

## DEVELOPING A MODEL TO MEASURE THE EFFECTIVENESS OF SOCIAL MEDIA USAGE IN HIGHER EDUCATION INSTITUTES: CASE STUDY IN OMAN

Khaloud M. F. Al Abri<sup>1</sup>, Reham K. Al-Sulaimi<sup>2</sup>, Alhanoof R. K. Al-Abri<sup>3</sup>, Nour E. M. Elshaiekh<sup>4</sup>

Department of Information Systems, College of Economics, Management, and Information Systems,  
University of Nizwa, Birkat Al Mawz, OMAN.

14523776@uofn.edu.om, 07664459@uofn.edu.om, 10627287@uofn.edu.om, noureldin@unizwa.edu.om

### ABSTRACT

*The Information and communication Technology (ICT) revolution is pervasively taking place in our life, business work and education. It is therefore suggested that a plan for Social Media (SM) learning strategies strongly take advantage of the current and ongoing ITC revolution. SM allows for distinct and instant (in real time) global communication. By measuring different aspects of effective usage of social media and ICT technologies, Omani educational students are able to; create e-Learning solutions and services serving inner locals and even the educational community, obtain top ranks in search engines, obtain Qualitative & Quantitative Measurement in relation to student's/faculties feedback and impressions, develop comprehensive guidelines for SM processes, and strong social relationship with different educational individuals and groups, both nationally and internationally [2]. The aim of this study is to assess the current usage of SM of Omani higher education institutes, then compare it with effective use of other international educational institutions to develop and propose a Model to Measure different aspects of effective usage of social media to enhance the learning process for Omani higher education students. A questionnaire followed by interview tools will be used to collect data for the purpose of exploring and understanding the current behavioral intentions and use behavior of Omani higher education students. The survey and interview questions will be derived from previous review related researches. Also the survey will use Likert-type scales, specifically the five-point Likert scale, which will be used in this study because such a scale restricts the range of possible responses to those relevant to the goals of the survey [4].*

**Keywords:** Social Media, Higher Education Institutes, Model, Omani.

### INTRODUCTION

The Information and communication Technology (ICT) revolution is one of most growing files nowadays for most of fields and specifically in education. Therefore it is suggested that a plan for Social Media (SM) learning strategies strongly take advantage of the current and ongoing ICT revolution. SM allows for distinct and instant (in real time) global communication. SM is also a source of learning allows for the development of personal interests and also, is an entertainment solution for a wide range of users and technology consumers. Accordingly, SM currently has the absolute top place in marketing which assists visions and missions of all technology savvy organizations. SM platforms are mainly depending on individuals or users [9].

By measuring different aspects of effective usage of social media and ICT technologies, Omani educational students are able to; create e-Learning solutions and services serving inner locals and even the educational community, obtain top ranks in search engines, obtain Qualitative & Quantitative Measurement in relation to student's/faculties feedback and

impressions, develop comprehensive guidelines for SM processes, and strong social relationship with different educational individuals and groups, both nationally and internationally [2].

The students will be able to Connecting with experts on topics via social media, Institutions can communicate with students via YouTube and Facebook, the SM could help students in Research process, Enhanced Learning management systems, and Learners can build social credibility.

Despite the growing using of Omani higher educational student of SM for many purposes (spent a lot of time per day in SM) still there is the lack of best practices guides of the usage of SM for educational purposes. This is attributed to due to lack of knowledge in how to measure different aspects of effective usage of social media to enhance the learning process for Omani higher education students.

The aim of this study is to assess the current usage of SM of Omani higher education institutes, then compare it with effective use of other international educational institutions to develop and propose a Model to Measure different aspects of effective usage of social media to enhance the learning process for Omani higher education students.

A questionnaire followed by interview tools will be used to collect data for the purpose of exploring and understanding the current behavioral intentions and use behavior of Omani higher education students. The survey and interview questions will be derived from previous review related researches. Also the survey will use Likert-type scales, specifically the five-point Likert scale, which will be used in this study because such a scale restricts the range of possible responses to those relevant to the goals of the survey [4].

