

INTENTIONAL INTEGRATION: FACTORS INFLUENCING OF USING SOCIAL MEDIA FOR EDUCATION ENHANCEMENT

Faiqah binti Ahmad Radzuan¹
Siti Marsitah binti Mohd Mokhtar¹
Dayang Sakini binti Mohd Kadri¹
Shammil bin Shabri¹
Wan Hashridz Rizal bin Wan Abu Bakar¹

¹Faculty of Islamic Studies, Sultan Ahmad Shah Pahang Islamic University (UnIPSAS), Malaysia
(E-mail: faiqah@unipsas.edu.my)

Article history

Received date : 19-10-2024
Revised date : 20-10-2024
Accepted date : 25-12-2024
Published date : 31-12-2024

To cite this document:

Ahmad Radzuan, F., Mohd Mokhtar, S. M., Mohd Kadri, D. S., Shabri, S., & Wan Abu Bakar, W. H. R. (2024). Intentional integration: factors influencing of using social media for education enhancement. *Journal of Islamic, Social, Economics and Development (JISED)*, 9 (68), 187-195.

Abstract: *This paper examines the integration of social media in the field of education and its impact on improving the teaching and learning experiences. The discourse encompasses various factors that influence educators' adoption of social media, including the perceived usefulness, perceived ease of use, information quality, and system quality. The perceived usefulness emerges as a crucial determinant of users' acceptance and utilization of social media platforms for educational purposes, while the perceived ease of use facilitates user interaction. Moreover, the information quality guarantees the reliability and relevance of the content disseminated through social media, thereby enhancing users' trust and confidence. The system quality, which encompasses factors like reliability and user satisfaction, influences users' intention to employ social media for the enhancement of education. However, despite the benefits offered by social media, challenges such as cyberbullying and potential distractions necessitate proactive measures to mitigate negative consequences. Addressing issues related to internet accessibility becomes crucial for the effective utilization of social media in education. By harnessing the potential of social media while mitigating its drawbacks, educators can establish a more captivating and effective educational environment. This paper emphasizes the significance of aligning the utilization of social media with educational objectives in order to maximize its advantages.*

Keywords: *Social Media, Education, Perceived Usefulness, Perceived Ease Of Use, Information Quality, System Quality, Teaching And Learning.*

Introduction

Our way of life has unavoidably altered as a result of the Internet, including how we communicate, communicate at work, shop, learn, and have fun. In particular, education has changed to meet the changing technological landscape, taking advantage of emerging ICTs (information and communication technologies) to improve teacher-student contact and knowledge sharing (Chugh et al., 2023) Huang et al., 2022; Sharma & Chandel, 2013). As a result, the idea of e-learning, also known as electronic-learning, arises as the fusion of technology and education, turning into a useful teaching tool in the modern era (Masadeh et al., 2023) Nalintippayawong et al., 2023). Furthermore, social media gives students a platform to communicate, exchange knowledge, and work together on educational projects (Pulak & Wiczorek-Tomaszewska, 2016). In this paper, there are several factors influencing educators' adoption of social media for education enhancement.

Literature Review

This section explains three fundamental concepts: the conceptualization of social media, the conceptualization of education, and the prevailing landscape of social media utilization within the educational sphere. These elements furnish a foundational comprehension of the interaction between social media and education, emphasizing their respective functions, objectives, and the progressive transformations occurring within modern pedagogical methodologies.

Definition of Social Media

Social media pertains to web-based channels of communication that afford individuals the ability to create material, cooperate, and participate in communal undertakings (Сергеева, 2023). It has evolved into a sociocultural phenomenon and has emerged as a distinct mode of widespread communication (Ajijola, 2023). A significant section of the world's population uses social media sites like Facebook, Twitter, and YouTube (Hariman, 2022). Social media confers numerous advantages. It augments educational opportunities by providing access to an extensive array of learning resources, which can significantly contribute to educational advancement (Wellyana et al., 2022). Furthermore, it cultivates social connections, allowing individuals to maintain communication with friends, family, and communities irrespective of geographical constraints. Social media additionally facilitates the accessibility of health-related information, rendering it an invaluable instrument in the dissemination of health knowledge and the promotion of public health (Wellyana et al., 2022). Notwithstanding its beneficial attributes, social media is correlated with a multitude of adverse repercussions. It has been misappropriated for detrimental objectives, including the facilitation of terrorism and other illicit endeavors. The psychological ramifications associated with social media engagement are also alarming, exhibiting associations with conditions such as depression, anxiety, and, in extreme cases, self-harm or suicidal ideation (Aulia et al., 2022). Furthermore, excessive engagement with social media platforms has been posited to exacerbate attention-related disorders, including attention deficit–hyperactivity disorder (ADHD). In summation, although social media presents considerable benefits, it is imperative to confront its possible negative ramifications. Overindulgence, particularly among youth, may culminate in addictive behaviors and the deterioration of social skills, underscoring the necessity for a judicious approach to its utilization.

