

## The degree of Using social media to improve Alqunfudah University College students' engagement and achievement from faculties' perspectives and its barriers

## درجة استخدام وسائل التواصل الاجتماعي لتعزيز التحصيل الدراسي والتفاعل لدى طاب الكلية الجامعية بالقفنفة من وجهة نظر أعضاء هيئة التدريس ومعوقاتها

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### الملخص

يهدف هذه البحث الى قياس درجة استخدام وسائل التواصل الاجتماعي لتعزيز التحصيل الدراسي الانخراط لدى طاب الكلية الجامعية بالقفنفة من وجهة نظر أعضاء هيئة التدريس ومعوقاتها. ولتحقيق هذا الهدف تم استخدام المقابلة الشخصية وجها لوجه كأداة لهذه الدراسة في عملية جمع البيانات والتي اشتملت من 15 عضوا من الذكور و 15 عضوه من الاناث من أعضاء هيئة التدريس بالكلية الجامعية بالقفنفة وذلك لإلقاء الضوء على استخدام شبكات وسائل التواصل الاجتماعي كالتويتر والإنستغرام والفييس بوك واليوتيوب في الأغراض التعليمية ومعوقات ذلك. أسفرت نتائج هذه الدراسة على أن هناك أثر إيجابي من استخدام وسائل التواصل الاجتماعي كأداة في التدريس على تحصيل وانخراط الطاب من وجهة نظر أعضاء هيئة التدريس. كما أظهرت النتائج عددا من معوقات استخدام وسائل التواصل الاجتماعي في العملية التعليمية بناء على وجهة نظر أعضاء هيئة التدريس والتي شملت ضعف البنية التحتية لبيئة استخدام تقنيات التعليم كأبرز المعوقات وكذلك ضعف اتجاه أعضاء هيئة التدريس نحو دمج استخدام وسائل التواصل الاجتماعي في التدريس بالإضافة الى أن هناك بعض القضايا والمشكلات التي واجهت أعضاء هيئة التدريس تختص بتنفيذ مثل هذه الأدوات كقلة الوعي بمعايير تصميم وتنفيذ التعلم الإلكتروني.

**الكلمات المفتاحية:** وسائل التواصل الاجتماعي، الكلية الجامعية بالقفنفة، أعضاء هيئة التدريس، التحصيل الدراسي، الانخراط، المعوقات

### Abstract

This qualitative study examined the degree of using social media to improve students' engagement and achievement at Alqunfudah University College based on the faculty members' perspectives and its potential barriers. 15 male and 15 female faculty members from this university college were interviewed to highlight the use and barriers of social media for academic purposes such as Twitter, Instagram, Facebook, and YouTube. The results of this study showed that faculty members at Alqunfudah University College perceived that the use of social media as a part of educational curriculum planning improve students' engagement and achievement from their perspectives. Potential Barriers to the use of social media into the academic course planning of faculty members at this institution were highlighted as the lack of technology environmental infrastructure as the most perceived barrier to its use. Also, the limit of attitude toward how to incorporate social media platforms into their curriculums operated. In addition, Online learning issues was also a barrier that encounter faculty members regarding implementing such tools as a final barrier.

### Keywords

social media, Alqunfudah University College, Faculty members, engagement, achievement, Barriers

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## INTRODUCTION

The increasing development of communication and information technologies have sparked the utilization of social media platforms into pedagogical processes and applications. Social media is inclusive of various web-based instruments and tools that have been designed for the promotion of online communication through the sharing of information and collaboration (Zaylea et al., 2017). For long time, the term of social media has not been defined clearly. According Moran, Seaman and Tinti-Kane (2011), when people can be content creators and the content is being shared that leads to be users' conversations through accounts access; therefore, users on these social platforms can interact with one another. They also stated that Social media can be defined as a platform that allow users to communicate, share, and interact each other through online accounts that represent their identity. In addition, Pardo (2013) stated that the interaction through social media platforms between students themselves and with their teachers and communities is "an essential part of how humans can learn." (p.45). Recently, the use of such platforms has increasingly become a phenomenon by individuals especially teenagers to share information and highlight their social lives. According to Oye (2012), the use of such tools has a positive impact on students' achievements and becoming more socialized. These tools have the benefit of providing opportunities for collective and individual communication with others. Social media is inclusive of networking platforms, blogs, wikis, and virtual worlds. Contemporary research indicates that the use of social media as a part of educational curriculums has the potential to lead to increased student engagement and achievement (Velooso, et al., 2013). The encouragement of students to engage with social media has the possibility of developing their communications with peers, increase their learning outcomes, and establish an online learning community.

Student engagement consists of both the energy and time that learners invest in interactions with others through activities which advance their educational achievement. Students who utilize information technology in the capacity of improving their academic performance have increased opportunities of being able to participate and contribute in active educational collaboration with their peers (Moreno, 2018). Collaboration of this nature is indicative that the positive engagement with educational technology during the course of academic programming assists students in achieving a deeper connection with the course content and learning outcomes. By participating as a learning community, students are able to engage more effectively in the cognitive process which increases their capacity for intellectual development and critical thinking (Taylor, 2019). Therefore, social media has the possibility to foster connections required for

student engagement and to assist in the creation of a virtual community of learners.

