HASSAN SALIM JEBRIL BIN NUWEEJI

UNIVERSITY STUDENTS' ACCEPTANCE OF SOCIAL MEDIA IN LEARNING

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A THESIS SUBMITTED TO THE GRADUATE SCHOOL OF APPLIED SCIENCES OF NEAR EAST UNIVERSITY

By

HASSAN SALIM JEBRIL BIN NUWEEJI

In Partial Fulfillment of the Requirements for the Degree of Master of Science in Computer Information Systems

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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To my family…

ABSTRACT

The availability and widespread use of smartphones as well as smart tablet digital devices have increased the access to the internet and social interaction using social media; this is defined as the amalgamation of internet-based applications which are built upon the technical foundations of web 2.0 technology which allows information exchange that is generated by the user. This study investigates understanding the acceptance of social media in education by students in four universities in North Cyprus. A total of 723 valid questionnaires, which have been obtained throughout the study were analyzed and results have shown that there was a mixture of a strong positive, a moderate positive and a weak positive correlation among the independent and dependent variables.

The finding of this study shows that there is a strong correlation between Social Influence and Intention to Use implying that the closest people to someone may influence their decision to use social media in education. Furthermore, another strong correlation appears to exist between Intention to Use and Perceived Enjoyment implying that if students perceive that they are going to enjoy the adoption of the new technological advancement. There was a moderate correlation between User Satisfaction and Intention to Use social media implying that satisfaction is key in persuading one to adopt technology. Results have also shown that Instagram, WhatsApp and Facebook are the two most commonly used social network sites among university students. The implication of the study is of great benefit to several professionals in the education field, researchers, instructors and the ministry of education.

Keywords: Acceptance; adoption; higher education, mobile devices; North Cyprus; social media; students; TAM; UTAUT

ÖZET

Akıllı telefonlar ve akıllı dijital aygıtların artması ile birlikte internete ulaşım ve sosyal medyanın kullanımı sosyal etkileşimi artırdı. İnternet kaynaklı web 2.0 teknoloji kaynaklı kullanımların birleşimi sonucunda enformasyon değişimi arttı.

Bu çalışma öğrencilerin sosyal medyayı eğitimlerinde kullanmayı benimsemelerini anlamayı araştırmak amaçlı Kuzey Kıbrıs'daki 4 üniversite öğrencilerini kapsayacak şekilde yapıldı. 723 anket sonucunda elde edilen sonuçlarda bağımsız ve bağımlı değişkenler arasında pozitif, orta pozitif ve zayıf pozitif bir ilişki ortaya çıktı.

Çalışma sonucunda Sosyal Etki ve Kullanma İstemi arasında kuvvetli bir ilişki olduğu kişinin yakınında olan kişiden etkilenerek sosyal medyayı kullandığı görülmüştür. Diğer bir bulgu, Kullanım İştemi ve Algılanan Haz arasında kuvvetli bir ilişki olduğudur. Sosyal medya açısından Kullanıcı Memnuniyeti ve Kullanma İstemi arasında orta bir ilişki mevcut olup kişinin memnuniyetinin teknoloji kullanımında ikna edici olmasıdır. Sonuçlarda sosyal network kullanımında öğrenciler arasında en çok kullanılan uygulamaların instagram, whatsapp ve facebook olduğudur. Bu çalışmanın sonuçlarının eğitim bakanlıkları ve eğitim alanlarında çalışanlar için yaralı olacağı düşünülmektedir.

Anahtar Kelimeler: kabul benimseme; yüksek eğitim; mobil aygıtlar; Kuzey Kıbrıs; sosyal media; öğrenciler; TAM; UTAUT

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ABBREVIATIONS

CET	Channel Expansion Theory
EDT	Expectation Discomfort Theory
LMS	Learning Management System
PE	Perceived Enjoyment
PEOU	Perceived Ease Of Use
PU	Perceived Usefulness
SCT	Social Cognitive Theory
SI	Social Influence
SM	Social Media
STEM	Science, Technology, Engineering, Mathematics
TAM	Technology Acceptance Model
TSE	Techno-Self Efficacy
US	User Satisfaction
UTAUT	Unified Technology of Acceptance and Use of Technology

CHAPTER 1
INTRODUCTION

This chapter introduces the study by giving an overview of the topic to the reader, the problem statement, aim of the study, importance of the study, limitations of the study and a breakdown of the chapters to follow.

1.1 Overview

The widespread of digital devices such as smartphones and tablets have increased access to the internet and social interaction using social media (Sreeja & Jithin, 2015). Furthermore, the researchers explained that numerous services are being provided through social media which are helpful for students in their academic life. This study will explain the effectiveness of social media in education. The social interaction that exists between people allowing them to create content, share and exchange information in a virtual community is known as social media (Anders, 2015). In addition, Chawinga (2017) defined social media as an amalgamation of internet-based applications which are built on technical foundations of the Web 2.0 technology that allows the creation and exchange of information that is generated by the user.

In the literature, Sreeja and Jithin (2015) pointed out that for highly interactive platforms to be established for creating content, sharing, discussing as well as modifying user content, it is important for social media to be fully dependent on mobile and web-based technologies. Social media has brought massive changes in the educational sector as students are now referring to social media to get more information (Blaschke, 2018). In addition, the researcher pointed out that it is difficult to charge the authenticity of information found on the internet, however, researchers agree that the interactive nature of social media is capable of creating better learning environments which can also be effective for research purposes. Furthermore, the researchers described social media types such as blogs and content communities as playing a major role in changing the educational learning system and creating digital libraries. Virtual social media sites like YouTube are full of content creators that are providing a lot of educational programs to students at no cost yet increasing participation among viewers and increased productivity. Afendi et al. (2017) explained that the basic foundation of any successful social media is centered on three things namely, communication, collaboration and sharing information. The current digital generation is most likely to adopt social media in education as they are currently equipped with knowledge on how these social sites function and also they are experienced in using mobile devices.

1.2 Problem Statement

Social media has gained a momentum over the past few years and this has also been the case with North Cyprus, however, social media has mainly been used for social purposes such as communicating with family and friends. Many students have more than one social media platform they use to communicate and interact with peers. Social networking tools are particularly used in higher education to provide ease of use and learning for students for classroom activities (Başaran, 2017). Moreover, it was stated that with the rapid growth in social media usage has been more frequently seen and has been accepted in educational settings with the comprehension of some considerations (Başaran and Rukundo, 2018). The increase in social media usage across the globe has raised many concerns among researchers on how this technology can also be incorporated into the educational sector. Social media can be a lucrative avenue in North Cyprus if integrated into the Learning Management System (LMS), therefore, the researcher seeks to investigate students' acceptance of social media in education and how this technology can also bring a shift and improve the overall educational sector in North Cyprus.

1.3 Aim of Study

The main aim of this study is to investigate students' acceptance of social media in education. In order to achieve the aim of the study, the researcher will examine the following research questions and test the following hypothesis:

Hypotheses:

H1: To what extent is Perceived Usefulness (PU) related to Intention to use when it comes to social media acceptance among students?

H2: To what extent is Perceived Usefulness (PU) related to Social Media Use (SMU) among university students?

H3: To what extent is Perceived Ease of Use (PEOU) related to Intention to use when it comes to social media acceptance among students?

H4: To what extent is Perceived Ease of Use (PEOU) related to Social Media Use (SMU) among university students?

H5: To what extent is Techno-Self Efficacy (TSE) related to Intention to use when it comes to social media acceptance among students?

H6: To what extent is Techno-Self Efficacy (TSE) related to Social Media Use (SMU) among university students?

H7: To what extent is Perceived Enjoyment (PE) related to Intention to use when it comes to social media acceptance among students?

H8: To what extent is Perceived Enjoyment (PE) related to Social Media Use (SMU) among university students?

H9: To what extent is Social Influence (SI) related to Intention to use when it comes to social media acceptance among students?

H10: To what extent is Social Influence (SI) related to Social Media Use (SMU) among university students?

H11: To what extent is User Satisfaction (US) related to Intention to use when it comes to social media acceptance among students?

H12: To what extent is User Satisfaction (US) related to Social Media Use (SMU) among university students?

H13: To what extent is Intention to Use (INT) related to Social Media Use (SMU) among university students?

1.4 Importance of Study

The massive growth in the technological sector and mobile industry has resulted in an increase in social media usage among university students. For this reason this study is important to various stakeholders in the educational sector as described below:

- ***Students:*** The use of social media in education can be beneficial to students in that they will be able to interact with peers and their lecturers outside the classroom hence creating a continuous learning environment. Furthermore, the internet provides a vast amount of material and sources which are readily available and for this reason materials available are cost effective and students can stay up to date with current information in their field of study as they follow threads on latest trends in their field of study for instance on Facebook social feeds.

- ***Educational Institutions:*** Universities are able to quickly disseminate information to its stakeholders faster when shared on social media platforms as stakeholders help in disseminating the information by posting on their walls and sharing with fellow peers. News on upcoming events and urgent call up meetings can easily be communicated via social media.
- ***Lecturers/ Lecturers:*** By making use of social media as a learning platform, lecturers are able to engage students outside the classroom and facilitate discussions on groups. Study material can easily be shared using links or uploaded on social media groups and

this saves time. Furthermore, engaging with students outside the classroom can help lecturers know their students better.

- ***Researchers:*** This study will also be beneficial to fellow researchers who are interested in finding out the acceptance and adoption of social media in higher education. Information contained in this study will be vital and can be a good starting point for researchers in understanding the topic under study.

- ***Society:*** By using social media platforms as a learning platform this can be beneficial to the society as a whole especially the less privileged who are unable to afford university tuition but are willing and ready to learn. Social forums and groups on social media may provide vital information which can increase one's knowledge on a particular subject.

Lastly, the impacts of the students allow the social interaction and the engagements of students of the department of computer information systems (CIS) in both online and offline classes. The usage of this platform can also enable the teacher to impact "instantly" with the students from work or away.

1.5 Limitations of the Study

The following limitations have been identified in this study and should be taken into consideration for future research:

- ***Time frame:*** The study was conducted at a considerable time frame which happened to fall to the spring semester of 2018.

- ***Place:*** The geographical location of the study was limited to four universities in North Cyprus namely; Girne American University (GAU), Eastern Mediterranean University (EMU), Near East University (NEU) and Cyprus International University (CIU).

- ***Research participants:*** Participants of this study are limited to students who are currently enrolled at the four aforementioned universities.

- ***Research tool:*** A questionnaire was used to collect data for this study and because of the nature of the instrument used, it has limitations in that answers are based on participant's honest opinions and it is difficult to measure such honesty.
- A cross sectional manner will be used when collecting data. It is strongly recommended to use longitudinal studies as they tend to provide a clearer picture of the entire study.

1.6 Overview of the Thesis

This study contains six chapters. In order for readers to gain a better understanding of the study, we present a summary of what each chapter in the thesis contains in the section below:

Chapter One: This chapter introduces the study by giving an overview of the topic to the reader, the problem statement, aim of the study, importance of the study, limitations of the study and a breakdown of the chapters to follow.

Chapter Two: This chapter presents a summary of research findings done by other researchers on the same topic. Furthermore, it explains how social media is being used in education, the different types of social media platforms that can be used in education, the benefits of adopting to this technology as well as understanding some negative implications that social media may bring in an educational setting.

Chapter Three: This chapter provides further insight on social media with reference to the research model used in the study and other related theories on social media. Elements of the research model are broken down and explained in detail as well theories that are useful in understanding acceptance and adoption of social media in education.

Chapter Four: This chapter introduces the research model to the readers and depicts the relationship that exists between the different dimensions of the model. In addition, it also explains the demographic data of research participants, the data collection instrument used, the research procedure that was followed by the researcher as well as reliability test results of questionnaire dimensions.

Chapter Five: This chapter reveals the findings that the researcher obtained after analyzing the data. The results are well stated and similar results or contrary findings in the literature are

also stated and deviations are explained in detail with the researcher pointing out the reasons why he feels the results are different from that found by other researchers.

Chapter Six: This chapter provides a summary of the entire research. Research findings are summarized in detail and the researcher draws a conclusion based on the research findings. In addition the researcher provides a list of recommendations which are essential and worth noting to further researchers who may be interested in the same area under study.

CHAPTER 2
LITERATURE REVIEW

This chapter presents a summary of research findings done by other researchers on the same topic. Furthermore, it explains how social media is being used in education, the different types of social media platforms that can be used in education, the benefits of adopting to this technology as well as understanding some negative implications that social media may bring in an educational setting.

2.1 Social Media in Education

There has been notable changes in attitudes and behaviors of people in relation to using social media as a learning platform particularly using Facebook (Siakas & Georgiadou, 2015). Zaidieh (2014) pointed out the four effects that social media on students when integrated into the learning system as follows:

- **Information now comes to users:** Social feeds are popular on most social media platforms like Facebook. By using social media information related to your browsing interest is pushed into your feed and this may be an easy way to stay up to date with current issues and topics that are of interest to the student.
- **Information recall and attribution are now social:** There is a tendency to categorize information that is shared on social media based on the source and if it's the information is true. This means that students are most likely to categorize information received on social platforms based on who shared it, be it peers or lecturers and that will determine the extent to which it is deemed valuable by the reader.
- **Evaluation is now social:** The importance of information available on social media is rated on the value it will have on people in your network. A student will perceive information as valuable if it is also considered by his/her friends as valuable too.
- **Information is now open:** Users within most participatory environments or groups on social media are both authors and also publishers who are keen to see people read and learn from their content. The increase in authors make information readily available to readers online and for free. Authors take advantage of social media sites as people can easily share information therefore their recognition can be realized within a short time.

2.1.1 Benefits of social media in education

In the literature, many researchers (Afendi et al., 2017; Chawinga, 2017; Sreeja & Jithin, 2015) have outlined the numerous benefits that both students and educational institutions can benefit from by using social media as an educational tool.

- **Educational tool:** In this digital age, students get to university when they already know how to use social networking technologies. For this reason, lecturers in higher educational institutions can take advantage of this by encouraging discussions outside the classroom on social network forums such as Facebook groups allowing the learning process to continue even after the normal learning hours (Chawinga, 2017).
- **Enhance student engagement:** Social media is a good platform for students to freely express their selves without the fear of being judged or being shy in the classroom. Social platforms like Facebook, YouTube, Twitter and other popular social network sites can be a good starting point that promotes interaction and conversations outside the classroom (Blaschke, 2018).
- **Improve communication among students and teachers:** Lecturers can make use of social media as a communication channel between lecturer and student. Lecturers can respond to student questions on Facebook groups, all group members can debate on a particular topic, lecturers can send lecture notes as files in groups, peers can also share links of information sources related to discussion topics. Furthermore, lecturers can make use of features on social media to schedule virtual lectures, schedule a meeting or post an announcement as well as upcoming events hence both student and lecturer are kept up to date with upcoming events (Afendi et al., 2017).
- **Preparing students for successful employment:** Social network sites can be a good starting point for students looking for employment soon after graduation. Social media platforms like LinkedIn are useful in creating professional connections and meeting people in the current field of study who can be of help when looking for employment. Such platforms enable students to connect with companies and aid in the job search process. Companies are also using social media platforms to advertise open vacancies and this can be helpful to graduates who are looking for employment.

2.2 Types of Social Media Used in Education

The use of social media in education enables both lecturers and students to engage and communicate in various interesting ways as they share information and resources over the internet (Mathius, 2012). A number of social media websites have gained momentum over the past years allowing people to meet virtually and exchange information as they learn on social media. The following social media sites can be used in education to improve the overall educational system as explained in detail below:

LinkedIn: This social media platform is helpful for those seeking employment and networking with people in their career field. Graduating students can take advantage of this career oriented platform which provides many effective tools for job hunting and advice related to the targeted job industry (Sreeja & Jithin, 2015). This social network site is purely intended for professionals who are building their CV online and willing to share their career journeys with others. This could be a great starting point for students to network with people in their field of study as they prepare to finish their educational studies.

YouTube: Dunn (2014) explained the benefits of using YouTube as a social media platform in education. The researcher pointed out that students will be more engaged as a result of visually-stimulating videos and it makes them retain more information compared to text. In addition, this social media platform allows students to upload and share educational videos, comment on each other's videos hence opening a platform for discussions, videos can be used as a supplement for lessons and lecturers will have free educational resources available online which they can access at any time.

Facebook: In the literature many researchers (Blaschke, 2018; Mathius, 2012; Zaidieh, 2014) have described the numerous benefits that both lecturers and students can benefit from by adopting social media in education. Facebook groups can be used to share resources, useful links and discuss topics under study. According to a study conducted by Bicen and Cavus (2011) on social network site usage among undergraduate students showed that most of the undergraduate students spend a higher percentage of their time on Facebook allowing the learning process to continue even after class hours. Students can also participate in educational forum groups where they get to interact at other students and learn as a group. Furthermore, lecturers can schedule meetings and seminars easily and track the number of students who are interested in attending easily hence helping in the planning process.

Twitter: According to study conducted by Moran et al. (2016), twitter can be used in several ways in education. Lecturers and students can quickly tweet details of an assignment including the due date and every student gets an instant tweet as a notification which they can further reply or share. Students can network through the use of hashtags and convey important short messages as the text is limited to 140 characters. Both lecturers and students can stay up to date with current information related to their field of study by subscribing to relevant hashtags.

Wikis: A wiki is defined as a software that is used in creating interlinked web pages (Liu, 2014). In addition, information can easily be shared by building a database of knowledge allowing collaborative sharing of resources as users with rights can easily add information to the wiki. Both students and lecturers can benefit from up-to-date information readily available in wikis.

