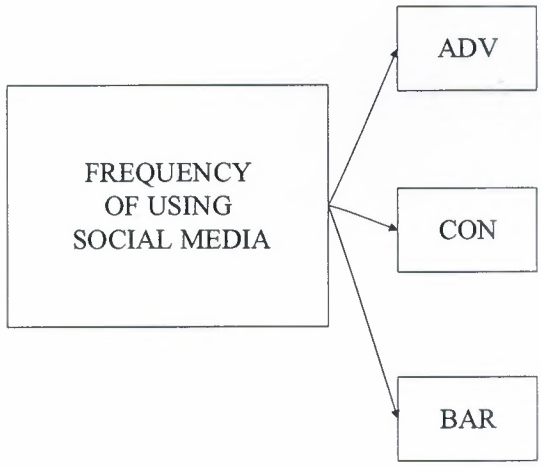


Figure 4.1b: Research model of the study based on relation on dimensions

4.2. Demographic Information about Participants

Totally 400 instructors accepted the questionnaire and only 324 faculties filled the asked questions properly. Participants of the survey are 46.6% male and 47.2% female. 45.1% of participants are from age group *less than 30 years*, 47.2% from age group 30-50 years and 25% belongs to age group 50+ years. 8.0% of participants have average class size of *12 or less.* 77.2% of participants have average class size of 12-14 and 14.8% of participants have average class size of *more than 40.* 36.7% of the instructors that participated were *Support Faculty,* 40.1% of the instructors that participated were *Lecturer,* 14.8% of the instructors that participated were *Assistant Professor,* 4.6% of the instructors that participated were *Associate Professor* and 3.7% of the instructors that participated were *Professor.* 41.7% of the instructors that participated have taught for less than 5 years, 41.7% of the instructors that participated have taught for 5-10 years and 16.7% of the instructors that participated have taught for more than 10 years. 26.2% of the instructors that participated, teaching schedule includes many online classes and or hybrid system and 73.8% of the instructors that participated, teaching schedule includes mainly face-to-face teaching system (Table 4.1).

Table 4.1: Participants demographic information (N=324)

Characteristics	Frequency	%
Gender		
Male	151	46.6
Female	173	53.4
Age		
Less than 30	146	45.1
30-50	153	47.2
50+	25	7.7
Class Size		
12 or less	26	8.0
12-40	250	77.2
More than 40	48	14.8
Academic Title		
Support Faculty	119	36.7
Lecturer	130	40.1
Assist. Prof	48	14.8
Assoc. Prof	15	4.6
Prof.	12	3.7
Experience		
Less than 5 years	135	41.7
5-10 years	135	41.7
More than 10 years	54	16.7
Teaching		
Online classes or hybrid	85	26.2
Face-to-face	239	73.8

The universities that participated are; Near East University (NEU) which has 28.1%, Cyprus International University (CIU) which has 18.8%, Eastern Mediterranean University (EMU) which has 31.5% and European University of Lefke (EUL) which has 21.6% (Figure 4.2a). The departments that participated are Computer Education and Technology with value of 7.4%, Psychology with

value of 10.2%, Turkish language (TURKISH) with value of 10.5%, Pre-School with value of 13.3%, English with value of 9.9%, Business Administration with value of 6.8%, Banking and Finance with value of 7.1%, Civil Engineering (CIVIL) with value of 11.1%, Computer Engineering with value of 9.3% and Electric Electrons Engineering (EEE) with value of 7.7% (Figure 4.2b).

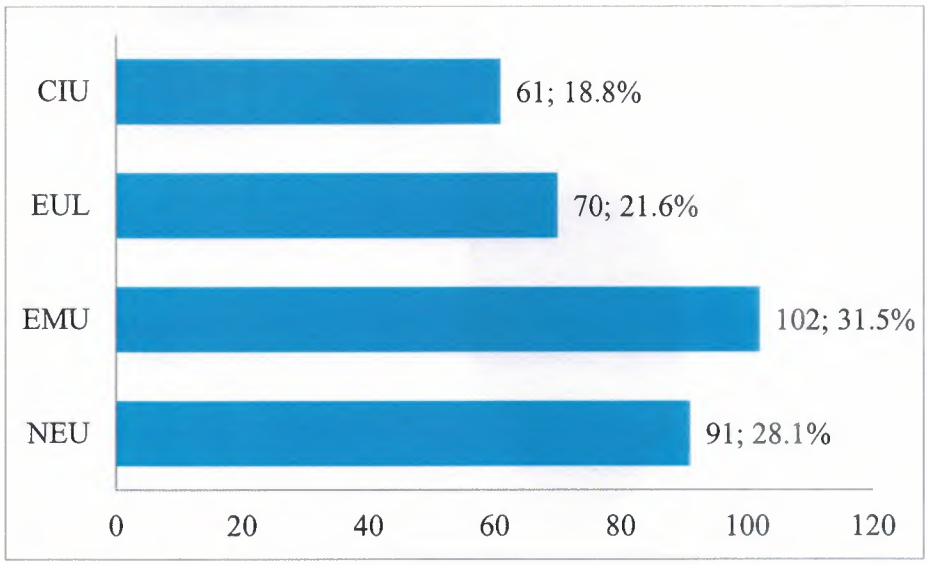


Figure 4.2a: Various universities that participated

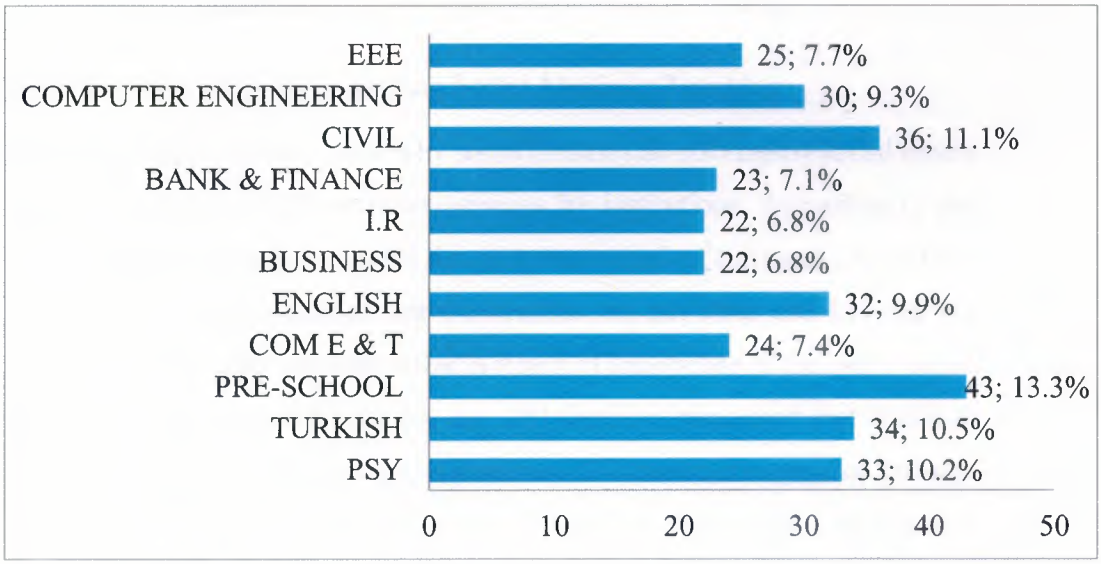


Figure 4.2b: Various departments that participated

4.3 Social Media Usage of Participants

4.3.1. Social Media Tools Usage in Teaching

It was observed from the outcome as shown Figure 4.3 below that only 44% faculties use social media tools in teaching and 56% faculties do not use social media tools in teaching from a population pull of 324 faculties whom participated in the survey.