## LITERATURE

Recently, social media use has increased as an instrument used to facilitate student learning. The utilization of social media as a part of educational technology to support student engagement has the potential to have a positive impact upon learning outcomes. In addition to supporting student learning, the use of technology can foster collaborative and active engagement with others in the school environment (Sophie, et al., 2018). These benefits can potentially contribute to increased student engagement significantly impacting upon their success. In this regard, social media's dynamic nature in addition to its tools allow for learners to experience growth as active participants in their educational process. Instead of operating as consumers of knowledge, students benefit through engaging socially as active participants in their learning environment. In addition, the effective utilization of social media resources can have the result of fostering a constructivist educational environment which permits students in the sharing of their understanding of course materials (Sakr, 2019). This has the added advantage of giving them the opportunity to use their previous educational experiences to benefit others within the learning environment.

In the process of education, knowledge exists as a part of the interactions and discourse between students. In this case, these interactions are an integral component of student learning. Student's development of the skills necessary for them to learn from others and to share knowledge is increased as a result of their engagement with social media (Rueda et al., 2017). Often, these engagements occur as a part of collaborative learning and communication. As students engage in learning communities, the utilization of social media can serve as a means for the facilitation of their academic development (Roopchund et al., 2019). As such, these interactions have the possibility of supporting the achievement of positive learning outcomes.

Collaborative learning involves the connection and engagement of students with others in the learning environment. As a part of this process, social media can act as a conduit to be utilized by students within the expansion of their learning environment (Rehman, 2019). Educators have a responsibility to incorporate ways of utilizing social media platforms into school curriculums. In this manner, social media tools can be utilized to develop student's creativity and to encourage their exploration of the course content and materials in new and innovative ways. Specifically, social media avenues such as blogs, podcasts, and virtual learning spaces can be used as options for the creation of authentic products to support the learning environment (Koh, et al., 2001). In addition,

students can utilize social media platforms and instruments to research and develop course material for the purpose of instruction and collaborative learning. Allowing them to do so meets their needs for interactive engagement within their learning environment.

When used within the scope of the learning process, technology has the possibility to contribute to and to facilitate student engagement and achievement (Alqurashi, 2016). In addition, a student's previous experience with technology impacts upon their capacity to learn by means of using online instructional methods (Niemi & Multisilta, 2016). Social media platforms have the possibility of offering a rich learning environment as a part of the student's educational process. Research indicates that students enrolled in online learning curricula devote more time using social media to supplement their education (Rashid & Asghar, 2016). The creation of curriculums which include the utilization of social media platforms increases students' abilities to develop as collaborative learners as well as their critical thinking skills. In this regard, the utilization of virtual learning environments through the active engagement of students with technology offers opportunities for increased learning beyond the classroom (Johns et al., 2017).

Within the public domain, social media platforms have the capacity to be utilized in support of student engagement and achievement. Private learning spaces have the option of being secure when public tools are used. However, operating in the public sphere affords students the added benefit of gaining access to the contributions of others who are often noted expert practitioners and experts in the area of instruction (Killian et al., 2019). This dynamic further serves to encourage students devote more energy and time to their educational activities in response to the constructivist, collaborative, and authentic learning opportunities they are able to engage in (Jay et al., 2019). To this end, student engagement increases the likelihood of improved academic achievement. With this in mind, educators have come to the realization that the use of social media platforms serve to positively impact upon student engagement as well as academic achievement (Gross & Meriwether, 2016).

Student engagement involves the energy and time that students contribute to the process of developing as learners. In this regard, activities associated with it include the amount of time which is spent interacting with peers and instructors (Dragseth, 2019). In addition, student engagement also involves the time spent engaging with others in the process of collaborative learning. These are required components necessary for the academic success of students. As such, these elements are representative of student activities and behaviors that can be influenced by teaching practices and the creation of other conditions to facilitate student engagement (Bowen et al., 2017). The institu-

tionalization of practices which have the chance of increasing the energy and time that students devote to these activities may foster their further engagement. Consequently, this increase in student engagement is often in correlation to improvements in academic achievement (Diraditsile & Gamakabadi, 2018). The increase in academic persistence inevitably leads to its having a favorable impact upon the promotion of students' academic success.

Positive interactions with instructors as a part of student engagement has the possibility of enhancing students' intellectual commitment in addition to providing them with the support necessary to overcoming academic challenges (Akbari et al., 2016). In this case social media can be utilized for the enhancement of the interactions students have with instructors including barriers of time and location. As such, opportunities for students to obtain resources, ask questions, and receive feedback from their instructors may increase (Dragseth, 2019). In addition to its convenience, the use of social media technology can serve to foster student-teacher interactions which are less intimidating.

