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ANP

ISSN: 2773-482X eISSN: 2785-8863

DOI: <https://doi.org/10.53797/anpjssh.v2i2.5.2021>

Social Media as Learning Tool in Cost and Management Accounting

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Published: 01 August 2021

Abstract: Social networking sites such as Facebook have been used by educators for teaching and learning (T&L) processes. Facebook is a learning platform that allows students to exchange ideas, revision, comment, and apply assignments. The study attempts to investigate how students regarded Facebook in terms of ease of use, usefulness, and attitudes towards Facebook's use of activities, and student performance. The interaction between students via e-learning by using social media is being considered current teaching technologies which could provide better opportunities for students. There are 2 teachings and learning methods used namely conventional methods and compared with Facebook as a learning tool between 2 groups of respondents. The respondent consists of 58 students Diploma in Accountancy from Polytechnic Tuanku Sultanah Bahiyah. This study suggests perceived ease of use and perceived usefulness of Facebook were at a high level of mean, and students had a positive attitude toward the use of Facebook for doing the activities. It was also found that student performance and course learning outcomes are most likely to improve when there is active participation among students via the course Facebook group.

Keywords: Learning tool, Facebook, cost and management accounting

1. Introduction

Social media as a learning tool is now seen as a further alternative for face to face learning. In polytechnics, education is using Outcome Based Education (OBE). There are 3 components in OBE which are curriculum, teaching and learning method, and assessment. An OBE system addresses the competency requirement of Diploma students and then organizes the curriculum, instruction, and assessment to make sure this learning ultimately happens (D'Cruz, 2017). OBE is a student-centered learning philosophy that focuses on empirical measuring student performance. For instance, social media is one way of instruction method.

The adoption of technology for education has been widely discussed by researchers by incorporating various theories and models (Kumar & Kumar, 2013). For polytechnics, most educators for Financial Accounting courses will use LMS as the platform or medium of E-learning. Learners today are digital learners and the instructional methods should match their demands (Daher & Lazarevic, 2014). Accounting students have been technologically savvy, and faculty should be expected to apply to challenge the traditional limits (Apostolou et al., 2015).

E-learning refers to the use of information and communication technology (ICT) to enhance and/or support learning in tertiary education (Oye, Salleh & Iahad, 2012). The current generation of learners has been referred to as 'digital natives' in reflection of their apparent ease and familiarity with digital technology (Adams et al., 2018). Educators should use instruction methods using technology to cope with these students' needs.

Technology is currently being used to make teaching and learning more attractive and stimulating. More and more applications such as Facebook, WhatsApp and Instagram are becoming part of the teaching and learning process (Pratama et al., 2020). Possibly the most commonly used social networking site in the world, Facebook allows users to share and get in touch with those who make up their network (Boyd & Ellison, 2007). A lot of students rely on Facebook to get connected with people. Wise, Skues & Williams (2011) found that freshmen spent about an hour a day on Facebook, mostly to socialize with friends. It demonstrates the potential Facebook as a learning tool for online learning. Supposedly, should it be capitalized on as a learning process, Facebook is highly likely to prove useful to students.

2. Literature Review

Several studies have discussed the use of social networking sites and the attitudes of students about them, most of which have been positive. According to Tashir et al (2011), it showed that students consider the use of social networks as part of their eLearning activities reasonably positively. According to Lewis & Nichols (2012), students regarded social media as a learning tool favorably. Wang et al (2012) found that students were comfortable with Facebook's adoption into the course because it performs the same tasks as a Learning Management System. Since these studies showed that students regarded Facebook favorably as an online learning tool, further studies should be carried out to assess whether and to what extent Facebook would assist in the long term in teaching and learning processes.

Facebook is a one example of a social media network that allows users to connect with others who have a similar interest and background (Wagner, 2011). People can create profiles, share information and respond or link to the information posted by others. Through Facebook people can reach a large audience and communicate with anybody around the world. The popularity of Facebook amongst the youth has been noticed by academics. Many previous studies were conducted to discuss Facebook as a learning tool. Many social media networks especially Facebook are used by students mainly for socialization and communication mostly with family and friends. Students can use social networking like Facebook a lot more than only for fun. But, with the suitable infrastructure and appropriate tools, social media networks like Facebook can be used as a learning tool (Kolokytha et al., 2015). However, the purpose of using social media is varied among the students. As it was mentioned in the study conducted by Kutbi (2015), the majority of students use social media for entertainment purposes while only a small percent of them use social media for education purposes.

