

**UNIVERSITY STUDENTS' ACCEPTANCE OF
SOCIAL MEDIA IN HIGHER EDUCATION**

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

**By
MOHAMMED SALIM KHALID HUSAYN**

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

NICOSIA, 2019

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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.

Name, Last Name:

Signature:

Date:

To my family...

ACKNOWLEDGEMENTS

I would like to express my heart-felt gratitude to my supervisor Assist. Prof. Dr. Seren Başaran who was there for me from the very onset of this research and she has walked with me during this journey. I really appreciate her guidance and immense knowledge. I wouldn't have imagined having a better supervisor than her. In addition, I would like to thank the chairperson of the Computer Information Systems department, Prof. Nadire Cavus for her administrative support during my completion to the programme.

Furthermore, I would like to thank my friends who were there for me and my family as well. Their constant support and encouragement made a huge difference in making the load lighter. The countless sleepless nights have finally paid off and I am so excited for the journey ahead of me and I wish all of you the best that life has to offer. It would not be fair for me to conclude without thanking the most important people who made this study a success, the research participants. Without their input this study would not have been a success. Many thanks to everyone who contributed in the success of this thesis.

ABSTRACT

Social media is defined as mobile and web-based platforms that enable people to interact and generate content over the internet using web 2.0 technology. The aim of this study was on understanding students' acceptance of social media in higher education focusing on three universities in North Cyprus. A total of 682 students participated in the study. Results have shown a mixture of strong, moderate and weak correlation between the independent and dependent variables. The originality of the model is seen as this study is the first to have TAM2 and UTAUT model combined without refactoring the moderating factors.

The strongest correlation was between Social Influence and Behavioral Intention. A weak correlation was noted between Effort Expectancy and Behavioral Intention to use social media. In addition, results have shown that if students perceive social network sites to be efficient and effective, they are keen to adopt the technology. Results have also shown that, social norms do not influence one's intention of using social media in education.

There was a positive correlation between Perceived Ease of Use and Behavioral Intention to use social media in education. Lastly, one's intention to use social media is not merely influenced by one's desire but by many several factors which when coupled together will eventually influence one's choice whether to use social media in education or not to use it. This study will be beneficial to various educational stakeholders and fellow researchers interested in the same area of study.

Keywords: Acceptance; adoption; higher education; social media; TAM2; UTAUT

ÖZET

Sosyal medya, insanların Web 2.0 teknolojisini kullanarak internet üzerinden etkileşimde bulunmalarını ve içerik oluşturmalarını sağlayan mobil ve internet tabanlı platformlar olarak tanımlanmaktadır. Bu çalışma, Kuzey Kıbrıs'ta bulunan üç üniversitede eğitim gören öğrencilerin, sosyal medyayı eğitim olgusu çerçevesinde ne şekilde kabul ettiklerini anlamayı amaçlamaktadır. Bu çalışmada toplam olarak 682 öğrenci yer almıştır. Sonuçlar, bağımsız ve bağımlı değişkenler arasında güçlü, orta ve zayıf korelasyon karışımı olduğunu göstermiştir. Bu çalışmanın model özgünlüğü, TAM2 ve UTAUT modelinin, moderatör faktörlerini yeniden yansıtmadan birleştirmesi olarak görülebilir.

Sosyal medya kullanımında en güçlü korelasyon Sosyal Etkileşim ve Davranışsal Eğilim arasında bulunmaktayken, en zayıf korelasyon ise Çaba Beklentisi ve Davranışsal Eğilim arasında bulunmaktadır. Bu çalışmanın sonuçları, öğrencilerin sosyal ağ sitelerini etkili ve verimli buldukları noktada, teknolojiyi benimsemeye istekli olduklarını göstermiştir. Sonuçlar ayrıca, sosyal normların eğitim gören öğrencilerin sosyal medyayı eğitimde kullanma niyetini etkilemediğini göstermiştir.

Eğitimde sosyal medyayı kullanmada, Algılanan Kullanım Kolaylığı ve Davranışsal Eğilim arasında pozitif bir korelasyon bulunmaktadır. Son olarak, kişinin sosyal medyayı kullanması yalnızca kişinin kullanma arzusuna değil birden çok faktöre bağlıdır. Bu faktörlerin bir arada olması sonucunda bireyin sosyal medyayı eğitimde kullanıp kullanmama seçimi etkilenir. Bu araştırma, eğitim paydaşlarına ve aynı alana ilgi duyan diğer araştırmacılara faydalı olacaktır.

Anahtar Kelimeler: Kabul, benimseme, yüksek eğitim, sosyal medya, TAM2, UTAUT

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ABBREVIATIONS

BI:	Behavioral Intention
DV:	Dependent Variable
EE:	Effort Expectancy
FC:	Facilitating Conditions
IV:	Independent Variable
LMS:	Learning Management System
PEU:	Perceived Ease of Use
PU:	Perceived Usefulness
SM:	Social Media
SN:	Social Norms
STEM:	Science, Technology, Engineering, Mathematics
TAM:	Technology Acceptance Model
UTAUT:	Unified Technology of Acceptance and Use of Technology

CHAPTER 1

INTRODUCTION

This section gives an overview of the study and introduces the subject to the readers paying close attention to the problem statement, aim of the study as well as the importance of the study. The chapter is concluded by describing the chapters that follow in brief.

1.1 Background

There has been a drastic change in the educational sector as a result of evolving technology and social media. It is therefore crucial for instructors to come up with strategies and plans that can embrace this change and contribute positively to the educational sector (Bexheti et al, 2014). The 21st century has brought about different changes in the educational sector which were not present in the past generation making it even more important for instructors to stay up to date with latest trends and new tools that are meant to improve the overall structure of the learning process. Social media among many other tools has had positive feedback when used in education creating flexible learning experiences (Bexheti et al., 2014).

Businesses are investing massive amounts into technology to improve the way they conduct business, the same has been noted in the educational sector as the industry cannot afford to lag behind given that its main stakeholders, the students are now tech-savvy and pro-active users of technology (Dumpit & Fernandez, 2017). Social production has been noted as a key contributing factor of the internet and social media which is transforming users and bridging the gap in the virtual world (Peters & Reveley, 2015). Sobaih et al. (2016) have defined social media as mobile and web-based platforms that enable people to interact, share ideas, co-create and generate content over the internet. In addition the researchers explained that social media follows the same concept of web 2.0 technologies and consist of media research and social process. Examples of popular social media sites include YouTube, Facebook, blogs such as WordPress, LinkedIn and Wikipedia just to mention a few. Various social media platforms fall into the following groups, content communities, social networking sites, collaborative projects, virtual social worlds (Dumpit & Fernandez, 2017).

Social media has been part of people's lives as they use it daily to share and communicate information with peers, it is therefore important to understand instructor's perspectives of using social media in the classroom. The researcher will seek to understand and evaluate the students' level of awareness of the various social media applications and their implications in the learning process.

One of the most widely used social networking tool among students and instructors is Facebook and the usage is increasing exponentially in the higher education(Başaran & Rukundo, 2018). Almost all student and majority of instructors use Facebook for personal and educational activities. It was remarked that instructors are more cautiously using social media as compared to students(Başaran & Rukundo, 2018). The results indicated that change will be in the direction of implementing social media tools in education is inevitable(Başaran, 2017).

1.2 Problem Statement

The use of social media in Higher Educational Institutions (HEI) has drawn the attention of many researchers as social platforms provide easier ways to build and maintain relations as well as the collaboration of projects and sharing information virtually over the internet. Previous studies that have been done by many researchers around the globe indicate that most students are willing to adapt to this technology (Ali et al., 2017; Chung et al., 2015; Schlenkrich & Sewry, 2018), however is this the case with students in North Cyprus? For this reason, the researcher seeks to find out students' perspectives of using social media in higher education.

1.3 Aim of Study

The main aim of the study is to investigate the perspective among students on social media usage in higher education. To achieve the main aim of the study, the researcher will test the following hypothesis:

- **H1:** Perceived Ease of Use (PEU) will have a positive effect on Perceived Usefulness (PU).
- **H2:** Social Norms will have a positive effect on Perceived Usefulness (PU)
- **H3:** Perceived Ease of Use (PEU) will have a positive effect on behavioral intention of social media usage.

- **H4:** Perceived Usefulness (PU) has a positive effect on behavioral intention of social media usage.
- **H5:** Social Norms will have a positive effect on behavioral intention of social media usage.
- **H6:** Performance Expectancy will have a positive effect on behavioral intention of social media usage.
- **H7:** Social Influence will have a positive effect on behavioral intention of social media usage.
- **H8:** Effort Expectancy will have a positive effect on behavioral intention of social media usage.
- **H9:** Facilitating Condition will have a positive effect on behavioral intention of social media usage.
- **H10:** Behavioral Intention will have a positive effect on usage behavior of social media.

1.4 Importance of Study

Social media is important to many educational stakeholders which are explained in detail below:

- **Instructors/ teachers:** Social media can be used effectively as a teaching tool to facilitate teacher/student discussions and other social media platforms such as wikis and blogs have been used to collaborate projects among students and to receive feedback.
- **Students:** Social media sites like YouTube can be used by students to create and generate their own content. Twitter can be used to discuss course topics during class and social media will also facilitate peer to peer communication as students interact, share resources and learn over the internet.
- **University:** The university can benefit by using social media to communicate with students therefore disseminating information quicker and targeting a large audience all at once for instance through social networking pages.
- **Librarian:** The library team can also use social media effectively by using it to send reminders to students when books borrowed are due for return. Important events such as

cultural gatherings or the release of a new film or book can easily be communicated to the students directly by using social media platforms.

1.5 Limitations of Study

This study had several limitations which are explained below:

- **Time constraint:** The study was conducted over a short period of time during the fall semester of 2018 and spring semester of 2019.
- **Participants:** Research participants were only limited to students currently enrolled at 3 universities in North Cyprus. Future research should focus on targeting a larger population group.
- **Research tool:** The research tool used in this study comprised of a paper-based questionnaire as a result such a tool has limitations. Responses can easily be influenced by several factors.
- **Narrow research:** The study only focused on understanding students' acceptance of social media in higher education. It would be ideal in future research to also target on other educational stakeholders such as instructors to get a better view of the acceptance of such technology.

1.6 Chapter Overview

The thesis is divided into six distinct chapters which are explained in detail below:

Chapter one: This chapter gives an overview of the study and introduces the subject to the readers paying close attention to the problem statement, aim of the study as well as the importance of the study. The chapter is concluded by describing the chapters that follow in brief.

Chapter two: This chapter presents research that has been previously done by other researchers to give the researcher an insight on the area under study. This section will focus on the importance of social media in education as well as previous research findings of social media adoption in higher education.

Chapter three: This chapter gives a detailed framework of the research models used in this study. The Technology Acceptance Model 2 and the Unified Theory of Acceptance and Use of Technology are explained in detail as they form the basis of this study.

Chapter four: This chapter gives detailed information on research participants, their demographic information, data collection tool that was used for collecting data, the Cronbach alpha, the research schedule that was adopted or used by the researcher as well as the Gantt chart for the study.

Chapter five: This chapter gives a detailed summary of the results of the study together with a comparison of previous research findings to find out if findings compare or contrast with those found by other researchers. The chapter ends by giving a detailed summary of all the findings and explanations are given on why results are like that.

Chapter Six: This chapter concludes the study by giving a detailed summary of findings obtained from the study after the analysis was done. Furthermore, the researcher gives recommendations which are essential for further studies and to improve the adoption and acceptance of social media in higher education.

CHAPTER 2

RELATED RESEARCH

This chapter presents research that has been previously done by other researchers to give the researcher an insight on the area under study. This section will focus on the importance of social media in education as well as previous research findings of social media adoption in higher education.

2.1 Previous Research Findings

In the literature, many researchers have also explored the adoption and acceptance of social media in higher education in various parts of the globe. Interesting findings have been observed and noted down that influence adoption of this technology. Section 2.2.1 below explains the findings in more detail.

2.1.1 Similar research

In the literature, many researchers (Balakrishnan & Gan, 2018; Schlenkrich & Sewry, 2018; Sobaih et al., 2016) have pointed out that the learning process can be improved by using social media to actively interact and collaborate among different educational stakeholders. However, it is important to investigate and understand students's perspectives on the adoption of this technology in education.

To ensure the successful adoption of social media in education, Dumpit and Fernandez (2017) conducted a study in the Philippines using the TAM model to find out factors that affect students' social media use and behavior. Results showed that YouTube was one of the most popular social media platforms used by students to do presentations and explain ideas virtually. In addition, it was found that subjective norm, perceived playfulness, perceived ease of use and perceived usefulness were the main robust predictors of the actual usage of these sites. However, the researchers stressed out that perceived playfulness was not a factor that led to intention to use which imply that usage of social media has become a life style or a daily habit for users.

Bexheti et al. (2014) conducted a study at South East European University (SEEU) in the year 200 and 2013 through an online survey that was sent to all students at SEEU. The sample consisted of 82 observations made in 2011 and 36 observations made in 2013. Instructors indicated that their main concern on using social media in the classroom is truthfulness of student submissions and privacy issues. The data from 2013 showed an increase in awareness and willingness to adopt social media in education when compared with the data collected in 2011. 60% of the instructors had issues with social media privacy, 70% did not trust student submissions and 40% indicated that they were not in favor with the support that the institutions were putting towards integrating social media links into the current learning system. However in overall, the researchers concluded that 70% of the instructors saw social media as having a positive impact in the educational sector when properly implemented.