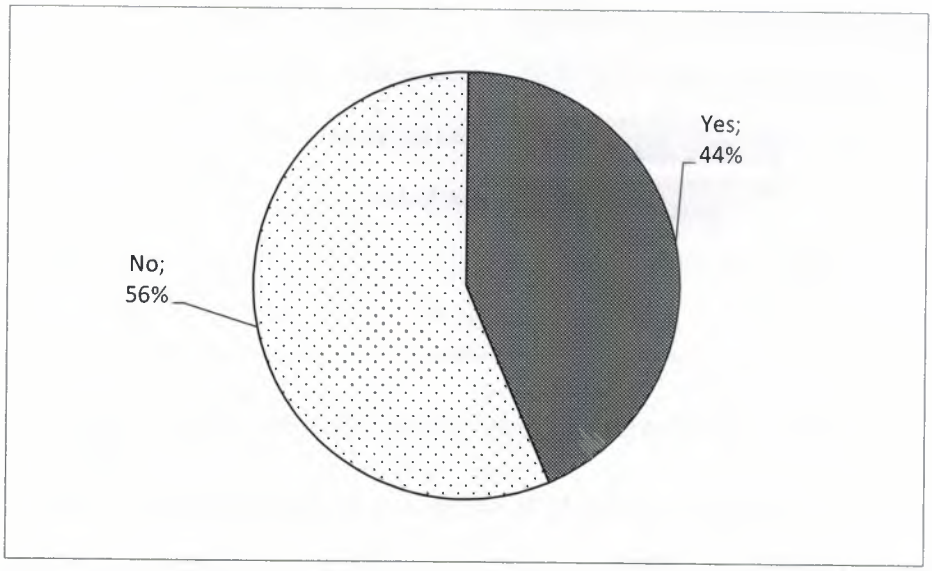


Figure 4.3: Social media tools usage in teaching

4.3.2. Reasons for Not Employing Social Media in Teaching

Figure 4.4 explains the reasons why some faculties do not employ social media in teaching status of IT resources/services by institutions. According to the findings, 144 faculties responded that it is due to lack of time and 183 did not use. 185 faculties responded that the benefits are not clear and 139 did not respond. 226 faculties responded that is it lack of knowledge of the use of social media in education and 98 did not use. 281 faculties responded that is due to inadequate IT support/help and 43 did not use. 290 faculties responded that it is due to fear of losing control to the students and 34 did not use. 288 faculties responded that they are unsure about moral right or copyright and 36 did not use. 288 faculties responded that the tools are not common and 36 did not use. 257 faculties responded that concerns for student's experience and 67 did not use.

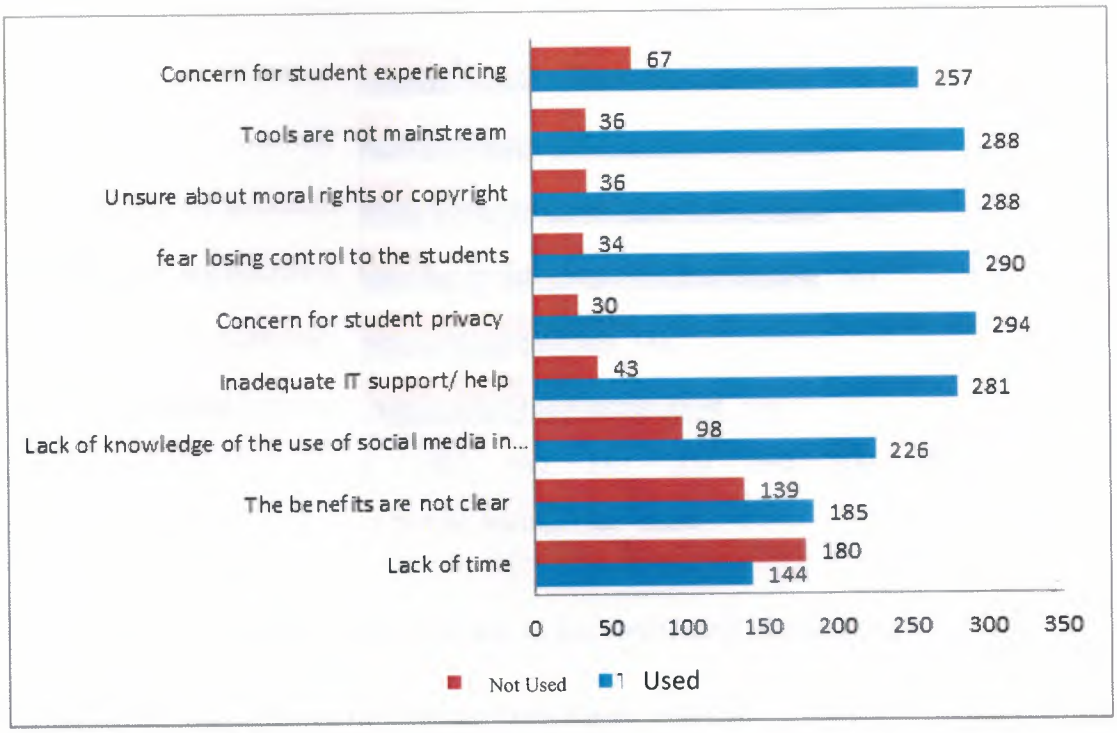


Figure 4.4: Reasons for not employing social media in teaching

4.3.3. What drive Instructors to Use Social Media in Teaching

Figure 4.5 explains what drive instructors to use social media in teaching. According to the findings, 221 faculties responded that it is due to personal initiation and 103 did not use. 156 faculties responded that it is due to technology and 168 did not use. 280 faculties responded that it is due to peers outside their institution and 44 did not use. 289 faculties responded that is due to colleagues at their institution and 35 did not use. 301 faculties responded that it is due to their students and 23 did not use. 278 faculties responded that it is due to administration and 46 did not use.

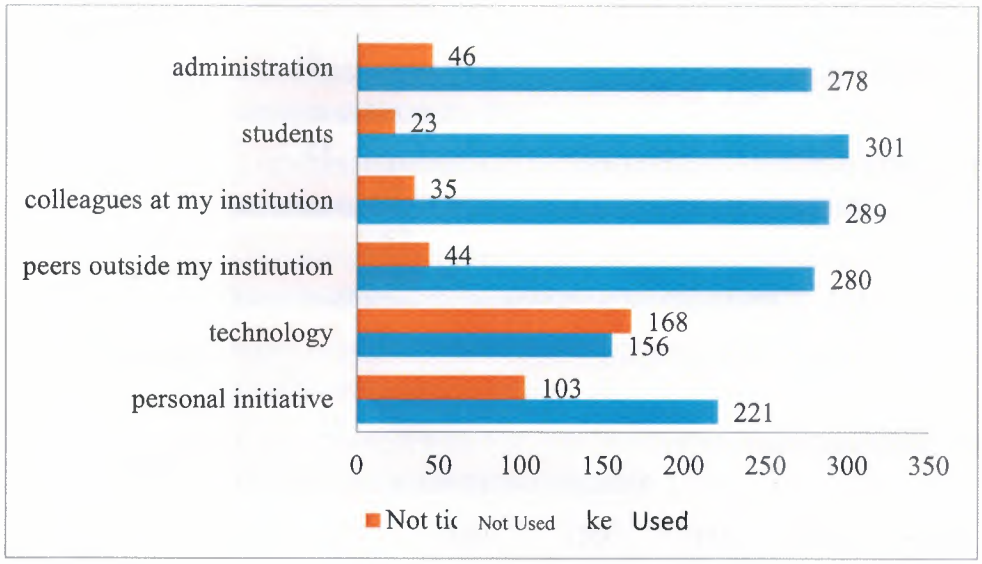


Figure 4.5: What drive instructors to use social media in teaching

4.3.4. Social Media Tools that Instructors Know and Use

Figure 4.6 explains social media categories instructors are aware of. According to the findings, 178 faculties responded that they are aware of LinkedIn and 146 did not use. 143 faculties responded that they are aware of Blogs and Wikis and 181 did not use. 244 faculties responded that they are aware of Facebook and 80 did not use. 270 faculties responded that they are aware of Podcast and 54 did not use. 124 faculties responded that they are aware of Twitter and 200 did not use. According to the findings, 295 faculties responded that they use LinkedIn and 29 did not use. 277 faculties responded that they use Blogs and Wikis and 47 did not respond. 267 faculties responded that they use Facebook and 57 did not use. 301 faculties responded that they use Podcast and 23 did not use. 306 faculties responded that they use Twitter and 18 did not use.