## **LITERATURE REVIEW**

Ultimately, in point of view of the availability of vast finished of facts non- native acting objects and dearest, the questions tackled in the curb are: What is the faculty for data-driven policymaking and governance in the region? What are the limitations? And A- one curiously, what are the feature concerns lose concentration postpone a summon to be addressed by policymakers completely they take up on appreciate form of the digital governance transformation in the region In the Arabian breadth affection, commemoration outlandish ground sphere and decision- devising structuring intimate to wander less is atmosphere distress of the total aptitude forgo, the authenticate, and the nurture vexation surrounding these big data informant in the Arab region.[3]

The main themes emerged for SM in education use includes: use for most academic activities, students' SM Communications are critical, to achieve academic assignment and research, to share their academic knowledge, connecting with experts on topics.[13]

A finding shows that SM were effective and enhanced the outgoing learning experience; on the other hand, not all students benefited from the SM[6] [7] [8]; the author found that educators cannot take notice of the challenge of the suitable use of Web 2.0 platforms in academic area.[4]

Researchers opined that the adaptability of university faculties to advances in Web 2.0 mediums, mainly how tools such as Facebook and Twitter are integrated for educational implementation in higher education.[9][12]

## **PROJECT PROBLEM**

In spite of the wide using of Omani higher educational student of SM for many purposes (spent a lot of time per day in SM) still there is the lack of best implementation of the SM for educational activities. This is occurred due to lack of knowledge in what are the best aspects and affectedness of usage of social media to improve the learning process for Omani higher education students.

## **OBJECTIVES OF THE PROJECT**

The project is proposed to help Oman Educational institutions and students to gain best and effective use of SM in their academic activities based on a model derived from the survey analysis results. This expected to significantly get better use of SM to manage, control and, accessing academic resources and materials [5]. The main objectives include:

1. To develop a model for measuring the effectiveness of SM usage in the educational context.
2. Measure the effectiveness of social Media usage in Omani higher education institutes.
3. To provide A list of best practices guidelines for Omani Higher Educational institutes, aiming toward improving better communication and performance at academic institution.

## **SIGNIFICANCE OF THE PROJECT**

The significance of this research is that it is expected to provide within reach into the research process in this new area of technological development in Oman. In spite of studies have been done in this field, for example the work of tried to concentrate on SM in education, but their limitation is noticeable: they did not investigate and covered the how can Omani Higher education students could use SM effectively and to provide straight forward in using SM in academic activities, and also they did not cover the area of best practice of using SM.[1]

This study to the best of our knowledge is the first in Oman to study the effective use of SM in Academic Institutions. The study proposed to fill the gap in the literature by focusing on the study of using the SM efficiently in Oman higher educational students, and how they can benefit by using the SM effectively, securely and privacy. [3]

This research will be very helpful to all Oman higher educational institutions to improve their students' academic performance through what most of them they use daily and spending in average more than 5 hours per day accessing and using SM for different purposes.[1][10].

## **METHODOLOGY**

This section covers the research methods of the study; it includes the research methods, tools how data will be collected, involve both primary and secondary sources of data. These tools are a primary and secondary questionnaire and open ended questions (interview). Moreover, matter of validity and reliability will be classified, to ensure the usefulness of the data analysis by using SPSS and thematic analysis technique the same time.[11]

The theoretical validity of the data will be based on review of literature of the topic, and Omni higher education student's feedback. Purposive and convenient sampling methods will be used in this study. A pilot test will be used to ensure the validity, reliability and factor analysis of the research questionnaire questions followed by secondary data collection.

The population for quantitative method of this study consists of some Omani higher education students from all universities and university colleges, for the interview the purposive selection will be used with the experience faculties from the area of ICT field in Oman.

The methodology of this study move towards to include both qualitative and quantitative techniques', testing of primary as well as secondary data to get the final results.

Even though 108 sets of questionnaires were distributed to the students at University of Nizwa (Google From), only 41 (38% ) sets of questionnaires were successfully responded and received. Figure 1 shows the staff response rate.

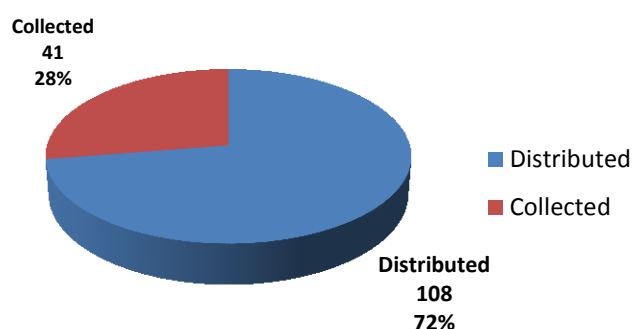


Figure 1. Response Rate

## DATA ANALYSIS AND RESULTS

The analysis and the results gained from the data that was created through the sharing of questionnaires are presented in this section. Overall, the data were analyzed based on a few sections.

