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TÍTULO: Exploración de las percepciones de maestros y estudiantes sobre la efectividad de las redes sociales.

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RESUMEN: Las redes sociales juegan un papel justificado en la configuración de la actitud y el comportamiento de los individuos en sociedades de diversas dimensiones; tienen influencia positiva en la actitud de los individuos sobre la interacción social, e influencia negativa en el comportamiento de los individuos al presentar depresión que causa estrés psicológico. Este estudio intenta encuestar las percepciones de estudiantes y maestros sobre la efectividad de las redes sociales en la educación superior. Con respecto a las percepciones de los maestros y los estudiantes sobre la efectividad de las redes sociales, se recopilieron datos primarios de estudiantes y maestros provenientes de la Universidad de Gomal, Dera Ismail Khan. Los datos se analizaron mediante procedimientos estadísticos para responder las preguntas de investigación. El estudio presenta algunas recomendaciones valiosas para los responsables políticos de la educación superior y los futuros investigadores.

PALABRAS CLAVES: percepción de los docentes, percepción de los estudiantes, efectividad de las redes sociales.

TITLE: Exploring the teachers and students' perceptions about social media effectiveness.

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ABSTRACT: The social media is playing justified role in shaping attitude and behavior of the individuals in societies from diverse dimensions; likewise, it has positive influence on individuals' attitude about social interaction, but also has negative influence on individuals' behavior by posing depression causing to psychological stress. This study attempts to survey students and teachers' perceptions about social media effectiveness in higher education. In this connection, regarding teachers and students' perceptions about social media effectiveness, primary data was mustered from students and teachers hailing from Gomal University, Dera Ismail Khan. This data was analyzed over statistical procedures to answer research questions. The study presents some valuable recommendations for policy makers of higher education and future researchers.

KEY WORDS: teachers' perception, students' perception, Social Media effectiveness.

INTRODUCTION.

The social media has been considered by various researchers and analysts as the best source of sharing the desired and accurate information. The social media effectiveness is dependent upon various dynamics factors among which stakeholders' perception matters a lot while producing and sharing the accurate and specific information about learning and teaching activities in higher education institutions (Greenhow, Robelia & Hughes, 2006).

During past decades, social media has gained continuous momentum and its usage rate among university students has been noticed higher than other population from different spheres of life (Hemmi, Bayne & Land, 2009). Thus, students spent most of time on social media websites by using different applications which have unavoidable influence on academic commitment, performance and achievement of the students (Irwin, Ball, Desbrow & Leveritt, 2012). Similarly, teachers are somehow worried about values of time that the student spent on applications of social media however, the teachers also believe “that social media has positive impact on students’ academic engagement” (Mukhaini, Qayoudhi & Badi, 2014).

The effective use of social media is dynamic for teachers and students in apprising their skills and knowledge related to the curriculum activities, courses preparation and improvements in academic credentials (Gemma & Marín, 2015). Although, the growing need for social media application skills in developing the professional environments is vital, however, very few studies have surveyed the social media teaching skills as fundamental ability in universities (Manca & Ranieri, 2016).

The social media is examined largely in connection to student engagement and attitude towards the social media usages however, rare studies are available and accessible about students’ perception about effectiveness of the social media in universities (Lee, Baring, María & Reysen, 2017).

The emergent growth of social media offers various opportunities to management of universities (higher education institutions) to accept and develop the different innovative and technological advancement to upgrade the teaching and learning undertakings in the institutions to mark institutional credibility and success at par to international standards (Georgios, Alkisti & Loannis, 2018).

DEVELOPMENT.

The social media is widely “used as e-learning tool” in teaching perspectives like perfection in knowledge (language & writing), communication (asynchronous & synchronous) and curriculum discussion (courses & practices) (Tham & Werner, 2005). Thus, in higher education, the social media practices is measured as dynamic source in changing the nature of interactions between the teachers and students. Resultantly, social media offers exclusive juncture for interaction between teachers and students and between students themselves (Mason & Rennie, 2008).