Definition of Education

Education is a notion that encompasses organized instruction and the attainment of information, abilities, and principles (Kostrikova, 2018). Education is a transformative undertaking that entails the dissemination of information and the cultivation of aptitudes, while concurrently molding dispositions and conduct, with the ultimate objective of enhancing the well-being of individuals and society as an integrated entity (Jackson, 2019). In traditional Confucian culture,

education plays a significant role in moral development and has a profound influence on society (Han, 2019). Both Aristotle as well as Confucius place considerable emphasis on the significance of virtue within the realm of education, as it engenders personal growth and exceptional achievement, thus bestowing advantages upon both the individual and the community at large (Eliopoulos, 2014). The caliber of education is contingent upon the degree of organization within the educational procedure and the attainment of education of high quality. Education ought not to be perceived as indoctrination or a mechanism to enforce societal standards, but instead as a catalyst for fostering analytical thinking, individual growth, and the quest for veracity.

The Scenario Social Media in Education

The incorporation of social media within educational settings has become a prevalent practice, with various platforms being employed to enhance online education by offering channels for interaction, collaboration, and the dissemination of knowledge (Sanwal et al., 2023; Ekenna & Ezema, 2021; Shihomeka & Amadhila, 2020). Students typically embrace the integration of social media into the educational landscape, perceiving it as a mechanism to foster engagement, motivation, and academic success (Williams, 2022). Nonetheless, there exist challenges associated with its implementation in the classroom environment. These challenges encompass potential distractions and the necessity to modify conventional pedagogical approaches to effectively incorporate these platforms (Tuhuteru et al., 2023; Lampropoulos et al., 2021). Despite these challenges, social media continues to be a pivotal educational instrument with the capacity to revolutionize teaching and learning paradigms. It provides novel opportunities for research and collaborative efforts, enabling students to connect with peers, explore career pathways, and even generate financial resources (Fatawu et al., 2023). Additionally, social media promotes discourse and the exchange of ideas, thereby enriching the educational experience and enhancing students' appreciation of the learning process (Ognibene, Donabauer, et al., 2023). However, the utilization of social media within educational contexts engenders various hurdles. These hurdles include concerns such as cyberbullying, time mismanagement, and the potential for distraction (Ognibene, Wilkens, et al., 2023). Moreover, social media platforms are governed by algorithms that may impose constraints, leading to phenomena such as filter bubbles and echo chambers, which can limit exposure to diverse viewpoints (Swai & Ahmed, n.d.). In consideration of these obstacles, a dynamic "Virtual Companion for Social Media" could assume a crucial role in educating users regarding responsible engagement with social media platforms. Such tools possess the potential to assist students in navigating social media in a manner that amplifies their educational experience while alleviating associated risks.

Methodology

This research utilizes a qualitative research methodology, incorporating content analysis and thematic analysis to investigate the factors that affect the utilization of social media for educational enhancement. Such a method facilitates a profound comprehension of the phenomenon grounded in pre-existing literature and documented empirical findings. Content analysis was performed on secondary data obtained from scholarly articles and reports accessed via Google Scholar. Terminologies such as "social media in education", "perceived usefulness", and "educational technology" were instrumental in guiding the data selection process. The content analysis required a rigorous strategy for coding and categorizing the data to uncover patterns and prominent concepts, with an emphasis on aspects such as perceived usefulness, ease of use, information quality, and system quality. This phase was conducted in accordance with the protocols established by Elo and Kyngäs (2008). Thematic analysis was applied to enhance the understanding of the results derived from the content analysis. The six-step framework articulated by Braun and Clarke (2006) was utilized to discern and organize recurring themes across the dataset. This procedure encompassed

familiarization with the data, formulation of initial codes, identification of themes, and the subsequent refinement and definition of these themes to ensure alignment with the research objectives. By synthesizing content and thematic analysis, this methodology guarantees a comprehensive exploration of the determinants influencing the adoption of social media for educational endeavors, while obviating the necessity for direct engagement with participants.

