



AN INVESTIGATION ON STAKEHOLDERS' PERCEPTION REGARDING EFFECTIVENESS OF SOCIAL MEDIA IN PAKISTAN'S HIGHER EDUCATION

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ABSTRACT

In the contemporary era, social media is considered as a vital tool for providing opportunities to different groups of stakeholders to get them informed about shared interests. It helps stakeholders in sharing views, organizing demands and managing their interventions. The effectiveness of social media has become vital phenomenon which needs further exploration in different context including higher education. The stakeholders' perception (students, parents & teachers) about social media effectiveness has developed the leading and burning issue in the context of higher education. These concepts have been extracted from the existing research studies which were transformed into theoretical framework wherein hypotheses were developed. The perceptions of the said stakeholders were analyzed by collecting primary data from students, parents, and teachers hailing from the higher educational institutions of Khyber Pakhtunkhwa. The results of study provide significant information in deciding relationships between research concepts.

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1. INTRODUCTION

In the modern age of globalization, social media has played critical role by sharing information over digital technologies thereby connecting diverse group of individuals for certain well-defined motives. The social media is the main channel of communicating information over the advanced technologies which is helpful in creating and sharing ideas, information and expression around virtual groups (Greenhow et al., 2006). The social media talk about applications of diverse tools and techniques by visiting diverse websites over internet that are designed to allow different individuals to share information more quickly and effectively (Hemmi et al., 2009). Social media played critical role in developing interactions by linking like-minded people who have similar interests. The effectiveness and vitality of social media become imperative in each domain and context but its role in higher education becomes phenomenal due to application and adaptability of the digital technologies (Sharda et al., 2013).

The higher educational institutions being the highest seats of the learning and teaching are responsible to deliver quality education to students thus producing competent and committed future workforces to different sectors of economy (Mukhaini et al., 2014). In higher education, different stakeholders (students, parents & teachers) are frequently held liable in maintaining the mission and values which are mostly related to the long-lasting objectives and standards of institutions (Gemma & Marín, 2015). The stakeholders are accountable for the sole educational experiences, so, letting them offer distinctive social media involvements just seems right. They can play pivotal role by sharing the institutional standards and values over social media to up-bring the standing along with norms and values of the concerned institutions (Akhmad et al., 2018). In same line, stakeholders over effective utilization of social media might overwhelm the situation at par to international standards.

2. THEORETICAL DEVELOPMENT

In the contemporary competitive era, the emergent role of social media has become dynamic in each domain like society, politics, economics, and education (Sharda et al., 2013). Certainly, there exists some new opportunities with regard to applications of various social media networks like social networking websites, content communities, shared projects, wikis, blogs and other different forums which have their momentous impact upon the educational process for all the stakeholders (teachers, students and parents) (Gemma & Marín, 2015). Social media, with the introduction and application of advanced technologies, gain continuous admiration in the contemporary era (Christin & Harney, 2017). The effective social media use bring along certain wide-ranging positive values as it is pool of the diverse connected communications networks committed to community-based ideas, interaction, content sharing and collaboration (Akhmad et al., 2018). These collaborations might have certain benefits for stakeholders (students, parents & teachers) when used in context of the teaching and learning environment especially in the higher institutions.

2.1 STAKEHOLDERS' PERCEPTION

The present study is a response to the widespread use of social media by different stakeholders for academic-related commitments. This study might highlight social media as effective teaching and learning instrument in higher education. With respect to the higher education, different stakeholders are associated with institutions in which students, parent, and teachers are foremost. These are real shareholders who are ultimate beneficiaries of educational quality and might have wide-ranging contribution in enriching educational standards. The social media might be sources of academic interaction among the students which might be helpful in inspiring their potentials towards shortcomings in their academic activities. Conversely, social media has gained attention of parents as they are worried about time spent by children on social media regarding negative and positive consequences. Equally, teachers are only source who through motivation can inspire students and parents towards the positive usages of social media for educational purposes.

2.1.1 PERCEPTION OF STUDENTS

In the students' lifetime, the most prominent dynamic forces are learning by studying to gain certain knowledge to become the individuals of honorable characters. But nowadays, the teaching and learning process is totally threatened by students fetching captured by maneuvers of social networking (Isman & Dabaj, 2004). On one hand, students are able to obtain updated knowledge by

using the social media networking but on other hand, students ignore their studies by disbursing their time on different websites of social networking instead of learning academic credentials and interacting with those people who have ample knowledge in this regard (Hamid et al., 2011). Consequently, the active and frequent partaking in social media networking might adversely mark academic successes by hindering their journeys towards future careers (Hamid et al., 2015). Students have diverse perceptions about social media usages about positive and negative consequences associated with use of social media networking for diverse drives (social interaction & academic information) (Akhmad et al., 2018).