2.1.2 Summary of related research

The above sections have explained in detail the rate at which social media adoption is occurring across various parts of the world. With this information, evidence has shown that adoption and acceptance of this technology is escalating at an exponential rate. It is evident that research has been done at various levels from inception level, acceptance and adoption targeting all different stakeholders in the educational sector. However, for the purpose of this study the researcher will only focus on understanding adoption and acceptance of this technology among university students. Apart from the numerous benefits mentioned in the literature that come with adoption of social media in higher education, it has also been noted that some universities and colleges have been slow in adopting the technology due to lack of adequate information on the benefits of the technology and therefore they have been lagging behind as well as lack of infrastructure such as fiber optic cables for faster internet connection and other resources.

In addition, a study conducted by Bicen and Cavus (2011) also showed an increase in the usage of mobile devices such as smartphones and tablets among students in North Cyprus. Considering an increase and further developments in mobile devices there is need for further investigate usage at this point in time as well as investigate adoption levels of social media in education. During their study the researchers mentioned the introduction of e-learning and how students were keen on the technology. It is therefore crucial to understand how this has resolved over the few years.

CHAPTER 3

THEORETICAL FRAMEWORK

This chapter gives a detailed framework of the research models used in this study. The Technology Acceptance Model two (TAM2) and the Unified Theory of Acceptance and Use of Technology are explained in detail as they form the basis of this study.

3.1 Importance of Social Media in Education

Massive growth in the technological sector has resulted in an increase in the number of social network sites that are currently being used by individuals and organizations in different sectors and this shift has also penetrated the educational sector. Research done by Bexheti et al, (2014) pointed out that there are four main dimensions in which social media when used can result in improvements in teaching and learning which are as follows:

- **Content:** Social media contains a pool of free resources which can easily be accessed by students and instructors. A vast pool of resources is key in distance learning platforms and it also enables e-learning and mobile learning as resources for learning are easily accessible.
- **Creation:** Social media gives both instructor the instructor and students the freedom to create content online which they can share and distribute among peers and other social platforms. Creating content also enriches the academic database as more and more resources become available to students.
- **Connecting:** Social media connects people in one platform despite their geographical location allowing them to share information and collaborate with each other hence increasing channels of distributing information.
- **Collaboration:** Instructors and students can easily collaborate with each other as they engage on projects and share information as well as motor the progress using social media.

In the literature, other researcher's (Schlenkrich & Sewry, 2018) also mentioned other benefits which social media can bring to the educational sector which will be explained below:

- **Fosters communication:** Social media platforms like blogs are becoming a popular thing for many professionals as well as students as such platforms have both informal and formal commentary which can be of good value to students and instructors in the social science field who would love to keep track with current information. People can easily express their opinions, share life experiences, frustrations as well as reflect on social issues.
- **Support for research and development:** Activities of researchers often take place in social contexts on social media. Such platforms allow researchers to collaborate with other researchers in the same field of study sharing information and ideas which often result in new knowledge being created hence increasing the knowledge base.
- **Promotes the accumulation of social capital:** Social capital refers to the resources that are accumulated as a result of relationships that exist among people which often leads to positive outcomes such as low crime rates and better health services as people share and disseminate information. Social platforms encourage communication even from those who are regarded as shy as they can initiate communication.
- **Motivation and learning opportunities:** Social media is the best platform for motivating students to build online collaboration and as they share information with peers, and this often enhances learning opportunities. Social network sites also encourage instructors to create content and invite feedback which often motivates instructors as it promotes reflective feedback.
- **Learning tools in libraries:** Schlenkrich and Sewry (2018) believes that institutions should support libraries by providing them with essential tools that will help instructors' vlog and blog. Sessions can also be organized where instructors and both students are taught how to develop information skills.

- **Enables instructors to be better advisors:** Information that is normally posted on social media platforms provoke thoughtful conversations which often help instructors deal with situations in a better and more professional way as they are kept aware of what is currently transpiring in a student's life. Students often feel more comfortable to interact and approach instructors who often interact with them on social platforms like Facebook.
- **Digital learning:** Social media is the birth of digital learning and often leads to distance learning and e-learning as students learn online despite their geographical location.

3.2 Technology Acceptance Model (TAM2)

The Technology Acceptance Model is a popular model that has been widely used in the technological sector to find out how individuals accept information systems (Surendran, 2016). The model is widely used due to its robustness, simplicity and its ability to interpret and predict the different attributes that affect a user's adoption of technology (Dumpit & Fernandez, 2017). In 1989, Davis developed the model with the intention of finding users' acceptance of information system and technology, the model was further modified, and subjective norm was added in TAM2. The two main factors in the model are perceived usefulness and perceived ease of use which are explained below:

- **Perceived usefulness:** This refers to the extent to which one believes that by using a particular system will improve his/her job.
- **Perceived ease of use:** This refers to the extent to which one believes that a part a particular system will be easy to use.
- **Subjective norms:** The degree to which an individual's decision on using a particular technology is influenced by the people close to him/her.

The above factors are influenced by external variables such as social factors, political factors and cultural factors. Facilitating conditions, skills and language constitute social factors. A user's evaluation of the system determines if they are willing to use the system or not. Behavioral

intention measures the likelihood of a person using a particular system (Surendran, 2016). The model is depicted in Figure 3.1 below.

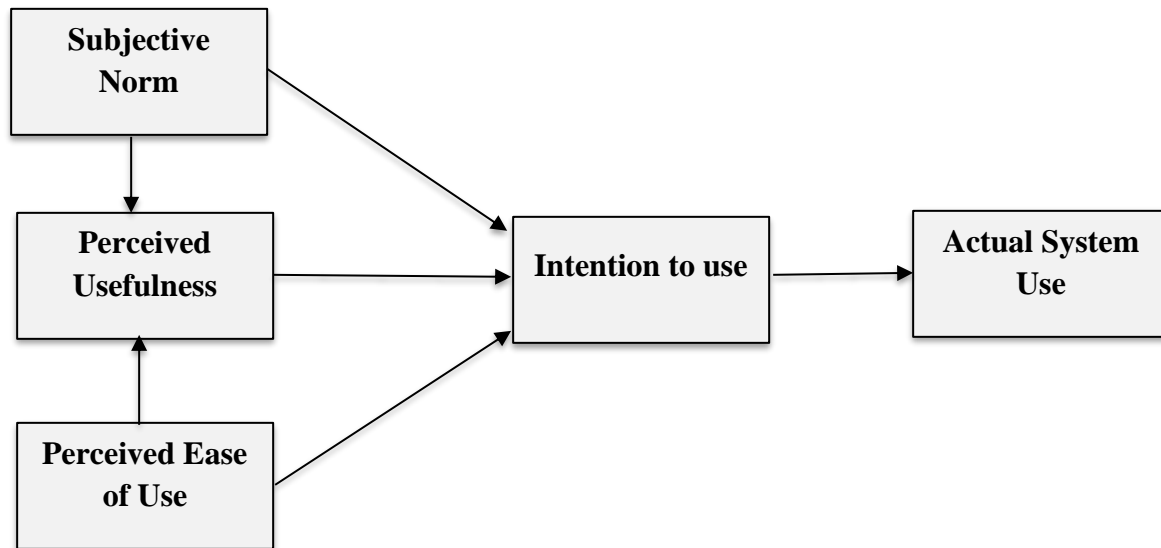


Figure 3.1: Technology acceptance model (Surendran, 2016)

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

The Unified Theory of Acceptance and Use of Technology (UTAUT) was developed by Venkatesh et al. (2003), a model that has been used by many researchers with determinants of behavioral intention and usage behavior which are Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions. The model is depicted in Figure 2.2 Below. The constructs of the model are explained in detail below:

- **Performance Expectancy:** This refers to the degree by which an individual believes that by using a particular system their work will be improved.
- **Effort Expectancy:** The degree by which an individual believes that by using a system, it will be easy and effortless.
- **Social Influence:** The degree to which an individual's decision on using a particular technology is influenced by the people close to him/her.

- **Facilitating Conditions:** Other factors that one perceives to have an influence on how they perceive a new technology.

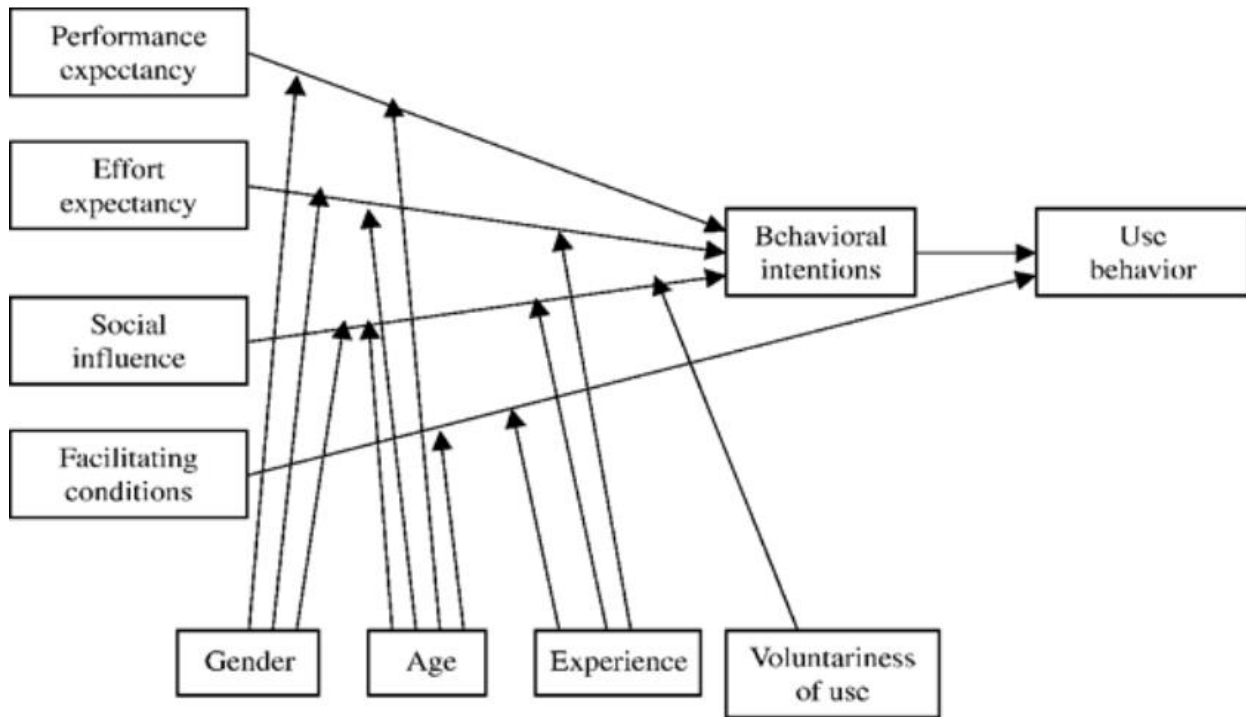


Figure 3.2: Unified theory of acceptance and use of technology (Venkatesh et al., 2003)

CHAPTER 4

PROPOSED RESEARCH METHODOLOGY

This chapter gives detailed information on research participants, their demographic information, data collection tool that was used for collecting data, the Cronbach alpha and the research model. Based on existing models, we have developed a new research model. This chapter also contains the Gantt chart for the study.

4.1 Proposed Research Model

The research model for this study comprises of two models integrated namely the Technology Acceptance Model 2 (TAM2) and the Unified Theory of Acceptance and Use of Technology (UTAUT). Dimensions taken from the TAM2 are perceived usefulness, perceived ease of use and subjective norm and behavioral intention. UTAUT had the following dimensions, Performance expectancy, effort expectancy, social influence and facilitating conditions. Moderating variables of gender, age, experience and voluntariness of use were excluded from the study. Figure 4.1 below shows the research model and the relationship between the independent and dependent variables.

The model comprised of 9 dimensions which are summarized as follows:

Perceived ease of use: Refers to the assumption held by the students that using social media in their education is effortless or requires less effort.

Perceived usefulness: Refers to the assumption held by the students that using social media in their education is useful for both their studies and future careers.

Subjective norms: Refers to the perceived social pressure by the students that using social media in their education will result in a certain behavior

Performance expectancy: Refers to the assumption held by the students that using social media in their education will help them attain their job performance.

Social influence: Refers to the assumption held by the students that using social media in their education is strongly influenced by their inner circles which includes family and friends.

Facilitating conditions: Refers to the assumption held by the students that using social media in their education is a result of other several factors amalgamated.

Effort expectancy: Refers to the assumption held by the students that using social media in their education has a certain level of ease that comes with adopting the technology.

Behavioral intention: Refers to the assumption held by the students that using social media in their education will influence their behavior.

Usage behavior: The assumption that social media will have an effect on the overall behavior of the students.