Factors Influencing of Using Social Media for Education Enhancement

Perceived Usefulness

The influence of social media usage is significantly affected by the perceived usefulness (Bashir et al., 2022). When a user feels that a certain technology or system will improve their performance and productivity, that belief is known as perceived usefulness. It has a major influence on how well users accept and use technology. The idea that utilizing social media platforms can be advantageous and valuable for particular objectives or goals is known as perceived usefulness. People who hold this belief believe that social media can offer helpful information, improve communication, improve learning, encourage collaboration, and advance knowledge development (Di Stefano et al., 2023). Previous studies have showed a result is positive and significant that students consider perceived usefulness on social media platforms and expect to use them and intend to enhance their educational performance through online learning (Al-Rahmi et al., 2021).

Perceived Ease of Use

In the context of social media, perceived ease of use relates to how simple users believe social media sites to be to use. It gauges how easy and intuitive the platform is to use according to the user. Knowledge user behavior and attitudes toward social media requires a knowledge of the notion of perceived ease of use. It has been researched in a number of situations, including Instagram purchasing online (Ali, 2021). According to a different study, Facebook's perceived use for health education on premenstrual syndrome (PMS) was correlated with its perceived ease of use (Handayani et al., 2022). Social media for education increases student engagement and learning by giving access to a worldwide network of students as well as a wealth of knowledge and resources (Güney, 2023). All things considered, social media provides instantaneous, instantaneous, and interactive means of communication, cooperation, interaction, and creative expression (Najib, 2020). Social media offers numerous benefits in terms of enhancing education. It presents a wide range of approaches for instructing and acquiring knowledge, granting students the opportunity to participate based on their individual interests (Huston, 2022; Najib, 2020). Social media sites like Facebook, YouTube, Zoom, WhatsApp, Moodle, and Skype are frequently employed in the field of education to offer students distance learning, particularly during the COVID-19 pandemic. The aforementioned platforms present the opportunity to access information at any given moment and location, thus facilitating adaptable learning (A. Sharma et al., 2022). They also facilitate communication between students, classmates, and instructors, fostering collaboration and interaction. Social media tools also make conferences and assignments easier to present, which improves hands-on learning. Nonetheless, it's critical to solve internet and infrastructure issues that can prevent social media from being used effectively in education.

Information Quality

The term information quality is generally involving contents quality of the information system. According to Martin & Bolliger, (2018) the term "information quality" describes how well the content of an information system is understood, including its objectivity, sufficiency, relevance,

and intelligibility. The information quality is a crucial factor that determines the success of an information system model performs. It is also known as the information's usefulness for users Wang & Strong, (1996). According to Jiang et al., (2021), information quality refers to users' individual judgement as to whether or not the information's characteristics suit their particular requirements and intended usage is what constitutes information quality. Moreover, studies on online reviews has been defined information quality as the information characteristics that determine the reviews' content quality. Park et al., (2007). Dunbar et al., (2018) the quality of the material and information published on social networking platforms depends on the reliability of the platforms' sources. Although consumers are more interested in visual material than text details, the context of social media content influences how successful it is for encouraging user interaction Shahbaznezhad et al., (2021). Previous study by Al-Rahmi et al., (2021) indicate that the behavioural intention to use social media platforms and the quality of the information are related. The study also stated, students consider the credibility of the content found on social media platforms, intend to use them, and believe that online learning will enhance their academic achievement Al-Rahmi et al., (2021). Studies made by Jiang et al., (2021) show the higher-quality information decreases the consumer's perception diagnosis process and increases information trust, which enables the information to be used more effectively and it indicates that information quality is crucial for the process of information adoption in the context of third-party social commerce platforms. Jiang et al., (2021) also mentioned that it similarly to the way customers use social media to check the actual quality and degree of service or the goods they want, review data on the site becomes a useful tool. Better quality information, more positive effect on consumers' trust.