Skype: This social media platform can be used for conducting conferences among students or lecturers as a group when both parties are spaced geographically therefore allowing them to do a video conference and share ideas. Skype is a cheap communicating platform that can also be used to discuss as a group in text as well as over a voice call as it supports group calls. Ideas and resources can easily be used. Graduate students can also make use of this social platform when they have virtual interviews with potential employers when applying in other countries.

2.3 Previous Research Findings

The use of social media in education has expanded creating more potential for pedagogic student-centered learning approach which encourages the bottom up approach of sharing knowledge contrary to the top bottom lecturer approach (Anders, 2015). A study conducted by Zaidieh (2014) using the TAM model to find out acceptance of social media in higher education in Egypt reported that 59% of lecturers agreed that social media had a positive effect on student's academic performance when it was incorporated into the learning system. However, 56% of faculty members on the contrary considered social media as a distracting technology and must only be used as a social platform and not an educational learning tool.

Chawinga (2017) conducted a study at the University of Jyväskylä in Finland to find out students' views on what they considered important when adopting social media in education with the help of helping lecturers on what they must consider when creating social media based activities. A questionnaire based on the TAM and UTAUT model was distributed to 71 Information Systems students which comprised of 20 females and 51 males. Results shown

that students who are experienced in using social media platforms are keen on adopting the technology in education. In addition results also showed that infrastructure is an important feature that must be considered by educational institutions before adopting this technology because when infrastructure does not meet user requirements it limits its use. Furthermore, results showed that social media should be promoted as a learning tool at the same time ensuring proper use of infrastructure. Lastly, results also showed that ease of use and social influence play an important role in acceptance of social media in education.

There are other researchers (Afendi et al., 2017; Blaschke, 2018; Siakas & Georgiadou, 2015) who strongly feel that caution must be exercised when incorporating technology into teaching so that expectations of students who have digital knowledge are fulfilled. Mathias (2012) argued that the ubiquity portrayed by these social media platforms make them difficult to be employed in teaching and learning. On the other side, Blaschke (2018) also argued that it is important to note that the use of social media in education among students is impractical as their use for such social platforms cannot be predicted whether they will be using social media for educational purposes or for social purposes as lecturers can monitor due to privacy restrictions on these social platforms. On the contrary, Sreeja and Jithin (2015) also explained that students who are not keen on using social media in education are mainly concerned with privacy issues and identity management as they feel their privacy space can be affected in social media sites were they are required to be friends with their lecturers implying that their lecturers get to see what they post. In addition, the researchers pointed out that the fact that students are digital natives and know how to use social media well it does not mean that the technology should be integrated into the educational learning system.

Afendi et al. (2017) conducted an online survey on surveymonkey.com among 6358 students learning at higher educational institutions in Malaysia. The aim of the research was to find out student' acceptance of social media in education. Results have shown that students are currently using social media for informal learning when they communicate with peers and arrange meetings, however, students also noted that they prefer to contact their peers on social media than their lecturers. The results have also shown that students are willing to use social media for informal learning only when they share information with their peers and they feel social media should not be integrated into the entire learning process

2.4 Negative Implications of Social Media

- **Lack of privacy:** In the literature, many researchers, (Blaschke, 2018**;** Mathius, 2012; Sreeja & Jithin, 2015) have pointed out that privacy issues are a major concern among students when it comes to incorporating social media in education. When lecturers send a friend request to students on social media sites like Facebook students may feel compelled to accept the request and by so doing they feel their privacy is invaded as lecturers will have access to their posts and the content they share and for this reason most students are not in support of using this technology as an educational learning tool or platform Blaschke, 2018).

- **Distraction of the social fabric:** Before the emergence of social media people in the previous generation lived a harmonious life that was so fulfilling and they had physical connections with peers and nature which ended due to the invasion of social media (Sreeja & Jithin, 2015). Social media has caused people to invest most of their times and resources in these social platforms that are after profit making resulting in people going to the extreme of even faking relationships (Mathias, 2012). Sreeja and Jithin (2015) also pointed out that in India and other developing countries there has been an increase in incidents of suicide due to ill minded people playing tricks with them particularly young women when their social media images are used for the promotion of sexual and other explicit stuff online. Furthermore the researchers added that social media is portraying a false picture of the real world.

- **Social media can be a distraction:** Lecturers who are against the use of social media in education emphasize that social media is distracting to students in the classroom especially social sites like Facebook and twitter can divert a student's attention and social feeds on social media platforms are also another cause of distraction and for this reason they strongly feel social media should not be integrated into the learning system (Mathias, 2012). In addition the researcher pointed out that students might end up missing lectures as they won't value them since resources will be online on social platforms.

- **Cyberbullying:** Anders (2015) stressed that although social media may be beneficial in the learning process, it may also act as a threat to users when used as a harmful tool at schools when students bully each by sending threatening messages to peers on social

platforms. It is therefore crucial for lecturers to be aware of such issues and how best such issues can be handled.

- **Discouraging face-to-face communication:** Afendi et al. (2017) pointed out that although social media platforms encourage students to air their views and participate with fear of being judged it is also important to understand that learners miss valuable lessons in real life that can only be found in face to face interactions. For this reason since social media learning does not involve face to face interactions and the use of gestures, students may be at a disadvantage when they are admitted at educational institutions or when they are looking for employment and they are required to make use of gestures and body language in delivering a message.

2.5 Summary of Research

The literature has shown tremendous changes which have been bought about by the usage of social media at various educational institutions across the world. It is now clear that this technology has the potential of transforming the entire educational system from the way key stakeholders interact to the way resources are shared. Literature has shown numerous benefits of adopting to this technology that ranges permitting discussions outside the classroom on social network forums such as Facebook groups allowing the learning process to continue even after the normal learning hours. In addition, social media is a good platform for students to freely express their selves without the fear of being judged or being shy in the classroom. Furthermore, social media platforms like LinkedIn are useful in creating professional connections and meeting people in the current field of study who can be of help when looking for employment.

However, on the contrary, researchers have outlined the negative implications of adopting social media technology in higher education which include lack of privacy, distraction of the social fabric, social media can act as a distraction, Cyber-bulling and it also discourages face to face communication which leads to distraction of the social fabric and for these reasons these are some of the factors that have been noted in institutions lagging behind when it comes to adoption of this technology. To remedy such fears, researchers have encouraged educating users on the benefits of this technology prior to adoption and emphasizing the risks associated with the move and actions which can be put in place to protect users when learning online.

CHAPTER 3
THEORETICAL FRAMEWORK

This chapter provides further insight on social media with reference to the research model used in the study and other related theories on social media. Elements of the research model are broken down and explained in detail as well theories that are useful in understanding acceptance and adoption of social media in education.

3.1 Social Constructivist Theory

In order to fully understand the benefits that come from using social media in education, it is important for students, lecturers as well as educational institutions to understand learning theories (Andreas and Kaplan, 2016). Greenhow and Lewin (2016) explains the importance of understanding the social constructivist theory as it explains how social contacts are important in learning. In the past the terms, social constructivism and constructivism have been used interchangeably by researchers to mean the same thing, however, constructivism is a theory that proposes that an individual is responsible for mentally constructing a world of experience that comes from cognitive processes whereas, social constructivism has a social focus rather than an individual focus (Selwyn & Stirling, 2016). Ucid (2016) explained the underlying assumptions of the theory as follows:

- The learning environment chosen must emphasize knowledge construction instead of knowledge re-creation.
- The learning environment must encourage thoughtful reflection on experience for the students and lecturers for them to monitor progress.
- Authentic tasks must be carried out in a meaningful context as opposed to abstract instructions.
- Constructivist learning platforms enable students to experience real-world scenarios.
- Collaborative learning environments are encouraged and supported as peers share knowledge using various platforms available.

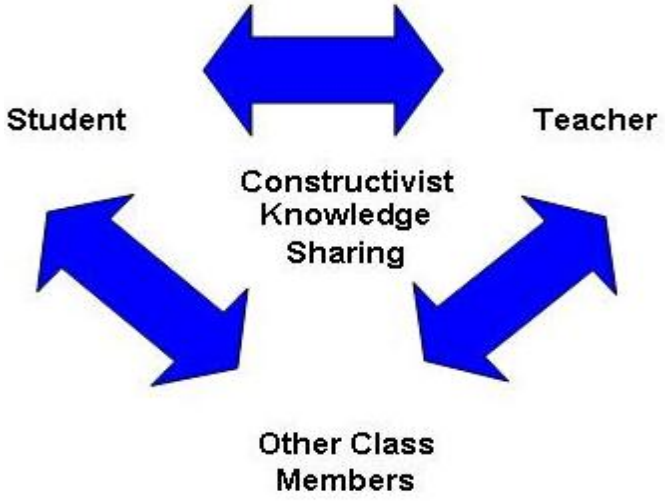

Figure 3.1: Social constructivist theory (Draper, 2014)

3.2 Social Cognitive Theory (SCT)

Carmona (2014) pointed out that the basis of understanding how social media usage is linked with personal factors, behaviors and the environment at large is based on understanding the Social Cognitive Theory (SCT). In addition, the researcher pointed out that the application of SCT to social media will result in new thinking or modified sense of self. The results obtained from the use of this theory will enable lecturers and students to change their way of thinking and by so doing they will start to use social media in different ways which are more effective and efficient.

The theory lies on the assumption that people learn through observation as they see what others are doing and this will eventually change their views on a new technology (Bandura, 1989). In addition, the environment in which one grew up in also contributes to one's behavior. Furthermore, by observing the behavior of others, a person's way of thinking is changed. The core concepts and principles underlying this theory are explained in detail by the developer, Bandura (1989) and also shown on Figure 3.2 below:

- ***Personal:*** This refers to the student's self-efficacy towards behavior. For one to fully realize what they have within it is important for the lecturers to help students believe in their abilities for them to complete a behavior.

- ***Behavioral:*** The response or feedback that a student gets after performing a behavior. It is important for the lecturers to compliment students after performing a behavior correctly.

- ***Environmental:*** The surroundings that influence ones behavior either in a positive or negative way. It is crucial for lecturers to make the environment conducive for students to fully use social media.

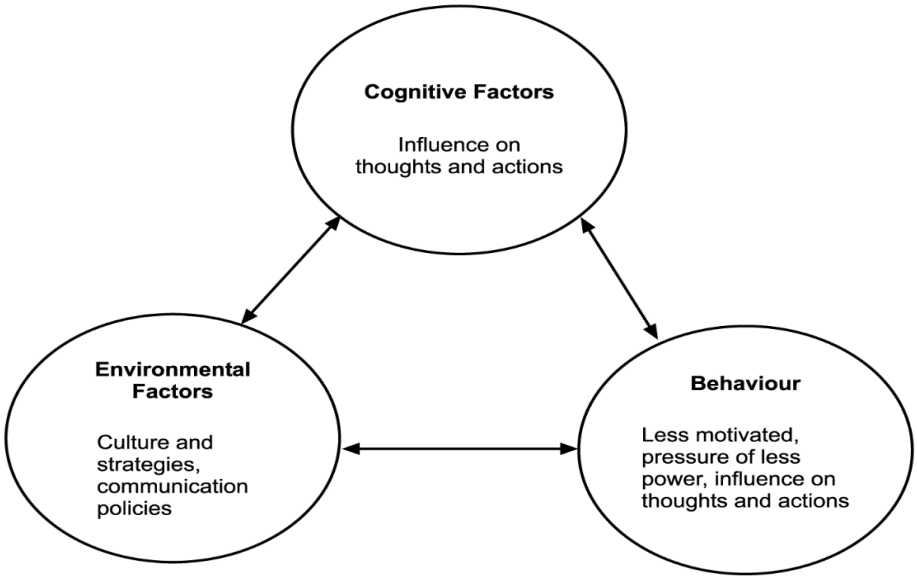

Figure 3.2: Social cognitive theory (Bandura, 1989)

3.3 Expectation Discomfort Theory (EDT)

Andreas and Kaplan (2016) describes the Expectation Discomfort Theory (EDT) as a theory that helps individuals to be exposed to information relating to a certain social media platform which eventually improves their beliefs about a certain technology.

The theory is based on the assumption that expectations plus perceived performance results in post purchase satisfaction. In addition, expectations are based on either positive or negative discomfirmation. If a social media platform outperforms an individual's expectations (positive disconfirmation) that individual is most likely to use that social media platform (Spreng et al, 1996. On the contrary if the expectations are not met then the user will not be willing to use the social media platform resulting in negative disconfirmation. The model is centered upon four main constructs namely; expectations, performance, disconfirmation and satisfaction as depicted in Figure 3.3 below:

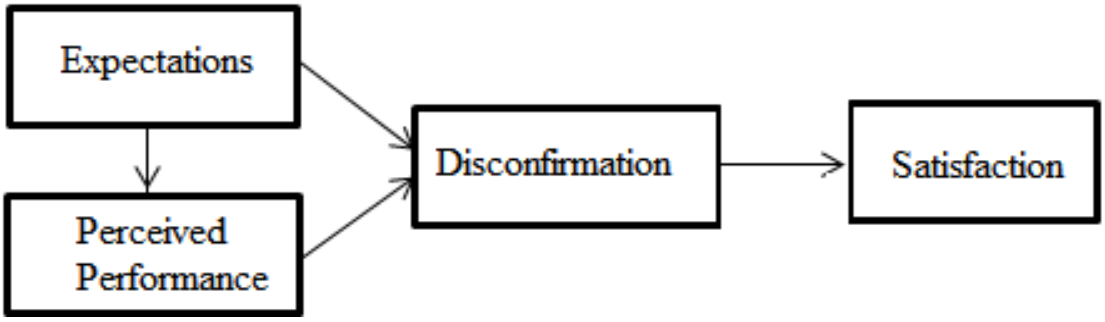

Figure 3.3: Expectation discomfort theory (Spreng et al., 1996)

3.4 Channel Expansion Theory (CET)

According to Hew (2017), this theory is a communication media selection and use theory that is aimed at helping students and lecturers understand the communication style that is used in social media. In the literature, Moran et al. (2016) applied the CET and EDT theory to a sample group of 220 people who were working and results showed that increased social media use led to greater task oriented goals and better relationships between workmates. The theory is based on the assumption that, in order for one to understand a user's perceptions towards social media usage, there is need to first understand one's knowledge and previous experiences related to the use of a similar technology or system (Carlson & Zmud, 1999). Furthermore the researchers who developed the theory (Carlson & Zmud, 1999) identified four key experiences that shape or determine a user's perceptions of social media as experience with the channel, organizational experience, experience with the message topic and finally experience with peers or communication partner. The key experiences mentioned above are also depicted in Figure 3.4 below:

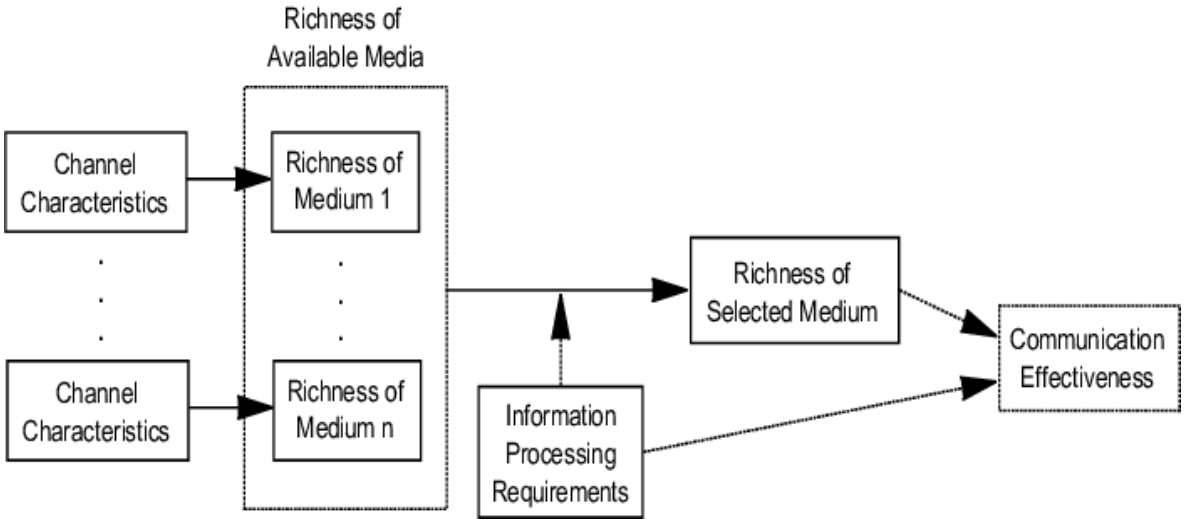

Figure 3.4: Channel expansion theory (Carlson & Zmud, 1999)

3.5 Technology Acceptance Model (TAM)

The TAM model is centered on the assumption that an individual's intention to use technology is influenced by two main factors, perceived usefulness and perceived ease of use. The model was first developed by Davis (1989) and has been modified over the years by many researchers. This model has been used widely in the literature by many researchers due to its simplicity. Davis et al. (1992) modified the model and included another dimension namely perceived enjoyment. Figure 3.5 below depicts the model and the main dimensions in the model are explained below:

- ***Perceived Usefulness:*** The extent to which one believes that by using a particular system his or her job performance will increase.

- ***Perceived Ease of Use:*** The extent to which a user expects the new system to be free of effort or easy to use.

- ***Perceived Enjoyment:*** This refers to an intrinsic feeling that one gets by using a particular system and the joy that comes through use.