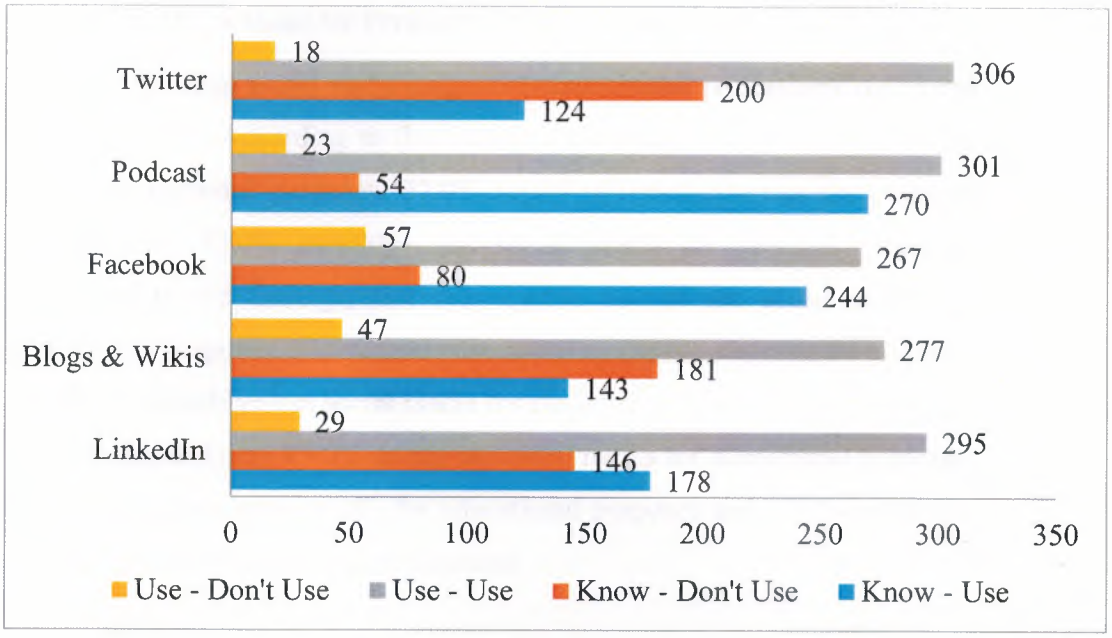


Figure 4.6: Social media categories that instructors know and use

4.3.5. Social Media Usage for Personal , Professional and Educational Purposes

Figure 4.7 explains social media usage for personal uses, professional usage and educational use. According to the findings, that only 8.0% do not use social media for personal purposes, 37.0% rarely use social media for personal purposes and 55.0% monthly+ use social media for personal purposes. According to the findings, that only 12.0% do not use social media for professional purposes, 50.0% rarely use social media for professional purposes and 38.0% monthly+ use social media for professional purposes. According to the findings, that only 43.0% do not use social media for educational purposes, 40.0% rarely use social media for educational purposes and 17.0% monthly+ use social media for educational purposes.

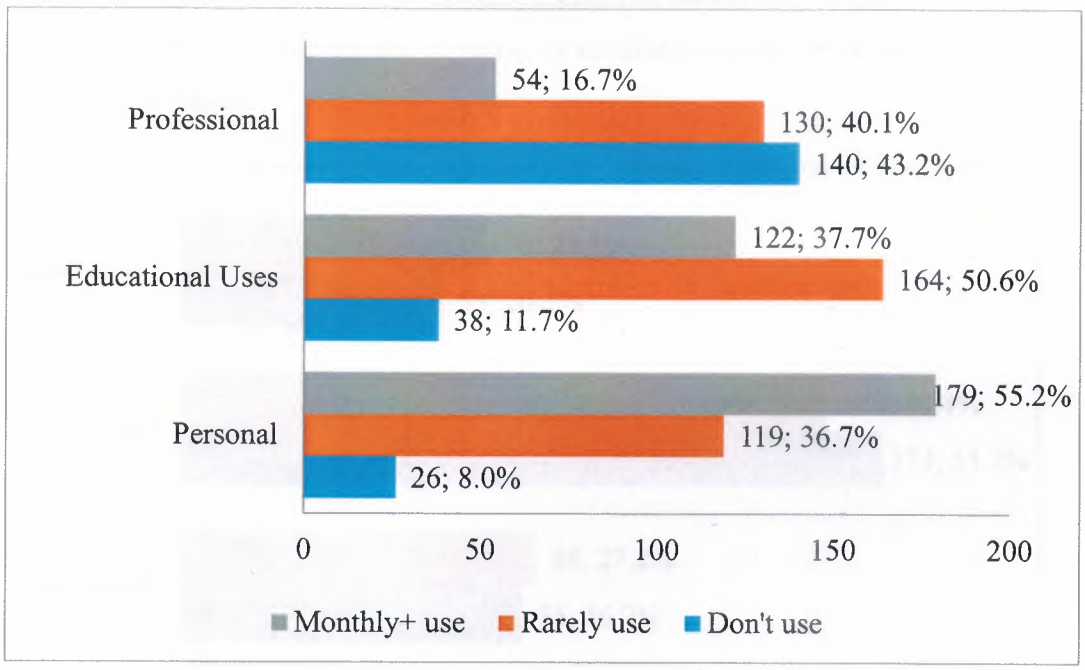


Figure 4.7: Social media usage for personal, professional and educational purposes

4.3.6. Impact of Using Social Media to Level of Stress and Numbers of Work Hours by Instructors

These questions were included because they are believed to be related to concerns of the faculty in using social media. Figure 4.8 explains impact of using social media to level of stress and numbers of work hours by instructors. According to the findings, only 26.0% faculties thought that the impact of using social media to level of stress has increased, 54.0% faculties thought that there is no impact of using social media to level of stress and 20.0% faculties thought that the impact of using social media to level of stress has decreased. According to the findings, only 27.0% faculties thought that the impact of using social media to number of hours of work has increased, 49.0% faculties thought that there is no impact of using social media to number of hours of work and 24.0% faculties thought that the impact of using social media to number of hours of work has decreased.