The students, through social media, find it convenient to access and share the required academic information. In contemporary era, the academics have expanded the social media usage by offering relevant study materials, disseminate information and lectures for engagement and discussion (Yu, Tian, Vogel & Kwok, 2010). For this purpose, the social media effectiveness has become the dire need of the stakeholders (teachers & students) for effective communication and efficient interaction to improve their knowledge, skills and performance in higher institutions (Paul, Baker & Cochran, 2012).

In higher education, social media usages have enhanced the learning, developed engagement and participation, improved information sharing and developed the effective educational framework. Thus, social media allowed educational institutions to offer stakeholders with material about the changes to policies, new research events and programs, alumni engagement and employment information (Mukhaini, Qayoudhi & Badi, 2014). Thus, numerous studies have examined social media through perceptions of different stakeholders with diverse results. These studies observed the multitasking effect of activities through social media practices on academic achievement and performance of students with diverse findings (potentials & obstacles) (Manca & Ranieri, 2016). Resultantly, each stakeholder practices social media in different manners thus, academics need to be more conscious about diverse methods towards social media practices in framing the policies

towards the social media application and its effectiveness to improve the knowledge of students and teachers and to promote learning and teaching activities in institutions (Nerisa & Paladan, 2018).

Teachers' perception.

The teacher concerns about social media applications is vital for the considerations due to their increased knowledge about opportunities and threats accompanying with social media usages. In this connection, the teachers in higher institutions have varied views (constructive & destructive) about students' engagement in social media online applications (Gulbahar & Hunain, 2008).

The teachers believe that students' interaction in social media is supportive in cracking the linguistic complications which further helps the students to engage in online curriculum courses and events obtainable in different online databases (Cuellar, Delgado & Pegalajar, 2011). On other hand, the teachers also believe that persistent usages of social media applications is risky for the student in wasting their precious time which hindrances their efforts in attaining desired academic grading and achievements (Maqableh, Rajab, Quteshat, Masadeh & Karajeh, 2015). Thus, the continuous usages of the social media networks have certain pros and cons towards the students' which have diverse influence (positive & negative on the attitude and behavior (Georgios, Alkisti & Loannis, 2018).

Students' perception.

Various researchers have examined the social media impact on students' behavior, performance and successes by confirming significant the impact theoretically and empirically. The researchers raised their concerns that persistent use of social media application decreases students' interests towards their courses which effects their performances and results in dropouts (Isman & Dabaj, 2004). Though, student believe that social media helps in socialization processes, sharing ideas and views, and provide the sources for entertainment. However, teachers believe that such like activities are

helpful but students' engagement in unethical websites is hazardous in destructing the students' behavior and wasting valuable time (Yu, Vogel, Tian & Kwok, 2010).

The students believe that social media is vital source of sharing the relevant materials related to curriculum and courses which thus help concerned students to engage in the teaching and learning activities (Hamid, Kurnia & Chang, 2015). Thus, social media is advantageous in updating students' skills, knowledge and behavior by building an online community (Akhmad, Amirul, Yatim & Ferdiaz, 2018).

Social Media Effectiveness.