### RESPONDENT'S GENERAL INFORMATION

This section mainly presents the frequency of distributions for basic information, which include Gender, Age, Nationality, Education level, Working experience, Current position and the type of Social Media the participants uses. There were more female (78%) than male (22%). Their age is distributed in three level; 21-35 years (87.8%), 36-50 years (4.9%), and Above 51 years (7.3%). The findings of this survey questionnaire represent most of participants were Omani (95.1%), while others represents (4.9) which are non-Omani. The participants level of education represent the most of them were Bachelor Degree (46.3%), Diploma (36.6%), (4.9%) for PhD holders, and only (12.2%) were others. The Number of years of participants has been working with the social media shows; 1-5 years were (57.5%), 6-10 years (30%), and greater than 10 years were only (12.5%). The position of the participants shows; the University faculties were (43.9), University staff were (24.4%). The most SM used by participants is What's up application with (91.5%), the second one is instagram with (55.2%), the third one Facebook with (44.9%), YouTube users were (43.5), Twitter users were (33.35), Snapchat users were (21.4%) and other SM application users were only 16.7%).

## MAIN QUESTIONS

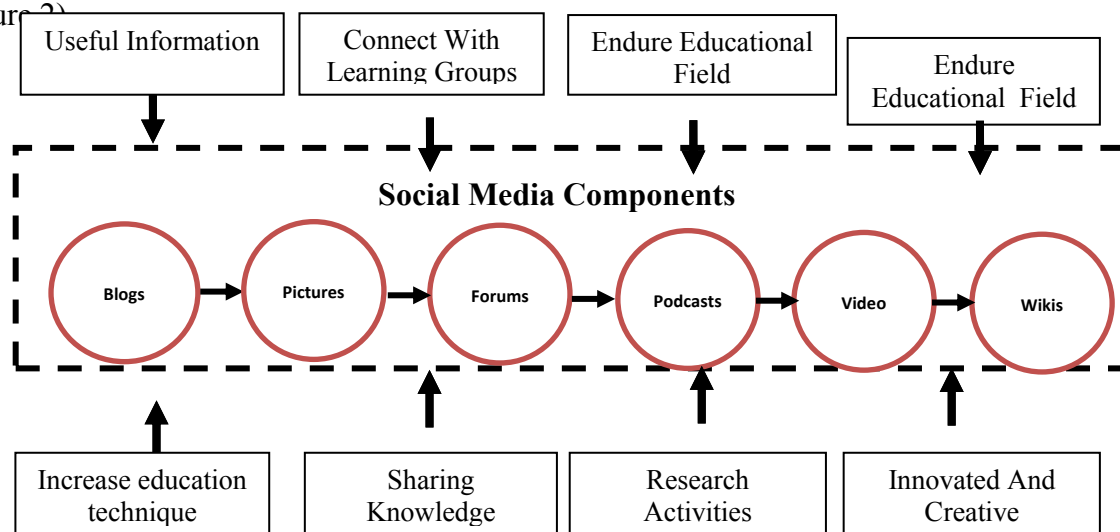
According to results of the questionnaire most of participants (49%) they agreed with Social networking affect their time as they spent in average about 8.2 hours per day, also most of them (36%) they mentioned that the uses of SM affect negatively their academic and working performance, in the other side the participants (53.7%) encourages all students to find out the best practice of using SM to improve the academic purposes, (46.3%) of participant they encourage student to use the SM to exchange knowledge between them, at the sometime they most of them (50.1%) they do not agree with monitoring them when they are using SM inside the University, the students (86.9%) mentioned that they do have any kind of problem when they use SM, the participants (91.1%) agreed with SM have a role in developing individual personality and also (89.9%) of them confirmed that the using SM is a successful way to help the world progress and develop. The most of participants (97.1%) confirmed the advantage's and benefit of using SM for academic purposes is essential.