Facebook is an interesting way to unite the group for educational purposes. Lecturers can create Facebook groups which are private to prevent information from being disclosed to the stranger. As it was mentioned in the study at University of Houston shows that Facebook, WIKI and Youtube are the top used tools for educational purposes (Liu, 2010). Facebook could be an effective tool for building a sustained and lifelong learning social network and building an extended community learning environment. This is supported by the study conducted by Yakin & Gencel (2013) which state Facebook is an important social media tool preferred by students to fulfill the informal learning activities because it can create continued collaboration and more accessible communication inside and outside the classroom.

Lecturers can create meaningful discussion and interaction with their students, exchange ideas and foster collaboration. Many students quickly respond to the lecturer's post, sending tutorials on time and also sharing useful information. Facebook is crucially important for education as this use has a great impact on student motivation to learn, affective learning and classroom climate (Tuncay & Uzunboylyu, 2010). This statement was supported by the Means (2019), which states that, the use of Facebook can increase the satisfaction and motivation of students. The biggest advantage that students can get is the benefit from sharing and exchange knowledge with their peers. Interaction with their peers can enrich their educational process. Student's participation will increase because they have the freedom to share and express their opinion (Kutbi, 2015).

Facebook is important for being user friendly that can improve the interaction between teacher-student and student-student which cannot be sufficiently provided in a classroom environment (McCharity, 2010). The interaction among them can increase their ability to learn and lead to greater collaboration and sharing of ideas that promotes learning. Besides, using Facebook as a learning tool should be promoted because it can encourage students to learn and augment the language proficiency (Kitchakarn, 2016). Facebook can make easy interaction, comfort in getting information, easy to use and easy to share information but at the same time Facebook is too open to the public (Hassan, 2014). The research conducted by Coklar (2012) states that Facebook positively aspects which are dissemination information, increase interest and motivation, interaction opportunity and whereas negatively aspects are full of entertainment, difficult to control and excessive informational convergence. Therefore, the biggest challenge is to monitor students on how they use Facebook to ensure it is not used for unprofitable purposes. Students easily lose their focus because Facebook also provides a lot of entertainment information and interesting advertisements. Teacher supervision is significant in educational use of Facebook environments (Arnold & Paulus, 2010). Besides, the poor internet connection was the worst difficulty that students faced when it comes to using Facebook as a learning tool. Ease of internet access is one of the factors that contribute to the acceptance of students against social media networks such as Facebook.

2.1. Theoretical Framework

The adapted model was used in this study is the Technology Acceptance Model (TAM) by Davis (1989). TAM was created to estimate the implementation of emerging technology in a number of circumstances and contexts (Teo, 2009). TAM comprises core variables of user motivation: perceived ease of use, perceived usefulness, and attitudes toward technology (Kalayou, Endehabtu, Tilahun, 2020). The three variables that were used were Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Attitudes Toward Usage (ATU) (Davis, 1989). A person's belief that technology has advantages is referred to as PU. PEOU is a person's notion of how easy it is to use technology. ATU is a person's notion of how technology is viewed. Attitude is referred to the way that individuals respond to or ignore an object. The model suggests that how a person views technology is influenced by PEOU and the benefits of technology.

This study set out to study diploma students' views toward social media as a learning tool. Social media such as Facebook, that was incorporated into a course, had to be easy to use, or it would be viewed as obstructive to learning. Students' willingness to engage in activities relies significantly on how easy or difficult it is to use the technology involved. This study also highlighted students' views toward Facebook and PU. The conceptual framework in this study was adapted from TAM (Figure 1).

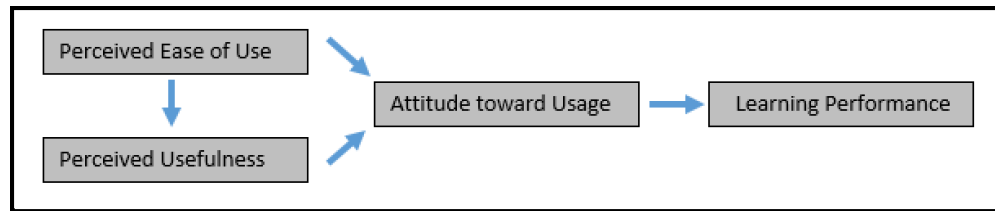


Figure 1. TAM Conceptual Framework

Nowadays, student learning is flexible because they can connect via the internet. Students can use mobile phones and laptops as a learning process. Educators use social media, online discussion, and Learning Management System (LMS) as part of their e-learning. According to Taat & Francis (2020), the e-learning approach is very important as a means of diversifying and learning methods among lecturers and students. Therefore, the teaching and learning method is a strategy that has a positive effect on student learning. Furthermore, the educator makes the students aware of the reasons for what they are doing and encourages them to be intelligent and reflective in the exercise of their skills (Rajagopalan, 2019). Through the process of teaching, educators teach the students about the course and at the same time embed the soft skills to them.