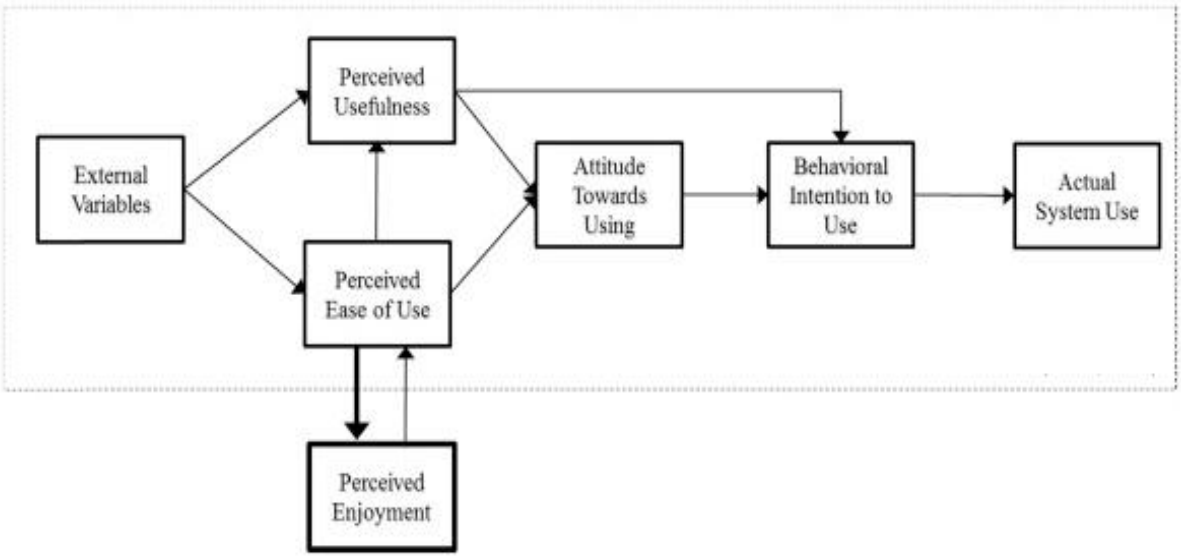

Figure 3.5: An extension of the TAM model (Davis et al., 1992)

3.6 Unified Theory of Acceptance and Use of Technology (UTAUT)

This framework was developed by Venkatesh et al. (2003) and it hold the assumption that a person's behavior and acceptance of technology is influenced by different factors namely; Performance expectancy, Effort Expectancy, Social influence and facilitating conditions. As shown on Figure 3.6 below, the model is moderated by age, gender, experience and voluntariness of use. The researchers found out that the UTAUT model is greater by 70% in explaining behavioral intention in using technology compared to other technological models such as TAM and TPB. The model has been applied in various settings including acceptance and adoption of mobile technology as well as mobile location services (Nguyen, 2015). The terms used in the model are explained in detail below:

- ***Performance expectancy:*** The extent to which one believes that by using a particular system their overall job performance will be enhanced.
- ***Effort expectancy:*** The extent to which a system is considered easy to use by the user.
- ***Social influence:*** The extent to which one considers the views of others as important when deciding which system to use.
- ***Facilitating conditions:*** The extent to which one believes that the organization or institution is there in aiding the use of the system.

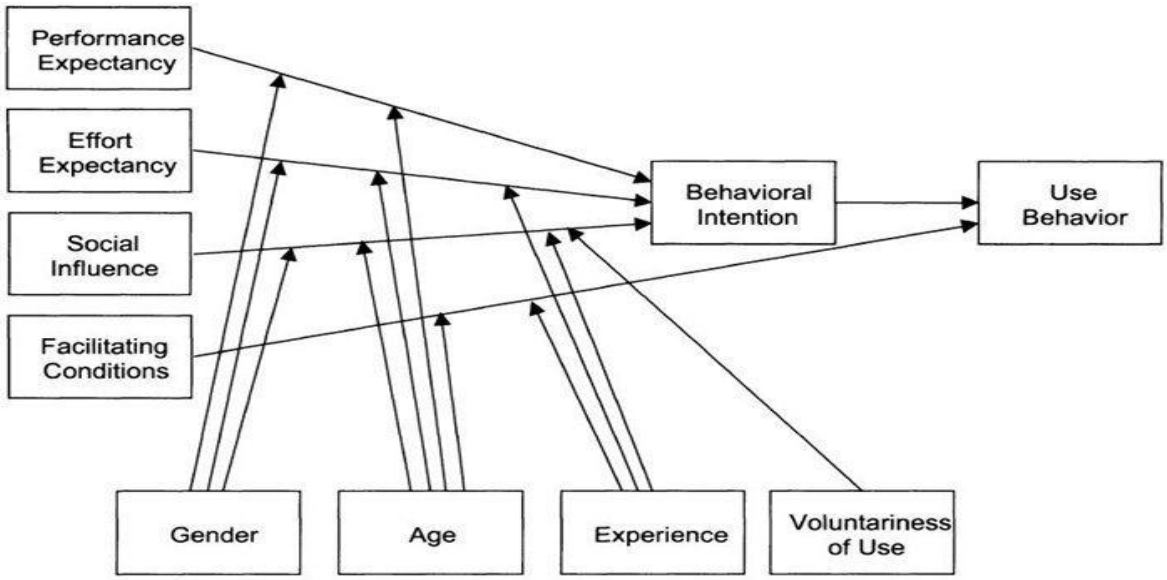

Figure 3.6: Unified theory of acceptance and use of technology (Venkatesh et al., 2003)

3.7 Summary of Thesis Research Model

The research model used in this study is an amalgamation of different research models that were modified to suit the research and get a better view of acceptance of social media in education. Four Dimensions (Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and Intention to Use) were adopted from the Technology Acceptance Model by Davis et al. (1992) who modified the original TAM model by Davis (1989) and added Perceived Enjoyment. The TAM model is centered on the assumption that an individual's intention to use technology is influenced by two main factors, perceived usefulness and perceived ease of use. In addition, social Influence dimension was adopted from the Unified Technology of Acceptance and Use of Technology (UTAUT) model by Venkatesh et al. (2003). The UTAUT model holds the assumption that a person's behavior and acceptance of technology is influenced by different factors namely; Performance expectancy, Effort Expectancy, Social influence and facilitating conditions. However in this study, we only took social influence. The other three dimensions (Social media use, User Satisfaction and Techno. Self-Efficacy) were added by the researcher in order to fully understand social media acceptance.

CHAPTER 4

RESEARCH METHODOLOGY

This chapter introduces the research model to the readers and depicts the relationship that exists between the different dimensions of the model. It also explains the demographic data of research participants, the data collection tools, research procedure and reliability test results.

4.1 Research Model

Figure 4.1 below shows the research model that was used for the study. The research model was modified based on different constructs that were taken from different research models and merged to suit the research. Four Dimensions (Perceived Usefulness, Perceived Ease of Use, Perceived Enjoyment and Intention to Use) were adopted from the Technology Acceptance Model by Davis et al. (1992) who modified the original TAM model by Davis (1989) and added Perceived Enjoyment. In addition, social Influence dimension was adopted from the Unified Technology of Acceptance and Use of Technology (UTAUT) model by Venkatesh et al. (2003) and the other three dimensions (Social media use, User Satisfaction and Techno. Self-Efficacy) were added by the researcher in order to fully understand social media acceptance.

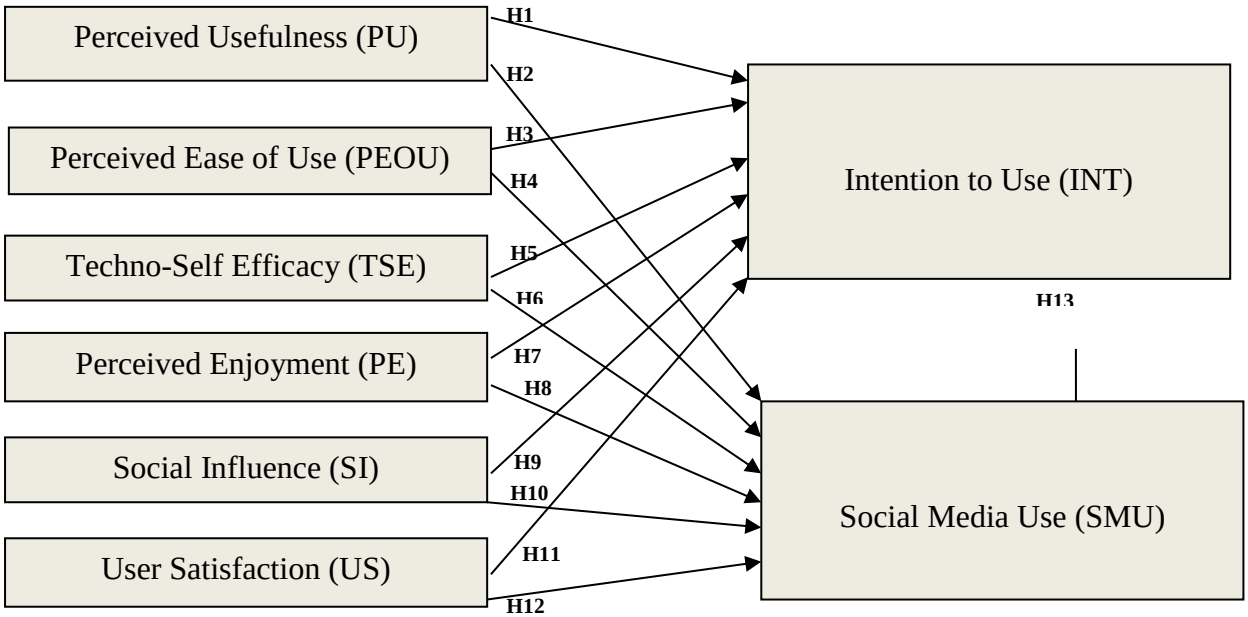

Figure 4.1: Research model for the study

4.2 Research Participants

This study involved the collection of data among students enrolled at four universities in North Cyprus namely; Near East University, Cyprus International University, Girne American University and Eastern Mediterranean University. The selection of the university site was based on the increased population of STEM students in the selected schools to increase the pool of random sampling. Students who participated in the study were both from a technical background STEM (Sciences, Technology, Engineering and Mathematics) and also non-technical and this department was named other in this study. In order to select the participants, the researcher used convenience sampling method. In order to determine the sample size, the researcher considered a ratio of at least 10 participants for each single question listed on the questionnaire and a total of 10 people for each construct which was represented in the research model.

A total of 800 questionnaires were distributed, on collection 35 went missing and the returned questionnaires were 765. Upon entering the data in SPSS, the researcher discovered that 42 of the returned questionnaires had some unanswered questions meaning they had to be excluded in data analysis and therefore were not entered in SPSS. The remaining 723 questionnaires were valid and were entered into SPSS for further analysis.

4.2.1 Demographic data of research participants

Table 4.1 shows the demographic data of the participants who took part in the study, a total of 723 students participated in the study and this comprised of 381 males (52.7%) and 342 females (47.3%). The highest age group had 298 students and this was the age group 17-22 years, followed by the 23-27 years which had 242 students and lastly the 28 years and above which had 183 students. The majority of the students were undergraduates constituting 383 participants of the total population (53%), masters' students with 268 participants (37.1%) and lastly 72 PhD students (10%). The STEM department had 247 participants whereas students that came from other departments were 476.

Furthermore, participants were asked to inform us if they have used social media before, the results show that the majority of students 403 (5507%) always use social media and 41 students (5.7%) have never used social media. In addition, a multiple response question was asked to the participants to fully understand the social media platforms they use, results have shown that Facebook, WhatsApp, YouTube, Instagram, Twitter, Research Gate, Google+, LinkedIn and Other are the commonly used social network sites respectively.

It is clear that the majority of the participants use social media more than once a day represented by 244 students (33.7%), 223 students use social media once a day (30.8%), 127 students (17.6%) use social media once a week and 98 students once a month (13.6%). Furthermore, the majority of the students spend a lot of time using social media for learning purposes and students are willing to use social media in learning more than once a day.

Table 4.1: Demographic data of research participants

Demographic Variable		Number	Percentage (%)
Gender	Male	381	52.7
	Female	342	47.3
	Total	723	100.0
Age group	17-22	298	41.2
	23-27	242	33.5
	28+	183	25.3
	Total	723	100.0
Level of Study	Undergraduate	383	53.0
	Masters	268	37.1
	PhD	72	10.0
	Total	723	100.0
Department	STEM	247	34.2
	Other	476	65.8
	Total	723	100.0

Table 4.2 : Demographic data of research participants continued

Demographic Variable		Number	Percentage (%)
Social Media Use	Never used	41	5.7
	Rarely use	84	11.6
	Occasionally use	66	9.1
	Frequently use	129	17.8
	Always use	403	55.7
	Total	723	100.0
Social media students are familiar with	Facebook	566	78.3
	Instagram	345	47.7
	Twitter	290	40.1
	LinkedIn	183	25.3
	Research Gate	229	31.7
	YouTube	410	56.7
	Google+	213	29.5
	WhatsApp	504	69.7
	Other	149	20.6
Frequency of using social media	Never	31	4.3
	Once a month	98	13.6
	Once a week	127	17.6
	Once a day	223	30.8
	More than once a day	244	33.7
	Total	723	100.0
Time spent using social media for learning	Never	45	6.2
	Once a month	89	12.3
	Once a week	118	16.3
	Once a day	195	27.0
	More than once a day	276	38.2
	Total	723	100.0
	Never	47	6.5
	Once a month	107	14.8

Time preferred to use social media for learning	Once a week	122	16.9
	Once a day	162	22.4
	More than once a day	285	39.4
	Total	723	100.0

4.3 Data Collection Tool

The tool used to obtain data from participants in this study was a paper based questionnaire with 9 dimensions namely, Demographic data, Techno Self-efficacy (TSE), Perceived usefulness, Perceived ease of use, Intention to Use, Social influence (SI), User Satisfaction, Perceived Enjoyment and Social Media Use. The questionnaire had a total of 38 questions and all questions were mandatory. Apart from demographic data, the other dimensions were based on a 5-likert scale ranging from strongly agree to strongly disagree.

4.3.1 Reliability tests of questionnaire dimensions

Cronbach alpha test was conducted to check the reliability and consistency of questionnaire dimensions using SPSS. This test is conducted to measure the consistency of scales on a given concept or dimension. Table 4.2 below shows the reliability test results of questionnaire dimensions. According to a study conducted by Sekaran (2000), the researcher explained that a reliability coefficient of less than 0.60 is unacceptable. The highest reliability was in user satisfaction dimension (.776), perceived ease of use (.776), perceived usefulness (.773), social influence (.754), social media use (.728), techno self-efficacy (.687), perceived enjoyment (.684) and intention to use respectively (.664). The total reliability for the whole questionnaire is .861 which is favorable.

Table 4.3: Questionnaire constructs and reliability tests

Constructs:	**Number of Items**	**Cronbach Alpha**
Techno Self-efficacy (TSE)	3	.687
Perceived usefulness	3	.773
Intention to Use	6	.664
Social influence (SI),	4	.754
User Satisfaction	3	.794
Perceived Enjoyment	4	.684
Perceived Ease of Use	3	.776
Social Media Use	3	.728
TOTAL	29	.861

4.4 Data Analysis

A total of 800 questionnaires were distributed, on collection 35 went missing and the returned questionnaires were 765. Upon entering the data in SPSS, the researcher discovered that 42 of the returned questionnaires had some unanswered questions meaning they had to be excluded in data analysis and therefore were not entered in SPSS. The remaining 723 questionnaires were valid and were entered into SPSS for further analysis. The following analysis methods will be used to test the hypothesis and answer the research questions.

- Descriptive analysis
- Pearson Correlation

4.5 Research Procedure

The steps explained below were used by the researcher to carry out the research of the thesis;

I. The researcher did a literature review on social media acceptance in higher education in order to gain an overview of what has already been researched and identify any gaps that may be missing.
II. A questionnaire was drafted and distributed randomly to 30 students to obtain feedback.
III. Feedback from sample participants was used to assess reliability as well as correct the questionnaire.

IV. Once the final version of the questionnaire had been drafted the researcher applied for permission to conduct the study to the university research and ethical board.

V. Upon approval from the university ethics committee, the researcher started distributing questionnaires at the stipulated universities in North Cyprus to the STEM students for proper analysis of the result.

VI. The questionnaires were collected and the data entered into SPSS for further analysis.

VII. Data obtained was analyzed using SPSS as well as the best possible methods in this case descriptive statistics and Pearson Correlation.

VIII. Results were recorded and the study concluded

IX. Table 4.3 below shows the timeframe for each task recorded on the research schedule and Figure 4.2 shows the Gantt chart of the study.