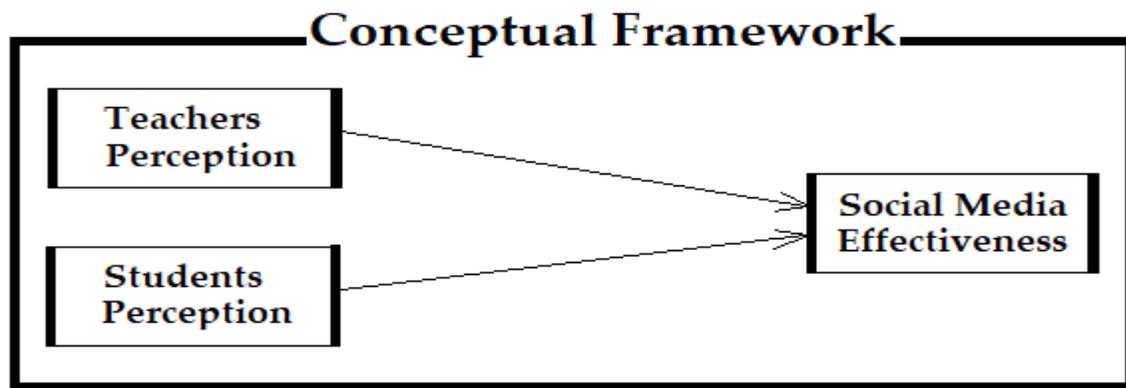
In higher educational institutions, stakeholders like teachers and students have diverse opinions about social media usages as it is considered as the best tool for managing the students' academic activities teachers' motivation about the positive usages of social media (Blumenfeld, Kempler & Krajcik, 2006). Similarly, the social media effective use reinforces the interaction between the teachers and students, students and parents and between teachers and parents. Thus, to make sure the social media usage to impart quality education and to improve the educational standards in the academic institutions, the teachers' encouragement and motivation would be the best sources of effective utilization of social media networking (Rosmala, F., & Rosmala, D. (2012).

The social media offers the ability to create and sustain academic contents to emerge collective intelligence among the students and teacher (Manca & Ranieri, 2016). Thus, the main theme is to develop the students' experiences towards the learning processes by developing their knowledge and skills to integrate new technological tactics in teaching approaches (Akhmad, Amirul, Yatim, & Ferdiaz, 2018).

Theoretical framework.

The theoretical framework helps the readers to understand the entire scheme of research study so as to hypothesize the research questions from variables as mentioned in theoretical construct. The theoretical framework of study comprises the independent variables and dependent variables while the arrows represents the relationships among the research variables.

Figure 1 Theoretical Framework



H₁: There is positive and significant association between the stakeholders' perception (students & teachers) and social media effectiveness (correlation analysis).

H₂: There is positive and significant impact of stakeholders' perception (students & teachers) on the social media effectiveness (regression analysis).

Data and Methodology.

The research methodology helps the researchers in providing all methods (tools and techniques) which are necessary for conducting and concluding research study (Ader, Mellenbergh & Hand, 2008). Its methods consist of the research design, research approach, population and sample data collection, analysis methods along with the questionnaire design and measurement.

1. The research design helps in postulating the research methods used for specific research study.

Thus, the research design of this study comprises descriptive as well inferential. The descriptive research design is used to describe the research variables while inferential is used to examine

“the relationships among the research variables by using different statistical” procedures. These tools are used to examine the hypotheses (research questions) as emerged from the theoretical framework of study (Creswell & Williams, 2012).

2. The survey approach has widely been recommended as significant tool in accessing population of study (Sekaran & Bougie, 2013). Through survey, a representative sample is chosen to access the population of study, thus, the researcher used the survey approach to access the population of study thereby collecting first-hand data (primary data through questionnaire) from respondents (sample from the whole population).
3. The population and sampling are the vital elements of the research studies since without these, no empirical research can be undertaken (Hartl & Daniel, 2007). The population of this study comprises students and teacher from Gomal University, Dera Ismail Khan. The stratified random sampling technique has been used to choose sample (respondents) of study. From the same population, a sample of 288 respondents have been selected for present study. Therefore, 188 questionnaires were distributing among students and teacher among which 280 were recollected.
4. Both, the secondary and primary sources for the data collection have been used in this study. The secondary was collected from relevant article through different online databases while primary data was collected through structured questionnaire as adapted from previous research studies. The questionnaire is the research instrument which includes diverse questions asked from the respondents to muster their views about the research concepts which was then analyzed through statistical procedures (Lescroël, Ballard, Authier & Ainley, 2014).
5. The data analysis is critical part of the empirical research studies which provides the procedures for analyzing first-hand data to “answer the research questions. The data analysis is” the process of converting data into information (Tabachnick & Fidell, 2007). The statistical procedure

includes correlation to examine association among research variables and regression to examine cause-&-effect relationship among the research variables.