For the June 2019 Session, the target for Course Learning Outcomes (CLO) for Cost and Management Accounting is 55%. However, the results for CLO3C are below the target which is 44%. This CLO is regarding prepare precisely income statements under marginal costing and absorption costing. The reason for decreasing CLO may be because using books as a medium of teaching and learning is less attractive and may affect student motivation and eventually influence student performance. Nowadays students need materials for the subject that should be easy to present, attractive, and interesting. E-learning is an option for a student to make revision and study because the social media design and materials are interesting. Therefore, the objectives of this research were:

- To determine the effect of Facebook as a learning tool for Cost and Management Accounting towards the students' perceived ease of use of Facebook;
- To determine the effect of Facebook as a learning tool for Cost and Management Accounting towards the students' perceived usefulness of Facebook;
- To determine the effect of Facebook as a learning tool for Cost and Management Accounting towards Course Learning Outcome (CLO) achievement.

3. Methodology

3.1. Participants

The respondents were 58 students who enrolled in a Diploma in Accountancy and took Cost and Management Accounting or DPA5023 offered at the Politeknik Tuanku Sultanah Bahiyah December 2019 session. It was a 3-credit and the duration is 16 weeks. The group of DAT4A class is a control group, whereas the group of DAT4B uses Facebook as learning tools. For teaching and learning, the control group used textbooks and workbooks.

The group (DAT4B) that uses Facebook as a learning tool were required to do their discussion and complete the assignment together. They will post the mind map, comment and assignment in their Facebook group. They also use textbooks and workbook similar to DAT4A group.

Another group (DAT4A) only uses textbooks and workbook as their learning tools. All assignments were submitted using hardcopy. Discussions took place during their scheduled class. The assessment such as tutorial exercise, problem based, quiz, test, or final exam are the same for both groups.

3.2. Data Collection and Instrument

Primary data which is questionnaire is used to determine the students' perceived ease of use and usefulness of Facebook as well as the students' response to do the activities on Facebook. This questionnaire was adapted from Kitchakarn (2016). The questionnaire consists of 2 sections. The first section contains data regarding demographic such as gender and age. Second section consisted of 16 items that measured "perceived ease of use" (3 items), "perceived usefulness" (8 items), "attitude towards usage" (5 items). A five-point Likert scale response format was used with the following categories: 5 = strongly agree; 4 = agree; 3 = undecided; 2 = disagree; and 1 = strongly disagree.

This study also uses secondary data extracted from Sistem Pengurusan Maklumat Politeknik (SPMP) subsection examination under Course Outcome Review Report (CORR) for Cost and Management Accounting which refers to group attainment. CORR contains the data regarding Course Learning Outcome (CLO) for Cost and Management Accounting. The group attainment data was December 2019 Session.

Data was statistically recorded and analyzed by the SPSS/Windows program. Personal data of the participants and a survey of social networks use were calculated for frequency and percentage. Data concerning perceived ease of use, perceived usefulness, and attitude toward usage were analyzed quantitatively for means and standard deviations. The ranges were as follows: 1.00-1.50 = very low/ very negative, 1.51-2.50 = low/negative, 2.51-3.50 = moderate, 3.51-4.50 = high/ positive, 4.51-5.00 = very high/very positive. For secondary data, the results for CLO and PLO were directly generated by SPMP.

4. Findings And Discussion

The results are presented via tables and graphs for easy understanding and interpretation.