Table 4.4: Thesis research schedule

TASK	DURATION (WEEKS)
Identifying a topic and reviewing literature	This was an on-going process throughout the study
Writing the research proposal	5 weeks
Drafting the questionnaire	2 weeks
Collecting data	12 weeks
Entering data into SPSS	4 weeks
Analyzing data	3 weeks
Concluding the last chapters of the thesis	2 weeks
Thesis review by supervisor	2 weeks (on-going process during thesis writing)
Corrections and final submission	3 weeks
Total	33 weeks

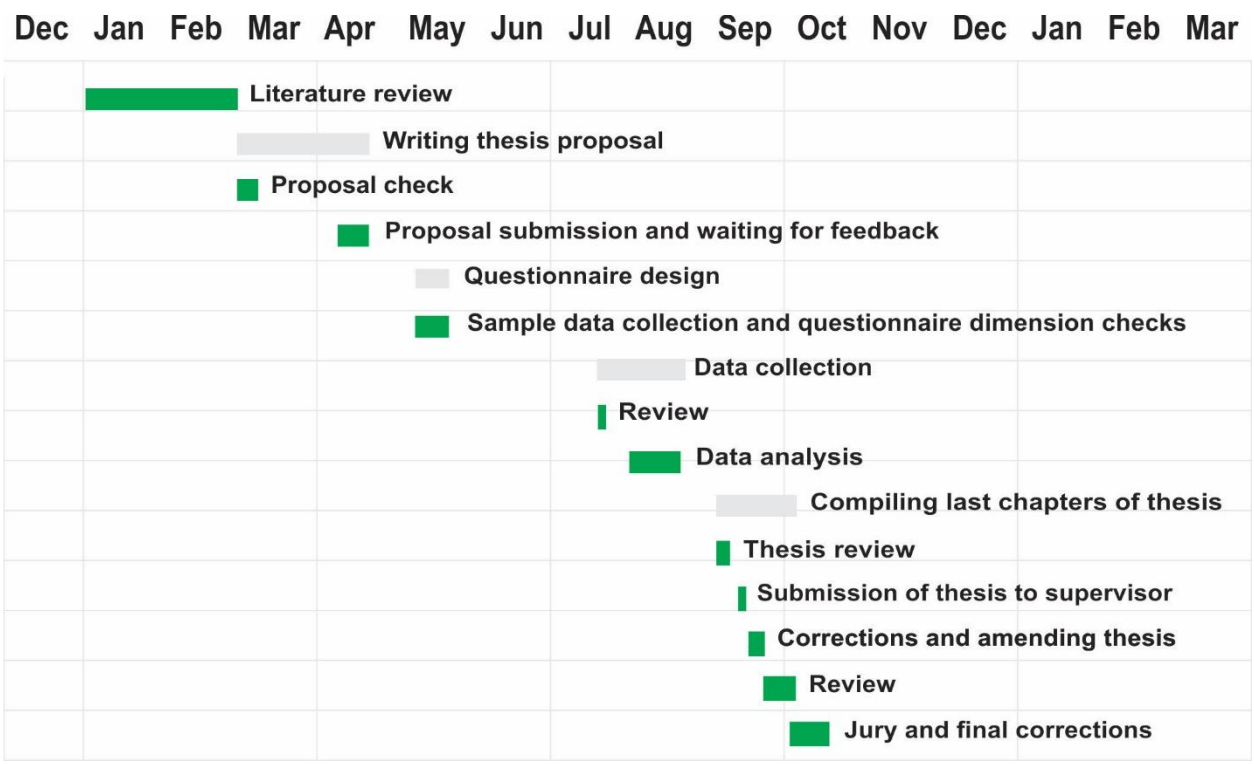

Figure 4.2: Gantt chart for the study

CHAPTER 5

RESULTS AND DISCUSSIONS

This chapter reveals the findings that the researcher obtained after analyzing the data. The results are well stated and similar results or contrary findings in the literature are also stated and deviations are explained in detail with the researcher pointing out the reasons why he feels the results are different from that found by other researchers.

5.1 Factors Affecting Acceptance of Social Media in Education

What are the factors affecting acceptance of social media in learning among university students?

Results tabulated in Table 5.1 below show the mean and mode of the different factors that affect acceptance or adoption of social media in higher education. From the results it is clear that social media use (M=3.5; SD=0.99) is the main factor which affect adoption of social media in education, students are keen to understand how the platforms will be used first before they show their interest in adopting the technology. A mode of 4 imply that the majority of the students agree that social media use affect adoption of this technology in higher education. The second factor from our results is Perceived Usefulness (M=3.22; SD=1.07), most students were neutral regarding this factor. The third rated factor affecting acceptance of social media was Techno-Self Efficacy (M=3.18; SD=1.04) implying that students do not fear new technology, they are keen to try it out even on their own. The forth rated factor was Perceived Ease of Use (M=3.16; SD= 1.05) if students feel that using social media will be easy they are willing to adopt social media in higher education.

The fifth rated factor was Perceived Enjoyment (M=2.96; SD=0.93) implying that if students perceive that they will enjoy using social media they are willing to adopt it. The sixth rated factor was intention to use (M=2.89; SD=0.77) meaning if students understand the intention behind using social media in education they are willing to accept the technology. The seventh rated factor was Social Influence (M=2.88; SD=0.98) responses ranged from neutral to disagree when asked if close associated have an influence in students' desire to use social media in education. The last rated factor was User Satisfaction (M=2.88; SD=1.05), most students disagreed that user satisfaction affects acceptance implying that students may use technology for the sake of education only not necessarily that they enjoy using the technology. A number of researchers (Andreas & Kaplan, 2016; Liu, 2017; Mazman & Usluel, 2018) have outlined a number of factors and reasons why such factors are hindering acceptance and adoption of social media in education. The researchers indicated that social influence play a

critical role in acceptance, people tend to be influenced by their inner circles, if their friends and families are already using social media and also feel that social media is good they are likely to adopt the technology. In addition, researchers also mentioned that perceived enjoyment play a critical role, if students perceive that they will enjoy using social media compared to the current learning methods they will be quick to adopt. Furthermore, Phillips et al. (2017) also states that perceived ease of use play a critical role in acceptance of any technology. The researcher states that technology should be easy to use, the complex it gets the difficult it becomes for users to adopt to the new technology.

Table 5.1: Factors affecting acceptance of social media in education

Factors		TSE	PU	PEOU	INT	SI	US	PE	SMU
N	Valid	723	723	723	723	723	723	723	723
	Missing	0	0	0	0	0	0	0	0
M		3.18	3.22	3.16	2.89	2.88	2.82	2.96	3.50
SD		1.04	1.07	1.05	0.77	0.97	1.05	0.93	0.99

5.2 The Relationship between Perceived Usefulness (PU) and Intention to Use (INT)

H1: To what extent is Perceived Usefulness (PU) related to Intention to Use (INT) when it comes to social media acceptance among students?

To establish the nature of the relationship existing between the two variables (Perceived Usefulness and Intention to Use), a Pearson correlation was computed and the results found are tabulated in Table 5.2 below. There was a positive weak correlation between the two mentioned variables as represented by r=.374, n=723 and p=.000. The p value is less than 0.05, therefore we accept the hypothesis and conclude that there is a weak uphill positive linear relationship between Perceived Usefulness and Intention to Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.1 depicts a scatterplot diagram showing a positive correlation between the two aforementioned variables resembled by an uphill pattern.

Similar findings were also found by Irwin et al. (2018) who conducted a study in Malawi among 6 institutions to find out factors affecting adoption of social media in education. Results showed that Perceived Usefulness was a factor that influenced students' intention to use social

media. The researcher went on to say that for successful adoption students should be aware of the benefits of the technology prior to adoption. When students perceive the benefits of using the technology they will be willing to accept it. This was also supported by Ucid (2016) who states that it is important for students to be aware of the benefits of social media in education, the researcher states that society has brought a negative picture of the technology portraying it as a social technology only therefore it is crucial for educating students to see social media beyond chatting with friends.

Table 5.2: Showing the Pearson Correlation between Perceived Usefulness and Intention to Use

		Perceived Usefulness	Intention to Use
Perceived Usefulness	Pearson Correlation	1	.374**
	Sig. (2-tailed)		.000
	N	723	723
Intention to Use	Pearson Correlation	.374**	1
	Sig. (2-tailed)	.000	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

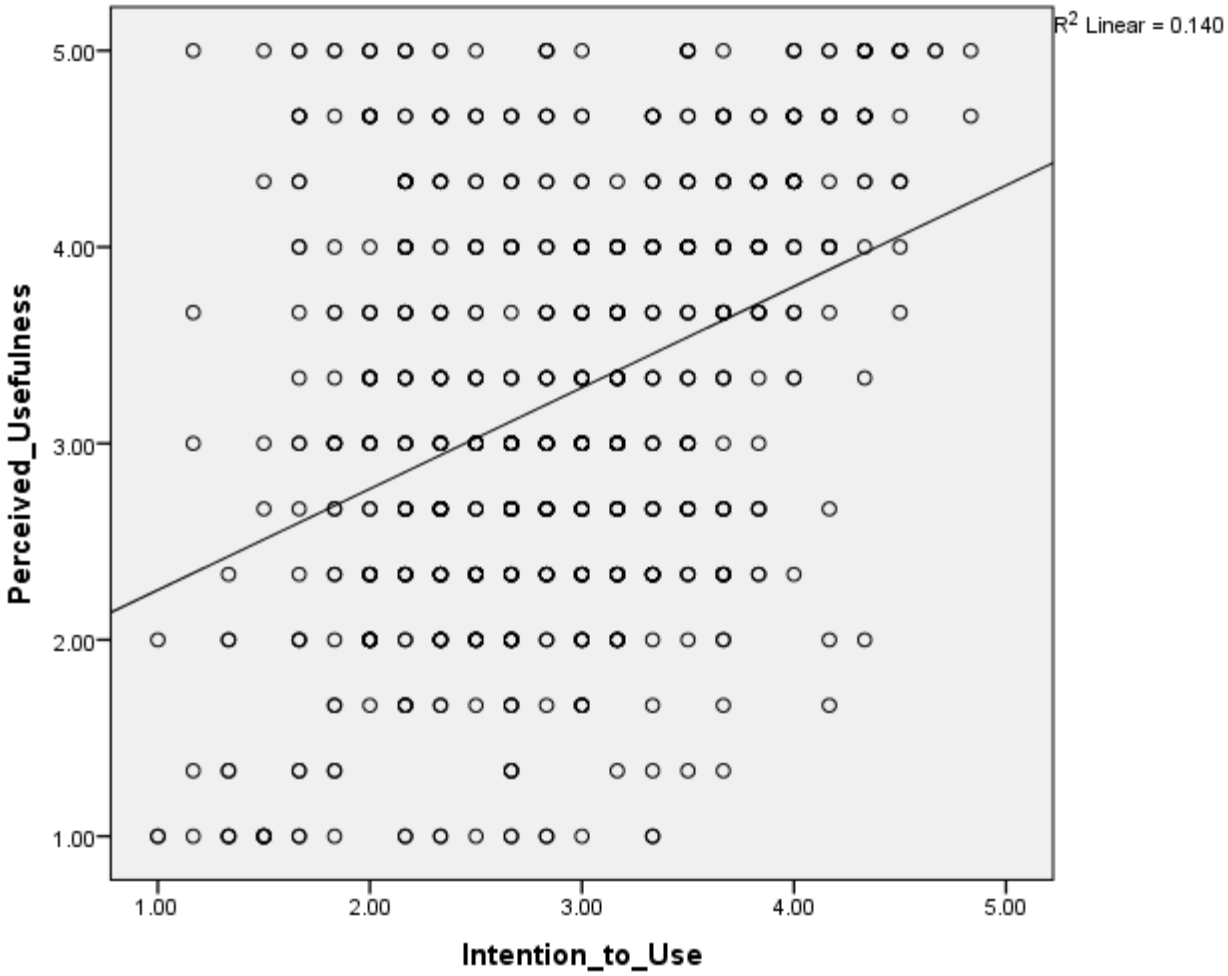

Figure 5.1: Scatter graph for relationship between Perceived Usefulness and Intention to Use

5.3 The Relationship between Perceived Usefulness (PU) and Social Media Use (SMU)

H2: To what extent is Perceived Usefulness (PU) related to Social Media Use (SMU) among university students?

To establish the nature of the relationship existing between the two variables (Perceived Usefulness and Social Media Use), a Pearson correlation was computed and the results found are tabulated in Table 5.3 below. There was a positive correlation which is very weak between the two mentioned variables as represented by r=.094, n=723 and p=.011. The p value is more than 0.05, therefore we reject the hypothesis and conclude that there is a weak relationship between Perceived Usefulness and Social Media Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.2 depicts a scatterplot diagram showing a weak positive linear relationship between the two aforementioned variables resembled by an uphill pattern.

Contrary results were found by Ractham and Firpo (2018) who conducted a study among 92 computer engineering students at Beijing University. The researchers found out that perceived usefulness was related to social media usage. The researchers explained that students perceived and understood the importance of social media in their studies apart from social chatting and for this reason they were willing to adopt to the technology. These variations in results could also be attributed to two factors, these students already know how to use technology as they are studying computer engineering and also social media learning had been introduced the previous two months at the university. For this reason students would be expected to be fully aware of the benefits of such a technology as they were exposed to it. Similar findings were also found by Mazer et al. (2018) who concluded that students should be aware of the benefits from the technology first for them to be willing to adopt the technology

Table 5.3: Showing Pearson Correlation between Perceived Usefulness and Social Media Use

		Perceived Usefulness	Social Media Use
Perceived Usefulness	Pearson Correlation	1	.094**
	Sig. (2-tailed)		.011
	N	723	723
Social Media Use	Pearson Correlation	.094**	1
	Sig. (2-tailed)	.011	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

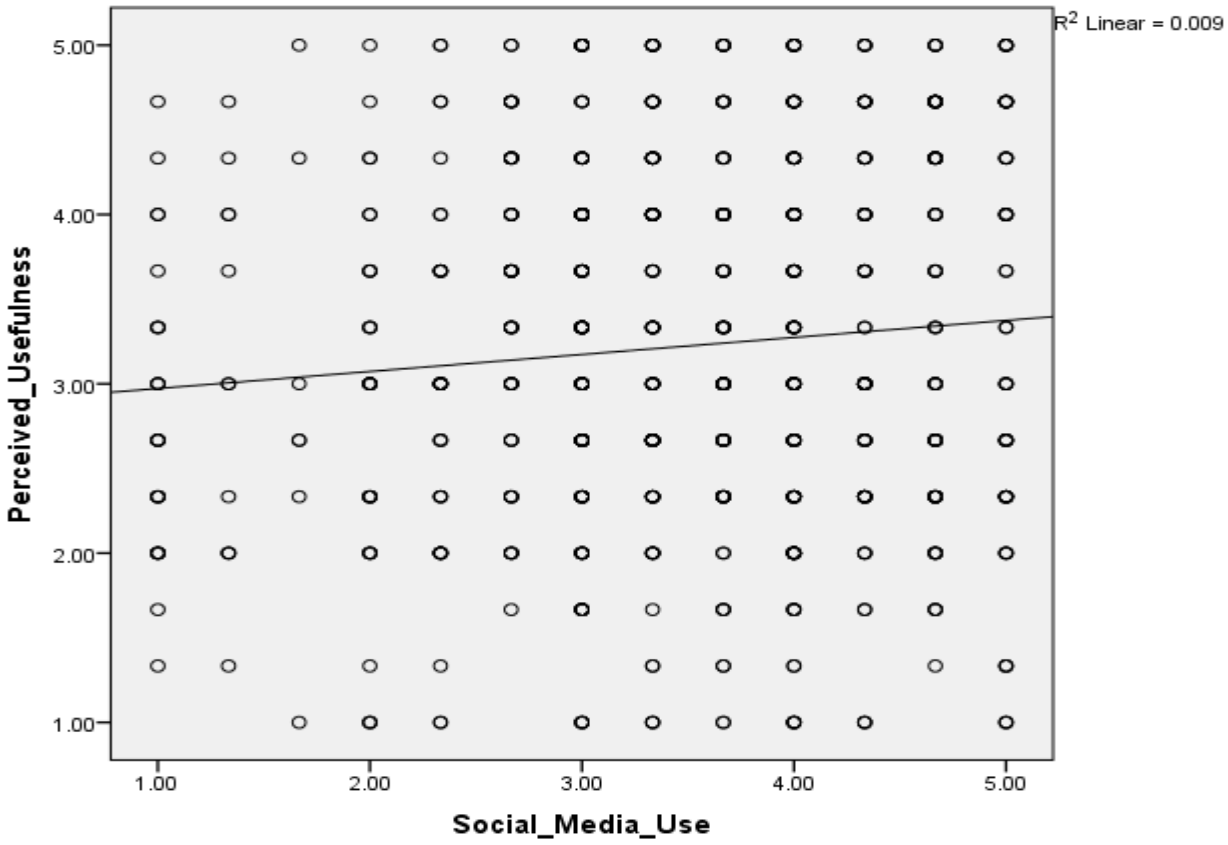

Figure 5.2: Scatter graph showing the relationship between Perceived Usefulness and Social Media Use

5.4 The Relationship between Perceived Ease of Use (PEOU) and Intention to Use (INT)

H3: To what extent is Perceived Ease of Use (PEOU) related to Intention to Use (INT) when it comes to social media acceptance among students?

To establish the nature of the relationship existing between the two variables (Perceived Ease of Use and Intention to Use), a Pearson correlation was computed and the results found are tabulated in Table 5.4 below. There was a positive weak correlation between the two mentioned variables as represented by r=.123, n=723 and p=.001. The p value is less than 0.05, therefore we accept the hypothesis and conclude that there is a positive weak relationship between Perceived Ease of Use and Intention to Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.3 depicts a scatterplot diagram showing a positive weak correlation between the two aforementioned variables resembled by an uphill pattern.

Seaman and Tinti-kane (2018) also found out that there was a positive relation between perceived ease of use and intention to use social media in Namibia among grade 12 students. The researchers interviewed 58 grade 12 students who indicated their desire to use social media in education on condition it was easy to use. This imply that apart from other factors users want technology that is easy to use, the complex it gets the difficult it becomes for users. In addition, Liu (2017) also explained that before introducing a technology to users, proper research must be done to identify key functions that are crucial to the users of that certain age and features required to simplify the current processes. Once these have been identified, the system or technology to be adopted must have these functionalities at the finger tips, easy to identify, use and re-order. The researcher emphasizes the need for a dashboard where frequently used features and links are easily accessible in a few clicks, this way users will consider such a technology easy to use.