2.1.2 PERCEPTION OF PARENTS

The literature revealed that parents have diverse responses around the usage of social media as social networking is sometimes helpful in accommodating students in academic conversation but most of time it is considered as time-wasting activities (Greenhow et al., 2006). Most of the parents perceive that students are using social media for social interaction and not for academic collaboration which in turn greatly affects their academic performance and achievements (Funk et al., 2009). Further revealed that issues of social media usage results in rigid conversations among the students and parents as both of them view social media at both the ends (positive & negative dimensions) (Allen et al., 2013). Similarly, due to rapid technological changes, the parents frequently fall overdue their children in understanding the digital technologies' practices (Christin & Harney, 2017). Since students know often more about different websites of social media rather than their parents, students are often at risk of learning problematic behaviors by using social media from different websites.

2.1.3 PERCEPTION OF TEACHERS

The teachers' perception matter a lot with regard to the usages of social media by their students as the teachers are always of the opinion that the social media has both positive and negative impact on students' behaviors, learning activities along with academic performance and successes (Gulbahar & Hunain, 2008). Networking (social media) can encourage students to effect linguistic problems and can improve student engagement in their academic curriculum. As the dominance of technologies (social) is fast-growing, so, teachers must comprehend how it is disturbing the students' morale so, there is dire need to educate students about the consequences of social media (Gemma & Marín, 2015). The core aim of research is to explore capabilities of teachers that how effective social media has established in the cognitive and affective growth of students (Christin & Harney, 2017). In this regard, diverse social media networking like Twitter, Facebook, LinkedIn, and other applications might be the best sources of the learning and teaching when used by students under the guidance of the teachers (Akhmad et al., 2018).

2.2 SOCIAL MEDIA EFFECTIVENESS

In past, the sharing of thoughts and information communication among different groups of individuals was constrained by different dynamics like long-distance, availability of resources, accessibility of different means and lack of different channels for communication (Greenhow et al., 2006). There exist solid prospects that effective utilization of social media technologies mechanisms confirm constant expansion and quality control in higher education. The social media effectiveness is linked to focused agility and is considered the best source of international and regional merger of

diverse procedures and processes (Hemmi et al., 2009). This, in turn, rises necessity for active contrivances for professional gratitude of higher education credentials. In education sector, social media networking offering students prospect to link with other students, alumni and teachers regarding both within and outside domain (Allen et al., 2013). The social-networking applications have capacity to attract, encourage and involve students in the extensive communicative practices (Akhmad et al., 2018).

2.3 THEORETICAL FRAMEWORK

Figure 1 shows the theoretical framework used in this study. The correlation and regression analysis are used to explore the effectiveness of social media.

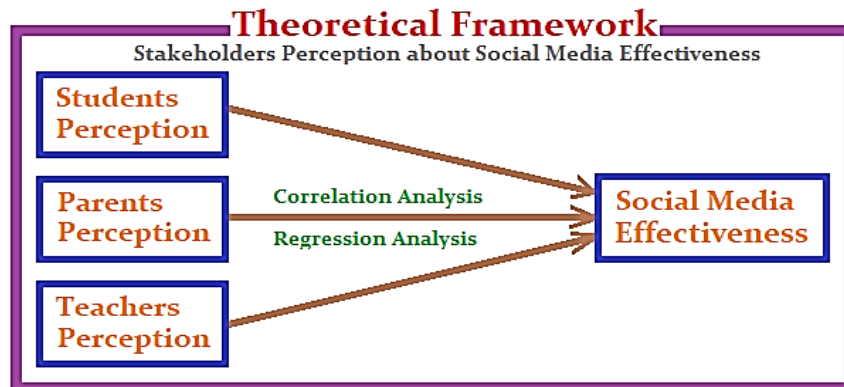


Figure 1: the theoretical framework regarding social media effectiveness.

2.4 HYPOTHESES OF STUDY

Hypotheses are given as

- H#1:** There is a positive and significant association between stakeholders' (students, parents & teachers) perception and social media effectiveness (correlation analysis).
- H#2:** There is a significant and positive impact of the stakeholders' (students, parents & teachers) perception on the social media effectiveness (regression analysis).