4.1. The students' Perceived Ease of Use and Usefulness of Facebook

Table 1 shows the mean score of students' perceived ease of use. When considering each item, it was found that the three items could be arranged from most to least as follows: ease of accessing from mobile phone (Mean = 3.83), ease of making a post, uploading pictures and videos (Mean = 3.80), and ease of finding course-related information (Mean = 3.40). Based on the results it shows that overall mean score of students' perceived ease of use which was at a high level (Mean = 3.68). Students were at ease as social media was used as a study medium in the course, according to the results. Most of the causes may have been their frequent use of Facebook, which is unquestionably the most popular social networking platform. As a result, they find it relatively simple to chat on Facebook. It is also consistent with Daher & Lazarevic (2014), learners today are digital learners and the instructional methods should match their demands. Therefore, educators should change their teaching and learning method in order to attract more students.

Table 1: Mean of Students' Perceived Ease of Use

	Statement	Mean	S.D	Level
1	Facebook is easier to access from my mobile phone	3.83	.95	high
2	It's easy to make a post, upload pictures and videos on Facebook	3.80	.76	high
3	Facebook is easier to find course-related information	3.40	.89	moderate
	Total	3.68	.87	high

Table 2 demonstrates the overall mean score of perceived usefulness of Facebook which was at high level (Mean = 4.00). The first highest mean score fell on item no. 9 (It is a good place for classmates to review assignments, Mean = 3.67), followed by item no. 3 (It is a good place to check class notes or homework posted by the lecturer, Mean = 3.67), and item no. 5 (It is a good place to discuss different topics with classmates, Mean = 3.57). The lowest mean score was on items no. 2 (It is a good place to contact a lecturer outside classroom, Mean = 3.30). Based on the results it shows that overall mean score of perceived usefulness of Facebook which was at a high level (Mean = 3.54). This is supported by the study conducted by Yakin & Gencil (2013) which state Facebook is an important social media tool preferred by students to fulfill the informal learning activities because it can create continued collaboration and more accessible communication inside and outside the classroom. Facebook was seen as a good place where users could either learn individually or learn together, based on its high perceived utility. Learning becomes more meaningful as a result of Facebook's functionality. Aside from that, there were several other aspects of the learning context that they could find helpful, including subject matter, communication, and learning activities.

Table 2: Mean and Standard Deviation of Students' Perceived Usefulness of Facebook

	Statement	Mean	S.D	Level
1	Facebook is a good to keep in contact with other students from class	3.53	.90	high
2	Facebook is a good place to contact my lecturer outside classroom	3.90	.88	moderate
3	Facebook is a good place to check class notes or homework posted by the lecturer	3.67	.80	high
4	Facebook is good place to check for class-related information an notices	3.50	.73	high
5	Facebook is a good place to discuss different topics with classmates	3.57	.86	high
6	Facebook is a good place to post assignment	3.57	.86	high
7	Facebook is a good place to access links to resources provided by the lecturer	3.43	.86	moderate
8	Facebook is a good place for classmates to review assignment	3.67	.99	high
	Total	3.54	.86	high

Table 3 shows the mean score of attitude toward doing the activities in Facebook. The first highest mean score fell on item no. 5 (feeling actively involved in all activities, Mean = 3.67), followed by item no. 3 (doing the activities in Facebook provide a motivating learning environment, Mean = 3.57) and item no. 2 (increasing productivity, Mean = 3.53). The lowest mean score was on items no. 4 (submitting writing tasks in Facebook helps me to save time, Mean = 3.40). Nearly all of the items were positive except no.4 which was at a moderate level. The results show that the overall mean score of attitude toward doing the activities in Facebook was positive (Mean= 3.54). The findings were consistent with previous research, which showed a favourable attitude toward social media as a learning tool (Lewis & Nichols, 2012). This is most likely due to the fact that all of the tasks they were required to complete on Facebook helped them to notice the advantages of using social media as a learning tool. It made them learn in a number of ways. They had a lot of ability to develop and cooperate.

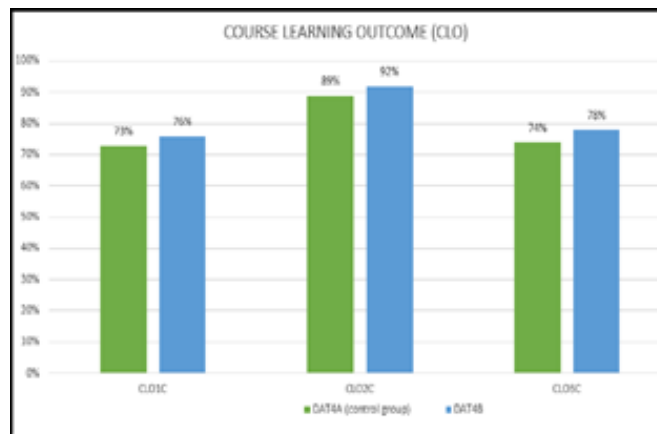
Table 3: Mean and Standard Deviation of Students’ Attitude toward Doing Activities in Facebook