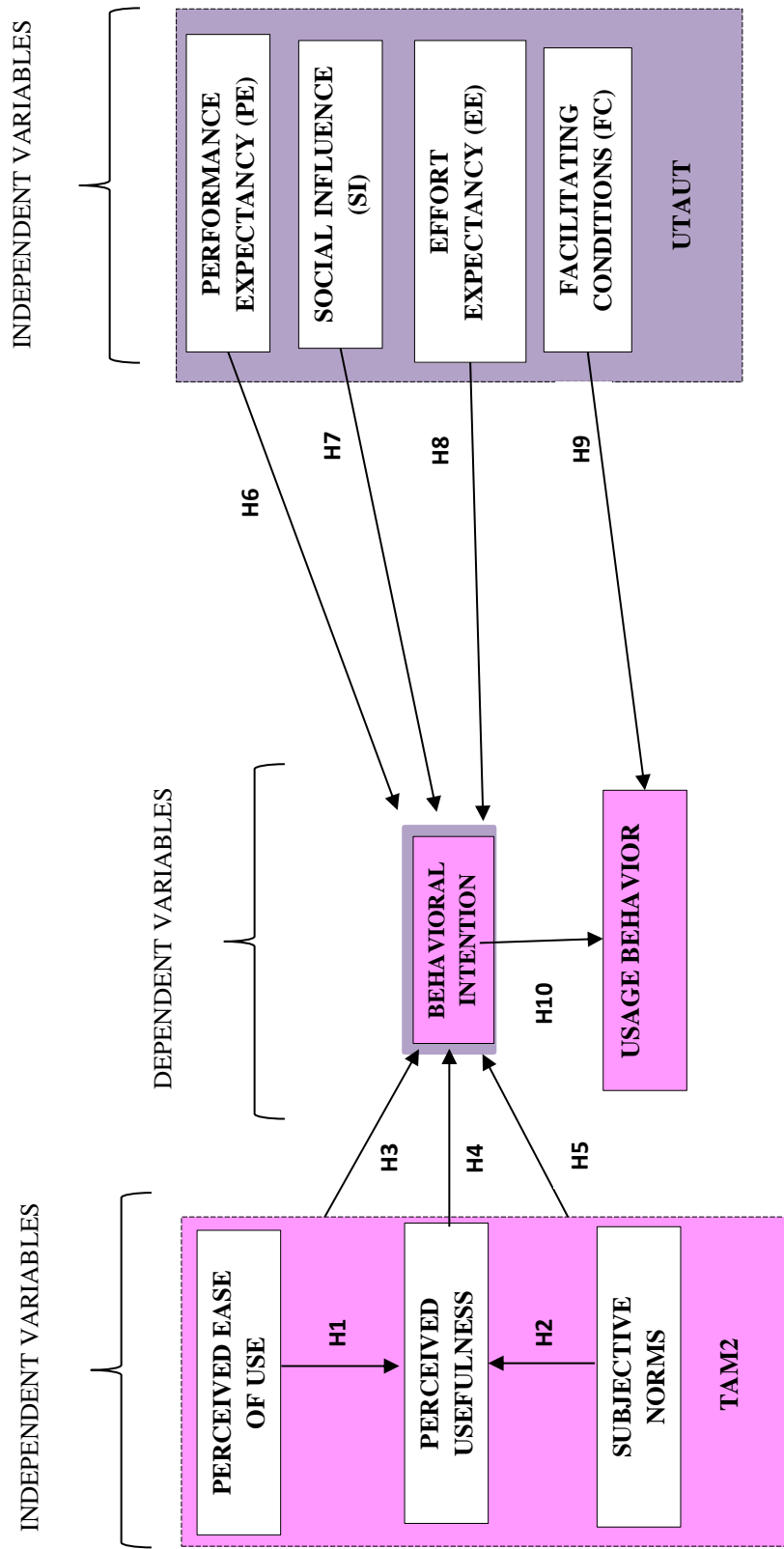


Figure 4.1: Proposed research model for the study

4.2 Research Participants

Students currently enrolled at three universities in North Cyprus participated in the study. These universities are Near East University, Cyprus International University and Eastern Mediterranean University. Students who participated were grouped into two distinct groups for analysis purposes namely STEM (science, technology, engineering and mathematics) which focused on students who are from a scientific background and OTHER representing the non-technical group. The research comprised of responses obtained from 682 students. Below is a breakdown of the summation of the valid questionnaires based on each university:

- Cyprus International University (187)
- Near East University (256)
- Eastern Mediterranean University (239)

Convenience sampling was used by the researcher to determine the sample size. This study used convenience sampling as a sampling technique whereby the researcher worked with students who volunteered to participate in the study. This is a type of non-probability sampling in which the sample is drawn from the population that is close at hand.

Sampling criteria refers to the strategy that will be used by the researcher in selecting a sample. It is crucial for the researcher to be aware that there are two costs involved when dealing with the sampling criteria and this involves costs as a result of incorrect inference from the data and costs of collecting the data. To fully understand if the questionnaire was well structured the researcher used convenience sampling whereby a total of 20 students who randomly volunteered to participate at a pre-study assessment was used. The students were from various departments. Responses were analysed and amendments done which included the change in wording to use simpler terms which could be understood by other students without a technical or IT related background.

4.2.1 Demographic data of research participants

Table 4.1 below shows the demographic data of research participants. The total participants were 682 and this comprised of 359 male students (52.6%) and 323 female students (47.4%). The age group with the highest number of participants was the 17-22-year-old group which had 271 students (39.7%), followed by the 23-27 age group which had 230 students (33.7) and lastly the 28 years and above age group which had 181 students (26.5%). In addition, the highest number of participants came from the undergraduate group which comprised of 370 students (54.3%), followed by the master's students which were 231 (33.9%) and lastly it was the PhD students which were 81 students comprising of 11.9% of the total population group. The last grouping was based on the student's area of study, the larger part of the population sample came from STEM related departments and these were 396 (58.1%) and other departments had 286 students which comprised of 41.9% of the total population.

A great number of students at the three universities were not sure whether their instructors were already using social media in education as indicated by (317 students said maybe, 274 said no and only 91 said Yes). In addition, 333 students were not sure when asked if their instructors have already been using social media. 343 students were not sure if instructors at their university were interested in adopting this technology. 271 students indicated that instructors at their university were against using social media in education. This only points to lack of awareness on how this tool could transform the educational system if used efficiently. This shows a lag in adoption as most students are not even aware of the current status quo for this technology.

Table 4.1: Demographic data of research participants

Demographic Variable		Number	Percentage (%)
Gender	Male	359	52.6
	Female	323	47.4
	Total	682	100.0
Age group	17-22	271	39.7
	23-27	230	33.7
	28+	181	26.5
	Total	682	100.0
Level of Study	Undergraduate	370	54.3
	Masters	231	33.9
	PhD	81	11.9
	Total	682	100.0
Department	STEM	396	58.1
	Other	286	41.9
	Total	682	100.0

4.3 Data Collection Tool

A paper-based questionnaire adopted from various studies with modifications made to it to suit the target group was used for this study and distributed to students currently enrolled at three universities in North Cyprus namely; Near East University, Cyprus International University and Eastern Mediterranean University. Collected data was entered in SPSS and analyzed using descriptive statistics and Pearson Correlation. The questionnaire had 9 dimensions namely, Perceived Ease of Use, Perceived Usefulness, Usage Behavior, Subjective Norms, Behavioral Intention, Performance Expectancy, Social Influence, Facilitating Conditions and Effort Expectancy. The questionnaire had a total of 35 questions and besides the demographic data of participants, the rest of the dimensions were based on a 5 Likert scale as shown on Appendix 1 that ranged from strongly agree, agree, neutral, disagree and strongly disagree. The questionnaire was derived from various studies as depicted in Table 4.2 below

Table 4.2: Questionnaire Sources

Dimension	Source
Section I: Perceived Ease of Use	
1. I find social media easy to use	(Chung et al., 2015)
2. Using social media in learning is more convenient for me	(Chung et al., 2015)
3. I believe it is easy for me to remember how to perform tasks when using social media	(Rellinger, 2017)
Section II: Perceived Usefulness	
4. Learning through social media is not restricted by time and place	(Chung et al., 2015)
5. Learning through social media can help me gain quick access the information I need	(Chung et al., 2015)
6. My learning process becomes more effective using social media	(Chung et al., 2015)
Section III: Usage Behavior	
7. Social media will help me improve the concepts I study in class	Donaldson (2015)
8. Lecturers have been of help in enabling me to use social media.	Donaldson (2015)
9. I am willing to use social media in my studies	(Chaka & Govender, 2017)

Table 4.3: Questionnaire Sources continued

Dimension	Source
Section IV: Subjective Norms	
10. People who influence my behaviour think that I should use social media	Rellinger (2017)
11. Experts that are important in my life think I should use social media	Rellinger (2017)
12. People who are important in my career life think that I should use social media	Rellinger (2017)
Section V: Behavioral Intention	
13. I plan on using social media in my studies	(Ahmad & Love, 2016)
14. I predict I will use social media in my studies in the future	(Mtebe & Raisamo, 2016)
15. I will recommend using social media in education to others	(Chung et al., 2015)
Section VI: Performance Expectancy	
16. I believe social media is useful for my studies	(Ahmad & Love, 2016)
17. Using social media allows me to access more information about my courses	(Mtebe & Raisamo, 2018)
18. Social media platforms assist me in receiving school work from my lecturers and submitting assignments	(Chaka & Govender, 2017)

Table 4.4: Questionnaire Sources continued

Dimension	Source
Section VII: Social Influence	
19. I think I will use social media in education since my friends use it.	(Chaka & Govender, 2017)
20. My friends who are currently using social media applications find them helpful and this encourages me to use it too.	(Chaka & Govender, 2017)
21. I believe lecturers and staff members will be helpful in motivating me to use social media	(Mtebe & Raisamo, 2018)
Section VIII: Facilitating Conditions	
22. My decision to use social media will depend on the mobile device/laptop or computer I will have at that time	(Chaka & Govender, 2017)
23. I will only accept social media in education if the service provider is willing to provide quality service	(Chaka & Govender, 2017)
24. I have resources that are necessary for me to use social media	(Mtebe & Raisamo, 2018)
Section IX: Effort Expectancy	
25. I find social media easy to use	(Ahmad & Love, 2016)
26. I believe it would be so easy for me to become skilful at using social media platforms	(Mtebe & Raisamo, 2018)
27. Operating social media platforms is going to be easy for me	(Mtebe & Raisamo, 2018)

4.3.1 Reliability tests of questionnaire dimensions

It is crucial to check the reliability of questionnaire dimensions before embarking on data collection to fully understand if the questions are well understood by the target group. To do so, Cronbach alpha was conducted with the aim of checking the consistency of questionnaire dimensions and questions. Table 4.4 below shows the results that were obtained by measuring the consistency of the scale at a given dimension. In the literature, Olugbenga (2017) explains the

whole concept behind measuring reliability using the Cronbach alpha. The researcher goes on to explain the different ranges and their meaning as explained below on Table 4.3:

Table 4.3: Showing interpretation of the Cronbach alpha results (Olugbenga, 2017)

Cronbach's alpha	Internal consistency
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable but acceptable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

The highest reliability was found in the Behavioral Intention dimension which had (0.781), followed by Social Influence (0.778), Subjective Norms (0.773), Usage Behavior (0.771), Perceived Usefulness (0.702), Perceived Ease of Use (0.686), Facilitating Conditions (0.650) and Effort Expectancy (0.606). All the dimensions are acceptable as the Cronbach alpha is above 0.6. The total reliability of all dimensions combined was 0.803.

Table 5.4: Questionnaire constructs and reliability tests

Constructs:	Number of Items	Cronbach Alpha
Perceived Ease of Use	3	.686
Perceived usefulness	3	.702
Usage Behaviour	3	.771
Subjective Norms	3	.773
Behavioural Intention	3	.781
Performance Expectancy	3	.683
Social influence (SI)	3	.778
Facilitating Conditions	3	.650
Effort Expectancy	3	.606
TOTAL	27	.803

4.4 Data Analysis

A total of 750 questionnaires were distributed among the 3 universities (Near East University, Cyprus International University and Eastern Mediterranean University). Upon collecting the completed questionnaires, the researcher found out that 21 questionnaires went missing and furthermore, 47 questionnaires were returned with some questions unanswered implying that these had to be excluded from data analysis. The remaining valid responses were 682 questionnaires which were entered in SPSS and analyzed. Two analysis methods listed below were used to test the hypothesis and come up with conclusions based on the results revealed.

- Descriptive analysis
- Pearson Correlation

4.5 Research Procedure

In order to come up with a comprehensive research, the researcher had to follow several steps which are explained below:

- I. A comprehensive literature research was done by the researcher to fully understand students' acceptance of social media in higher education. This was an ongoing phase throughout the research so that the researcher could keep up with the latest trends in the area of study.
- II. A proposal was written and accepted by the department which meant the research had to be started.
- III. A sample questionnaire was drafted and randomly distributed to 25 students from different departments that were at the university cafeteria. Feedback was obtained and the questionnaire was amended.
- IV. A second version of the questionnaire was drafted and re-distributed to 20 students at the university library and feedback was obtained and the final version of the questionnaire was drafted.

- V. After the final questionnaire was approved by the department the researcher then applied for approval from the ethical research board at the university and the questionnaire was approved.
- VI. Approval letters were taken to the universities to seek permission and permission was obtained. The researcher distributed the questionnaires at strategic points such as cafeterias and libraries which are key areas where students from various departments meet and socialize.
- VII. Data was collected and entered in SPSS ready for analysis.
- VIII. When the required threshold had been reached, data was analyzed using descriptive analysis and Pearson Correlation.
- IX. Results obtained were recorded on chapter 5 of this study and the study concluded.
- X. Table 4.4 below shows the timeframe that the research took.