Table 5.4: Showing the Pearson Correlation between Perceived Ease of Use and Intention to Use

		Perceived Ease of Use	Intention to Use
Perceived Ease of Use	Pearson Correlation	1	.123**
	Sig. (2-tailed)		.001
	N	723	723
Intention to Use	Pearson Correlation	.123**	1
	Sig. (2-tailed)	.001	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

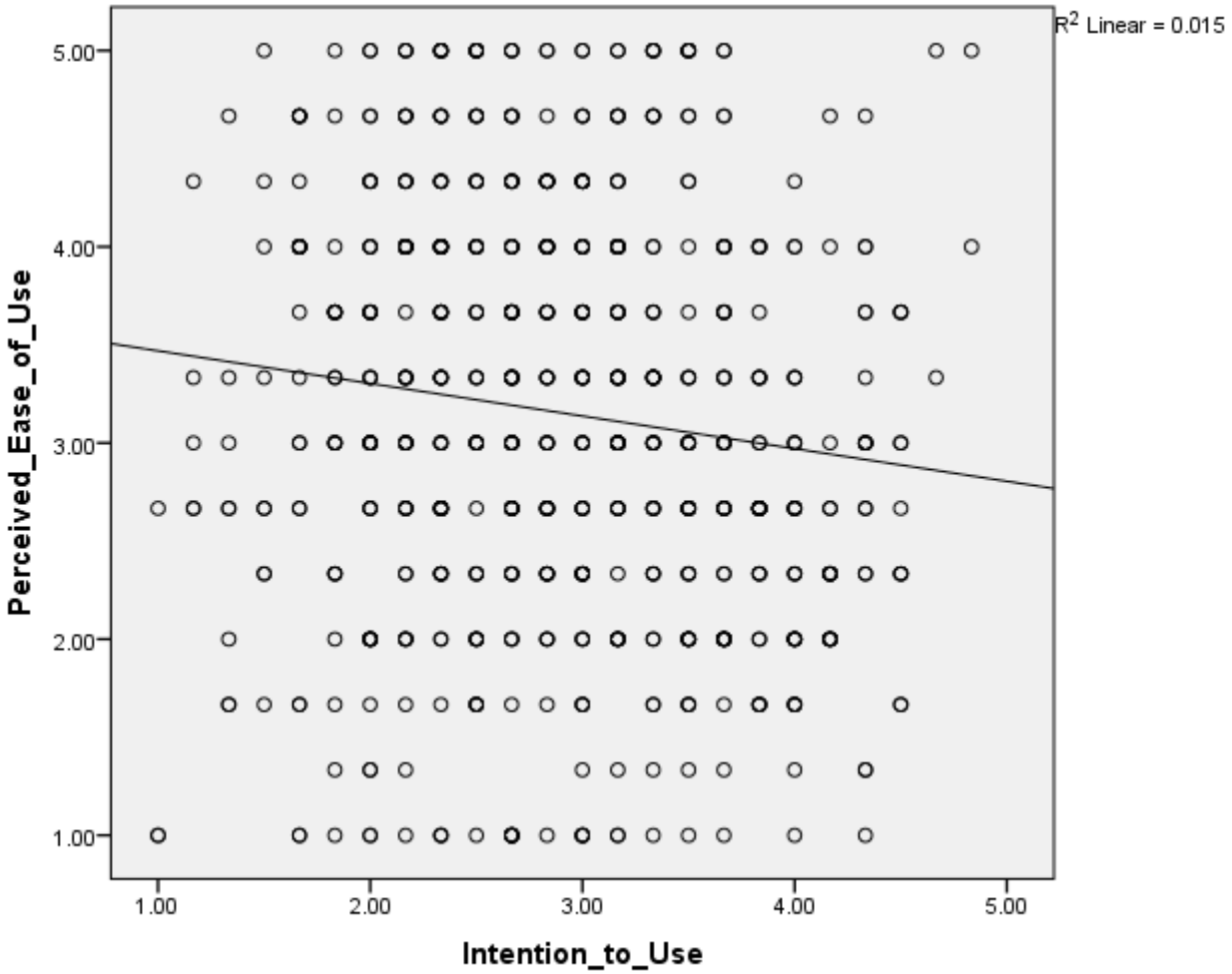

Figure 5.3: Scatter graph showing relationship between Perceived Ease of Use and Intention to Use

5.5 The Relationship between Perceived Ease of Use (PEOU) and Social Media Use

H4: To what extent is Perceived Ease of Use (PEOU) related to Social Media Use (SMU) among university students?

To establish the nature of the relationship existing between the two variables (Perceived Ease of Use and Social Media Use), a Pearson correlation was computed and the results found are tabulated in Table 5.5 below. There was a negative weak correlation between the two mentioned variables as represented by r=-.057, n=723 and p=.127. The p value is greater than 0.05, therefore we reject the hypothesis and conclude that there is a negative weak relationship between Perceived Ease of Use and Social Media Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.4 depicts a scatterplot diagram showing

a negative correlation between the two aforementioned variables resembled by a downhill pattern, as Perceived Ease of Use increases, Social Media Use decreases.

Contrasting results were found by Phillips et al. (2017) and Munoz and Towner (2018) who found out that there was a relationship between perceived ease of use and social media usage. The researchers argue that any technology that is considered easy to use will gain momentum in a short period of time. Users do not want complex technology all they need is a technology that can help them achieve their goals without them putting a lot of effort. Differences in results could be attributed to different settings used by researchers, both studies were done in developed countries United States and Australia. For this reason we assume students who took the study might already be using social media in their studies.

Table 5.5: Showing Pearson Correlation between Perceived Ease of Use and Social Media Use

		Perceived Ease of Use	Social Media Use
Perceived Ease of Use	Pearson Correlation	1	-.057**
	Sig. (2-tailed)		.127
	N	723	723
Social Media Use	Pearson Correlation	-.057**	1
	Sig. (2-tailed)	.127	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

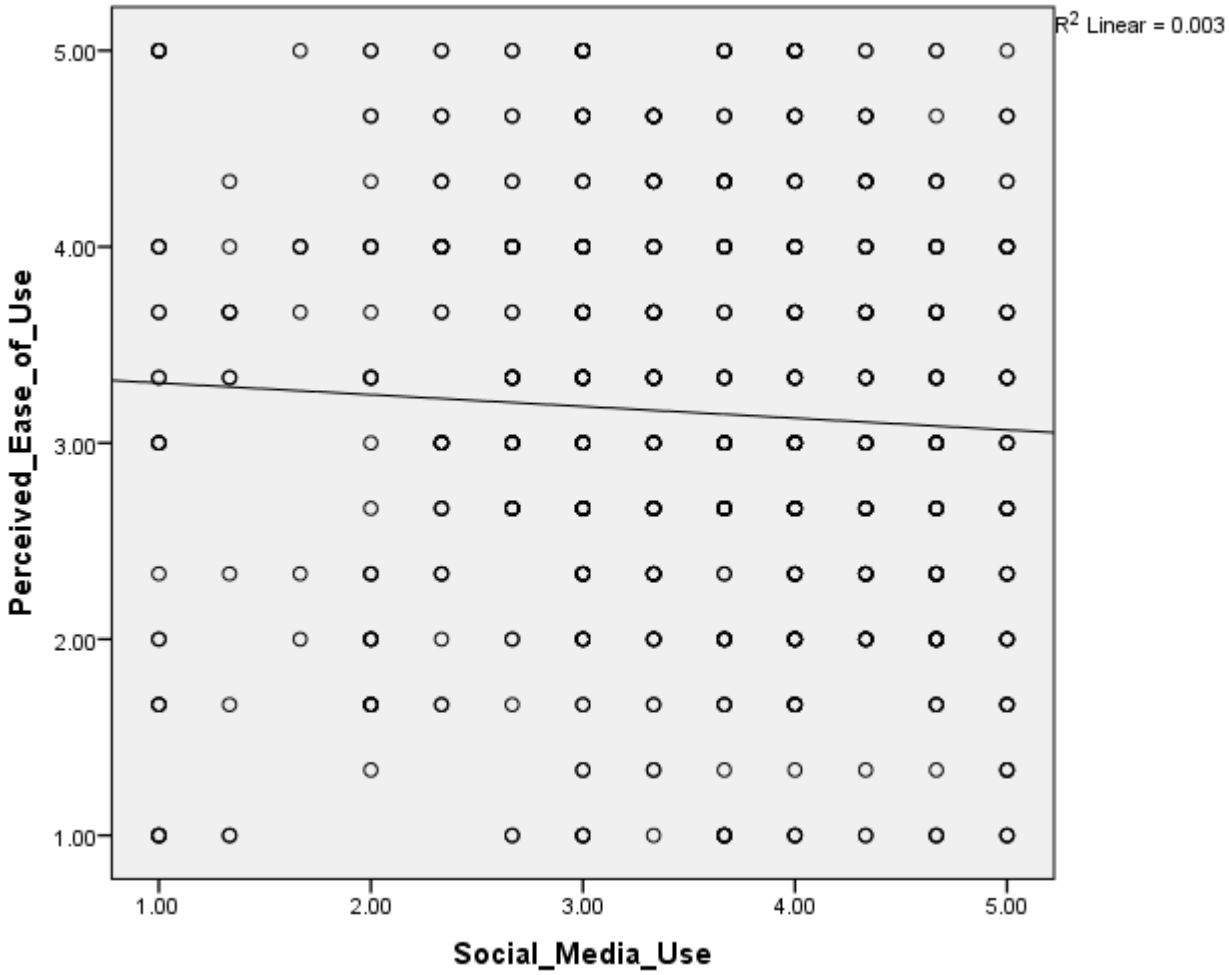

Figure 5.4: Scatter graph showing the relationship between Perceived Ease of Use and Social Media Use

5.6 The Relationship between Techno-Self Efficacy (TSE) and Intention to Use (INT)

H5: To what extent is Techno-Self Efficacy (TSE) related to Intention to Use (INT) when it comes to social media acceptance among students?

To establish the nature of the relationship existing between the two variables (Techno-Self Efficacy and Intention to Use), a Pearson correlation was computed and the results found are tabulated in Table 5.6 below. There was a positive weak correlation between the two mentioned variables as represented by r=.209, n=723 and p=.000. The p value is less than 0.05, therefore we accept the hypothesis and conclude that there is a positive weak relationship between Techno-Self Efficacy and Intention to Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.5 depicts a scatterplot diagram showing a positive correlation between the two aforementioned variables resembled by an uphill pattern.

Plessis and Smit (2017) also found out that techno-self efficacy has a positive effect on intention to use social media in business. Although the setting was not in education, it is clear that when users have the ability to use technology or have been exposed to similar technology before, it is easy for them to adopt a new technology. Mazer et al. (2018) call these users tech gurus, they are keen to understand how a technology functions and can go to the extent of teaching themselves how to operate a device without even a manual. Both researchers stated that the more equipped someone is when it comes to dealing with technical devices the easier it is for them to adopt to a new technology.

Table 5.6: Showing the Pearson Correlation between Techno-Self Efficacy and Intention to Use

		Techno-Self Efficacy	Intention to Use
Techno-Self Efficacy	Pearson Correlation	1	.209**
	Sig. (2-tailed)		.000
	N	723	723
Intention to Use	Pearson Correlation	.209**	1
	Sig. (2-tailed)	.000	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

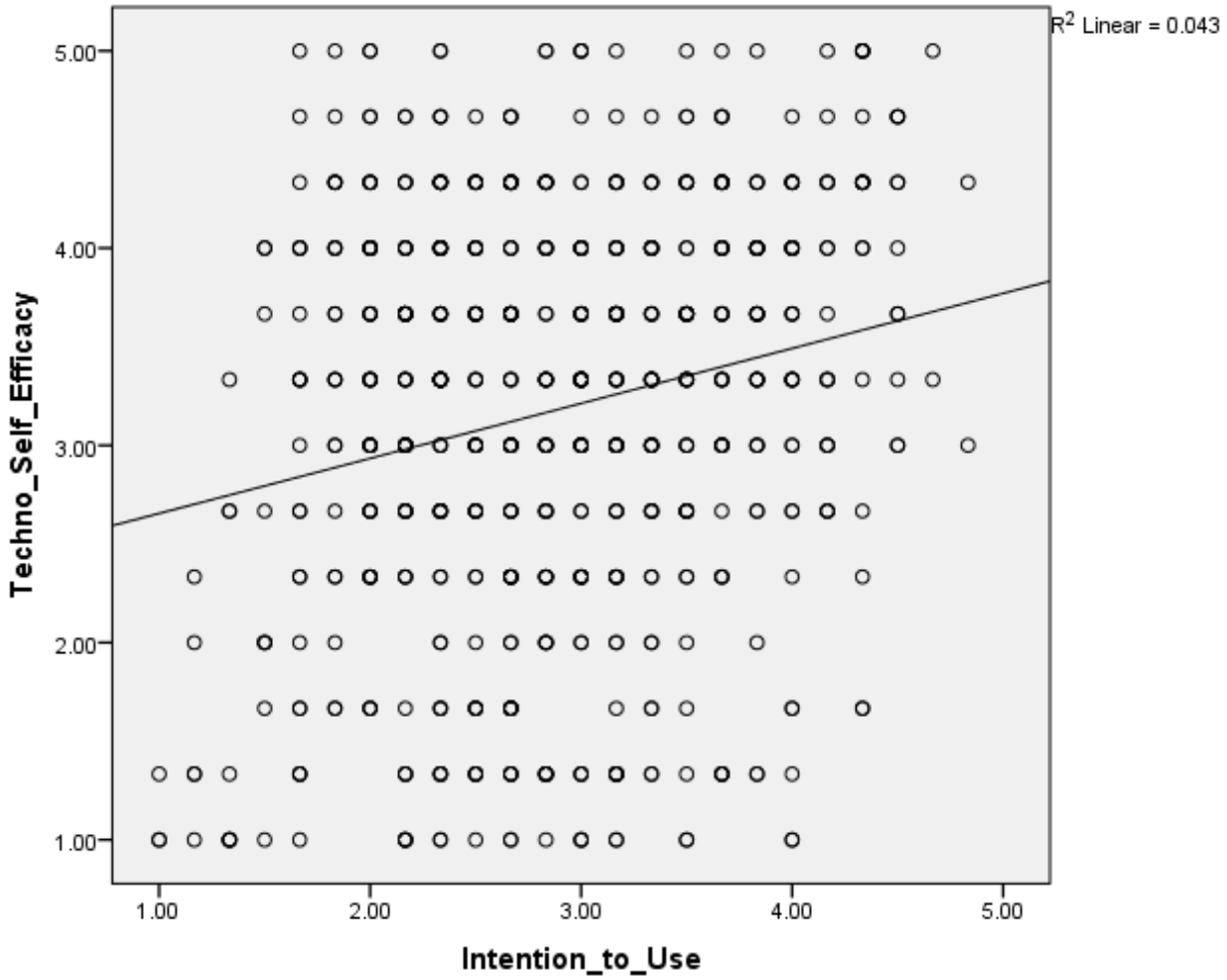

Figure 5.5: Scatter graph showing relationship between Techno-Self Efficacy and Intention to Use

5.7 The Relationship between Techno-Self Efficacy (TSE) and Social Media Use (SMU)

H6: To what extent is Techno-Self Efficacy (TSE) related to Social Media Use (SMU) among university students?

To establish the nature of the relationship existing between the two variables (Techno-Self Efficacy and Social Media Use), a Pearson correlation was computed and the results found are tabulated in Table 5.7 below. There was a positive correlation between the two mentioned variables as represented by r=.090, n=723 and p=0.15. The p value is greater than 0.05, therefore we reject the hypothesis and conclude that there is a strong relationship between Techno-Self Efficacy and Social Media Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.6 depicts a scatterplot diagram showing a positive correlation between the two aforementioned variables resembled by an uphill pattern.

Contrary results were found by many researchers in the literature, (King & He, 2018; Liu, 2017; Ucid, 2016) who concluded that techno self-efficacy has a positive relationship on social media usage. This implies that when students are technically gifted to be able to operate smartphones and tablets they are more than willing to adopt to social media usage in education. The researcher assumes that differences in results could be attributed to lack of knowledge on the students side to fully understand how they can use the same device they use for social activities in education. Fully understanding how the same social media sites could help someone improve their grades would result in acceptance of social media in education.