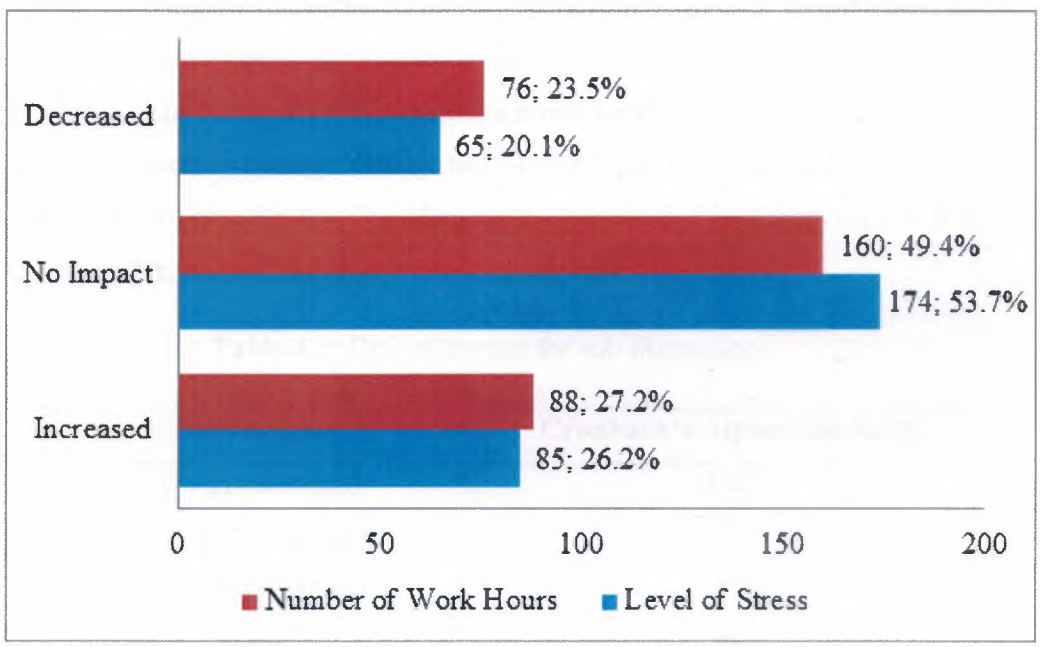


Figure 4.8: Impact of using social media to level of stress and numbers of work hours by instructors

4.4 Data Collection

This study is quantitative in nature utilizing survey, which was drafted from study of Roebuck et al. (2013) and Seaman and Tinti-Kane, (2013). From Roebuck et al. (2013) section two of the questionnaire was adapted from their work that is social media usage section, while from Seaman and Tinti-Kane, (2013) section three of the questionnaire was adapted from their work that is Likert scale section of the questionnaire which carries the advantages of using social media in teaching, concerns of using social media in teaching and barriers to faculty use of social media. The questionnaire is basically divided in three dimensions which are advantage (ADV) of using social media, having 10 items, concerns (CON) of using social media, having 13 items and barriers (BAR) of using social media, having 9 items. The members offered an explanation to things on 5 Likert Scale from "Strongly Agree" (5 point), "Agree" (4 point), "Neutral" (3 point), "Disagree" (2 point), and "Strongly Disagree" (1 point) which has computed Cronbach's alpha dependability (interior consistency) of .893. Cronbach's alpha worth in the scope of .791 to .839 (Table 4.2) which is viewed as great (Cohen, 1998), which is a proof that the overview is exceedingly solid instrument to manage. George and Mallery (2003) give the accompanying general guidelines: "≥ .9 – Excellent, ≥ .8 – Good, ≥ .7 – Acceptable, ≥ .6 – Questionable, ≥ .5 – Poor, and ≥ .5 – Unacceptable" (p. 231).

Table 4.2: Reliability test for sub-dimensions

Dimensions	Cronbach's Alpha Reliability
ADV (1-10 items)	0.820
CON (11-23 items)	.791
BAR (24-32 items)	.839
Total	**.893**

4.5 Analysis of Data

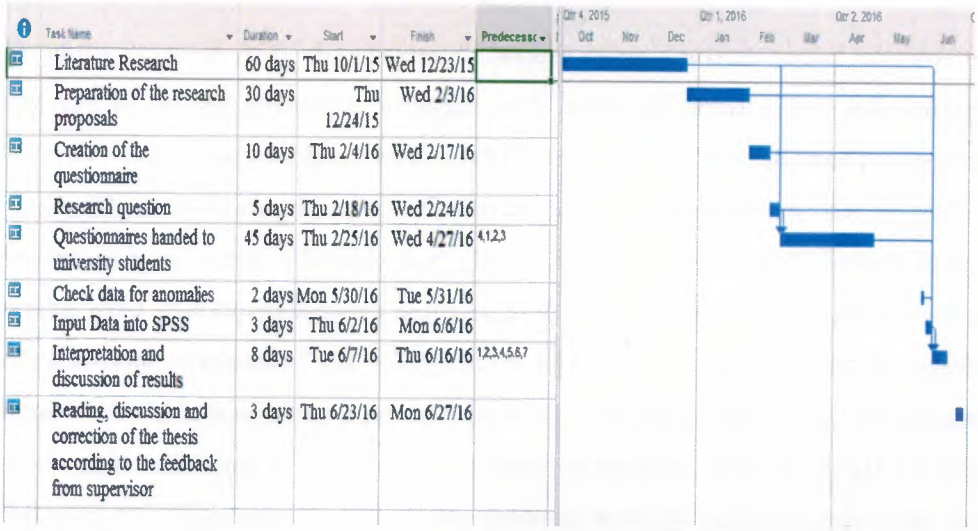
Poll was utilized to gather information and was dissected and deciphered utilizing Statistical Package for Social Sciences (SPSS) for investigation. Engaging measurements was utilized for examination question 1; Independent

example t-test was utilized for exploration question 2 and 3 and research question 4 Pearson correlation was used for the analysis.

4.6. Procedure

This study was designed in understand the perspectives of instructors using social media in educational context, as well as the nature of medium that are used to access the social media and the motivation of instructors on to how use it. And for this study to be successfully carried questionnaires were given to 400 faculties in NEU, CIU, EMU, and LEU in the country for over 45 days and collected back from volunteered faculties every 5 days interval, i.e. the questionnaire was retrieved from all instructors every 5 days interval. 2 public and 2 private universities were chosen for collecting data. From these universities faculties and departments that are common in all these 4 universities were selected in a way that half of the departments which are most likely to use social media and other half which are least likely to use social media were selected. I went to NEU first, were I gave questionnaire to department of psychology, Turkish language, pre-school, computer education and technology, English, business, international relations, bank and finance, civil engineering, computer engineering, electrical/electronics engineering on 15/04/2016 – 28/04/2016, then I went CIU were I gave questionnaire to department of psychology, Turkish language, pre-school, computer education and technology, English, business, international relations, bank and finance, civil engineering, computer engineering, electrical/electronics engineering on 02/05/2016 – 13/04/2016, also I went to EMU prior to the permission given to me by the university authority to distribute questionnaire to instructors and then I gave questionnaire to department of psychology, Turkish language, pre-school, computer education and technology, English, business, international relations, bank and finance, civil engineering, computer engineering, electrical/electronics engineering on 16/05/2016 – 27/05/2016 and finally I went to LEU were I gave questionnaire to department of psychology, Turkish language, pre-school, computer education and technology, English, business, international relations, bank and finance, civil engineering, computer engineering, electrical/electronics engineering on 30/06/2016 – 10/06/2016.

The work was done in a time of more than 8 months with a populace test of 324 instructors, the study was quantitative in nature, and overview with survey was outline. After the gathering of surveys from the resources, an aggregate of just 324 effectively filled polls were recuperated from the resources from different colleges out and out, the collected information were subjected to different examination, (for example, recurrence and rate, autonomous t-test and Pearson connection) so as to offer response to the point of the study/research inquiries of the study. A while later the results from the information investigation were examined in points of interest and conclusion and proposal were drawn from the results of the study. As shown in Figure 4.3. gantt chart showing the breakdown of the thesis, from the initial stage to the last/final correction stage.