Table 4.6: Thesis research schedule

TASK	DURATION (WEEKS)
1 Literature Review to fully understand topic	On-going process
2 Research proposal and waiting for feedback	8 weeks
3 Drafting 1 st questionnaire	4 weeks
4 Collecting sample data and re-amending questionnaire	6 weeks
5 Submitting questionnaire and proposal to ethical committee and waiting for feedback	4 weeks
6 Data collection	16 weeks
7 Entering data in SPSS	4 weeks
8 Data analysis	4 weeks
9 Concluding the last chapters of the thesis	2 weeks
10 Completed Thesis review by supervisor	3 weeks (on-going)
11 Final submission and corrections after Jury	3 weeks
Total	54 weeks

4.6 Gantt Chart of the Study

Figure 4.2 below shows the Gantt Chart for the study with a detailed description of the timeframes and the percentage completion at the time of data analysis.

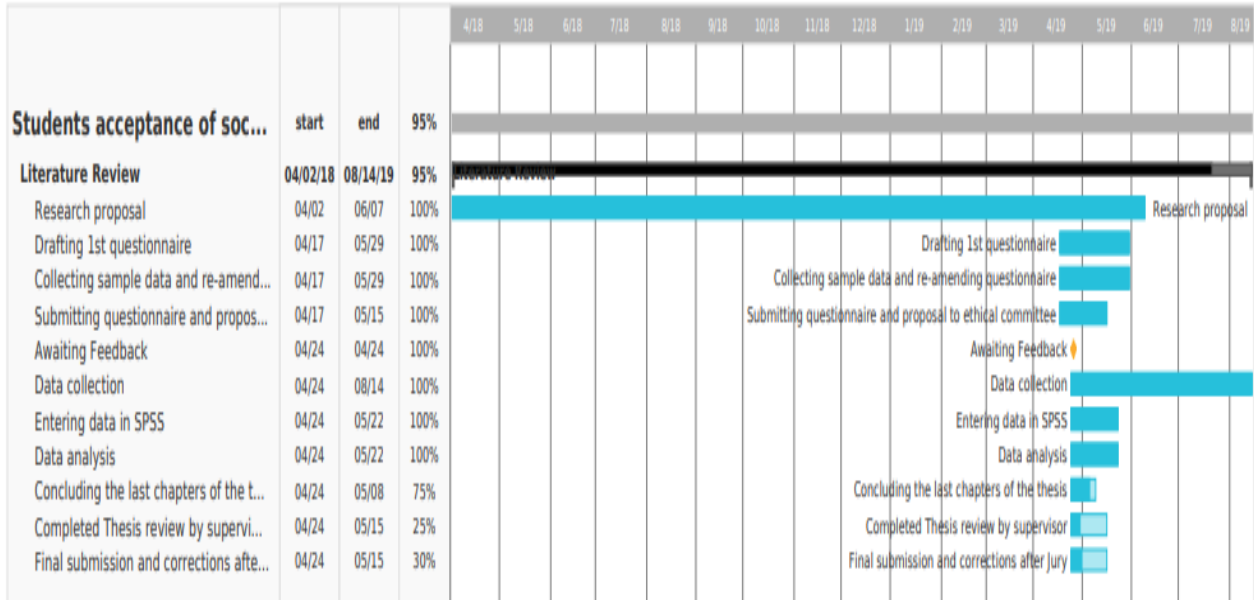


Figure 3.2: Showing the Gantt Chart for the Study

CHAPTER 5

RESULTS AND DISCUSSIONS

This chapter gives a detailed summary of the results of the study together with a comparison of previous research findings to find out if findings compare or contrast with those found by other researchers. The chapter ends by giving a detailed summary of all the findings and explanations are given on why results are like that.

5.1 The Relationship between Perceived Ease of Use (PEU) and Perceived Usefulness (PU)

H1: Perceived Ease of Use (PEU) will have a positive effect on Perceived Usefulness (PU).

In order to determine whether the two variables are associated in any way, a Pearson Correlation was computed, and results obtained from the analysis are shown on Table 5.1 below. There was a moderate positive correlation between Perceived Ease of Use and Perceived Usefulness as shown by the following values; $r=.605$, $n=682$, $p=0.00$. Since $p \leq 0.05$ we therefore accept the hypothesis and conclude that there is a positive relationship between the two mentioned variables. Furthermore, Figure 5.1 depicts a scatter plot showing an uphill positive linear relationship between the two variables implying that as Perceived Ease of Use increase, Perceived Usefulness also increase among students' perceptions of social media in higher education.

Results have shown that when students perceive social media to be easy to use, they tend to see it as useful in their studies. Similar findings were also found by Ali et al. (2017) who did a study on social media adoption in Italy, Results showed a moderate correlation between PEU and PU of $r=.649$. This implies that when it comes to social media adoption, the less complex the platform is, the more useful it is to students.

Table 5.1: Showing the Pearson Correlation between Perceived Ease of Use and Perceived Usefulness

		Perceived_Ease_of_Use	Perceived_Usefulness
Perceived_Ease_of_Use	Pearson Correlation	1	.605**
	Sig. (2-tailed)		.000
	N	682	682
Perceived_Usefulness	Pearson Correlation	.605**	1
	Sig. (2-tailed)	.000	
	N	682	682

** . Correlation is significant at the 0.05 level (2-tailed).

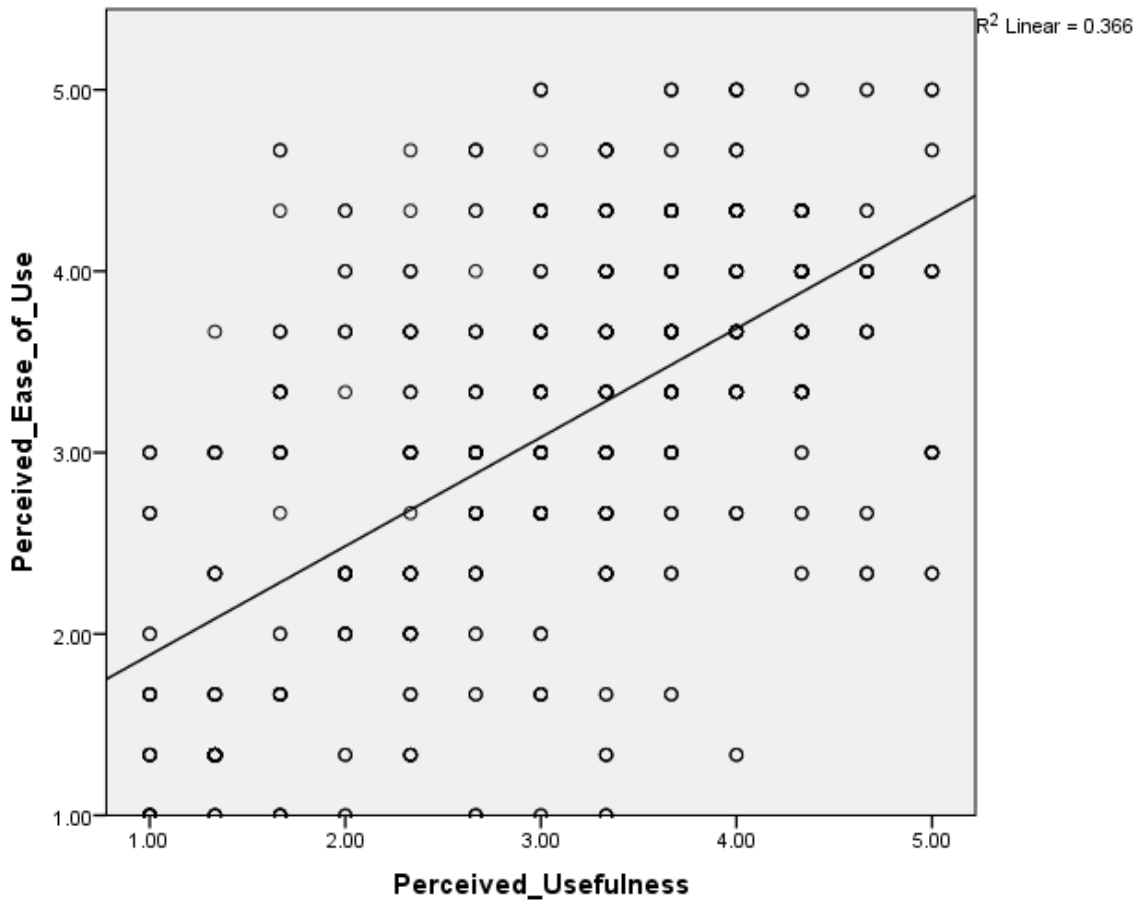


Figure 5.1: Scatter graph showing the relationship between Perceived Ease of Use and Perceived Usefulness

As perceived usefulness increases, perceived ease of use also increases ($R^2 = 0.366$).

5.2 The Relationship between Social Norms and Perceived Usefulness (PU)

H2: Social Norms will have a positive effect on Perceived Usefulness (PU)

In order to determine whether the two variables are associated in any way, a Pearson Correlation was computed, and results obtained from the analysis are shown on Table 5.2 below. There was a weak negative correlation between Social Norms and Perceived Usefulness as shown by the following values; $r=-.092$, $n=682$, $p=0.16$. Since $p>0.05$ we therefore reject the hypothesis and conclude that there is no relationship between the two mentioned variables. Furthermore, Figure 5.2 depicts a scatter plot showing a downhill negative linear relationship between the two variables implying that as Social Norms increase, Perceived Usefulness decrease among students' perceptions of social media in higher education (Figure 5.2).

Results have shown that despite how a society or a group of students perceive social media to be useful, that does not influence one's desire to adopt the technology in his/her studies. This shows that social media adoption is more of an individual decision rather than a mutual decision. Contrary results were found by Suklabaidya and Sen (2017) who conducted their study in South Africa and found out that society plays a critical role in how one perceives social media adoption. Students who were studying in the rural parts of Kwazulu Natal where technology was still in its early stages were not keen on adopting social media, however students in towns where almost everyone had a smartphone were keen on adopting social media in their studies.

Table 5.2: Showing the Pearson Correlation between Social Norms and Perceived Usefulness

		Social_Norms	Perceived_Usefulness
Social_Norms	Pearson Correlation	1	-.092*
	Sig. (2-tailed)		.016
	N	682	682
	<hr/>		
Perceived_Usefulness	Pearson Correlation	-.092*	1
	Sig. (2-tailed)	.016	
	N	682	682
	<hr/>		

*. Correlation is significant at the 0.05 level (2-tailed).

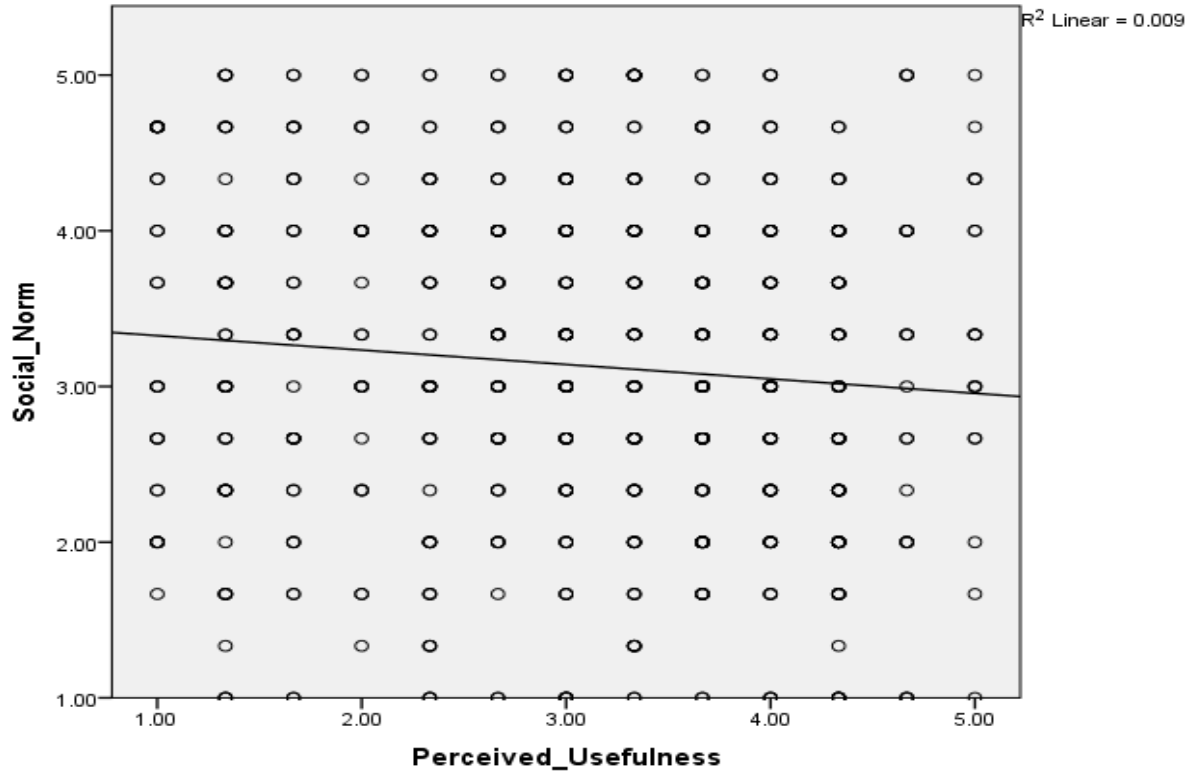


Figure 5.2: Scatter graph showing the relationship between Social Norms and Perceived Usefulness

As social norms increase, perceived usefulness decreases ($R^2 = 0.009$).