Table 5.7: Showing Pearson Correlation between Techno-Self Efficacy and Social Media Use

		Techno-Self Efficacy (TSE)	Social Media Use
Techno-Self Efficacy (TSE)	Pearson Correlation	1	.090**
	Sig. (2-tailed)		.015
	N	723	723
Social Media Use	Pearson Correlation	.090**	1
	Sig. (2-tailed)	.015	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

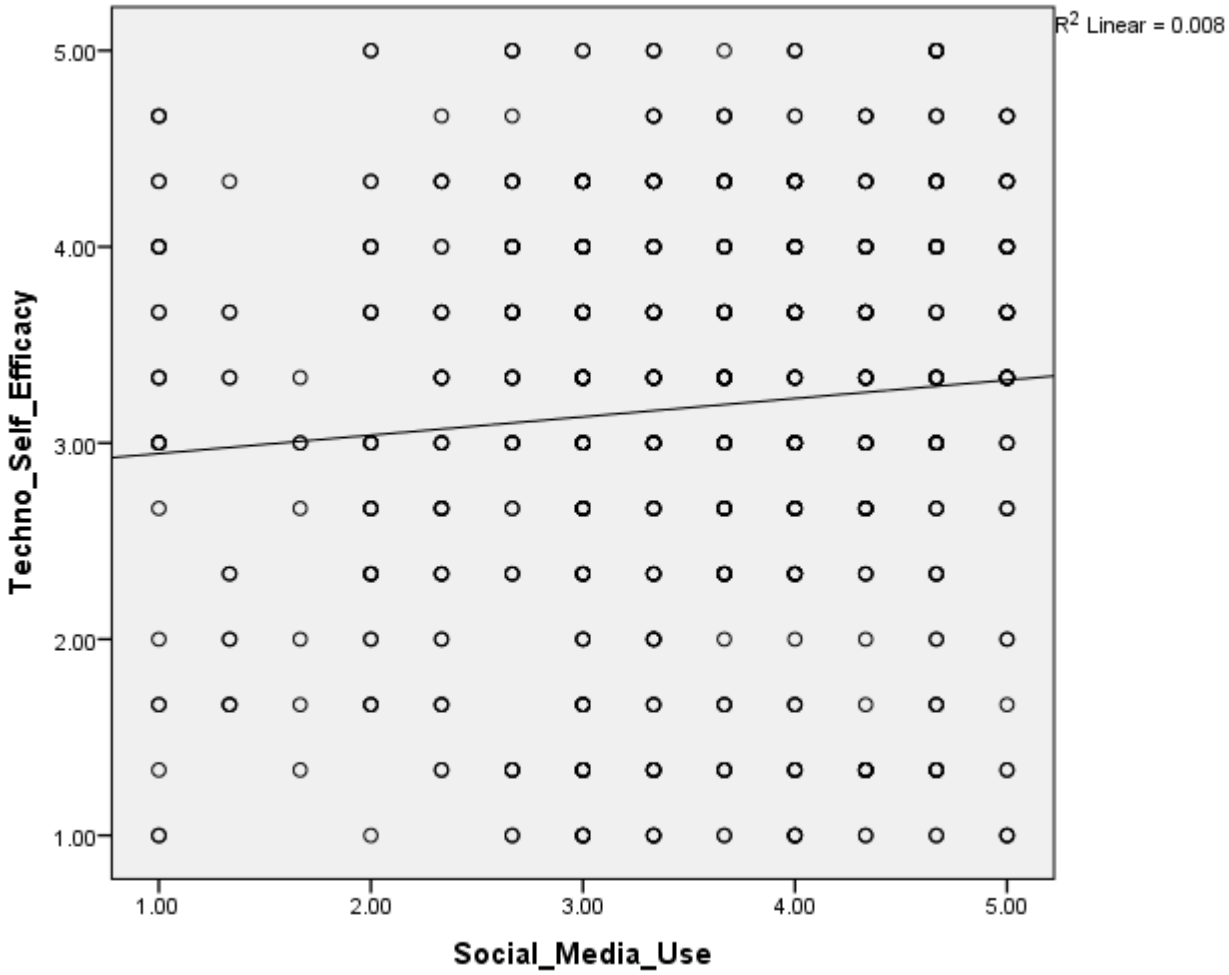

Figure 5.6: Scatter graph showing the relationship between Techno-Self Efficacy and Social Media Use

5.8 The Relationship between Perceived Enjoyment (PE) and Intention to Use (INT)

H7: To what extent is Perceived Enjoyment (PE) related to Intention to Use (INT) when it comes to social media acceptance among students?

To establish the nature of the relationship existing between the two variables (Perceived Enjoyment and Intention to Use), a Pearson correlation was computed and the results found are tabulated in Table 5.8 below. There was a positive correlation between the two mentioned variables as represented by r=.653, n=723 and p=.000. The p value is less than 0.05, therefore we accept the hypothesis and conclude that there is a strong relationship between Perceived Enjoyment and Intention to Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.7 depicts a scatterplot diagram showing a positive correlation between the two aforementioned variables resembled by an uphill pattern. Ractham

and Firpo (2018) found out that perceived enjoyment is strongly related to intention to use social media in education in their study conducted at University of Pretoria in South Africa. The researchers found out that students who were addicted to social media were quick to accept using social media in education, reason being they enjoy using social network sites, however students who are considered introverts who tend to be anti-social were not keen on using social media in education.

Table 5.8: Showing the Pearson Correlation between Perceived Enjoyment and Intention to Use

		Perceived Enjoyment	Intention to Use
Perceived Enjoyment	Pearson Correlation	1	.653**
	Sig. (2-tailed)		.000
	N	723	723
Intention to Use	Pearson Correlation	.653**	1
	Sig. (2-tailed)	.000	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

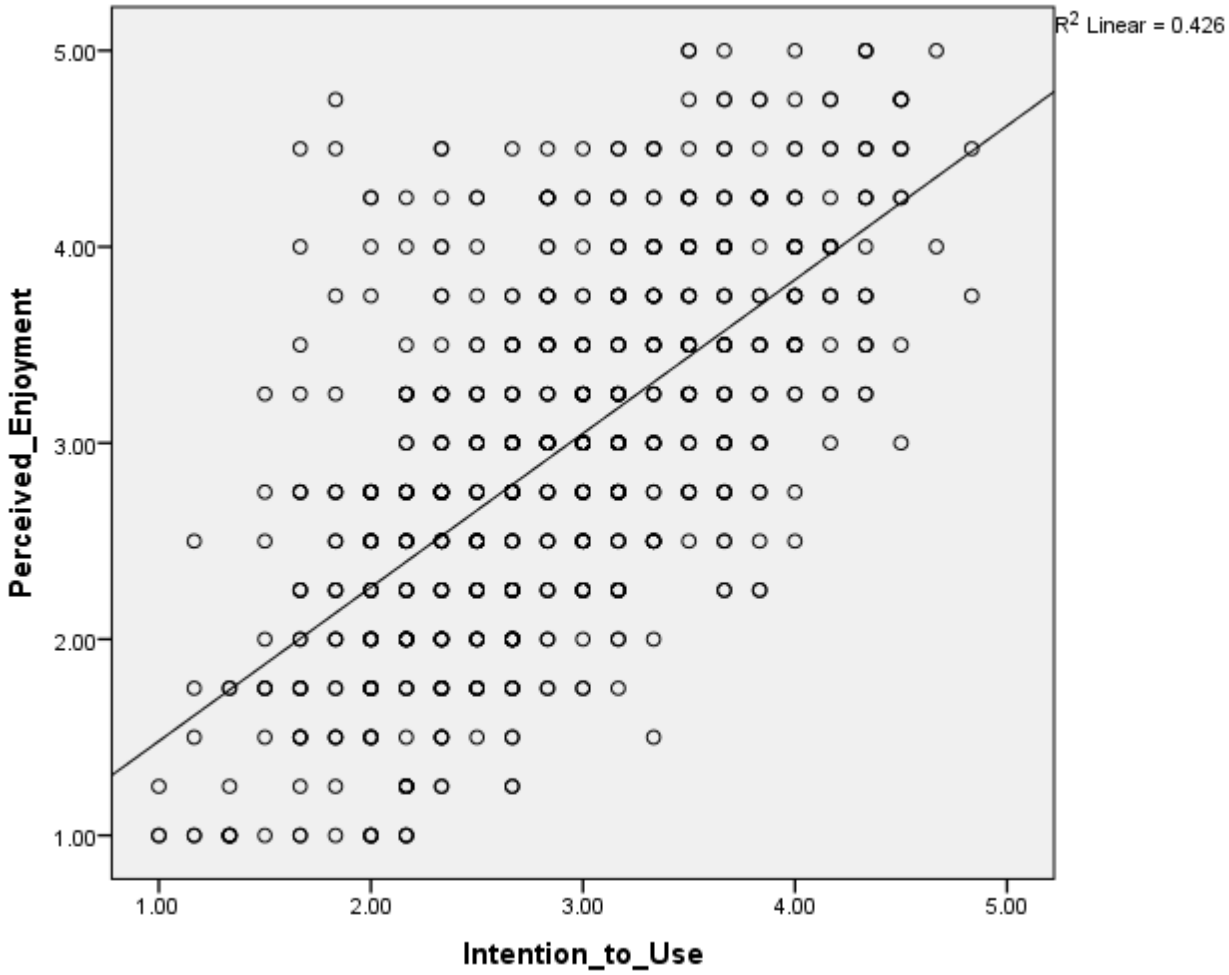

Figure 5.7: Scatter graph showing the relationship between Perceived Enjoyment and Intention to Use

5.9 The Relationship between Perceived Enjoyment (PE) and Social Media Use (SMU)

H8: To what extent is Perceived Enjoyment (PE) related to Social Media Use (SMU) among university students?

To establish the nature of the relationship existing between the two variables (Perceived Enjoyment and Social Media Use), a Pearson correlation was computed and the results found are tabulated in Table 5.9 below. There was a positive correlation between the two mentioned variables as represented by r=.098, n=723 and p=.009. The p value is less than 0.05, therefore we accept the hypothesis and conclude that there is a strong relationship between Perceived Enjoyment and Social Media Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.8 depicts a scatterplot diagram showing a positive correlation between the two aforementioned variables resembled by an uphill pattern. Andreas

and Kaplan (2016) also found similar results during an observatory experiment involving 20 students. 10 students selected were sociable and addicted to social media, the other 10 were more reserved and rarely used social media. It was clear that the group with students who enjoyed using social media was quick to adopt to social media in education as opposed to the group which did not enjoy using social media. When asked why the second group were slow and resistant to change, one of the participant indicated that, it would change her personality, it was a way of forcing her to do what she does not want as she preferred to be alone and have her own space but being on social media exposed her to people.

Table 5.9: Showing the Pearson Correlation between Perceived Enjoyment and Social Media Use

		Perceived Enjoyment	Social Media Use
Perceived Enjoyment	Pearson Correlation	1	.098**
	Sig. (2-tailed)		.009
	N	723	723
Social Media Use	Pearson Correlation	.098**	1
	Sig. (2-tailed)	.009	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

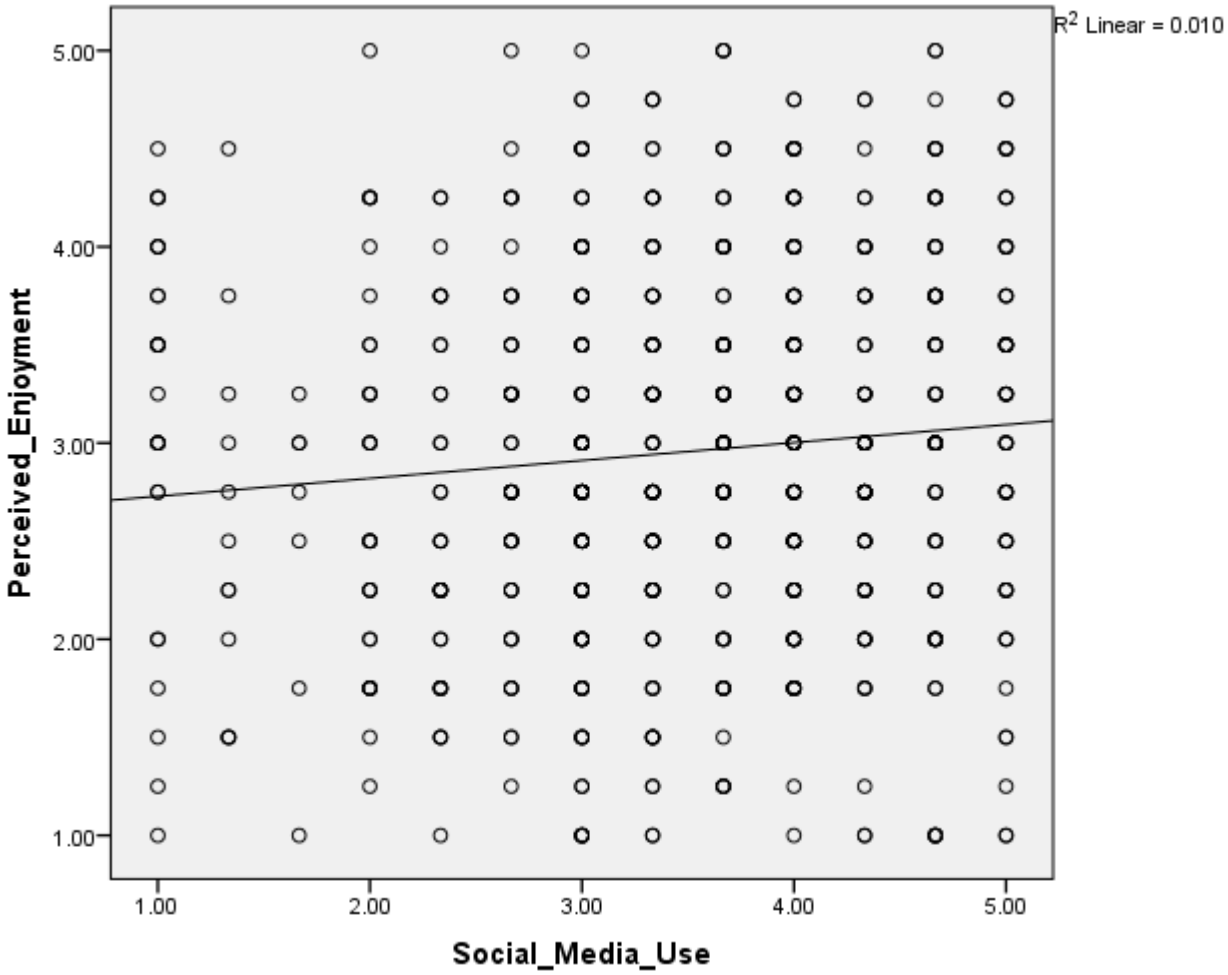

Figure 5.8: Scatter graph showing the relationship between Perceived Enjoyment and Social Media Use

5.10 The Relationship between Social Influence (SI) and Intention to Use (INT)

H9: To what extent is Social Influence (SI) related to Intention to Use (INT) when it comes to social media acceptance among students?

To establish the nature of the relationship existing between the two variables (Social Influence and Intention to Use), a Pearson correlation was computed and the results found are tabulated in Table 5.10 below. There was a positive correlation between the two mentioned variables as represented by r=.882, n=723 and p=.000. The p value is less than 0.05, therefore we accept the hypothesis and conclude that there is a strong relationship between Social Influence and Intention to Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.9 depicts a scatterplot diagram showing a positive correlation between

the two aforementioned variables resembled by an uphill pattern. A study conducted by Munoz and Towner (2018) also reviewed the same that social influence influences intention to use social media. In addition, another study conducted by Afendi et al. (2014) also showed similar results. Both researchers explain that, ones inner circle influence them in a whole lot of things not just limited to technology. When ones friends are using social media in education or when family members feel that one must use social media in education that has an effect on ones mindset and for that reason their perception towards a certain technology changes.

Table 5.10: Showing the Pearson Correlation between Social Influence and Intention to Use

		Social Influence	Intention to Use
Social Influence	Pearson Correlation	1	.882**
	Sig. (2-tailed)		.000
	N	723	723
Intention to Use	Pearson Correlation	.882**	1
	Sig. (2-tailed)	.000	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

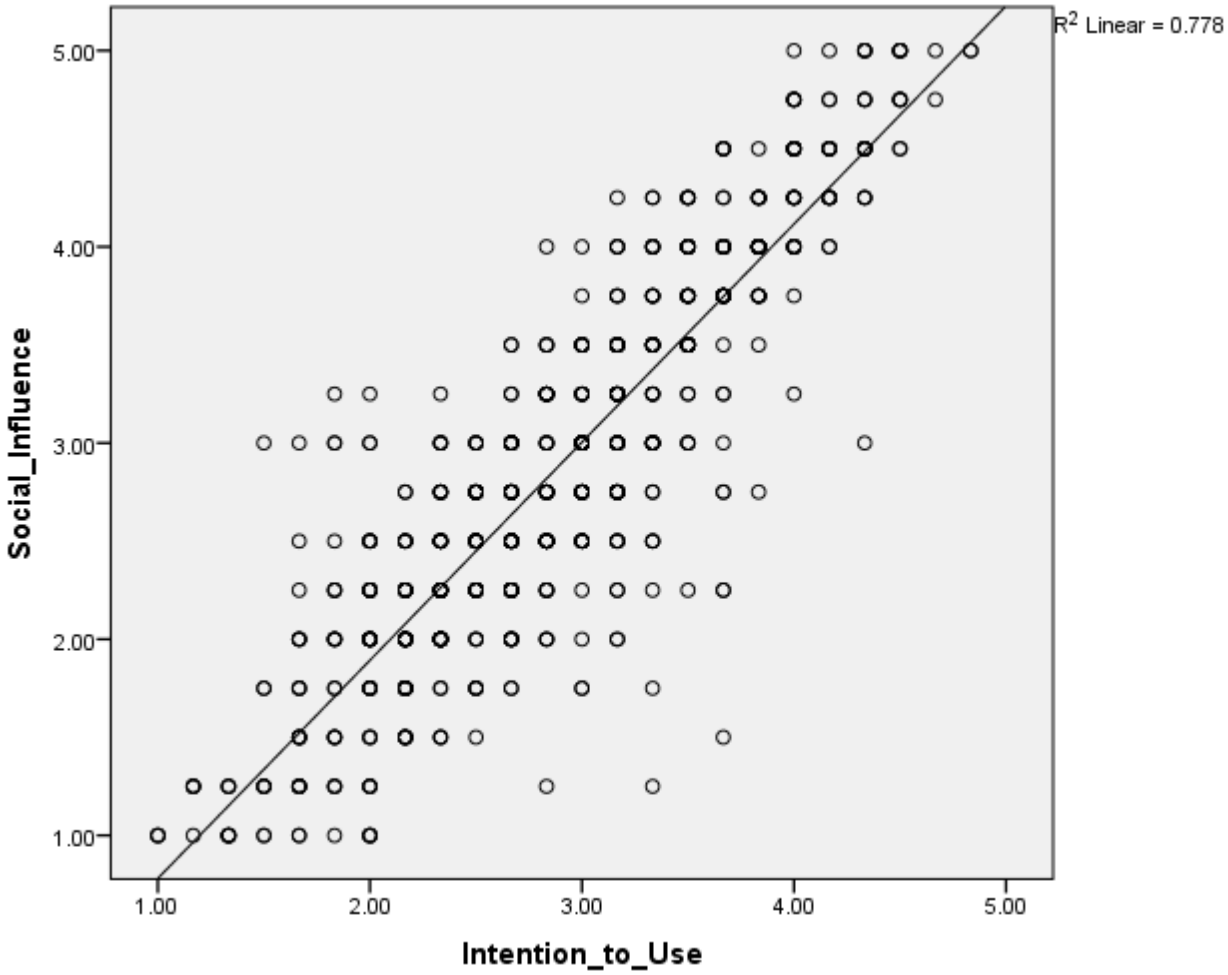

Figure 5.9: Scatter graph showing relationship between Social Influence and Intention to Use

5.11 The Relationship between Social Influence (SI) and Social Media Use (SMU)

H10: To what extent is Social Influence (SI) related to Social Media Use (SMU) among university students?