Task Name	Duration	Start	Finish	Predecessors
Literature Research	60 days	Thu 10/1/15	Wed 12/23/15	
Preparation of the research proposals	30 days	Thu 12/24/15	Wed 2/3/16	
Creation of the questionnaire	10 days	Thu 2/4/16	Wed 2/17/16	
Research question	5 days	Thu 2/18/16	Wed 2/24/16	
Questionnaires handed to university students	45 days	Thu 2/25/16	Wed 4/27/16	4,1,2,3
Check data for anomalies	2 days	Mon 5/30/16	Tue 5/31/16	
Input Data into SPSS	3 days	Thu 6/2/16	Mon 6/6/16	
Interpretation and discussion of results	8 days	Tue 6/7/16	Thu 6/16/16	1,2,3,4,5,6,7
Reading, discussion and correction of the thesis according to the feedback from supervisor	3 days	Thu 6/23/16	Mon 6/27/16	

Figure 4.9: Gantt chart showing procedure of study

CHAPTER 5

RESULTS AND DISSCUSSION

5.1 Instructors' Perspectives on Social Media Usage

In order to understand the Instructors' perspectives on social media usage descriptive analysis was employed. Table 5.1 below show the statements, mean and standard deviation for each construct. The means and standard deviations listed below show the answers the faculties picked from the 5-point Likert scale in the questionnaire.

From the items on ADV dimensions *"I believe using a private social networking appears to be the answer to struggle with issues of privacy and information security"* had the highest mean value of (M = 3.90; SD = 0.86), followed by *"Social media allows me to discuss topics of interest and/ or to communicate with my fellow students about course-related topics"* (M = 3.84; SD = 0.99) and *"I believe social media, used as a supplementary learning tool, holds promise for enhancing sense of classroom community"* (M = 3.79; SD = 1.12). And the lowest from the whole items were *"I believe using a private social networking appears to be the answer to struggle with issues of privacy and information security"* (M = 3.65; SD = 1.11), followed by *"Exposing students to the latest technology helps prepare them for work and provides an opportunity for them to acquire additional skills"* (M = 3.67; SD = 1.03) and *"I believe using social media allows more interaction between students from different countries"* (M = 3.68; SD = 0.97) (Table 5.1).

In CON dimensions *"Others outside of class should not be able to view class-related content"* had the highest mean value of (M = 3.96; SD = 0.84), followed by *"Others outside of class should not be able to view class discussions"* (M = 3.94; SD = 0.86), and *"I am concerned over who would be responsible if students or professors say something online that outcomes in lawsuit against"* (M = 3.84; SD = 0.82). And the lowest from the whole items are *"Risks to the personal privacy of students"* (M = 3.42; SD = 0.93), followed by *"Risks to the personal privacy of*

faculty" (M = 3.54; SD = 1.02) and *"I believe there should be an institutional approach to how and what social media is used for learning"* (M = 3.66; SD = 0.99) (Table 5.1).

In BAR dimensions *"Integrity of student submissions"* had the highest mean value of (M = 4.01; SD = 0.84), followed by *"Separate course and personal accounts"* (M = 3.73; SD = 0.96), and *"Grading and assessment"* (M = 3.73; SD = 0.94). And the lowest from the whole items are *"Lack of integration with LMS"* (M = 3.56; SD = 1.04), followed by *"Takes too much time to learn or use"* (M = 3.58; SD = 1.06) and *"Lack of support at my institution"* (M = 3.63; SD = 0.97) (Table 5.1).

The constructs of the proposed research model in chronological order according to the mean totals in Table 5.1 are as follows: ADV (M = 3.74; SD = 0.99) which gave the highest total mean response, followed by CON which gave (M = 3.72; SD = 0.94) and BAR gave the lowest mean (M = 3.69; SD = 0.98). Although instructors appreciate advantages, they not only have concerns about risks, privacy issues, (the concerns given in this study looks into spam and phishing, too much time intensity, privacy and information securities issues, overabundance of information shared etc.) but also they believe that there exist some barriers to use SM in instruction which is given in this study as well (such barriers are lack of social media usage knowledge, lack of institutional support, time consuming when learning, concerns about privacy, etc.).

This study is similar to that of Roebuck and Siha (2013) which shows that regardless of professors' sex and rank, they held statistically same views of the advantages as well as the concerns related to social media usage in the classroom.

Table 5.1: Social media usage by instructors' descriptive parameters

Items	Mean	SD
ADVANTAGES (ADV)		
1. Social media allows me to discuss topics of interest and/ or to communicate with my students about course-related topics	3.84	0.99
2. Social media allows me to find and share educational resources.	3.78	0.88
3. I believe social media, used as a supplementary learning tool, holds promise for enhancing students' sense of classroom community.	3.79	1.12
4. I do believe that the information-sharing feature of social media greatly enhanced students' learning experiences.	3.78	1.01
5. I think students are more engaged with Social Media learning than other e-learning platforms used because students have more interactional opportunities for sharing personal interests and exchanging learning resources in addition to discussing course-related content.	3.68	1.01
6. I believe the interactive nature of social media allows students to participate in collaborative work and create work where the quality of the whole may well exceed the sum of its parts.	3.73	0.97
7. Exposing my students to the latest technology helps prepare them for work and provides an opportunity for them to acquire additional skills.	3.77	0.98
8. Using social media allows my students to receive informative and rewarding feedback from multiple sources.	3.71	0.99
9. Using social media improves my students' creativity and output.	3.67	1.03
10. I believe using social media allows more interaction between US students and international students.	3.68	0.98
Average Total Score for ADV	**3.74**	**0.99**

Table 5.1: Social media usage by instructors descriptive parameters continued

CONCERNS (CON)		
1. I feel concerned about the threat of spam and phishing attacks when using social media in the classroom.	3.70	0.97
2. Using social media to supplement face-to-face courses can become too time intensive.	3.90	0.86
3. I believe using a private social networking appears to be the answer to grapple with issues of privacy and information security.	3.65	1.11
4. I sometimes feel overwhelmed by the overabundance of information shared.	3.53	0.96
5. I have concerns about vague copyright and intellectual property issues involved in social media.	3.67	1.04
6. I am concerned over who would be responsible if students or professors say something online that outcomes in litigation against the university.	3.84	0.82
7. I believe there should be an institutional approach to how and what social media is used for educational teaching.	3.66	0.99
8. I am concerned about who is monitoring the social media for inappropriate or offensive use and thus how we deal with it.	3.71	0.82
9. Risks to the personal privacy of faculty	3.54	1.02
10. Risks to the personal privacy of students	3.42	0.93
11. Others outside of class should not be able to view class-related content	3.96	0.84
12. Others outside of class should not be able to view class discussions	3.94	0.86
13. Others outside of class should not be able to participate in class discussions	3.82	0.96
Average Total Score for CON	**3.72**	**0.94**

Table 5.1: Social media usage by instructors descriptive parameters continued

BARRIERS (BAR)		
1. Lack of knowledge of the use of social media in education	3.72	0.96
2. Lack of support at my institution	3.63	0.97
3. Takes too much time to learn or use	3.58	1.06
4. Lack of integration with LMS	3.56	1.04
5. Inability to measure effectiveness	3.61	0.97
6. Grading and assessment	3.61	0.99
7. Separate course and personal accounts	3.73	0.96
8. Concerns about privacy	3.73	0.94
9. Integrity of student submissions	4.01	0.98
Average Total for BAR	**3.69**	**0.98**
Average Total for all dimensions	**3.72**	**0.97**

5.2. Differences Among Instructor's Perspectives with Respect To Faculty Who Frequently Use and Who Rarely/Not Use Social Media

5.2.1. Faculty's Perspectives with Respect to Social Media Usage for Instruction Based On Sub Dimensions of The Questionnaire

In order to understand the difference among faculty's perspectives with respect to faculty who frequently use and who rarely/not use social media, independent samples *t*-test was employed and in order to conduct this parametric test Levene's test for equality of variances should be checked first as an assumption too conduct this parametric test which showed that variances are equal for all dimensions ($p = 0.64$ for ADV; $p = 0.92$ for CON and $p = 0.72$ for BAR) (Table 5.2a). According to the Table 5.2b, an independent-samples t-test was conducted to compare the perspectives with respect to faculty who frequently use and who rarely/not use social media on all dimensions.