5.3 The Relationship between Perceived Ease of Use (PEU) and Behavioral Intention

H3: Perceived Ease of Use (PEU) will have a positive effect on behavioral intention of social media usage.

In order to determine whether the two variables are associated in any way, a Pearson Correlation was computed, and results obtained from the analysis are shown on Table 5.3 below. There was a weak positive correlation between Perceived Ease of Use and Behavioral Intention as shown by the following values; $r=.207$, $n=682$, $p=0.00$. Since $p \leq 0.05$ we therefore accept the hypothesis and conclude that there is a weak positive relationship between the two mentioned variables. Furthermore, Figure 5.3 depicts a scatter plot showing an uphill positive linear relationship between the two variables implying that as Perceived Ease of Use increase, Behavioral Intention decrease among students' perceptions of social media in higher education.

A positive correlation between Perceived Ease of Use and Behavioral Intention to use social media in education implies that students prefer to use technology that is less complex. Similar findings were also found by many researchers in the literature (Alssbaiheen & Love, 2017; Donaldson, 2015; Rahim & Athmay, 2018) who conducted studies in different parts of the world and all concluded that if students perceive that little effort is required in order for one to start using social media they are likely to adopt the new technology. The less complex the social media platform is, the likelihood of it gaining acceptance among university students.

Table 5.3: Showing the Pearson Correlation between Perceived Ease of Use and Behavioral Intention

	Perceived_Ease_of_Use	Behavioral_Intention
Perceived_Ease_of_Use		
Pearson Correlation	1	.207**
Sig. (2-tailed)		.000
N	682	682
Behavioral_Intention		
Pearson Correlation	.207**	1
Sig. (2-tailed)	.000	
N	682	682

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

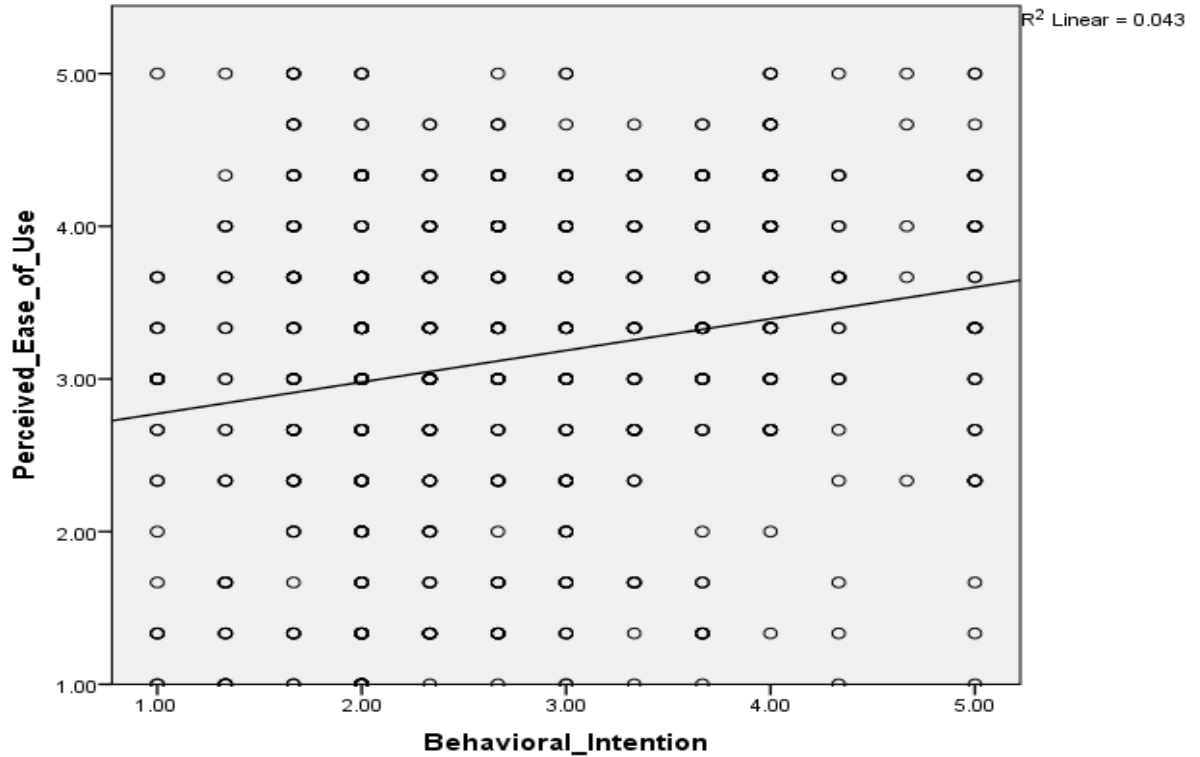


Figure 5.3: Scatter graph showing the relationship between Perceived Ease of Use and Behavioral Intention

As perceived ease of use increases, behavioral intention also increases ($R^2= 0.043$).

5.4 The Relationship between Perceived Usefulness (PU) and Behavioral Intention

H4: Perceived Usefulness (PU) has a positive effect on behavioral intention of social media usage. In order to determine whether the two variables are associated in any way, a Pearson Correlation was computed, and results obtained from the analysis are shown on Table 5.4 below. There was a weak positive correlation between Perceived Usefulness and Behavioral Intention as shown by the following values; $r=.247$, $n=682$, $p=0.00$. Since $p \leq 0.05$ we therefore accept the hypothesis and conclude that there is a weak positive relationship between the two mentioned variables. Furthermore, Figure 5.4 depicts a scatter plot showing an uphill positive linear relationship between the two variables implying that as Perceived Usefulness increase, Behavioral Intention decrease among students' perceptions of social media in higher education.

A weak positive correlation between the two variables implies that the way students perceive social media platforms to be useful does not necessarily mean they will use the platforms in education.

Similar findings in the literature were also found out by Rahim and Athmay (2018) who concluded that there was a weak positive correlation between PU and BI, however the researchers were investigating technology acceptance among university students.

Table 5.4: Showing the Pearson Correlation between Perceived Usefulness and Behavioral Intention

		Perceived_Usefulness	Behavioral_Intention
Perceived_Usefulness	Pearson Correlation	1	.247**
	Sig. (2-tailed)		.000
	N	682	682
Behavioral_Intention	Pearson Correlation	.247**	1
	Sig. (2-tailed)	.000	
	N	682	682

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

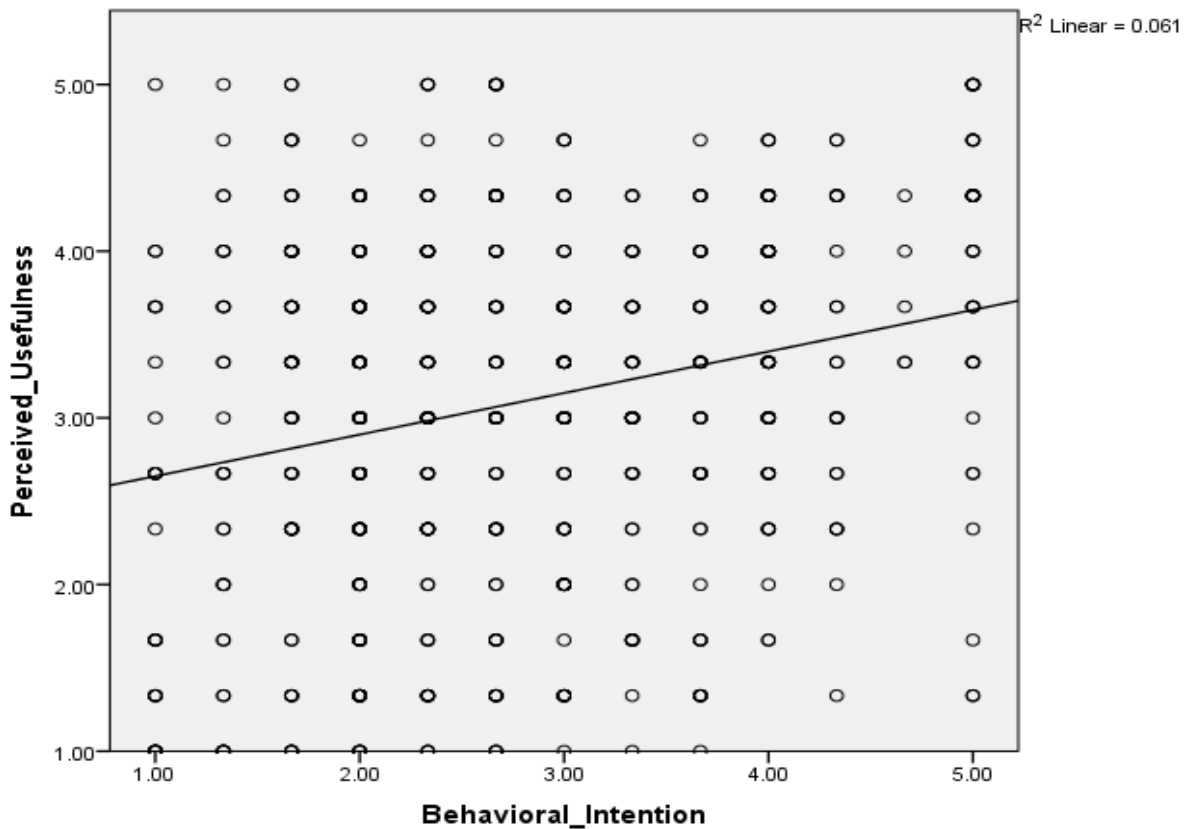


Figure 5.4: Scatter graph showing the relationship between Perceived Usefulness and Behavioral Intention

As perceived usefulness increases, behavioral intention also increases ($R^2= 0.061$).

5.5 The Relationship between Social Norms and Behavioral Intention

H5: Social Norms will have a positive effect on behavioral intention of social media usage.

In order to determine whether the two variables are associated in any way, a Pearson Correlation was computed, and results obtained from the analysis are shown on Table 5.5 below. There was a weak negative correlation between Social Norms and Behavioral Intention as shown by the following values; $r = -.220$, $n = 682$, $p = 0.00$. Since $p < 0.05$ we therefore accept the hypothesis and conclude that there is a weak negative relationship between the two mentioned variables. Furthermore, Figure 5.5 depicts a scatter plot showing a downhill negative linear relationship between the two variables implying that as Social Norms increase, Behavioral Intention decrease among students' perceptions of social media in higher education.

Despite the behavior associated with a specific group of people in a society it does not influence one's intention of using social media in education. This implies society does not influence one's choice when it comes to technology. Contrary results were found by Mohammed and Seifedine (2018) as well as Peters and Reveley (2015) who conducted their studies in Lybia and Cuba respectively. Both their findings reveal that society plays a crucial role in how one is brought up and society to some extent influence how one perceives technology and social media. Their studies showed that students who were raised in societies that strongly believe that social media is not beneficial in education and results in failure were not keen on adopting the technology in their studies. This shows the need for education before adopting the technology for both students, parents and instructors to fully understand the benefit that comes with adopting the technology.

Table 5.5: Showing the Pearson Correlation between Social Norms and Behavioral Intention

		Social_Norms	Behavioral_Intention
Social_Norms	Pearson Correlation	1	-.220**
	Sig. (2-tailed)		.000
	N	682	682
Behavioral_Intention	Pearson Correlation	-.220**	1
	Sig. (2-tailed)	.000	
	N	682	682

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

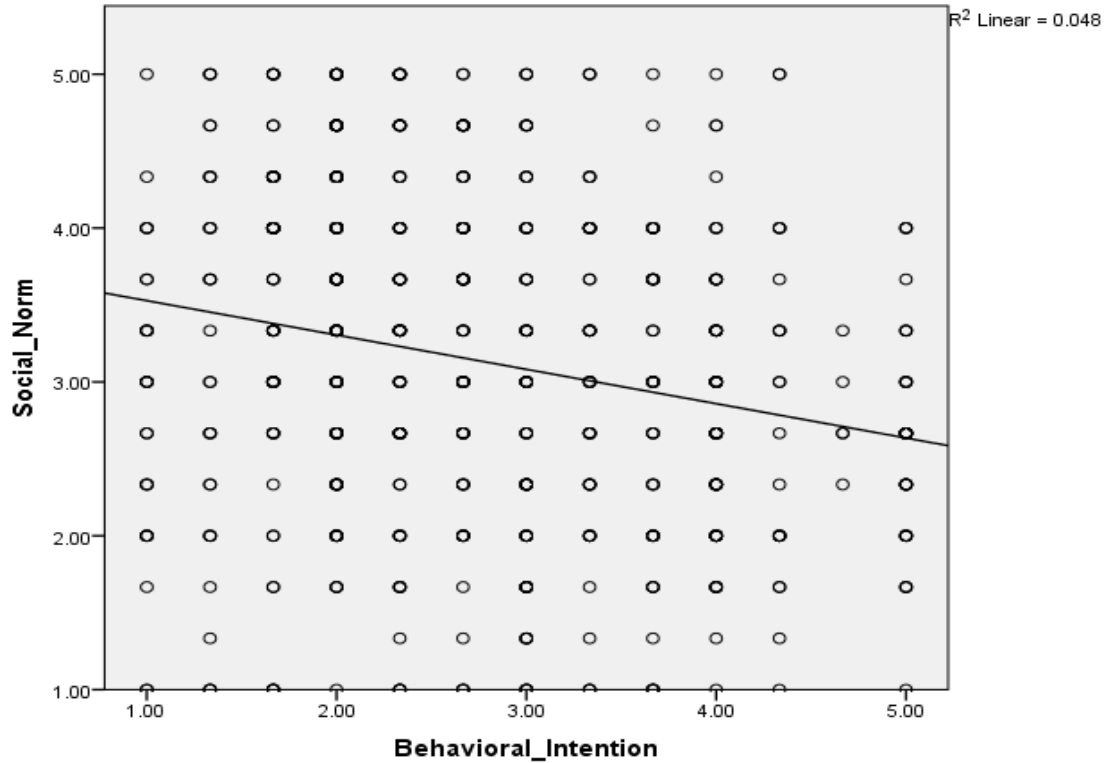


Figure 5.5: Scatter graph showing the relationship between Social Norms and Behavioral Intention

As social norms increase, behavioral intention also increases ($R^2= 0.048$).