Reliability and Validity.

Table 1. The Reliability Statistics.

Research Variables	Items	Cronbach's Alpha
Teachers Perception	08	.827
Students Perception	08	.786
Social Media Effectiveness	10	.711
Instrument (Questionnaire)	26	.934

The table above shows the reliability statistics obtained through application of Cronbach Alpha. In social sciences, the minimum acceptable value for Cronbach is (.6); however, the Cronbach values in present case are above (.6) likewise, for teachers perception, the Cronbach alpha value is (.827), for students perception is (.786) and social media effectiveness in (.711). However, the Cronbach value for the entire instrument is (.934). Therefore, the construct has good reliability in terms of internal consistencies.

Results.

The “data analysis is the process of answering the research questions emerged from theoretical framework of the study”. This is the main part of research wherein the statistical results obtained through statistical procedures have been presented. The statistical analysis includes “correlation analysis and regression analysis”.

Table 2. Correlation Analysis.

		Teachers' Perception	Students' Perception
Teachers Perception	Pearson Correlation	1	.489**
	Sig. (2-tailed)		.000
	N	280	280
Students Perception	Pearson Correlation	.489**	1
	Sig. (2-tailed)	.000	
	N	280	280
Social Media Effectiveness	Pearson Correlation	.784**	.662**
	Sig. (2-tailed)	.000	.000
	N	280	280

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

The first hypothesis was about the association between criterion and predictors variables. The results showed positive and significant correlation (association) between the predicting variables (teachers & students' perceptions) and dependent variable (social media effectiveness).

The analysis shows that independent variables are significantly and positively associated with the dependent variable likewise association between teachers' perception and effectiveness of social media ($R = .784$ & $P\text{-values} = .000$) and students' perception and social media effectiveness ($R = .662$ & $P\text{-value} = .000$).

The analysis also showed significant correlation among the independent variables ($R = .489$ & $P\text{-value} = .000$) which is quite weak as compared to independent and dependent variables. Thus, due to the significant association, between the criterion and predictors variables, the first hypothesis is

accepted. Therefore, after validating the existence of association, the researcher can move towards regression.

Table 3. Regression Analysis (Model Summary).

Model	R	R Square	Adjusted R Square	Std. Error Estimate
1	.699 ^a	.479	.476	.38195

a. Predictors: (Constant), Teachers' Perception & Students' Perception.

b. Dependent Variable: Social Media Effectiveness.

Table 4. Regression Analysis (ANOVA).

Model		Sum Squares	df	Mean Square	F	Sig.
1	Regression	42.814	2	21.407	146.737	.000 ^b
	Residual	46.538	319	.146		
	Total	89.352	321			

Table 5. Regression Analysis (Coefficients of Regression).

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.559	.201		7.752	.000
	Teachers Perception	.602	.051	.645	11.78	.000
	Students Perception	.373	.079	.367	7.224	.032

The second hypothesis was about the impact of predictors (teachers' & students' perceptions) on criterion variable (social media effectiveness). The analysis shows 47.9% variance in criterion variable due to the predictors. The results from coefficient of regression shows that the predictors have significant impact upon the criterion variable likewise the teachers' perception (Beta = .602 & P-value = .000) while students' perception (Beta = .373 & P-value = .032). Thus, the teacher

perception has greater significant impact on social media effectiveness as compared to students' perception. The main reason behind is the teachers' maturity and knowledge about the "pros and cons of the social media" application while the reason behind comparatively lower impact is the immaturity of the students while using the social media applications. Therefore, the results of the "regression confirmed" significant impact of the teachers' and students' perceptions on the social media effectiveness. Thus, from results, second hypothesis is also accepted.

Discussions.

In higher education institutions, the stakeholders are real investors who are ultimate beneficiaries of the success institutions. Thus, these stakeholders' perceptions about different issues associated with credibility of institutions is phenomenon of great concern for the higher education clientele (Tham & Werner, 2005). Among these issues, "role of social media" becomes more important due to its critical role that it plays in expansion of institutional norms and values (Hemmi, Bayne & Land, 2009).