3. RESEARCH METHODOLOGY

The research methodology is the detailed procedures and methods which are used to identify, select, process and analyze information about research issues. The methodology section permits readers to critically appraise the whole trajectory of the research study. This section mainly answers two queries, one relates to how the data will be collected and the second relates to, how the collected data will be analyzed by using different statistical tools and techniques.

3.1 RESEARCH DESIGN

The research design of this study is both descriptive as well as exploratory to explore/examine phenomenon under considerations more systematically by using the descriptive statistics and the inferential statistics, according to Creswell & Williams (2012).

3.2 SURVEY APPROACH

The survey approach is the best technique as recommended and used by various researchers for data collection in the form of different questions/statements from the respondents. As compared to other approaches (experimentation and direct observation) surveys produce a wider range of information about the research phenomenon (Vehovar & Lozar, 2008). For this purpose, usually the researchers used questionnaire to ask different questions from different dimensions from the

respondents about the research phenomena under consideration (Sekaran & Bougie, 2013). In this study, the researcher used survey approach by collecting primary data over questionnaire to ask different questions about the research variables.

3.3 POPULATION & SAMPLE

The population in the current study comprises the students, parents, and teachers hailing from higher educational institutions of Khyber Pakhtunkhwa. From this population, sample was drawn by using stratified sampling that is usually “used probability method that is superior to random sampling because it reduces sampling error”. This study used the sampling formula as presented by Black and Champion (1976), giving a sample of 230 respondents.

3.4 DATA COLLECTION METHODS

The data collection is an essential feature of any kind of research in social sciences. The incomplete and way-out data collection can influence outcomes of study and eventually leads to worthless outcomes. The data is always collected from different sources likewise the secondary and primary data collection (Lave & March, 1993). The secondary data was collected from diverse online databases including the research journals and digital libraries while for primary data, researchers mostly used diverse tools like observations, interviews, questionnaires and surveys (Lescroël et al., 2014). The researcher used questionnaire tool for primary data collection.

3.5 TOOLS FOR DATA ANALYSIS

After the data collection, both secondary and primary, data analysis is the next phase to evaluate the data and to obtain the desired results. For data analysis, two tools are most significant which are widely used in social research studies (Tabachnick & Fidell, 2007). In this regard, a descriptive tool is used to analyze the data description of variables while the testing of hypotheses relates to examining relationships among the variables of research. Therefore, the present study will have to use both the descriptive and inferential tools to analyze the data (Adèr & Mellenbergh, 2008).

3.6 QUESTIONNAIRE DESIGN & MEASUREMENT

The questionnaire is a research instrument comprising diverse questions asked from respondents to collect desired data about research concepts that are used for statistical analysis (Oppenheim, 2000). The use of questionnaires has certain advantages over certain other survey types like it is inexpensive, less time-consuming tool and has homogenous responses that mark it meek to assemble the data (Munn & Drever, 2004). The questionnaires are limited sharply with fact that respondents might “be able to read questions and respond” accordingly (Gillham, 2008).

4. DATA ANALYSIS & DISCUSSION

This is the main section wherein the results obtained through hypotheses testing by using diverse statistical procedures thereby reaching conclusion more comprehensively. It comprises two sections like the descriptive and the inferential analysis. The inferential analysis provided the “data about the relationships among the research variables” through the statistical procedures. For this purpose, two tools were used as the correlation and regression.

4.1 CORRELATION ANALYSIS

The correlation analysis provided data about association, strength, and direction of relationships

between the predicting variables (stakeholders' perceptions) and a criterion variable (social media effectiveness).

Table 1 Correlation Analysis (Hypothesis H#1) (N=224)

		Students Perception	Parents Perception	Teachers Perception
Students Perception	Pearson Correlation	1	0.373**	0.534**
	Sig. (2-tailed)		<0.001	<0.001
Parents Perception	Pearson Correlation	0.373**	1	0.517**
	Sig. (2-tailed)	<0.001		<0.001
Teachers Perception	Pearson Correlation	0.534**	0.517**	1
	Sig. (2-tailed)	<0.001	<0.001	
Social Media Effectiveness	Pearson Correlation	0.653**	0.508**	0.751**
	Sig. (2-tailed)	<0.001	<0.001	<0.001