5.6 The Relationship between Performance Expectancy (PE) and Behavioral Intention

H6: Performance Expectancy will have a positive effect on behavioral intention of social media usage.

In order to determine whether the two variables are associated in any way, a Pearson Correlation was computed, and results obtained from the analysis are shown on Table 5.6 below. There was a moderate positive correlation between Performance Expectancy and Behavioral Intention as shown by the following values; $r=.514$, $n=682$, $p=0.00$. Since $p\leq 0.05$ we therefore accept the hypothesis and conclude that there is a positive relationship between the two mentioned variables. Furthermore, Figure 5.6 depicts a scatter plot showing an uphill positive linear relationship between the two variables implying that as Performance Expectancy increase, Behavioral Intention also increase among students' perceptions of social media in higher education.

Results have shown that if students perceive social network sites to be efficient and effective, doing what they are expected to do they are keen to adopt the technology and use social media in their studies. These results to what was found by Ching-Yi et al. (2017) in the literature who concluded that there was a positive correlation between PE and BI to use social media in high schools of North America. Although the researchers focused on a different sample than universities, results still showed a positive correlation between the two variables.

Table 5.6: Showing the Pearson Correlation between Perceived Expectancy and Behavioral Intention

		Performance_Expectancy	Behavioral_Intention
Performance_Expectancy	Pearson Correlation	1	.514**
	Sig. (2-tailed)		.000
	N	682	682
Behavioral_Intention	Pearson Correlation	.514**	1
	Sig. (2-tailed)	.000	
	N	682	682

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

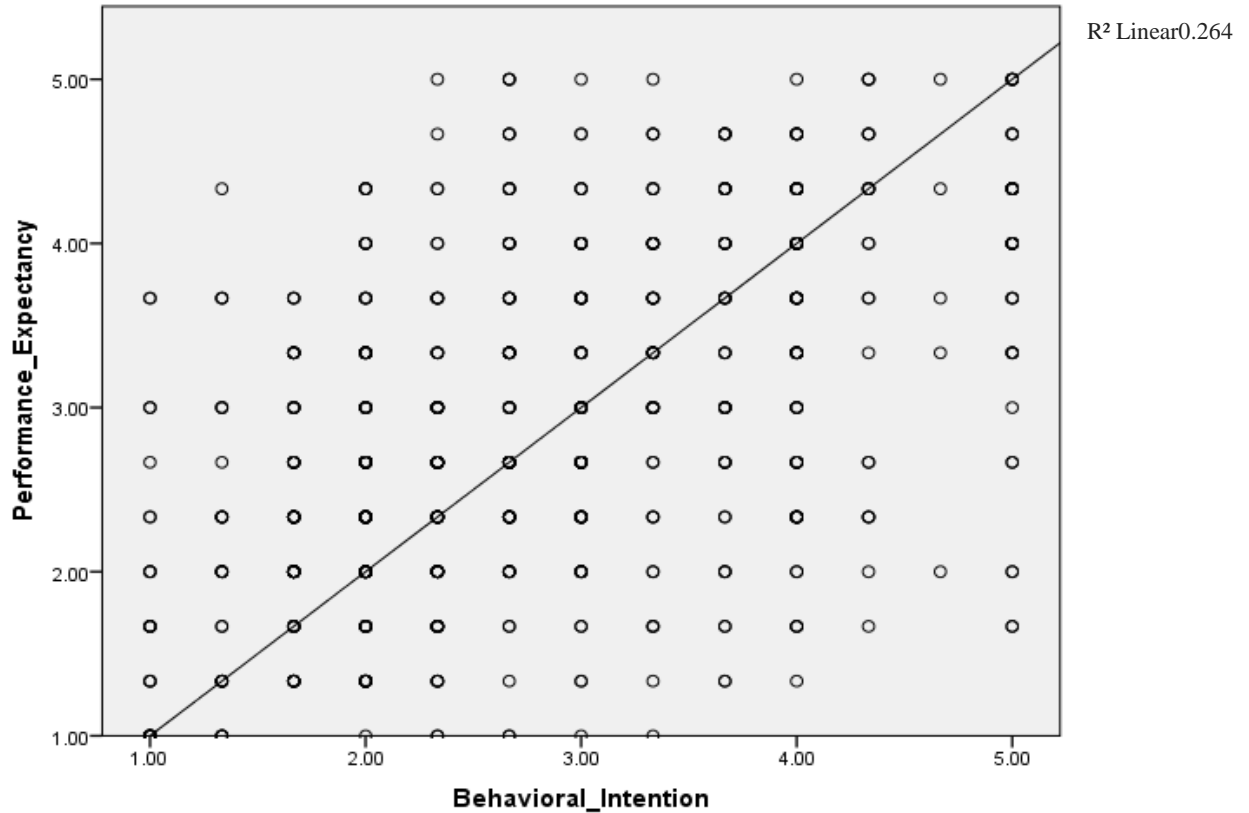


Figure 5.6: Scatter graph showing the relationship between Performance Expectancy and Behavioral Intention

As performance expectancy increase, behavioral intention also increases ($R^2= 0.264$).

5.7 The Relationship between Social Influence and Behavioral Intention

H7: Social Influence will have a positive effect on behavioral intention of social media usage.

In order to determine whether the two variables are associated in any way, a Pearson Correlation was computed, and results obtained from the analysis are shown on Table 5.7 below. There was a strong positive correlation between Social Influence and Behavioral Intention as shown by the following values; $r=.996$, $n=682$, $p=0.00$. Since $p \leq 0.05$ we therefore accept the hypothesis and conclude that there is a strong positive relationship between the two mentioned variables. Furthermore, Figure 5.7 depicts a scatter plot showing an uphill positive linear relationship between the two variables implying that as Social Influence increase, Behavioral Intention also increase among students' perceptions of social media in higher education.

The strongest correlation was between Social Influence and Behavioral Intention implying that one's inner circle have an influence on one's intention to social media usage in higher education. Similar findings were also found by Buckingham (2018) and Olugbenga (2017) who both did studies on social media acceptance among students and instructors. The researchers found out that there was a strong positive correlation between social influence and behavioral intention between both students and instructors. They both explained that friends and family are the closest associates of someone and before making decisions they are the first to be consulted. The researchers went on to explain that if one's friends or family members are already using social media in education and perceive it to be useful, they tend to influence one's decision therefore close associates play a crucial role in one's intention to use social media in education.

Table 5.7: Showing the Pearson Correlation between Social Influence and Behavioral Intention

		Social_Influence	Behavioral_Intention
Social_Influence	Pearson Correlation	1	.996**
	Sig. (2-tailed)		.000
	N	682	682
Behavioral_Intention	Pearson Correlation	.996**	1
	Sig. (2-tailed)	.000	
	N	682	682

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

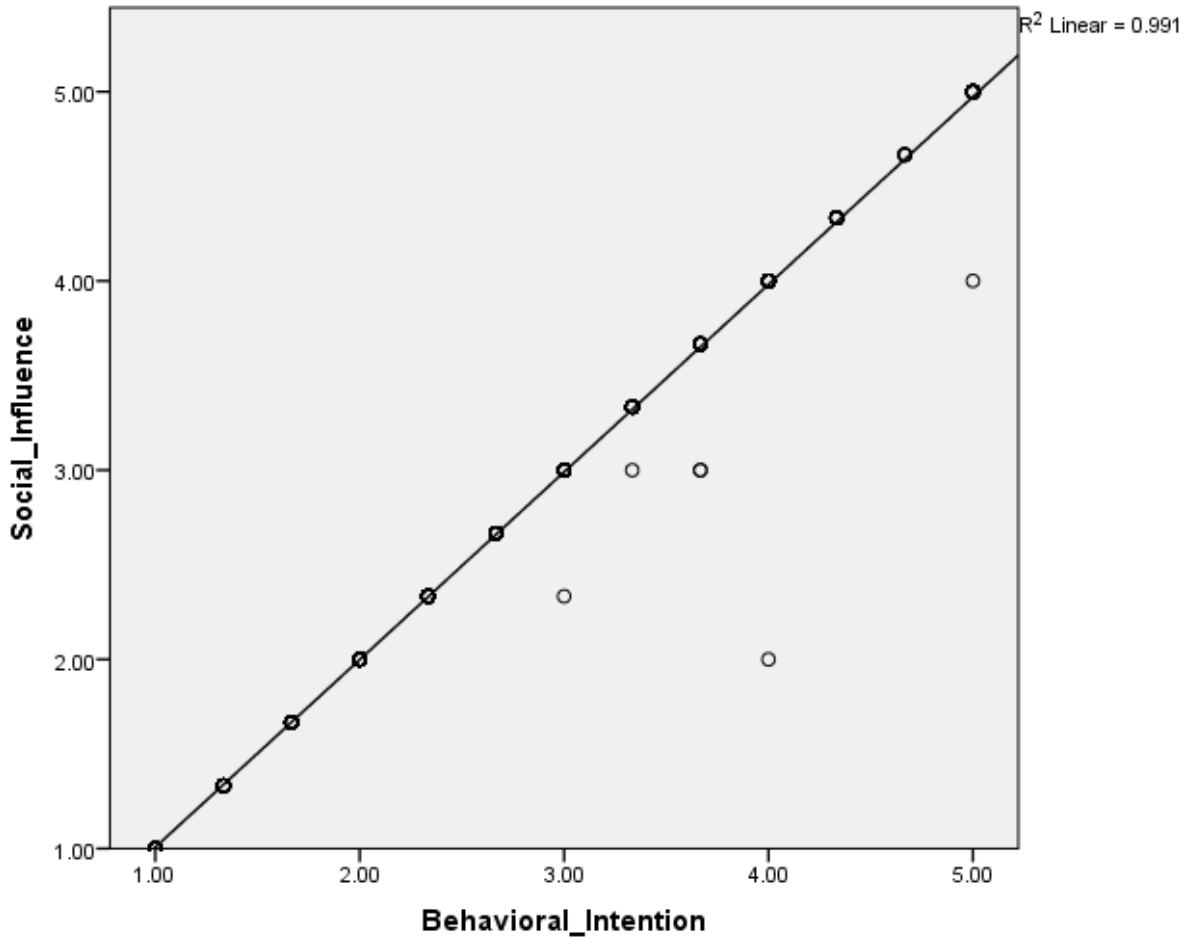


Figure 5.7: Scatter graph showing the relationship between Social Influence and Behavioral Intention

As social influence increase, behavioral intention also increases ($R^2= 0.991$).

5.8 The Relationship between Effort Expectancy (EE) and Behavioral Intention

H8: Effort Expectancy will have a positive effect on behavioral intention of social media usage.

In order to determine whether the two variables are associated in any way, a Pearson Correlation was computed, and results obtained from the analysis are shown on Table 5.8 below. There was a weak positive correlation between Effort Expectancy and Behavioral Intention as shown by the following values; $r=.331$, $n=682$, $p=0.00$. Since $p<=0.05$ we therefore accept the hypothesis and conclude that there is a weak positive relationship between the two mentioned variables. Furthermore, Figure 5.8 depicts a scatter plot showing an uphill positive linear relationship

between the two variables implying that as Effort Expectancy increase, Behavioral Intention decrease among students' perceptions of social media in higher education.

A weak correlation between Effort Expectancy and Behavioral Intention to use social media imply that despite students perceiving that using social media requires little effort, students may decide not to use it. This just shows that there are many other factors which may influence social media adoption and acceptance apart from the social platform being able easy to use. Contrary results were found by Jabbar et al. (2019) and Bexheti and Cico (2014) who concluded that there was a strong positive correlation between EE and BI when it comes to acceptance of social media in higher education. This implies that when students perceive social media to be easier to use requiring little or no effort, they are keen to adopt the technology. These differences require further research to fully understand why our results differ, other factors could have contributed to such differences.