System Quality

System quality is recognized as a determinant that exerts an influence on the utilization of social media (Al-Rahmi et al., 2021). The concept of system quality pertains to the characteristic of products and services that establishes the capacity for systems to endure (León-Ramentol et al., 2018). It has also been shown to affect users' intention to use and satisfaction towards social media search systems (Cinelli et al., 2022). This can be achieved by attained through the execution of action measures including the establishment of management dedication, establishment of a team dedicated to enhancing quality, active involvement in communication and socialization, and the delineation of quality education (Shukla, 2023). Furthermore, the effective management and motivation of human resources are imperative in order to attain desirable results in the realm of higher education (Novák, 2023). Moreover, it has been observed that the quality of the system plays a crucial role in shaping users' inclination to employ and contentment with social media search systems. The quality of the system also influences the nature of the relationship and subsequently has a substantial effect on users' persistent intention to continue using these systems. These findings indicate that the presence of a system of high quality holds paramount importance in ensuring users' satisfaction, willingness to use, and ongoing utilization of social media platforms. Implementing an IT-based management information system can aid in improving the quality of educational services by providing speedier and more effective services. Quality assurance processes, including the use of electronic systems, can enhance user confidence, honesty, and work processes in educational institutions.

Discussion

The academic dialogue provides a comprehensive exploration of the integration of social media into the field of education, with a particular focus on the diverse factors that influence educators' adoption of social media for the purpose of enhancing education. The importance of perceived

usefulness, perceived ease of use, information quality, and system quality in influencing users' acceptance and utilization of social media platforms for educational purposes is highlighted. In addition, the paper addresses both the advantages and challenges pertaining to the use of social media in education. A prominent point of discussion revolves around the transformative impact of social media on the realm of education. Social media platforms present unparalleled opportunities for collaboration, communication, and knowledge sharing, thereby enriching the teaching and learning experience. However, the paper also recognizes the hurdles posed by the utilization of social media, including cyberbullying, time wastage, and potential distractions, necessitating careful consideration and management. Additionally, the academic dialogue emphasizes the importance of ensuring the quality of information disseminated through social media platforms. The availability of high-quality content is imperative for establishing trust and credibility among users, thus enhancing their inclination to engage with social media for educational purposes. Likewise, the quality of the system, including factors such as reliability and user satisfaction, plays a crucial role in shaping how users perceive and experience social media platforms. In summary, the discussion highlights the necessity of adopting a balanced approach to the utilization of social media in education, one that leverages its advantages while addressing its challenges. Educators and educational institutions should adopt proactive strategies to promote responsible and effective utilization of social media platforms, including the implementation of policies and guidelines, provision of training and support for users, and leveraging technology to enhance information quality and system reliability. It is recommended that educational institutions invest in technological infrastructure to support the integration of social media into education. This encompasses ensuring dependable internet connectivity, granting access to suitable hardware and software tools, and implementing measures to safeguard user privacy and data security.

Conclusion

To conclude, the incorporation of social media into education has become an essential requirement in today's digital era. This study has elucidated various factors that influence the adoption of social media by educators to enhance education. These factors include the perception of usefulness, ease of use, information quality, and system quality. The acceptance and utilization of social media platforms for educational purposes by users are largely determined by the perceived usefulness. When users perceive social media as disadvantageous and worthless for achieving specific objectives or goals, they are less inclined to engage with these platforms to hinder their educational performance. Moreover, the perception of ease of use is imperative in enabling users' engagement with social media sites. A user-friendly interface and intuitive design significantly contribute to the adoption and continuous use of social media for educational endeavors. Thirdly, information quality is of paramount importance in ensuring that the content disseminated through social media platforms is accurate, relevant, and reliable. High-quality information enhances users' trust and confidence in utilizing social media for educational purposes. Lastly, system quality, encompassing factors such as reliability, functionality, and user satisfaction, influences users' intention to utilize social media platforms for education enhancement. A well-designed and effectively managed system enhances users' overall experience and encourages continued utilization. Despite the numerous benefits offered by social media in education, challenges such as cyberbullying, time wastage, and potential distractions require proactive measures to mitigate negative consequences. Moreover, addressing concerns related to internet accessibility and infrastructure is essential to guaranteeing the efficient utilization of social media for educational purposes, especially in resource-limited settings. In conclusion, although social media presents

significant opportunities for transforming education through collaboration, communication, and knowledge sharing, it is vital to address associated challenges and ensure that its utilization aligns with educational objectives. By exploiting the potential of social media while mitigating its drawbacks, educators can harness its power to enhance teaching and learning experiences, thereby fostering a more engaging and effective educational environment for students.

Acknowledgments

This research is supported by grants from the Sultan Ahmad Shah Islamic University (UnIPSAS) (Project No. RUG-UnIPSAS-2023-05).