To establish the nature of the relationship existing between the two variables (Social Influence and Social Media Use), a Pearson correlation was computed and the results found are tabulated in Table 5.11 below. There was a positive correlation between the two mentioned variables as represented by r=.233, n=723 and p=.000. The p value is less than 0.05, therefore we accept the hypothesis and conclude that there is a strong relationship between Social Influence and Social Media Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.10 depicts a scatterplot diagram showing a positive correlation between

the two aforementioned variables resembled by an uphill pattern. Similar findings were found by Naghmeh and Aghaee (2017) who concluded that social influence has a positive effect on social media usage. The researchers explain that apart from using it in education, when family and friends give good feedback about their use of social media fellow users are keen to try the same social networks and give their own opinion. Therefore, when family and friends are already using social media in their studies they are likely to influence those around them to also consider using social media in education.

Table 5.11: Showing the Pearson Correlation between Social Influence and Social Media Use

		Social Influence	Social Media Use
Social Influence	Pearson Correlation	1	.233**
	Sig. (2-tailed)		.000
	N	723	723
Social Media Use	Pearson Correlation	.233**	1
	Sig. (2-tailed)	.000	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

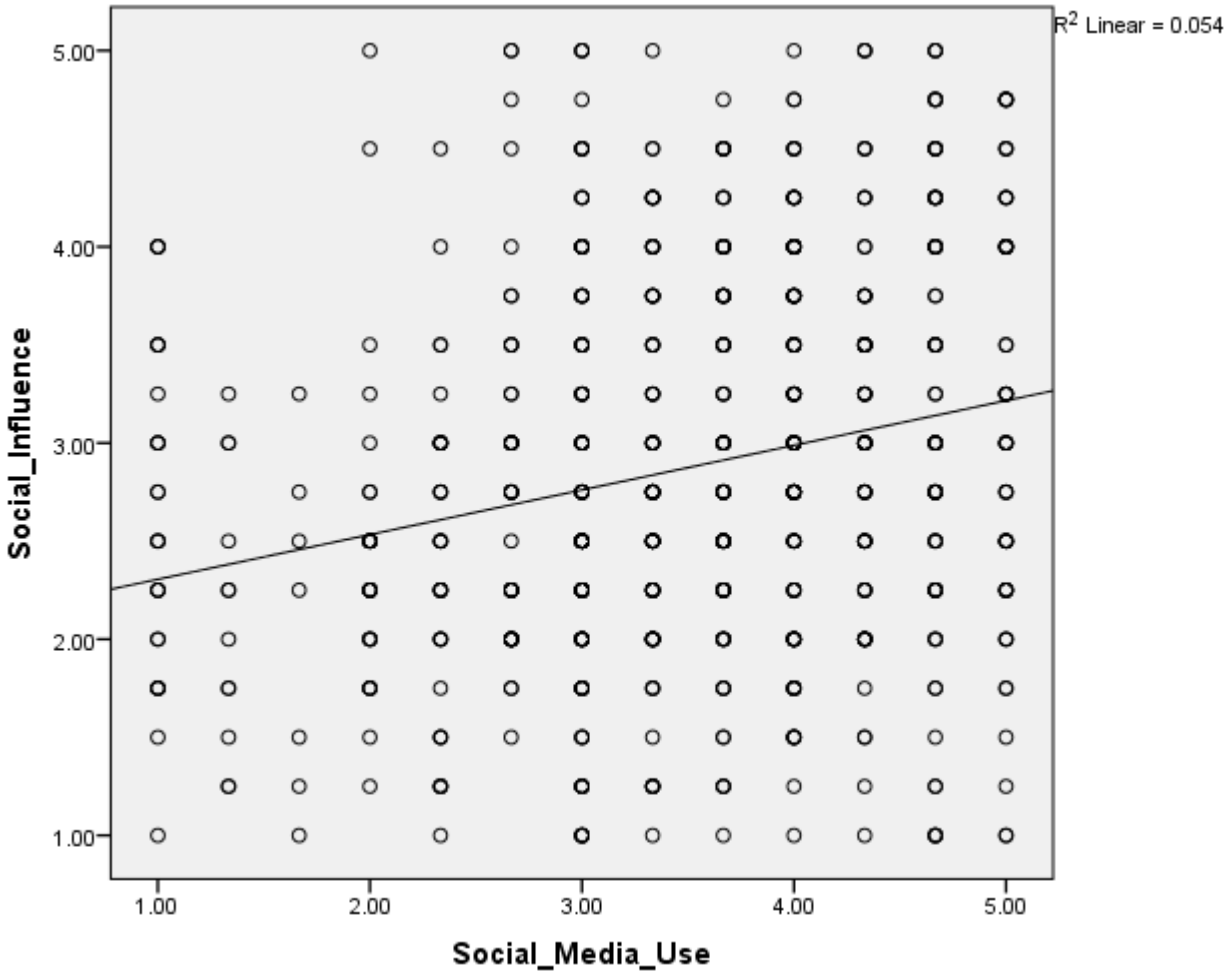

Figure 5.10: Scatter graph showing relationship between Social Influence and Social Media Use

5.12 The Relationship between User Satisfaction (US) and Intention to Use (INT)

H11: To what extent is User Satisfaction (US) related to Intention to Use (INT) when it comes to social media acceptance among students?

To establish the nature of the relationship existing between the two variables (User Satisfaction and Intention to Use), a Pearson correlation was computed and the results found are tabulated in Table 5.12 below. There was a positive correlation between the two mentioned variables as represented by r=.549, n=723 and p=.000. The p value is less than 0.05, therefore we accept the hypothesis and conclude that there is a strong relationship between User Satisfaction and Intention to Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.11 depicts a scatterplot diagram showing a positive correlation between

the two aforementioned variables resembled by an uphill pattern. Andreas and Koplan (2016) argue that user satisfaction does not always imply acceptance of any given technology. The researchers explain that a student may be satisfied by the way they use social media to communicate with their peers and family but they may not feel comfortable to use the same technology in education for so many reasons. Some students when asked why they are not willing to adopt to the technology they indicated that they will be tempted to check their chats and that will distract them from learning or friends may start sending messages to them once they see they are online and for this reason they feel it will only lead to divided attention rather than full concentration.

Table 5.12: Showing the Pearson Correlation between User Satisfaction and Intention to Use

		User Satisfaction	Intention to Use
User Satisfaction	Pearson Correlation	1	.549**
	Sig. (2-tailed)		.000
	N	723	723
Intention to Use	Pearson Correlation	.549**	1
	Sig. (2-tailed)	.000	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

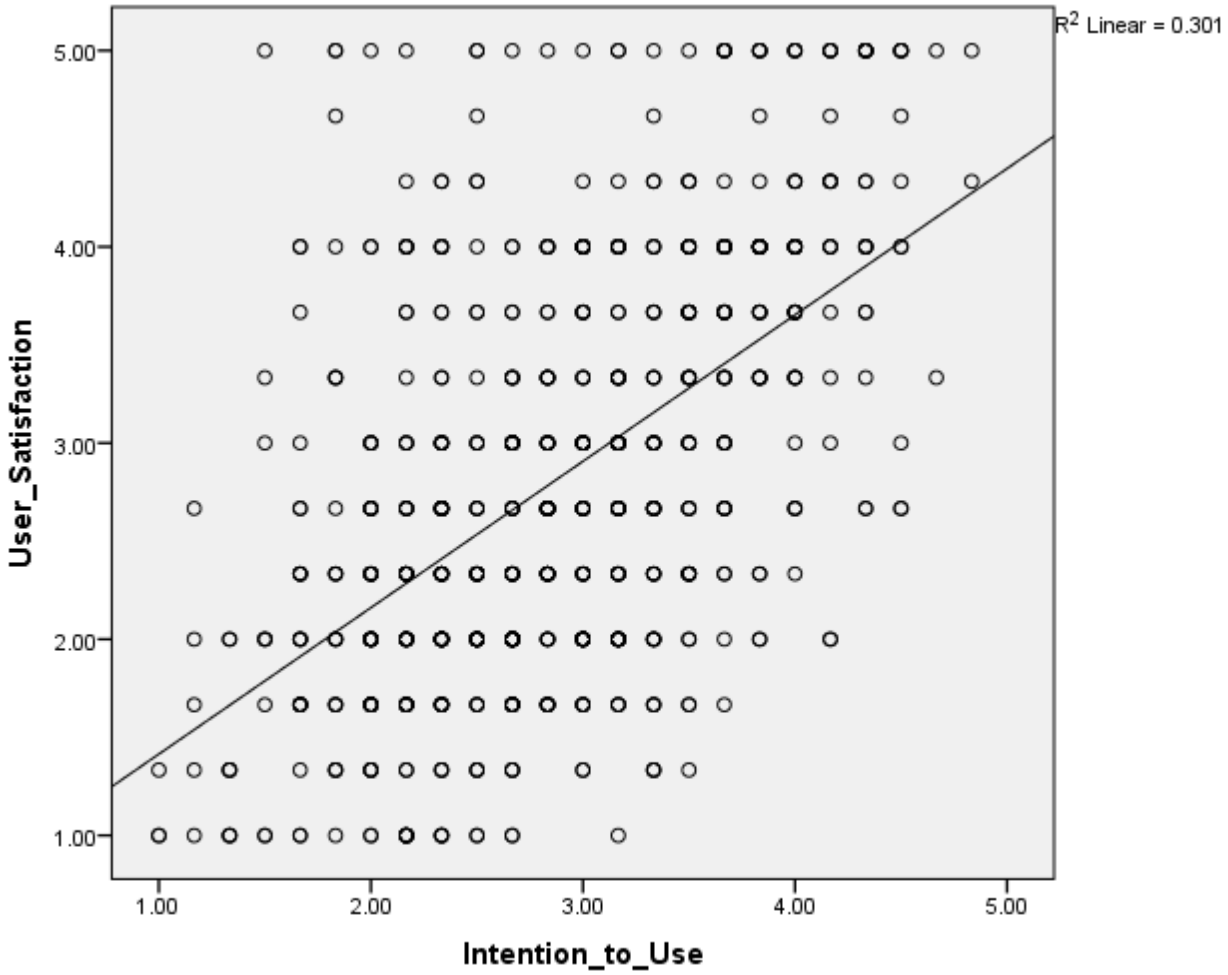

Figure 5.11: Scatter graph showing the relationship between User Satisfaction and Intention to Use

5.13 The Relationship between User Satisfaction (US) and Social Media Use (SMU)

H12: To what extent is User Satisfaction (US) related to Social Media Use (SMU) among university students?

To establish the nature of the relationship existing between the two variables (User Satisfaction and Social Media Use), a Pearson correlation was computed and the results found are tabulated in Table 5.13 below. There was a positive correlation between the two mentioned variables as represented by r=.106, n=723 and p=0.004. The p value is less than 0.05, therefore we accept the hypothesis and conclude that there is a strong relationship between User Satisfaction and Social Media Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.12 depicts a scatterplot diagram showing a positive correlation between

the two aforementioned variables resembled by an uphill pattern. Plessis and Smit (2017) support the idea that user satisfaction has a positive effect on social media usage or acceptance based on their findings in a study they conducted in Australia. The researchers explain that when students are already using social media for social activities they are already satisfied with the technology so acceptance will not be difficult for them as they already know how to operate the devices.

Table 5.13: Showing the Pearson Correlation between User Satisfaction and Social Media Use

		User Satisfaction	Social Media Use
User Satisfaction	Pearson Correlation	1	.106**
	Sig. (2-tailed)		.004
	N	723	723
Social Media Use	Pearson Correlation	.106**	1
	Sig. (2-tailed)	.004	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

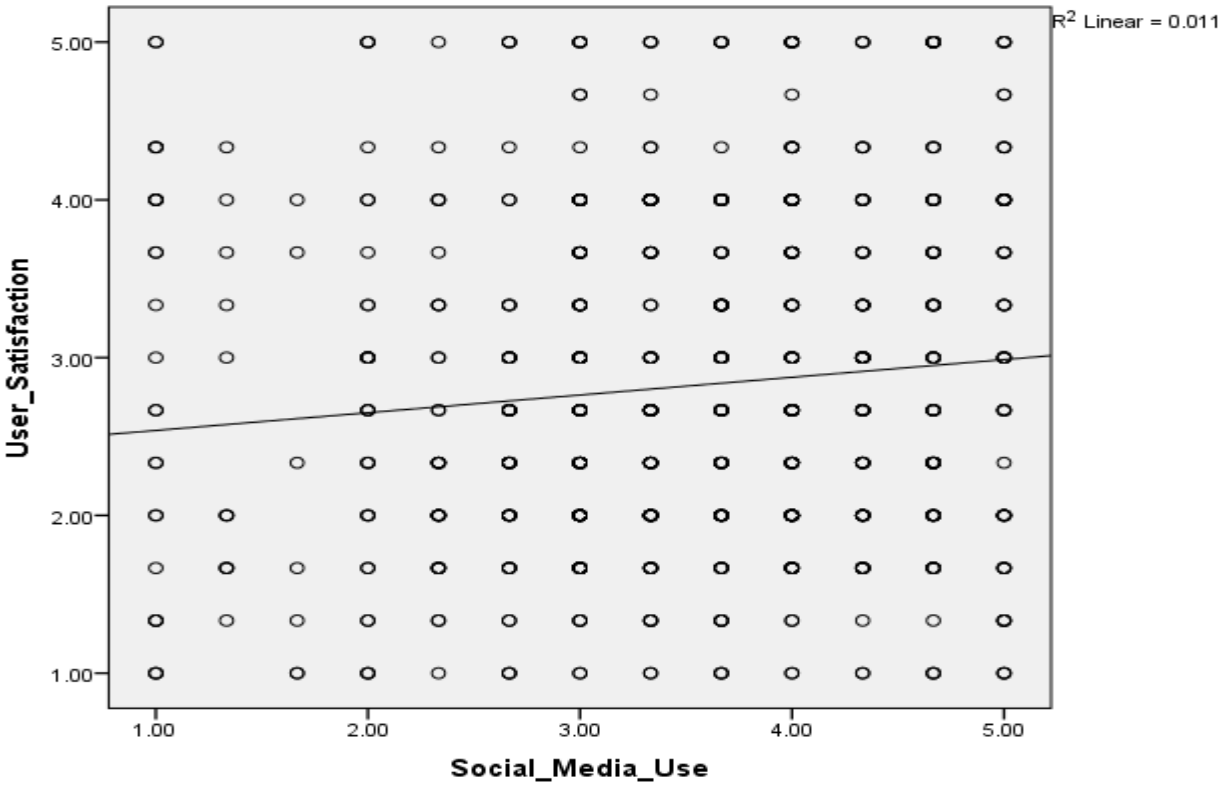

Figure 5.12: Scatter graph showing the relationship between User Satisfaction and Social Media Use

5.14 The Relationship between Intention to Use (INT) and Social Media Use (SMU)

H13: To what extent is Intention to Use (INT) related to Social Media Use (SMU) among university students?

To establish the nature of the relationship existing between the two variables (Intention to Use and Social Media Use), a Pearson correlation was computed and the results found are tabulated in Table 5.14 below. There was a positive correlation between the two mentioned variables as represented by r=.236, n=723 and p=.000. The p value is less than 0.05, therefore we accept the hypothesis and conclude that there is a strong relationship between Intention to Use and Social Media Use as far as acceptance of social media in higher education is concerned. Furthermore, Figure 5.13 depicts a scatterplot diagram showing a positive correlation between the two aforementioned variables resembled by an uphill pattern.

Similar findings were found by many researchers in the literature (Irwin et al., 2018; King & He, 2017; Naghmeh & Aghaee, 2017) who found out in different studies that intention to use has an effect on social media usage. Researchers furthermore explained that when one intends

to use a technology in the near future the probability of them adopting to that technology is extremely high as they have already purposed in their heart that they want to try the new technology.