Table 5.8: Showing the Pearson Correlation between Effort Expectancy and Behavioral Intention

		Effort_Expectancy	Behavioral_Intention
Effort_Expectancy	Pearson Correlation	1	.331**
	Sig. (2-tailed)		.000
	N	682	682
Behavioral_Intention	Pearson Correlation	.331**	1
	Sig. (2-tailed)	.000	
	N	682	682

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

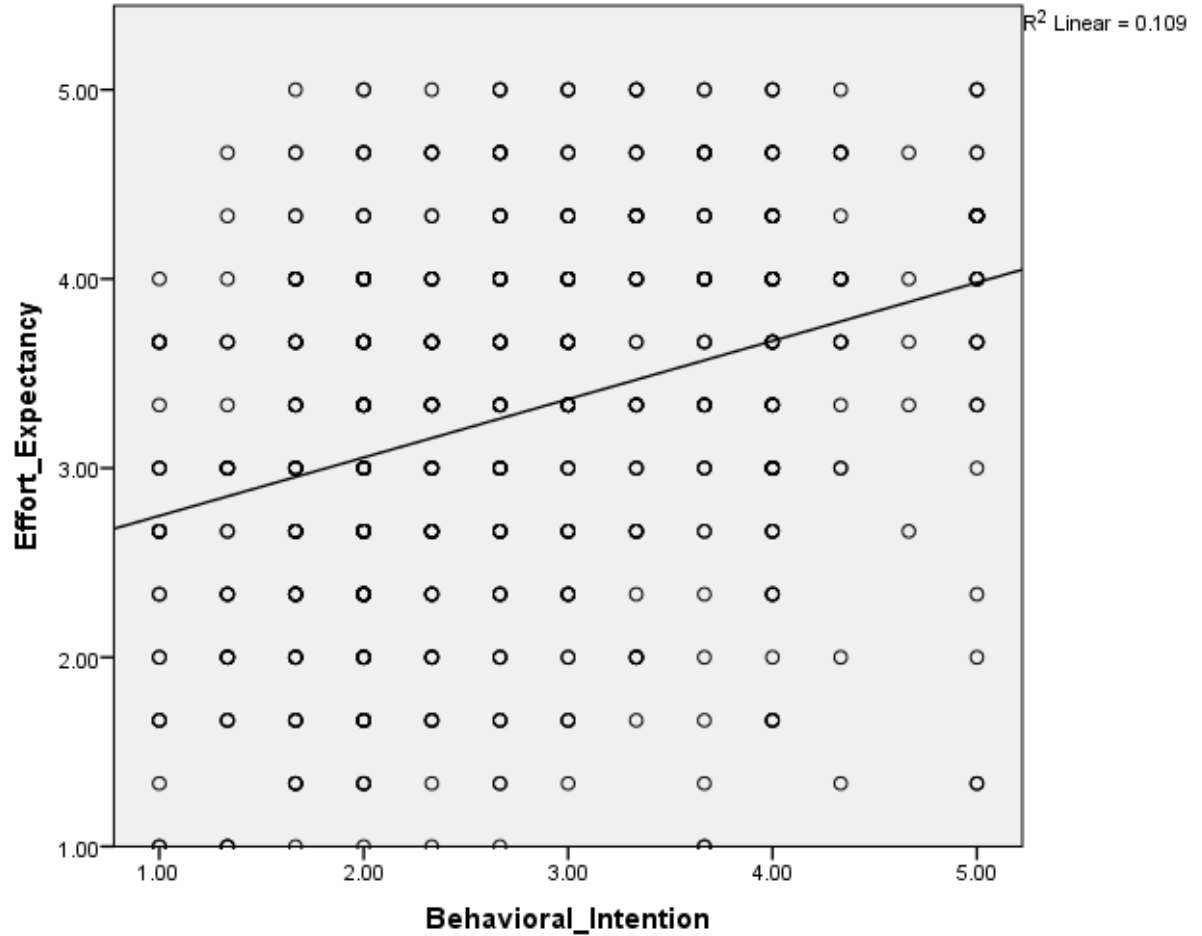


Figure 5.8: Scatter graph showing the relationship between Effort Expectancy and Behavioral Intention

As effort expectancy increase, behavioral intention also increases ($R^2= 0.109$).

5.9 The Relationship between Facilitating Conditions (FC) and Behavioral Intention

H9: Facilitating Condition will have a positive effect on behavioral intention of social media usage.

In order to determine whether the two variables are associated in any way, a Pearson Correlation was computed, and results obtained from the analysis are shown on Table 5.9 below. There was a moderate positive correlation between Facilitating Conditions and Behavioral Intention as shown by the following values; $r=.573$, $n=682$, $p=0.00$. Since $p<=0.05$ we therefore accept the hypothesis and conclude that there is a positive relationship between the two mentioned variables. Furthermore, Figure 5.9 depicts a scatter plot showing an uphill positive linear relationship

between the two variables implying that as Facilitating Conditions increase, Behavioral Intention also increase among students' perceptions of social media in higher education.

Results have shown that one's intention to use social media is not merely influenced by one's desire but by many several factors which when coupled together will eventually influence one's choice whether to use social media in education or not to use it. Similar findings were found by Ahmad and Love (2018) who conducted a study at Bindura University in Zimbabwe and found out that there are several facilitating conditions that influence students' acceptance of social media in education. The researchers mentioned that other factors could be availability of adequate technology for each student, reliable internet connection, the size of their mobile devices as well as knowledge on how to use the social platforms in education. These factors were among the few mentioned by the researchers. This implies that students consider a number of several factors before considering adopting social media in education.

Table 5.9: Showing the Pearson Correlation between Perceived Usefulness and Behavioral Intention

	Facilitating_Conditions	Behavioral_Intention
Facilitating_Conditions	Pearson Correlation	1
	Sig. (2-tailed)	.573**
	N	682
Behavioral_Intention	Pearson Correlation	.573**
	Sig. (2-tailed)	.000
	N	682

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

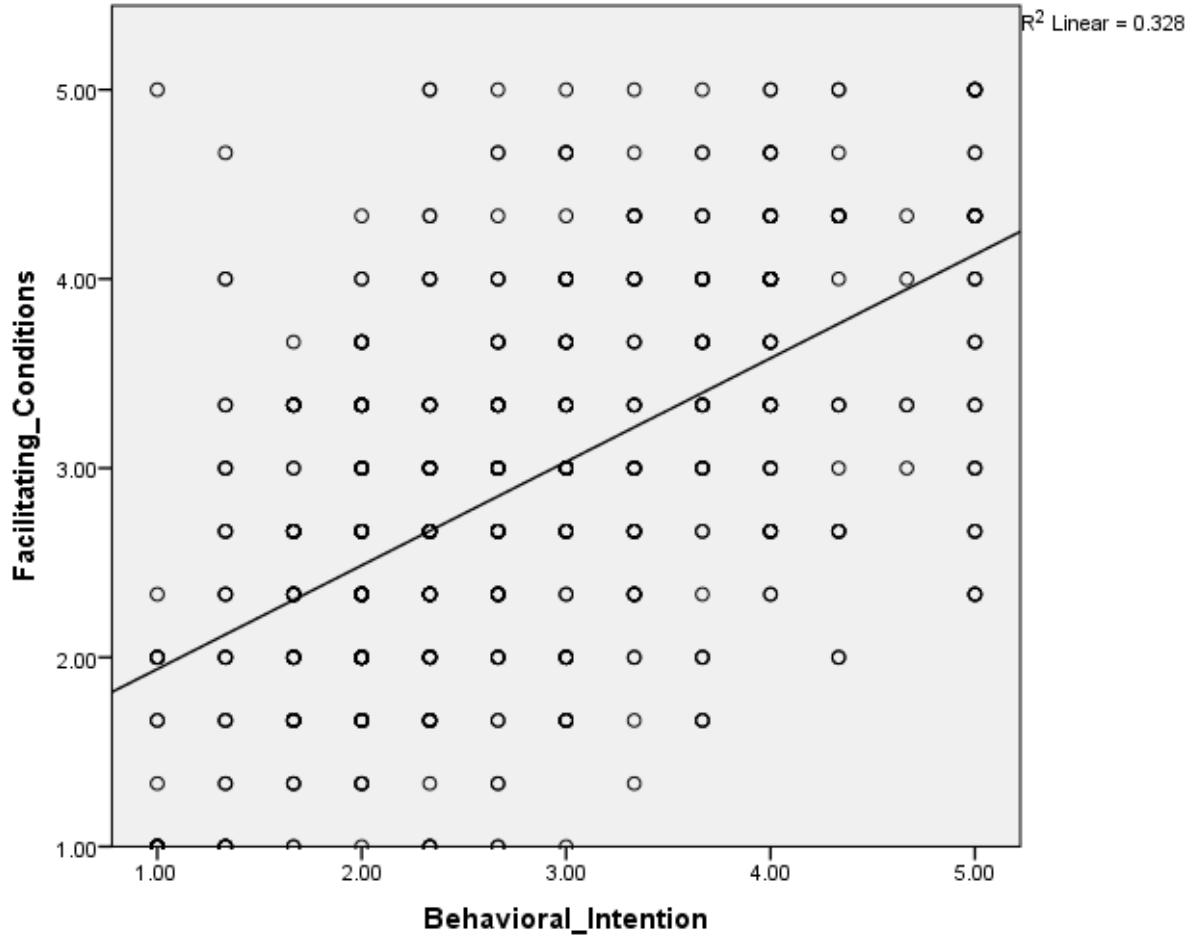


Figure 5.9: Scatter graph showing the relationship between Facilitating Conditions and Behavioral Intention

As facilitating conditions increase, behavioral intention also increases ($R^2 = 0.328$).

5.10 The Relationship between Behavioral Intention and Social Media Usage

H10: Behavioral Intention will have a positive effect on usage behavior of social media.

In order to determine whether the two variables are associated in any way, a Pearson Correlation was computed, and results obtained from the analysis are shown on Table 5.10 below. There was a weak negative correlation between Behavioral Intention and Social Media Usage as shown by the following values; $r = -.215$, $n = 682$, $p = 0.00$. Since $p \leq 0.05$ we therefore accept the hypothesis and conclude that there is a weak negative relationship between the two mentioned variables. Furthermore, Figure 5.10 depicts a scatter plot showing a downhill negative linear relationship between the two variables implying that as Behavioral Intention increase, Social Media Usage decrease among students' perceptions of social media in higher education.

Behavioral Intention does not have any influence on social media usage among university students. This implies that even if students seem interested and ready to adopt social media in their education, that does not mean they will use it in their studies. Students may desire to use it but in fact, never use it. This means that other factors must be considered to boost one's intention so that eventually they will use it. Similar results were also found by many researchers in the literature, (Ahmad & Love, 2018; Buckingham, 2018; Donaldson, 2015) who concluded that one's intention to use social media does not necessarily imply that the person will use social media. The researchers went on to say several factors influence a decision and despite one's intention to use social media in education if a better technology comes students are quick to react and explore other technologies. The researchers emphasized the need for workshops so that students are aware of the benefits of social media in education, that way the adoption rate increases.

Table 5.10: Showing the Pearson Correlation between Behavioral Intention and Usage Behavior

		Behavioral_Intention	Usage_Behavior
Behavioral_Intention	Pearson Correlation	1	-.215**
	Sig. (2-tailed)		.000
	N	682	682
Usage_Behavior	Pearson Correlation	-.215**	1
	Sig. (2-tailed)	.000	
	N	682	682

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

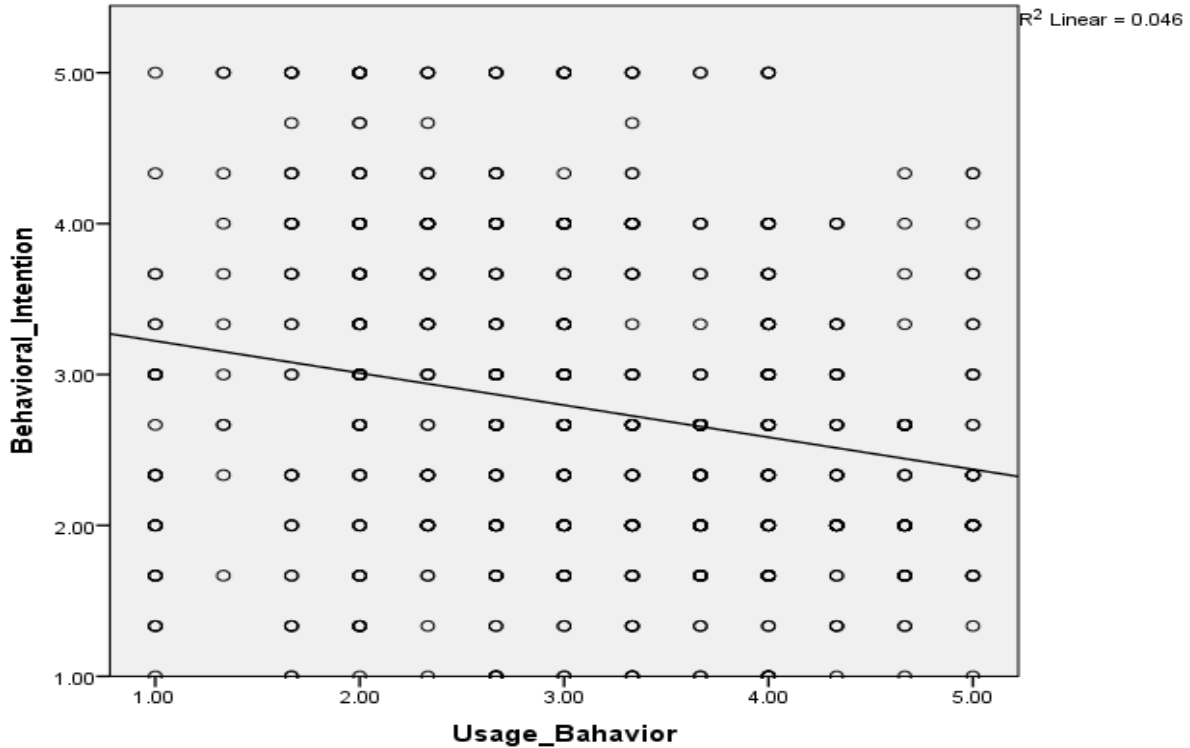


Figure 5.10: Scatter graph showing the relationship between Behavioral Intention and Usage Behavior

As behavioral intention increase, usage behavior also increases ($R^2= 0.46$).