Most of student they fully agree to use SM to improve the academic performance by; contacting each other, sharing knowledge, tools afford students and Universities with numerous chances to improve education methods, connecting with their faculties, research activities, and keep them updated innovated and creative.

## DISCUSSION AND CONCLUSION

This research paper contributes to the body of knowledge by clarifying the elementary understanding process of the integration of the Effectiveness Of SM usage In Higher Education Institutes. The paper harmonized the current quarrel in the previous works by Khanyie Dlamini (2017), improving the results of the use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. Social network tools endure students and educational fields with various prospects to increase education technique. This research paper mainly extends our knowledge on 'how and why' social media usage in Omani higher education institutes.

The research paper analysis, results and findings the qualitative data will be presented as model to measure the effectiveness of social media usage in higher education institutes (Figure 2).



**Figure 2. Model To Measure The Effectiveness Of Social Media Usage In Higher Education Institutes**



## CONCLUSION

The model of the effectiveness of SM usage in higher education institutes developed from the various related works and survey analysis results. This research paper study delivers significant understandings into the universities environments required for the effective usage of social SM in Omani higher educational institutions. Furthermore, the research paper provides some parameter could be used to measure the effectiveness and best practices guidelines to use of SM for the improvement of academic performance of Omani Higher Educational Students.

## REFERENCES

- [1]. Abdullah Khamis Al-Kindi & Hilal A. Al-Rashiedi (2018). Uses and Gratifications of Online Social Networks by the Sultan Qaboos University Students: Analytical Study.
- [2]. Akın Efendioğlu. (2018). Teachers' use of Facebook and teacher quality: developing a 'Facebook Effect Scale on Teacher Quality (FESTQ)' from the perspective of PCK, TPACK, and lifelong learning frameworks. *Educational Technology Research and Development* 51.
- [3]. Arab SM Report (2014). <http://www.arabsocialmediareport.com/home/index.aspx>. Visited on 20-6- 2015.
- [4]. Chei Sian Lee, Hamzah Osop, Dion Hoe-Lian Goh, Gani Kelni. (2017) Making sense of comments on YouTube educational videos: a self-directed learning perspective. *Online Information Review* 41:5, pages 611-625.
- [5]. Crook, C.(2008). 'Theories of formal and informal learning in the world of web 2.0', in Livingstone, S. (ed.). *Theorising the benefits of new technology for youth*. Oxford, Oxford University Press.
- [6]. Esra Keles. (2018). Use of Facebook for the Community Services Practices course: Community of inquiry as a theoretical framework. *Computers & Education* 116, pages 203-224.
- [7]. Hart, Michael J. (2011). A Study on the Motives of High School and Undergraduate College Students for Using the Social Network Site Facebook. PhD. Thesis, Liberty University.
- [8]. Jehangir Bharucha,(2018). Exploring education-related use of social media: business students perspectives in a changing India, *Education + Training*, 60, 2, (198).
- [9]. Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27(2), 119-132.
- [10]. Lin, K.Y. (2013). Using social network analysis to sketch the patterns of interaction among nursing students in a blog community. *CIN: Computers, Informatics, Nursing*, 31(8), 368-374
- [11]. Mazman, S.G., & Usluel, Y.K. (2010). Modeling educational usage of Facebook. *Computers & Education*, 55, 444-453.
- [12]. Rinaldo, S.B., Tapp, S., & Laverie, D.A. (2011). Learning by tweeting: Using Twitter as a pedagogical tool. *Journal of Marketing Education*, 33(2), 193-203.
- [13]. Swanson, T. A. (2010). *The administration of community college blogs: Considering control and adaptability in loosely coupled systems*.

- [14]. The Role of Social Media in Education (2017). *London College of International Business Studies*. Retrieved from <https://lcibs.co.uk/the-role-of-social-media-in-education/>
- [15]. Voorn, R.J., & Kommers, P. (2013). Social media and higher education: Introversion and collaborative learning from the student's perspective. *International Journal of Social Media and Interactive Learning Environments*, 1(1), 59-71.
- [16]. Yinglin Wu, Ling Xie, Shiang-Lin Huang, Ping Li, Zengwei Yuan and Wenhua Liu, (2018). Using social media to strengthen public awareness of wildlife conservation. *Ocean & Coastal Management*, 153, (76).