References

- Ajjjola, S. (2023). *A Review on the Impact of Social Media on Societal Development*.
- Al-Rahmi, A. M., Shamsuddin, A., Alturki, U., Aldraiweesh, A., Yusof, F. M., Al-Rahmi, W. M., & Aljeraiwi, A. A. (2021). The influence of information system success and technology acceptance model on social media factors in education. *Sustainability*, 13(14), 7770.
- Ali, H. (2021). Determination Attitude Toward Using and Purchase Intentions: Analysis of Perceived Ease of Use and Perceived Usefulness (Case Study of Instagram Shop's Features on Social Media Instagram). *Dinasti International Journal of Management Science*, 3(1), 119–133.
- Aulia, N., Nurdiyana, N., & Hadi, S. (2022). Pengaruh Media Sosial terhadap Perilaku Sosial Siswa. *Journal of Education and Culture (JEC)*, 2(1), 64–70.
- Bashir, T., Zhongfu, T., Sadiq, B., Niaz, U., Anjum, F., & Mahmood, H. (2022). An assessment of influential factors developing the intention to use social media sites: A technology acceptance model based approach. *Frontiers in Psychology*, 13, 983930.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Chugh, M., Upadhyay, R., & Chugh, N. (2023). An Empirical Investigation of Critical Factors Affecting Acceptance of E-Learning Platforms: A Learner's Perspective. *SN Computer Science*, 4(3), 240.
- Cinelli, M., Peruzzi, A., Schmidt, A. L., Villa, R., Costa, E., Quattrociochi, W., & Zollo, F. (2022). Promoting engagement with quality communication in social media. *Plos One*, 17(10), e0275534.
- Di Stefano, G., Ruggieri, S., Bonfanti, R. C., & Faraci, P. (2023). Entrepreneurship on Social Networking Sites: The Roles of Attitude and Perceived Usefulness. *Behavioral Sciences*, 13(4), 323.
- Dunbar, R. L., Dingel, M. J., Dame, L. F., Winchip, J., & Petzold, A. M. (2018). Student social self-efficacy, leadership status, and academic performance in collaborative learning environments. *Studies in Higher Education*, 43(9), 1507–1523.
- Ekenna, U. C., & Ezema, L. A. (2021). Social Media Use in Teaching and Learning. In *Handbook of Research on Information and Records Management in the Fourth Industrial Revolution* (pp.344–357). IGI Global.
- Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing*, 62(1), 107–115.
- Eliopoulos, P. (2014). Education and the doctrine of the Mean in Aristotle and in Confucius. *Філософія Освіти*, 2, 248–257.
- Fatawu, A., Fuseinii, M. A.-B., & Khalid, A.-M. (2023). The Benefits and Challenges of Social Media in Higher Education. In *Advances in Information Communication Technology and Computing: Proceedings of AICTC 2022* (pp. 107–122). Springer.