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

To examine the association between stakeholders (students, parents & teachers) perception about social media effectiveness, the correlation procedure was used so as to examine the strength and direction of relationship. The correlation shows that all predictors are positively and significantly correlated (associated) with the criterion variable (social media effectiveness). Likewise, the correlation between the students perception and criterion variable ($R=.653$ & $P\text{-value} = <0.001$), the parents perception and criterion variable ($R=.508$ & $P\text{-value} = <0.001$) and the teachers perception and criterion variable ($R=.751$ & $P\text{-value} = <0.001$). Therefore, from the above results, the hypothesis # 1 is accepted. These findings are inlined with the findings of previous research studies (Isman & Dabaj, 2004; Hemmi et al., 2009; Hamid et al., 2011; Hamid et al., 2015). Therefore, the results of this study have been validated through the results obtained from the previous research studies.

4.2 REGRESSION ANALYSIS

The regression analysis provided the data about the cause-and-effect relationships of the predicting variables (stakeholders' perceptions) on the criterion variable (social media effectiveness). It helps the researchers regarding the predictability of the criterion variables through predictors.

Table 2 Regression Analysis (Hypothesis H#2) (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error Estimate	F	Sig.
1	0.814 ^a	0.663	0.658	0.373	142.97	<0.001 ^b

Table 2a Regression Analysis (Hypothesis H#2) (Coefficient of Regression)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.028	0.170		-0.163	0.871
	Students Perception	0.351	0.049	0.336	70.160	0.020
	Parents Perception	0.102	0.040	0.189	20.860	0.041
	Teachers Perception	0.566	0.056	0.510	100.035	0.017

a. Predictors: Students Perception, Parents Perception, Teachers Perception

b. Dependent Variable: Social Media Effectiveness

To examine the predictability of social media effectiveness through predictors (students, parents & teachers) perceptions, the regression procedure was used. The result in Table 2 showed that the predictors are responsible to bring about 66% change/variation in criterion variable (social media effectiveness) supported by p-values significant on all the independent variables. Likewise, the coefficient of regression in Table 2a shows that all the predictors have significant impact on the

criterion variables (students' perception = 0.020), (parents perception = 0.041) and (teachers perception = 0.017). Therefore, the students' and teachers' perceptions have strong impact on social media effectiveness as compared to the parents' perception. These results also supported the results obtained from the correlation wherein the correlation between students' and teachers' perceptions is higher than the parents' perception. Thus, the hypothesis H#2 is accepted. These results are inlined "with the results of the previous research studies" (Gemma & Marín, 2015; Hamid et al., 2015; Christin & Harney, 2017; Akhmad et al., 2018). Therefore, results of this study have been similar to the results obtained from the previous research studies on similar issues in similar context.

5. CONCLUDING REMARK

In research, it is common aphorism that results are useless when not communicated properly in the manner of compacted standard for readers and upcoming researchers. From the results from the analysis in this study, the following conclusions have emerged:

- The hypothesis H#1 was tested over correlation procedure wherein the results showed that students' and teachers' perception (0.653 & 0.751 respectively) have high correlation with the effectiveness of social media as compared to parents' perception (0.508). The main reason behind is the worriedness of parents about the children (students) continuous usages of social networking as the students spent most of the time in social interaction on the social media websites thereby ignoring their curriculum activities. These unintended consequences are the main causes that why many parents seem to be worried about the usages of social media.
- The hypothesis H#2 was tested through the regression procedure to observe the impact of predictors (students, parents, and teachers) perceptions on social media effectiveness. The results revealed that again the student's and teachers' perception has significant impact on the social media effectiveness (0.020 & 0.017 respectively) while the significance level of parents' perception was somehow weak (0.041). The possible reason of said significance level might be the conscious efforts of parents for protecting their children from harmful consequence of social media as is not surprising that parents are worried about their children activities on the social media networking sites.

The stakeholders (students, parents & teachers) are direly needed to be aware of the positivity and negativity of the social media usages. Moreover, students are required to spend their precious time in curriculum-related activities thereby ignoring the social interaction on the social media websites which might help them in focusing their academic activities thereby achieving the desired academic status. Similarly, parents are required to be well abreast towards applications of the social media tools and their ultimate influences on the attitudes and behaviors of their children. Likewise, parents are required to motivate children in a friendly environment about positive aspects of social media usages thereby intimating them about negative dimensions. Finally, the teachers are required to put more emphasis on the effective usage of social media on the part of the students thereby obtaining desirous information through social media.

6. AVAILABILITY OF DATA AND MATERIAL

The used and generated data is available upon request to the corresponding author.

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