The social media over diverse websites have played significant role in promoting the teaching and learning activities further by developing knowledge and skills of students and teachers (Tay & Allen, 2011). For this purpose, numerous researchers recommend social media as the virtual networks and communities which allow stakeholders to interact (work together) by developing group interests to share the relevant ideas and information (Irwin, Ball, Desbrow & Leveritt, 2012). Thus, whole phenomenon diverges on pivotal role of social media effectiveness however, the effective role in higher education is become phenomenon of greater importance for stakeholders.

The higher education institutions concern as measure of the promotional tool and technique is growing fast; however, more awareness is desired about the potential usages of social media for the learning and teaching activities in higher education (Gikas & Grant, 2013). Similarly, social media

is playing vital role on the part of students to choose best options for their higher studies by interacting with different groups of individuals (Mukhaini, Qayoudhi & Badi, 2014). Thus, present study identified and examined different perceptions of stakeholders (teachers & students) about the social media effectiveness with respect to higher institutions which were also examined previously (Espuny, González, Lleixà & Gisbert, 2015).

Social media different applications like Twitter, Facebook, WhatsApp, Instagram, Messenger, LinkedIn and other online applications are vital tool for finding desired social and academic information (Manca & Ranieri, 2016). Also, other technologies that stakeholders accessed like smartphones and laptops make available both connectivity and portability to social websites which are great sources of obtaining information (Akhmad, Amirul, Yatim & Ferdiaz, 2018).

CONCLUSIONS.

This study examined the important role of social media in promoting the teaching and learning activities in the higher education context. In this connection, stakeholder's perception about social media effectiveness in a matter of greater importance to examine the pros and cons of the social media applications. Thus, this study examined association (correlation) and impact (regression) between the stakeholders' perceptions (teachers & students) and social media effectiveness.

The results showed the positive and significant association between the stakeholder perception and social media effectiveness ($R=.784$ & $P\text{-values}=.000$) and ($R=.662$ & $P\text{-value}=.000$) respectively.

The regression results also provide significant information about the cause-&-effect relationship thereby providing 47.9% variation in social media effectiveness due to stakeholders' perceptions and also provide the information about the impact of predictors on criterion variables likewise the teachers perception ($\text{Beta}=.602$ & $P\text{-value}=.000$) and students perception ($\text{Beta}=.373$ & $P\text{-value}=.032$).

The study provides significant information about relationships between social media effectiveness and the stakeholders' perceptions from which certain recommendations have been emerged for the policy makers and the future researchers.

Recommendations.

There are recommendations as:

- ✓ The effective inspiration about usages of social media applications towards the students is direly needed to motivate students about usages of social media from positive dimensions concerning the teaching and learning activities.
- ✓ The training programs are direly needed to be arranged by management of the institutions to aware and inspire the students about the social media affirmative practices which can help them in sharing the academic information.
- ✓ The teachers' inspiration towards usages of social media for academic purposes is also "vital in shaping the attitude and behavior" of students. Thus, teachers should motivate their students about positive aspects of social media.
- ✓ The concerned teachers are also direly needed to aware the students about the undesirable aspects of social media applications. The "social media can" negative effects academic performance and achievements of the students.

Recommendations for Future Research.

- ✓ The "future researchers" are required to further explore the effects of social media from different dimensions to obtained better results. Likewise, parents' perception may also "be included in the future" research studies.

- ✓ The future researchers are further required to use some advanced statistical tools like the structural equation modeling to provide some better results about “relationships among the research variables under considerations”.
- ✓ The “future researchers are required to use” some mediators or moderators in relationship between the stakeholders’ perception and the social media effectiveness like emotional intelligence and time management to achieve some better results.
- ✓ The future researcher is required to examine these variables in other context like schools and colleges to explore the pros and cons of “social media and its impact upon academic performance” and achievements of the students.

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