There are significant differences in all dimensions, except for ADV, conditions $t(322)= 0.497$, $p=0.481$, for BAR, conditions $t(322)= 4.158$, $p=0.42$ for CON and conditions $t(322)= 10.143$, $p=0.002$. This is to say instructors who do not use SM in their teaching are more concerned and believe more that there exist barriers in using SM in their instruction. This is because the concerns and barriers most have been the reasons why they don't use social media in first place, but if we consider the instructors that use, there are also good benefits from social media usage.

This result is similar with that of Roebuck et al. (2013) who reported that significant difference occur different faculties member with respect to use of social media. Also Abdelraheem and Ahmed (2015) reported that there is significant difference occur different faculties member with respect to use of social media. Mansour (2015) outcomes on showed also significant difference occurred among different faculty member with respect to use of social media. To sum up, instructors are more interested about concerns and barriers of using social media in their instruction rather than advantages of using social media. In addition, instructors who do not use social media in their teaching are more worried about concerns and barriers than faculties who use social media.

Table 5.2a: Test of homogeneity of variances for sub-dimensions

	Levene Statistic	df1	df2	Sig.
ADV	.215	1	322	.643
CON	.010	1	322	.919
BAR	.126	1	322	.723

Table 5.2b: Difference among faculty's perspectives with respect to faculty who frequently use and who rarely/not use social media on all dimensions

Dimensions	**Social Media Tools Usage**	**N**	**Mean**	**SD**	**Df**	**Mean Difference**	**F**	**p**
ADV	Yes	141	3.71	0.63	322	.189	.497	.481
	No	183	3.76	0.60				
CON	Yes	141	3.65	0.49	322	1.040	4.158	**.042***
	No	183	3.77	0.51				
BAR	Yes	141	3.56	0.67	322	4.182	10.143	**.002***
	No	183	3.79	0.62				

Where; Total sampled population (N); Standard Deviation (SD) and * means $p<0.05$ (there exist statistical significant difference)

5.2.2. Faculty's perspectives with respect to social media usage for instruction based on total average score of all sub-dimensions

According to Table 5.2c and 5.2d assumption test for conducting independent samples t-test, Levene's test for equality of variances revealed that variances are there is same for total average of all dimensions (p = .272). According to the Table 5.2d, an independent-samples t-test was conducted to compare the perspectives with respect to faculty who frequently use and who rarely/not use social media on total average of all dimensions. There was significant differences with conditions t(322)= 1.208, p=.014. In total dimensions, faculties that responded *"NO"* to social media tools usage had the highest mean score of (M=3.77, SD=0.48) and faculties that responded *"YES"* to social media tools usage had the lowest mean score of (M=3.64, SD=0.46). This result showed that instructors who haven't used social media in their instruction are more likely to less positive about social media. According to Chen and Bryer (2012) despite the high popularity of the personal use of social media over the Internet, a small percentage of the students and teachers use them for educational purposes. Their showed that instructors noted that informal learning using social media can be facilitated by trained and integrated into the field of formal education for the rich discussions, and increased participation and communication. Their research provided strong empirical support for techniques learning community while offering strategies and examples of how social media can be used to connect the formal and informal education.

Table 5.2c: Test of homogeneity of variances for total

Levene Statistic	df1	df2	Sig.
1.208	1	322	.272

Table 5.2d: Difference among faculty's perspectives with respect to faculty who frequently use and who rarely/not use SM on total average score

Dimensions	Social Media Tools Usage	N	Mean	SD	Df	Mean Difference	F	P
Total	Yes	141	3.64	0.46	322	-.131	1.208	**.014***
	No	183	3.77	0.48				

Where; Total sampled population (N); Standard Deviation (SD) and * means $p<0.05$ (there exist statistical significant difference)

5.3. Gender Based Difference among Faculty's Perspectives on Social Media Usage

5.3.1. Faculty's Perspectives on Social Media Usage for Sub-Dimensions with Respect to Gender

In order to understand gender based difference among faculty's perspectives on social media usage, independent samples *t*-test was employed and Levene's test for equality of variances showed that variances are same for all dimensions ($p = 0.61$ for ADV; $p = 0.46$ for CON) except for BAR ($p = 0.48$) (Table 5.3a).

According to the Table 5.3b, an independent-samples t-test was conducted to compare the perspectives with respect to gender based difference among faculty's perspectives on social media usage on all dimensions. There are no significant differences between all dimensions, for ADV conditions $t(322)= 0.254$, $p=0.913$, for CON conditions $t(322)= 0.546$, $p=0.861$ and BAR conditions $t(322)= 0.048$, $p=0.955$. This is result in agreement with that of Roebuck et al. (2013) which indicate that male and female instructors do not differ in any meaningful way on advantages and concerns of social media usage.

Table 5.3a: Test of homogeneity of variances for dimensions

	Levene Statistic	df1	df2	Sig.
ADV	.25	1	322	.61
CON	.55	1	322	.46
BAR	3.93	1	322	.05

Table 5.3b: Gender based difference among faculty's perspectives on social media usage on dimensions

Dimensions	**Gender**	**N**	**Mean**	**SD**	**Df**	**Mean Difference**	**F**	**p**
ADV	Male	151	3.75	0.62	322	.008	.254	.913
	Female	173	3.74	0.61				
CON	Male	151	3.72	0.51	322	.010	.546	.861
	Female	173	3.71	0.50				
BAR	Male	151	3.69	0.71	322	.004	3.926	.956
	Female	173	3.68	0.60				

Where; Total sampled population (N); Standard Deviation (SD) and * means $p<0.05$ (there exist statistical significant difference)

5.3.2. Faculty's Perspectives on Social Media Usage for Total Average Score with Respect to Gender

According to Table 5.3c and 5.3d Levene's test for equality of variances showed that variances are different for total average of all dimensions ($p = .076$). According

to the Table 5.2d, an independent-samples *t-test* was conducted to compare the perspectives with respect to gender based difference among faculty's perspectives on social media usage on total average of all dimensions. There was no significant differences with conditions t(322)= 3.16, p=.089. In total dimensions, male faculties had the highest mean score of (M=3.72, SD=0.51) and female faculties had the lowest mean score of (M=3.71, SD=0.44). This study is similar to that of Roebuck and Siha (2013) which shows that regardless of professors' sex; they held statistically same views of the advantages as well as the concerns related to social media usage in the classroom.

Table 5.3c: Test of homogeneity of variances for total

Levene Statistic	df1	df2	Sig.
3.163	1	322	.076

Table 5.3d: Gender based difference among faculty's perspectives on social media usage on total

Dimensions	Gender	N	Mean	SD	Df	Mean Difference	F	p
Total	Male	151	3.72	0.51	322	0.01	3.16	0.89
	Female	173	3.71	0.44				

Where; Total sampled population (N); Standard Deviation (SD) and * means $p<0.05$ (there exist statistical significant difference)

5.4. Relationship between Instructors' Perceptions on Social Media Usage and Frequency of Usage

For a better understanding of the relationship between social media usage frequency, and faculty's perspectives and three bivariate Pearson correlation analyses were also employed separately (Table 5.4 and Figure 5.1).

For the relationship between social media usage and ADV (Table 5.4a), there is no significant correlation between two variables, r = -0.038, n = 324, p = 0.500. A scatter plot in Figure 5.1a summarizes this finding. To sum up there is no significant relations detected between social media usage and faculty member's perspectives in social media.