	Statement	Mean	S.D	Level
1	Doing the activities in Facebook is convenient	3.53	.86	positive
2	Doing the activities in Facebook can increase my productivity	3.53	.82	positive
3	Doing the activities in Facebook provide me with a motivating learning environment	3.57	.86	positive
4	Submitting writing task in Facebook helps me to save time	3.40	.86	moderate
5	I feel actively involved in all activities in Facebook	3.67	.80	positive
	Total	3.54	.84	positive

4.2. The students’ Performance based on Course Learning Outcome (CLO)
 The findings of the study, as presented in Graph 1, show the positive effect of using Facebook as a learning tool. CLO are the statements which describe what the students should be able to do after completion of a course. The CLO in Cost and Management Accounting as shown in Table 4. The findings of the study, as presented in Graph 1, show the positive effect of using Facebook as a learning tool. The percentage of CLO is increased for DAT4B compared to DAT4A (control group). For CLO1, group attainment DAT4A indicated 73% whereas for DAT4B increased to 76%. It shows that the increment of students applying correctly costing approaches and cost behaviours in manufacturing and servicing environment concept and nature of accounting for specialized business.

Table 4: Course Learning Outcome (CLO)

	Group Attainment
CLO1C	Apply correctly costing approaches and cost behaviours in manufacturing and servicing environment
CLO2C	Calculate effectively cost elements and costing methods in ascertaining profitability and activities carried out for decision making
CLO3C	Prepare precisely income statement under marginal costing and absorption costing



Graph 1: Student Performance on Course Learning Outcome (CLO)

The group attainment for CLO2 shows that for DAT4A the result is 89% and for DAT4B it increased to 92%. Therefore, at the end of course, students can effectively calculate cost elements and costing methods in ascertaining profitability and activities carried out for decision making.

The result for CLO3 also shows the positive effect. For DAT4A, the group attainment is 74% and for DAT4B it increases to 78%. The result also shows that students are able to precisely prepare income statements under marginal costing and absorption costing.

It is also consistent with Arkorful & Abaidoo (2014), the advantage of e-learning is the ability to focus on the needs of individual learners. As students have different speeds of learning, they can study or do a revision as much as they want to understand the learning outcome as the materials can be accessed anytime depending on their needs. Moreover, the results are similar with Kitchakarn (2016), it is possible to identify that one of the core factors in learning success is one's attitude toward technology. That is, having a positive attitude results in a higher score. It also can be concluded that, CLO for Cost and Management Accounting is increased due to using Facebook as a learning tool for their teaching and learning. These findings demonstrate that the method of instruction using Facebook was more effective compared to traditional face to face instruction. Student performance based on CLO1, CLO2 and CLO3 were increased by using Facebook. Educators also should give more attention in order for students to be more understanding of the course. In the meantime, educators should have the ability to build on the use of in-class technology. Therefore, the need to redesign and develop the appropriate learning material for the method of instruction is encouraged for better student performance.

5. Conclusion

Social media as a learning tool is beneficial for students because it is easy to access everywhere as long as connect via the internet. It is easy for students to make revisions whenever needed and possible to get better results. Students also can enjoy their learning process as they can do their revision according to their personal student learning time. Based on findings, it shows the positive effects of Facebook as a learning tool for Cost and Management Accounting towards Course Learning Outcome (CLO) achievement since the increasing of CLO compared to conventional teachings and learning (T&L) methods. The students' performance increased for Cost and Management Accounting towards CLO achievement as the percentage of CLO was increased by using social media. Furthermore, the result has shown that students using Facebook as learning tool have performed better than those receiving face to face-to-face instruction, but it needs to be done right. The design and material in the social media also need to be improved to attract more students and also to motivate them.

The result also shows that Facebook helps students in their learning process. In future, educators can use more learning tools to enhance instruction methods to be more attractive. Hence, the student performance can also be increased. Facebook may be a medium for instructors to provide additional resources for students to review outside of class in order to obtain information. This gives them extra time in learning to focus on other topics.

However, there are certain limitations to this research. Only Polytechnic Tuanku Sultanah Bahiyah students responded. As a result, prospective research should consider other universities in order to evaluate students' performance in Cost and Management Accounting.

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