Table 5.14: Showing the Pearson Correlation between Intention to Use and Social Media Use

		Intention to Use	Social Media Use
Intention to Use	Pearson Correlation	1	.236**
	Sig. (2-tailed)		.000
	N	723	723
Social Media Use	Pearson Correlation	.236**	1
	Sig. (2-tailed)	.000	
	N	723	723

**. Correlation is significant at the 0.01 level (2-tailed).

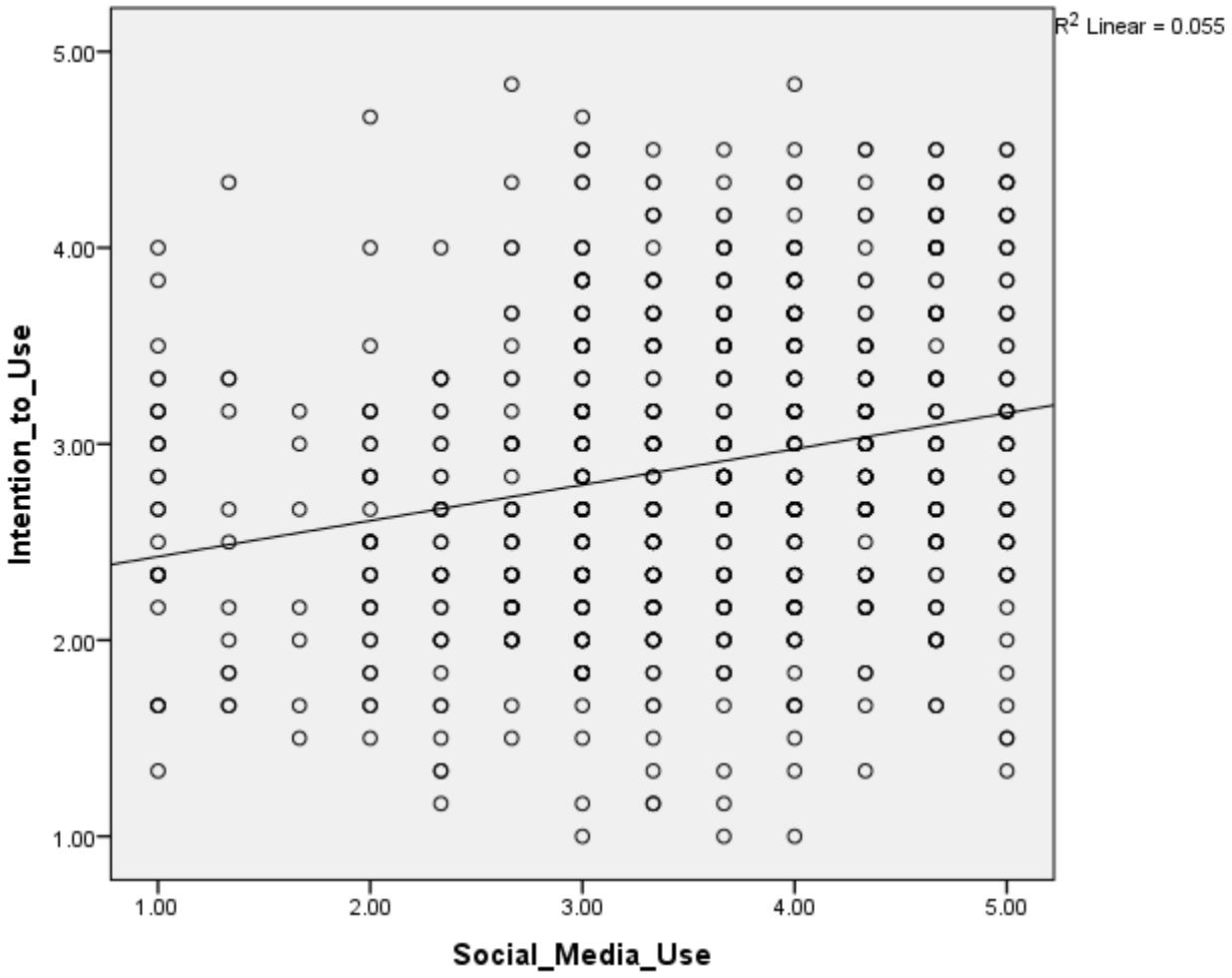

Figure 5.13: Scatter graph showing the relationship between Intention to Use and Social Media Use

5.15 Summary of Findings

Table 5.15 below shows a summary of the hypothesis that were tested in this study. Of the 13 hypothesis tested 6 of them were supported and 3 were rejected. The majority of the relationship existing between the dependent and independent variables was a weak positive correlation, with a strong correlation noted between Social Influence (SI) and Intention to Use and Perceived Enjoyment (PE) and Intention to Use (INT). The r value ranges from +1 to -1 in value. .Hinkle et al., (2003) outlined the following guidelines when interpreting correlation ranges:

- A correlation of zero denotes no linear relationship between the two variables.

- A perfect positive correlation is indicated by +1
- A perfect negative correlation is also indicated by -1
- A positive weak correlation ranges from 0 to 0.3
- A negative weak correlation ranges from -0 to -0.3
- A moderate positive correlation ranges from 0.3 to 0.7
- A moderate negative correlation ranges from -0.3 to -0.7
- A strong positive correlation ranges from 0.7 to 1.0
- A strong negative correlation ranges from -0.7 to -1.0

Table 5.15: Summary of findings

Hypothesis	IV	DV	Supported	Correlation coefficient (+/-Positive/Negative)	R value
H1	PU	INT	Yes	Weak +	.374
H2	PU	SMU	No	Very Weak +	.094
H3	PEOU	INT	Yes	Very Weak +	.123
H4	PEOU	SMU	No	Very Weak -	-.057
H5	TSE	INT	Yes	Weak +	.209
H6	TSE	SMU	No	Very Weak +	.090
H7	PE	INT	Yes	Strong +	.653
H8	PE	SMU	Yes	Weak +	.098
H9	SI	INT	Yes	Very Strong +	.882
H10	SI	SMU	Yes	Weak +	.233

Table 5.16: Summary of findings continued…

H11	US	INT	Yes	Moderate +	.549
H12	US	SMU	Yes	Weak +	.106
H13	INT	SMU	Yes	Weak +	.236

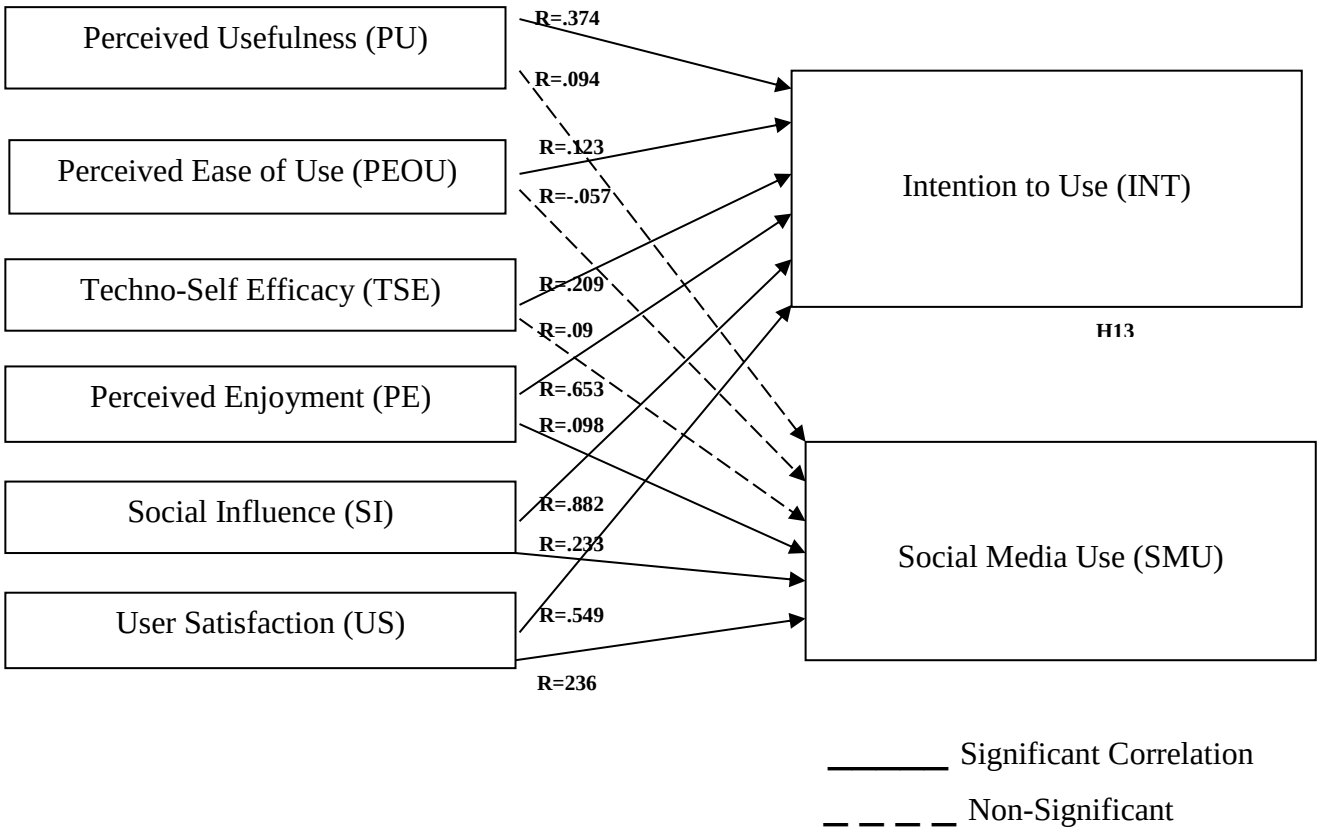

Figure 5.14: Summary of findings and correlations

CHAPTER 6
CONCLUSION AND RECOMMENDATIONS

This chapter provides a summary of the entire research. Research findings are summarized in detail and the researcher draws a conclusion based on the research findings. In addition the researcher provides a list of recommendations which are essential and worth noting to further researchers who may be interested in the same area under study.

6.1 Conclusion

This study focused on understanding students' acceptance of social media at 4 universities in North Cyprus namely; Near East University, Cyprus International University, Eastern Mediterranean University and Girne American University. The research model used to analyze the results comprised of constructs adopted from the TAM model, UTAUT model and other three dimensions that were added by the researcher (Social media use, User Satisfaction and Techno. Self-Efficacy) to fully understand acceptance of social media among university students. The results found in this study are explained below:

- There was a strong positive correlation between the following variables (PE and INT, SI and INT). Furthermore, there was a weak positive correlation between the following independent and dependent variables (PU and INT, PU and SMU, PEOU and INT, TSE and INT, TSE and SMU, PE and SMU, SI and SMU, US and SMU, INT and SMU). In addition, there was a weak negative correlation between PEOU and SMU. Lastly, a moderate positive correlation was found between US and INT variables.

- The strongest correlation was between Social Influence and Intention to Use implying that the people who are closest to someone influence their decision to use social media in education. If the peers and family members are already using social media it will be easy for students to adopt to the new technology.

- Another strong correlation existed between Perceived Enjoyment and Intention to Use implying that if students perceive that they are going to enjoy using a new technology they are willing to adopt the technology.

- There was a moderate correlation between User Satisfaction and Intention to Use social media implying that satisfaction is key in persuading one to adopt to technology. If

students are satisfied with social media already then it will not be a hustle to get them to use the technology in education.

- Results have shown that Facebook, WhatsApp, YouTube, Instagram, Twitter, Research Gate, Google+ and LinkedIn are the most commonly used social network sites among university students respectively.

- From the results it is clear that social media usage is the main factor which affect adoption of social media in education, students are keen to understand how the platforms will be used first before they show their interest in adopting the technology. Another main factor was Techno-Self Efficacy implying that students do not fear new technology, they are keen to try it out even on their own. Also Perceived Ease of Use was among the highly rated factors implying that if students feel that using social media will be easy they are willing to adopt social media in higher education.

- As the researcher was distributing the questionnaires, he also noticed a high influx of mobile devices among university students which entails great potential for this technology in higher education as students already know how to operate the device.

- The overall conclusion of this study is that students in North Cyprus are ready to adopt social media in their education as results have shown a majority of positive correlations among the variables which were being tested. However it is still important for educators to educate students at all levels on the importance of using such a technology. Furthermore, during interactions with students it is clear that the majority of the students are keen on trying the technology however a minority is concerned about discipline, how they will discipline themselves on social networks as most of them had indicated that they were once addicted to social media and it had a negative impact on their grades therefore it is crucial for such fears to be addressed prior to adoption.

6.2 Recommendations

A number of limitations listed by the researcher in chapter 1 imply that there are missing gaps in the study which require further exploration by other researchers. The following recommendations must be taken into consideration for future research:

- The researcher advice the department of Computer Information Systems (CIS), Near East University, to embrace the adoption of the remote mode of lecturing which would actively bring together students using any of the mentioned social media elaborated in the previous chapters using software's programme such as Facebook, Twitter and the likes.

- The research only targeted four universities in North Cyprus, further research is strongly recommended that will focus at a larger population and more universities to get a wider view on students' acceptance of social media in higher education.

- The researcher recommends that other researchers also explore other sectors apart from education for example commercial industry to fully understand and compare acceptance of social media in various industries.

- Further research should also be conducted to understand instructors' perceptions on social media adoption in higher education. Apart from students perceptions it is also critical to understand if instructors will be willing to adopt to this technology.

- Social media in education has yielded great results in western countries and it is crucial for awareness programs to be implemented in North Cyprus and other countries so that students are aware of the numerous benefits of this technology apart from communicating with friends.

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APPENDIX 1

THE QUESTIONNAIRE

UNIVERSITY STUDENTS' ACCEPTANC E OF SOCIAL MEDIA (SM) IN LEARNING QUESTIONNAIRE

The questionnaire is a part of MS thesis study and its aim is to investigate **University Students' Acceptance of Social Media in Learning**. Responses to this questionnaire are voluntary and be kept confidential and information will be used for educational purposes only.

Please read each question carefully and choose the most convenient for you, the SM refers to social media. You are required to answer all questions, mark X as appropriate in the boxes your participation is greatly appreciated.

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Thesis Supervisor: Assist. Prof. Dr. Seren Başaran (seren.basaran@neu.edu.tr)

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The growing use of social media (SM) today cannot be over emphasized, and some of the major users of social media are the student community. Though the social media use increases daily, most of the time it is being used for non-academic purpose, it is therefore important to investigate how willing students will be to the use of social media for learning purposes.

Section I: Demographic information of participant

1. Gender:

◯ Male ◯ Female

2. In what age group are you?

◯ 17-22 ◯ 23-27 ◯ 28 and above

3. Level of Study

◯ Undergraduate ◯ Master Student ◯ PhD student

4. **Department Type** :

◯ STEM (Science, Technology, Engineering, Mathematics) ◯ Other

5. **Have you used social media?**

◯ I never used social media ◯ I rarely use ◯ I occasionally use social media
◯ I frequently use social media ◯ I always use social media

6. **Which of the following social media are you familiar with (*You can select more options*)**

◯ Facebook ◯ Instagram ◯ Twitter ◯ LinkedIn ◯ Research Gate
◯ YouTube ◯ Google+ ◯ WhatsApp ◯ Other (specify) _____

7. **How frequently do you use social media?**

◯ Never ◯ Once a month ◯ once a week
◯ Once a day ◯ More than once a day

8. **How much time do you spend using social media for learning?**

◯ Never ◯ Once a month ◯ once a week
◯ Once a day ◯ More than once a day

9. **How much would you prefer to use social media for learning in future?**

◯ Never ◯ Once a month ◯ once a week
◯ Once a day ◯ More than once a day

Section II: Techno Self-efficacy (TSE)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. I am confident of using SM even if there is no one around to show me how to do it					
11. I am confident of using SM even if I have never used such a system before					
12. I am confident of using SM as long as someone shows me how to do it					
Section III: Perceived usefulness	Strongly Agree	Agree	Neutral	Disagre	Strongly Disagree

13. Using SM would allow me to accomplish learning tasks more quickly					
14. Using SM would enhance my effectiveness in learning					
15. Using SM would increase my productivity in learning					
Section IV: Perceived ease of use Davis, 1986	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16. My interaction with SM is clear and understandable					
17. Getting the information from SM is easy					
18. Overall, I find SM easy to use					
Section V: Intention to Use	Strongly Agree	Agree	Neutral	Disagre	Strongly Disagre
19. I intend to continue using SM in the future					
20. I will always try to use SM in my daily life					
21. I plan to continue to use SM frequently					
22. I intend to use SM in the future					
23. I predict I would use SM in the future					
24. I plan to use SM in the future					
Section VI: Social influence (SI)	Strongly Agree	Agree	Neutral	Disagre	Strongly Disagre
25. I use SM because many people use it					
26. I use SM even if no one else I knew is using it					
27. I use SM because my friends & colleagues use it					
28. I would only use SM if I needed to					
Section VI: User Satisfaction	Strongly Agree	Agree	Neutral	Disagre	Strongly
29. SM is effective					
30. SM is efficient					
31. Overall, I am satisfied with SM					
Section VIII : Perceived Enjoyment	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

32. SM I most often use is enjoyable					
33. SM I most often use is fun					
34. SM I most often use is entertaining.					
35. SM I most often use is pleasant.					
Section IX : Social Media Use	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
36.SM will improve my comprehension of the concepts studied					
37.SM will lead to a better learning experience in class					
38. SM will allow me to better understand the concepts of a course					

Thank you for participating

APPENDIX 2

ETHICAL APPROVAL LETTER

YAKIN DOĞU ÜNİVERSİTESİ

BİLİMSEL ARAŞTIRMALAR ETİK KURULU

20.02.2018

Dear Hassan Salim Gebril Bin Nuweeji

Your application titled **"University Students' Acceptance of Social Media in Learning"** with the application number YDÜ/FB/2018/18 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assist. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Direnc Kanol

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

APPENDIX 3

SIMILARITY REPORT