5.11 Summary of Findings

As depicted in Table 5.11 below, all hypotheses were supported in the study as evidenced by $p \leq 0.05$ except for the relationship between Social Norms and Perceived Usefulness which had $p > 0.05$. In addition, there was a strong correlation between Social Influence and Behavioral Intention to use social media in education (.996). There was moderate correlation between Perceived Ease of Use and Perceived Usefulness (.605), between Performance Expectancy and Behavioral Intention to use social media in education (.514) and between Facilitating Conditions and Behavioral Intention to use social media (.573). Furthermore, there was a weak positive correlation between Perceived Ease of Use and Behavioral Intention to use social media (.207), Perceived Usefulness and Behavioral Intention (.247), Effort Expectancy and Behavioral Intention (.331). Lastly, there was a weak negative correlation between Social Norms and Perceived Usefulness (-.092), Social Norms and Behavioral Intention (-.220) and Behavioral Intention and Social Media Usage (-.215).

Table 5.11: Summary of Findings

Hypothesis	IV	DV	Supported	Correlation	
				coefficient (+/- Positive/Negative)	R value
H1	PEU	PU	Yes	Moderate +	.605
H2	SN	PU	No	Weak -	-.092
H3	PEU	BI	Yes	Weak +	.207
H4	PU	BI	Yes	Weak +	.247
H5	SN	BI	Yes	Weak -	-.220
H6	PE	BI	Yes	Moderate +	.514
H7	SI	BI	Yes	Strong +	.996
H8	EE	BI	Yes	Weak +	.331
H9	FC	BI	Yes	Moderate +	.573
H10	BI	SMU	Yes	Weak -	-.215

Figure 5.11 below shows the results illustrated on the research model. The line in red indicates hypothesis not supported and the black lines indicate hypothesis that is supported.

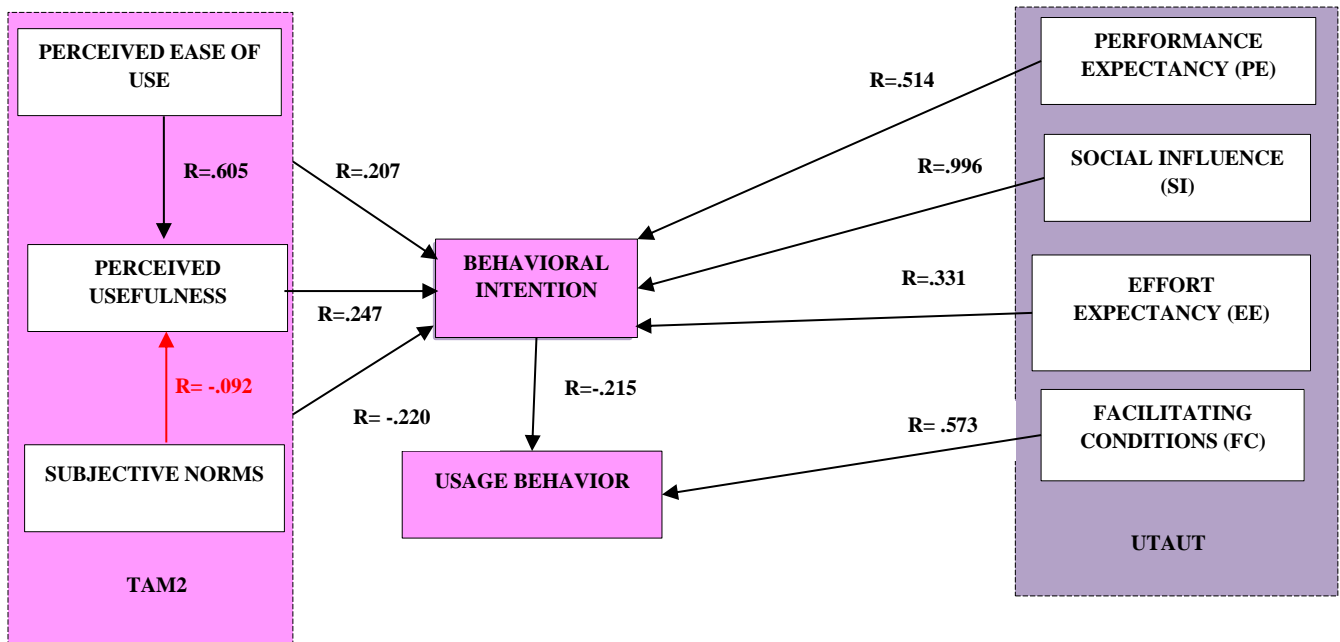


Figure 5.11: Showing supported and unsupported research results

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

This chapter concludes the study by giving a detailed summary of findings obtained from the study after the analysis was done. Furthermore, the researcher gives recommendations which are essential for further studies and to improve the adoption and acceptance of social media in higher education.

6.1 Conclusion

The study aimed at understanding students' acceptance of social media in higher education. To achieve this aim, the researcher focused on 3 universities in North Cyprus namely; Cyprus International University, Eastern Mediterranean university and Near East University. Two popular research models were integrated (TAM2 and UTAUT) with the aim of obtaining better results, moderating factors of the UTAUT model were excluded from the study. Results obtained from the study are described in detail below:

- The overall conclusion derived from the study is that students are keen to adopt social media in their education. This has been evidenced by a positive correlation between most independent and dependent variables. However, there is still need for students to be educated on the benefits of adopting this technology.
- There was a strong positive correlation between Social Influence and Behavioral Intention. In addition, there was a moderate positive correlation between Perceived Ease of Use and Perceived Usefulness, Performance Expectancy and Behavioral Intention as well as Facilitating Conditions and Behavioral Intention. Furthermore, there was a weak positive correlation between Perceived Ease of Use and Behavioral Intention, Perceived Usefulness and Behavioral Intention, Effort Expectancy and Behavioral Intention. There was a weak negative correlation between Social Norms and Perceived Usefulness, Social Norms and Behavioral Intention and Behavioral Intention and Social Media Usage.
- The strongest correlation was between Social Influence and Behavioral Intention implying that one's inner circle have an influence on one's intention to social media usage in higher

education. If one's peers and family are already using social media in their studies, it is most likely that one will end up using social media in education as well.

- A weak correlation between Effort Expectancy and Behavioral Intention to use social media imply that despite students perceiving that using social media requires little effort, students may decide not to use it. This just shows that there are many other factors which may influence social media adoption and acceptance apart from the social platform being able easy to use.
- Results have shown that if students perceive social network sites to be efficient and effective, doing what they are expected to do they are keen to adopt the technology and use social media in their studies.
- Despite the behavior associated with a specific group of people in a society it does not influence one's intention of using social media in education. This implies society does not influence one's choice when it comes to technology.
- Results have shown that one's intention to use social media is not merely influenced by one's desire but by many several factors which when coupled together will eventually influence one's choice whether to use social media in education or not to use it.
- A positive correlation between Perceived Ease of Use and Behavioral Intention to use social media in education implies that students prefer to use technology that is less complex. The less complex the social media platform is, the likelihood of it gaining acceptance among university students.
- Results have also shown that despite how a society or a group of students perceive social media to be useful, that does not influence one's desire to adopt the technology in his/her studies. This shows that social media adoption is more of an individual decision rather than a mutual decision.
- Behavioral Intention does not have any influence on social media usage among university students. This implies that even if students seem interested and ready to adopt social media in their education, that does not mean they will use it in their studies. Students may desire

to use it but in fact, never use it. This means that other factors must be considered to boost one's intention so that eventually they will use it.

- Results have shown that when students perceive social media to be easy to use, they tend to see it as useful in their studies. This implies that when it comes to social media adoption, the less complex the platform is, the more useful it is to students.
- Observations made by the researcher during data collections have shown a high increase in the usage of smartphones among university students. This entails the high possibility of social media adoption among university students in North Cyprus.

6.2 Recommendations

There are missing gaps in the study that would be valuable for future researchers to take into consideration. The following points are recommended:

- A larger population group should be targeted in future to fully understand students' acceptance of social media in higher education. This study is limited to three universities in North Cyprus.
- It will be interesting for researchers to explore how social media is being used in other sectors apart from education. This information could also help higher education in seeing how best they can implement the same technology in the learning sector, for instance how social media is being used in agriculture will be of importance to students who are currently studying agriculture.
- It is also vital to understand social media acceptance as far as other educational stakeholders are concerned such as lecturers, administrators etc.
- Information is key and it is crucial for all stakeholders to be informed and taught on how best to use social media in education.

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APPENDIX 1
QUESTIONNAIRE

**UNIVERSITY STUDENTS' ACCEPTANCE OF SOCIAL MEDIA IN HIGHER
EDUCATION QUESTIONNAIRE**

This questionnaire is designed to understand university students' perspectives on social media usage in higher education. Responses will be kept anonymous and participation is voluntary. All information collected will be used for academic purposes only. Carefully read the questions and choose the most applicable response. You are required to answer all questions. Your participation is greatly appreciated.

Contact: Mohammed Salim Khalid Husayn (mad.sk1985@gmail.com)

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

Near East University – Department of Computer Information Systems. Nicosia, North Cyprus.

Section I: Demographic information of participant (Please select only one option for each question)

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

Section I: Perceived Ease of Use	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. I find social media easy to use					
6. Using social media in learning is more convenient for me					
7. I believe it is easy for me to remember how to perform tasks when using social media					
Section II: Perceived Usefulness	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8. Learning through social media is not restricted by time and place					
9. Learning through social media can help me gain quick access the information I need					
10. My learning process becomes more effective through the use of social media					

Section III: Usage Behavior	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. Social media will help me improve the concepts I study in class					
12. Lecturers have been of help in enabling me to use social media.					
13. I am willing to use social media in my studies					
Section IV : Subjective Norms	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14. People who influence my behaviour think that I should use social media					
15. Experts that are important in my life think I should use social media					
16. People who are important in my career life think that I should use social media					
Section V: Behavioral Intention	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
17. I plan on using social media in my studies					
18. I predict I will use social media in my studies in the future					
19. I will recommend using social media in education to others					

Section VI: Performance Expectancy	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20. I believe social media is useful for my studies					
21. Using social media allows me to access more information about my courses					
22. Social media platforms assist me in receiving school work from my lecturers and submitting assignments					
Section VII: Social Influence	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
23. I think I will use social media in education since my friends use it.					
24. My friends who are currently using social media applications find them helpful and this encourages me to use it too.					
25. I believe lecturers and staff members will be helpful in motivating me to use social media					
Section VIII: Facilitating Conditions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26. My decision to use social media will depend on the mobile device/laptop or computer I will have at that time					
27. I will only accept social media in education if the service provider is willing to provide quality service					
28. I have resources that are necessary for me to use social media					

Section IX: Effort Expectancy	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
29. I find social media easy to use					
30. I believe it would be so easy for me to become skilful at using social media platforms					
31. Operating social media platforms is going to be easy for me					

Thank you for your participation

APPENDIX 2
ETHICAL APPROVAL LETTER



BİLİMSEL ARAŞTIRMALAR ETİK KURULU

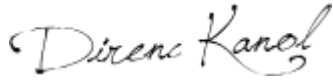
04.01.2019

Dear Mohammed Salim Khalid Husayn

Your application titled “**University Students' Acceptance of Social Media in Higher Education**” with the application number YDÜ/FB/2018/41 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



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



Assignments
Students
Grade Book
Libraries
Calendar
Discussion
Preferences

NOW VIEWING: HOME > PAPER > PAPER

About this page
 This is your assignment inbox. To view a paper, select the paper's title. To view a Similarity Report, select the paper's Similarity Report icon in the similarity column. A ghosted icon indicates that the Similarity Report has not yet been generated.

Paper
 INBOX | NOW VIEWING: NEW PAPERS ▾

Submit File
Online Grading Report | Edit assignment settings | Email non-submitters

<input type="checkbox"/>	AUTHOR	TITLE	SIMILARITY	GRADE	RESPONSE	FILE	PAPER ID	DATE
<input type="checkbox"/>	Mohammed Salim Khali...	RELATED RESEARCH	3% ■	--	--		1146940938	25-Jun-2019
<input type="checkbox"/>	Mohammed Salim Khali...	METHODOLOGY	10% ■	--	--		1146940933	25-Jun-2019
<input type="checkbox"/>	Mohammed Salim Khali...	CONCLUSION	13% ■	--	--		1146940929	25-Jun-2019
<input type="checkbox"/>	Mohammed Salim Khali...	RESULTS	14% ■	--	--		1146940931	25-Jun-2019
<input type="checkbox"/>	Mohammed Salim Khali...	THEORETICAL FRAMEWORK	14% ■	--	--		1146940935	25-Jun-2019
<input type="checkbox"/>	Mohammed Salim Khali...	ABSTRACT	15% ■	--	--		1146940941	25-Jun-2019
<input type="checkbox"/>	Mohammed Salim Khali...	INTRODUCTION	15% ■	--	--		1146940939	25-Jun-2019
<input type="checkbox"/>	Mohammed Salim Khali...	THESIS	15% ■	--	--		1146940943	25-Jun-2019