- Güney, K. (2023). Considering the Advantages and Disadvantages of Utilizing Social Media to Enhance Learning and Engagement in K-12 Education. *Research in Social Sciences and Technology*, 8(2), 83–100.
- Han, R. (2019). Moral Education Thoughts in "The University" and "The Doctrine of the Mean". *2018 8th International Conference on Education and Management (ICEM 2018)*, 306–308.
- Handayani, D. S., Hapsari, E. D., & Widyandana, W. (2022). Persepsi Kemudahan Penggunaan dan Kegunaan Facebook untuk Pendidikan Kesehatan Sindrom Pramenstruasi. *Jurnal Promkes: The Indonesian Journal of Health Promotion and Health Education*, 10(1), 58–64.
- Hariman, K. (2022). Social media. *Oxford Textbook of Social Psychiatry*, 283.
- Huang, F., Teo, T., & Scherer, R. (2022). Investigating the antecedents of university students' perceived ease of using the Internet for learning. *Interactive Learning Environments*, 30(6), 1060–1076.
- Huston, T. (2022). Social Media for Teaching Empathy, Civil and Moral Development, and Critical Thinking. In *Exploring Ethical Problems in Today's Technological World* (pp. 120–140). IGI Global.
- Jackson, P. W. (2019). *What is education?* University of Chicago Press.
- Jiang, G., Liu, F., Liu, W., Liu, S., Chen, Y., & Xu, D. (2021). Effects of information quality on information adoption on social media review platforms: Moderating role of perceived risk. *Data Science and Management*, 1(1), 13–22.
- Kostrikova, K. (2018). Вплив олімпійської освіти на особистість школярів. *Physical Education, Sport and Health Culture in Modern Society*, 3 (43), 20–25.
- Lampropoulos, G., Makkonen, P., & Siakas, K. (2021). Social Media in Education: A Case Study Regarding Higher Education Students' Viewpoints. *International Conference on Interactive Collaborative Learning*, 735–745.
- León-Ramentol, C. C., Menéndez-Cabezas, A., Rodríguez-Socarrás, I. P., López-Estrada, B., García-González, M. C., & Fernández-Torres, S. (2018). Importancia de un sistema de gestión de la calidad en la Universidad de Ciencias Médicas. *Revista Archivo Médico de Camagüey*, 22(6), 843–857.
- Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning*, 22(1), 205–222.
- Masadeh, R., Almajali, D., Alrowwad, A., Alkhaldeh, R., Khwaldeh, S., & Obeid, B. (2023). Evaluation of factors affecting university students' satisfaction with e-learning systems used during Covid-19 crisis: A field study in Jordanian higher education institutions. *International Journal of Data and Network Science*, 7(1), 199–214.
- Najib, A. (2020). Advantages and Aspects of Social Networks in the Interactive Educational Programs. *Journal of Humanities Insights*, 4(04), 159–166.
- Nalintippayawong, S., Kladyoo, N., & Phengkhilai, J. (2023). Examining the Critical Success Factors of E-Learning Using Structural Equation Model: A Case Study on the Mandatory Use. *CURRENT APPLIED SCIENCE AND TECHNOLOGY*, 10–55003.
- Novák, J. (2023). Evaluation of Student Feedback as a Tool for Higher Education Quality Enhancement. *R&E-SOURCE*, 117–127.
- Ognibene, D., Donabauer, G., Theophilou, E., Buršić, S., Lomonaco, F., Wilkens, R., Hernández-Leo, D., & Kruschwitz, U. (2023). Moving Beyond Benchmarks and Competitions: Towards Addressing Social Media Challenges in an Educational Context. *Datenbank-Spektrum*, 23(1), 27–39.

- Ognibene, D., Wilkens, R., Taibi, D., Hernández-Leo, D., Kruschwitz, U., Donabauer, G., Theophilou, E., Lomonaco, F., Bursic, S., & Lobo, R. A. (2023). Challenging social media threats using collective well-being-aware recommendation algorithms and an educational virtual companion. *Frontiers in Artificial Intelligence*, 5, 654930.
- Park, D.-H., Lee, J., & Han, I. (2007). The effect of on-line consumer reviews on consumer purchasing intention: The moderating role of involvement. *International Journal of Electronic Commerce*, 11(4), 125–148.
- Pulak, I., & Wieczorek-Tomaszewska, M. (2016). Wprowadzanie dziecka w świat współczesnych mediów jako element socjalizacji. *Edukacja Elementarna w Teorii i Praktyce*, 11(4 (42)), 67–80.
- Sanwal, T., Yadav, S., Avasthi, S., Prakash, A., & Tyagi, M. (2023). Social Media and Networking Applications in the Education Sector. *2023 2nd Edition of IEEE Delhi Section Flagship Conference (DELCON)*, 1–6.
- Shahbaznezhad, H., Dolan, R., & Rashidirad, M. (2021). The role of social media content format and platform in users' engagement behavior. *Journal of Interactive Marketing*, 53(1), 47–65.
- Sharma, A., Kaushal, S., Fulzele, R., & Kumari, T. (2022). Role of Social Media in Engaging Students: Perspectives from Higher Education. *2022 8th International Conference on Advanced Computing and Communication Systems (ICACCS)*, 1, 1683–1686.
- Sharma, S. K., & Chandel, J. K. (2013). Technology Acceptance Model For The Use Of Learning Through Websites Among Students In Oman. *Int. Arab. J. e Technol.*, 3(1), 44–49.
- Shihomeka, S. P., & Amadhila, H. N. (2020). Social Media Integration in Educational Administration as Information and Smart Systems: Digital Literacy for Economic, Social, and Political Engagement in Namibia. In *Utilizing Technology, Knowledge, and Smart Systems in Educational Administration and Leadership* (pp. 203–223). IGI Global.
- Shukla, M. (2023). Quality Enhancement in Higher Education Institutions. *International Journal Of Multidisciplinary Research and Analysis*, 6(2), 806–809.
- Swai, S. S., & Ahmed, D. R. S. (n.d.). *Challenges and Influence of using social media on students in higher learning education in Tanzania*.