Table 5.4a: Relationship between faculty's perspectives social media usage frequency and ADV dimension

		SOCIALMEDIAUSAGE	ADVMEAN
SOCIALMEDIAUSAGE	Pearson Correlation	1	-.038
	Sig. (2-tailed)		.500
	N	324	324
ADVMEAN	Pearson Correlation	-.038	1
	Sig. (2-tailed)	.500	
	N	324	324

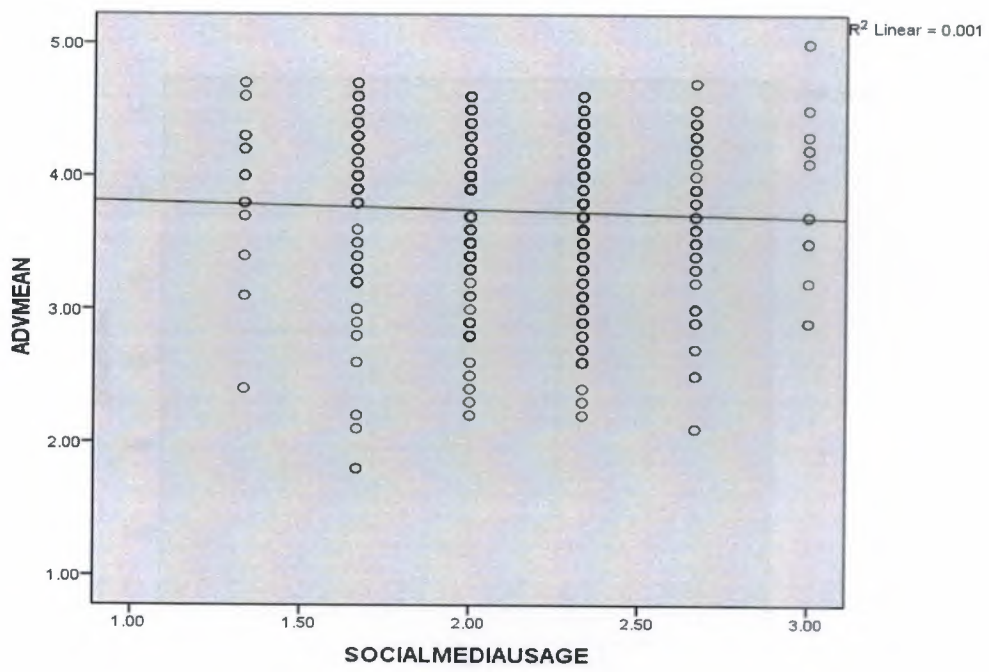


Figure 5.1a: Relationship between faculty's perspectives social media usage frequency and ADV dimension

For the relationship between social media usage and CON (Table 5.4b), there is no significant correlation between two variables, r = 0.040, n = 324, p = 0.473. A scatter plot in Figure 5.1b summarizes this finding. To sum up there is no significant relations detected between social media usage and faculty member's perspectives in social media.

Table 5.4b: Relationship between faculty's perspectives social media usage frequency and CON dimension

		SOCIALMEDIA USAGE	**CONMEAN**
SOCIAL MEDIA USAGE	Pearson Correlation	1	.040
	Sig. (2-tailed)		.473
	N	324	324
CONMEAN	Pearson Correlation	.040	1
	Sig. (2-tailed)	.473	
	N	324	324

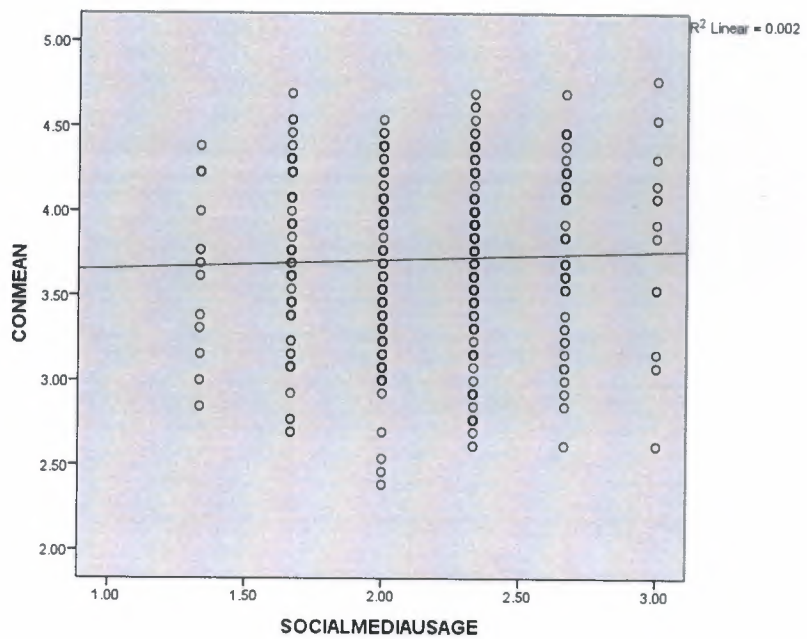


Figure 5.1b: Relationship between faculty's perspectives social media usage frequency and CON dimension

For the relationship between social media usage and CON (Table 5.4c), there is no significant correlation between two variables, r = 0.068, n = 324, p = 0.220. A scatter plot in Figure 5.1c summarizes this finding. To sum up there is no significant relations detected between social media usage and faculty member's perspectives in social media.

Table 5.4c: Relationship between faculty's perspectives social media usage frequency and BAR dimension

		SOCIALMEDIAUSAGE	BARMEAN
SOCIALMEDIAUSAGE	Pearson Correlation	1	.068
	Sig. (2-tailed)		.220
	N	324	324
BARMEAN	Pearson Correlation	.068	1
	Sig. (2-tailed)	.220	
	N	324	324

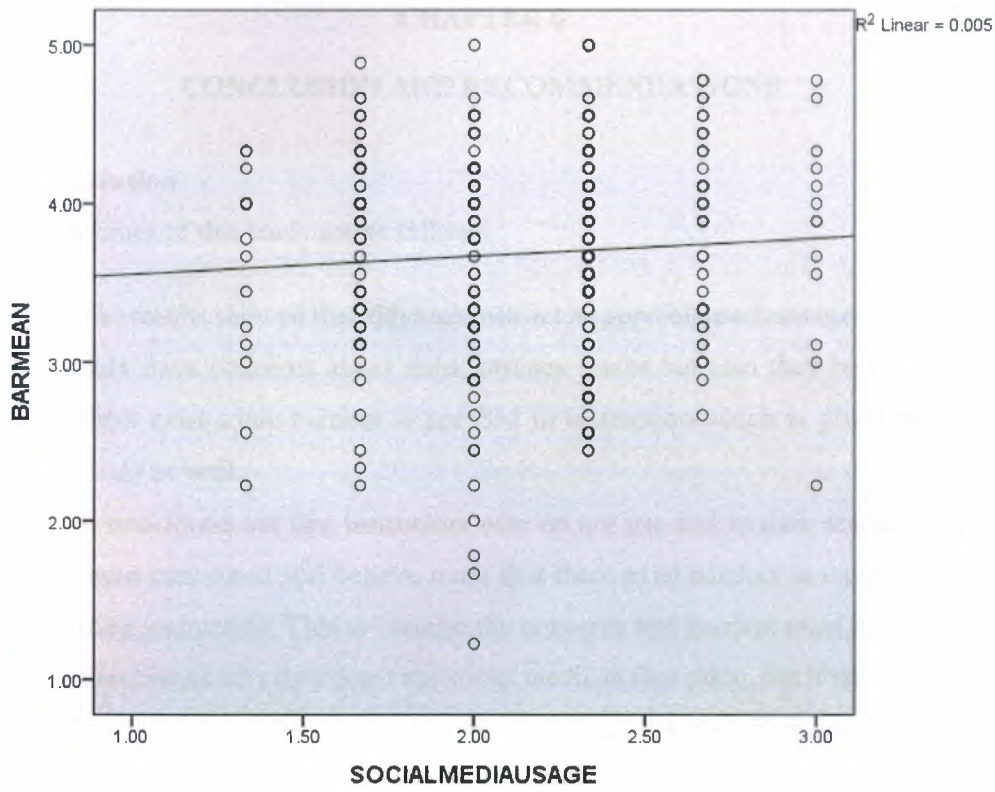


Figure 5.1c: Relationship between faculty's perspectives social media usage frequency and BAR dimension

