

MODEL OF BEHAVIOUR INTENTION FACTORS ON SOCIAL MEDIA USE FOR COLLABORATIVE LEARNING

Nur Shamsiah Abdul Rahman

Faculty of Computer System and Software Engineering, Universiti Malaysia Pahang, 26300 Gambang, Pahang, Malaysia.
shamsiah@ump.edu.my

Mohd Shahizan Othman

Faculty of Computing, Universiti Teknologi Malaysia, 81310 Skudai, Johor, Malaysia
shahizan@utm.my

Anis Farihan Mat Raffei, Danakorn Nincarean Eh Phon, Adzhar Kamaludin

Faculty of Computer System and Software Engineering, Universiti Malaysia Pahang, 26300 Gambang, Pahang, Malaysia.
anisfarihan@ump.edu.my, danakorn@ump.edu.my, adzhar@ump.edu.my

Highlights: Despite technologies of social media gaining acceptance in universities all around the world, the study on factors of students' behavioural intention to use social media for collaborative learning have not been fully explored in Malaysia and useful insights are still needed to resolve this problem. Thus, this project examined influential factors on students' behavioural intention to use social media for active collaborative learning that affects teaching and learning. This study developed a theoretical model based on Technology Acceptance Model (TAM), Unified Theory of Acceptance and Use Technology (UTAUT), and constructivism theory. The findings of the study revealed that perceived ease of use, perceived usefulness, perceived enjoyment, performance expectancy, social influence, and facilitating conditions are positively related to students' behavioural intention toward the use of social media for collaborative learning purpose. Based on the study, the use of social media is significant and positive for collaborative learning and teaching in Malaysian Higher Education institutions.

Keywords: Collaborative Learning, Teaching and Learning, Social Media, Behaviour Intention.

Introduction

Social media development is sparked by a steadfast progression of Internet application. Communication and interaction through online and offline means have changed due to the advent of social media. Various reasons are accounted for its daily usage in general among a huge number of individuals especially among younger crowd worldwide. Most of the younger crowd who uses social media are students. The means of information creation and sharing across the web among students with their friends have changed attributed to social media emergence (Shittu et al., 2011). Technology application in supplementing teaching and learning in classroom is also affected by this revolution. Technology emergence including Web 2.0 and social media are essentially helpful in enhancing higher education teaching and learning, with its enriched features (Hartshorne and Ajjan, 2009).

Social media's positive influence on students, where it was utilized for educational purpose is evident in past research works (Bicen and Uzunboylu, 2013; Kamenetz, 2011; Kabilan et al., 2010). Teaching and learning activities using enriched features of social media have been exploited by various educational institutions (Tinmaz, 2012) and utilized in refining communication to faculty members and students through adopting this technology for improved services (Al-Mukaini et al., 2014). This is on the grounds that significant educational potential is held in the technology of social media that could bolster the activities in education by enabling collaboration, interaction, critical thinking, active participation, and information and resource sharing (Mazman and Usluel, 2010).

As students give rise to social media popularity, the literature of higher education has mainly discussed social media usage among students and lecturers in educational setting, and the values it brings in pedagogy. In literature, social media tools are argued to provide opportunity in learning enhancement through assistance in social learning, encouraging students and instructors interaction, that enhances student-focused learning and active learning (Ajjan and Hartshorne, 2008; BuzzettoMore, 2012; Taylor et al., 2012). In spite of these benefits potential and the values it brings in pedagogy, experts in this field criticize that most students and lecturers are unwilling to utilize teaching and learning tools (Ajjan and Hartshorne, 2008; Hartshorne and Ajjan, 2009; Stanciu et al., 2012). In the work of Taylor et al., (2012), it is suggested that in communicating and interacting academic matters through formal relationship with faculty, students are reluctant to use social media.

Even though, presently, there exists numerous studies focusing on the use of social media and its pedagogical values in educational setting by students and their instructors, there exists lesser studies focussing on the factors with regards to the attitude of students and their behavioural intention in utilizing social media for collaborative

learning in Malaysian context (Gikas and Grant, 2013; Hrastinski and Aghaee, 2012; Leng et al., 2011). Hence, the gaps in this knowledge is hoped to be filled in this research through developing a model on the usage of social media in collaborative learning with behavioural factors that influence teaching and learning among Malaysian students in higher education sector.

This project examined influential factors on students' behavioural intention to use social media for active collaborative learning that affects teaching and learning. This study developed a theoretical model based on Technology Acceptance Model (TAM), Unified Theory of Acceptance and Use Technology (UTAUT), and constructivism theory. TAM and UTAUT theory have provided evidence to be a useful model helping to understand students' behavioural intention to use social media for collaborative learning. Meanwhile, constructivism theory provide evidence to be a useful model helping to understand collaborative learning and student satisfaction in social media implementation for collaborative learning.

This project is important to education field because in recent years, more research is keen on exploring the factors which have effects on the use intention among students in using social media technologies as it can be important indicators to integrate social media use for learning especially among students in higher education (Huang, 2015). This model may provide a conceptual foundation for understanding the behavioural aspects of using social media for collaborative learning in Malaysia.

Usefulness

The developed model can be used as a tool for assessing social media use for collaborative learning among student's in higher education institution.

Stakeholders in higher education institution could decide on the appropriate action to be taken in order to influence students to use social media for collaborative learning purpose.

Also can provided guidelines for Social Networking Sites (SNS) vendors for product improvement.

Commercialization value.

Social networking sites vendor

Ministry of education.

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