Basically from all the relationship outcomes reported from the study, there exist no significant relationships between faculty usage frequency of SM and advantages, concerns and barriers. This means using SM or not using does not affect the opinions of instructors in SM usage in classrooms either in a positive or in negative way.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

The outcomes of this study are as follows;

- The results showed that although instructors appreciate advantages, they not only have concerns about risks, privacy issues but also they believe that there exist some barriers to use SM in instruction which is given in this study as well.
- It was found out that instructors who do not use SM in their teaching are more concerned and believe more that there exist barriers in using SM in their instruction. This is because the concerns and barriers most have been the reasons why they don't use social media in first place, but if we consider the instructors that use, there are also good benefits from social media usage.
- The result also showed that instructors who haven't used social media in their instruction are more likely to less positive about social media.
- Instructors' responses showed significant difference with respect to social media usage in CON and BAR dimension but did not show any difference in ADV. This shows that instructors from both region gave similar response in terms of advantages of cloud computing but showed different view with respect to concerns and barrier of cloud computing.
- In addition, instructors who do not use social media in their teaching are more worried about concerns and barriers than faculties who use social media.
- It was found out that from all the relationship outcomes reported from the study, there exist no significant relationships between faculty usage frequency of SM and advantages, concerns and barriers. This means using SM or not using does not affect the opinions of instructors in SM usage in classrooms either in a positive or in negative way.

6.2 Recommendations

Future research directions and recommendation for the investigation of university instructors' perspectives on use of social media in educational context:

- More studies ought to be embraced on the utilization of cell phones and online networking. The scientists discovered it was hard to discover numerous studies that engaged particularly upon online networking and cell phones for educating and in addition the part sexual orientation and rank may play in its utilization.
- Instead of just contrasting staff crosswise over orders, a superior focused on study may be to take a gander at workforce from one control. A more top to bottom study could break down the utilization of cell phones and online networking as utilized by particular personnel inside a specific control.
- Finally, there have not been formal estimations of the preferences and worries of utilizing cell phones and online networking. A large portion of the distributed examination depends on looking over understudies and workforce, and subsequently is self-reporting information. Plainly, there is a need to set up estimations of the advantages or the viability of the utilization of online networking in the classroom that would give rules to help teachers utilize those advances in the classroom.

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APPENDIX

INSTRUCTORS' PERSPECTIVES ON SOCIAL MEDIA USAGE IN EDUCATIONAL CONTEXT QUESTIONNAIRE

The questionnaire is a part of MS thesis study and aims to investigating instructors' perspectives on social media usage in educational context. The outcomes of this questionnaire will solely be used for the analysis in the thesis report, and will not be provided to any institution in any way and will be highly be kept confidential. Thanks in advance for taking time to answer our questionnaire.

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SECTION I: Personal Information (please tick the box most appropriate for you)

1) **Gender** □ Male □ Female

2) **Age**: □ Less than 30 □ 30-50 □ 50+

3) **Department**: _____

4) **Average Class Size** □ 12 or less □ 12-40 □ More than 40

5) **Academic position** :□ Support Faculty □ Lecturer □ Assistant Professor
□ Associate Professor □ Professor

6) **Teaching**

□ My learning schedule includes many online classes and or hybrid

□ My learning schedule is mainly face-to-face

7) **Experience:** □ I teach for less than 5 years □ 5-10 years □ more than 10 years

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SECTION II: Social Media Usage

8) Have you used any of the social media tools in your enrolled courses: □Yes □No

9) Which of the following might be the reasons for NOT employing social media in teaching in your classes? (Mark all that applies).

□ *Lack of time*
□ *The benefits are not clear*
□ *Lack of knowledge of the use of social media in education*
□ *Inadequate IT support/ help*
□ *Concern for student privacy*
□ *fear losing control to the students*
□ *Unsure about moral rights or copyright*
□ *Tools are not common*
□ *Concern for student experiencing*

10) What drives you to use social media in your learning? (Mark all that applies).
□ Personal Initiative
□ Technology (it makes these tools available and easy to use)

□ Peers outside my university

□ Peers at my university

□ Students

□ Administration

11) Which of the following social media categories you are aware of? (Mark all that applies)

□ LinkedIn

□ Blogs & Wikis

□ Facebook

□ Podcast

□ Twitter

12) Which of the following social media categories do you use in teaching? (Mark all that applies)

□ LinkedIn

□ Blogs & Wikis

□ Facebook

□ Podcast

□ Twitter

13) How often do you use social media for personal purposes?

□ Do not use □ Rarely □ Monthly+

14) How often do you use social media for educational purposes (in support of your studies)?

□ Do not use □ Rarely □ Monthly+

15) How often do you use social media for learning purposes?

□ Do not use □ Rarely □ Monthly+

16) What do you think about the impact of using social media to your level of stress?

□ Increased □ no impact □ decreased

17) What do you think about the impact of using social media to number of hours you work?

□ Increased □ no impact □ decreased

SECTION III: Please read carefully and select only one option for each statement.

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
ADVANTAGES OF USING SOCIAL MEDIA IN COURSES					
1. Social media allows me to discuss topics of interest and/ or to communicate with my fellow students about course-related topics					
1. Social media allows me to find and share educational resources.					
2. I believe social media, used as a supplementary learning tool, holds promise for enhancing sense of classroom community.					
3. I do believe that the information-sharing feature of social media greatly enhanced my learning experiences.					
4. I think students are more engaged with Social Media learning than other e-learning platforms used, because students have more interactional opportunities for sharing personal interests and exchanging learning					

resources in addition to discussing course-related content.					
5. I believe the interactive nature of social media allows students to participate in collaborative work and create work where the quality of the whole may well exceed the sum of its parts.					
6. Exposing students to the latest technology helps prepare them for work and provides an opportunity for them to acquire additional skills.					
7. Using social media allows my students to receive informative and rewarding feedback from multiple sources.					
8. Using social media improves students' creativity and output.					
9. I believe using social media allows more interaction between students from different countries.					
CONCERNS OF USING SOCIAL MEDIA IN COURSES					
10. I feel concerned about the threat of spam and phishing attacks when using social media in the classroom.					
11. Using social media to supplement face-to-face courses can become too time intensive.					
12. I believe using a private social networking appears to be the answer to struggle with issues of privacy and information security.					

13. I sometimes feel overwhelmed by the overabundance of information shared.					
14. I have concerns about vague copyright and intellectual property issues involved in social media.					
15. I am concerned over who would be responsible if students or professors say something online that outcomes in lawsuit against.					
16. I believe there should be an institutional approach to how and what social media is used for learning.					
17. I am concerned about who is monitoring the social media for inappropriate or offensive use and thus how we deal with it.					
18. Risks to the personal privacy of faculty					
19. Risks to the personal privacy of students					
20. Others outside of class should not be able to view class-related content					
21. Others outside of class should not be able to view class discussions					
22. Others outside of class should not be able to participate in class discussions					
BARRIERS TO FACULTY USE OF SOCIAL MEDIA					
23. Lack of knowledge of the use of social media in education					
24. Lack of support at my institution					

25.	Takes too much time to learn or use					
26.	Lack of integration with LMS					
27.	Inability to measure effectiveness					
28.	Grading and assessment					
29.	Separate course and personal accounts					
30.	Concerns about privacy					
31.	Integrity of student submissions					

Thank you for your participation