The use of social media as a component of educational curriculums can increase the frequency and nature of interactions between students. This is because student engagement is improved through the process of working with peers, sharing of resources and ideas, and reflecting on the various perspectives of other students (Amin et al., 2016). In this way, the use of social media within curriculums offers the added benefit of allowing students to facilitate sharing in discussing and collaborating on information. Social media can also be utilized in support of the creation of learning communities and social networks which encourage student to become actively engaged in the educational process (Morton et al., 2019). Students' perceptions that they are a part of a supportive and caring learning environment contributes to their increased persistence and subsequent academic success.

In addition to enhancing interactions among students, peers, and teachers, social media can be used to foster collaborative and active learning experiences which can positively impact upon student engagement. For most students, active engagement in their learning environment increases the development of their reflexivity and critical thinking skills (Akbari et al., 2016). In this way, students are directly impacted by the process as what they learn becomes internalized. With this in mind, the use of interactive social media tools allows students to grow and develop as active participants with capabilities to co-construct their learning experiences with their peers and teachers as well as those that they engage with in a virtual learning environment (Gross & Meriwether, 2016).

Participation in social media platforms as a part of educational curriculums allows for students to have

greater and higher quality connections to their peers and teachers. In this regard, social media permits students to group themselves with peers who are similar as well as to others outside of their group with intersecting academic interests (Alshuaibi et al., 2018). In addition, it can serve to connect diverse voices inside and outside of classroom environments by establishing neutral zones where students have the opportunity to interact with each other. In these instances, students often consider themselves to be more connected with their peers since they have the opportunity to frequently engage with them in virtual learning environments (Sakr, 2019). These peer connections tend to encourage student participation particularly for students who feel intimidated by discussions in the classroom environment.

Students' connections with peers by means of social media can significantly impact upon the quality of the educational environment. Participation in virtual learning environments creates a communicative and collaborative experience for students and provide opportunities for them to interact and discuss concepts and ideas with their peers (Zaylea et al., 2017). This collaboration on course materials using social media offers rich opportunities for students to develop a stronger sense of their academic community. As a result, these connections positively impact upon student learning outcomes as they have a greater sense of being a part of a community of learners. In this case, the utilization of social media contributes to the facilitation of authentic relationships between students and encourages them to share and collaborate with each other as a part of their educational program of study (Rueda et al., 2017).

Social media platforms operate as pathways for the dissemination of course related knowledge gained outside of the traditional classroom setting. By using social media for educational purposes, students with various learning needs and capacities have the opportunity to interact with each other. As the ability to have these communications may not have previously existed, they offer opportunities for greater learning since all students are able to contribute to synchronous dialogue beyond the confines of the classroom environment (Roopchund et al., 2019). In this instance, the co-creation and sharing of information by means of social media acts as a mean of increasing the participation of students and their engagement. This is due in part to the nature of social media and its capacity to foster connections across many learning mediums. As a result, this production serves as a network of opportunities to facilitate students' engagement as co-learners beyond the traditional classroom learning environment (Killian et al., 2019).

Student's academic achievement can be significantly impacted upon by the utilization of social media as a part of school curriculums. In this regard, the

participation of students in virtual learning platforms has demonstrated overall increases in their test scores across subjects (Amin et al., 2016). In these cases, social media use within academic settings also facilitated positive interactions with peers and teachers. Most notably, these interactions were more thoughtful, reflected upon the course content, and supported open communication between students (Jay et al., 2019). In these cases, the utilization of social media can foster the long-term retention of academic information contributing to the development of a greater understanding of the course content and class discussions.

Challenges affecting the utilization of social media as a component of educational curriculums are related to the incorporation of its use. In this manner, teachers assume that students are familiar with the social media platform used as a part of their course planning and may fail to take into consideration that some students may need instruction in the area (Bowen et al., 2017). In addition, because of peer pressure, some students may be hesitant to ask for assistance and lack the information needed to successfully engage in online learning coursework. As such, providing students with the necessary instructions regarding the use of specific social media platforms is best practice.

The utilization of social media in academic programming requires that teachers occupy a central role as facilitators of knowledge. As such, the development of student learning activities which maintain the integrity of the knowledge acquisition by means of social media platforms remains the responsibility of teachers (Dragseth, 2019). In order to accomplish this goal, teachers are necessitated to be provided with professional development which demonstrates the incorporation of the utilization of social media platforms as tools for learning. Research reveals that teachers tend to utilize social media as a part of their educational programs when they are familiar with how to use it (Gross & Meriwether, 2016). This operates as a critical component to the facilitation of student learning.

## **THE PURPOSE OF THE STUDY**

This qualitative study purposes to identify social media's use to improve student engagement and achievement. In addition, this study investigated barriers that faculty members noted pertaining to the implementation of social media platforms into academic curriculum programming at universities in Saudi Arabia.

## **THE SIGNIFICANCE OF THE STUDY**

This study will add to the body of knowledge in the Saudi educational research field. There exists a lack of studies around the examination of social media's effect on student engagement and achievement. This study benefits faculty members, administrators, and educational policymakers. As it pertains to fac-

ulty, this study represents the faculty interests and concerns in an effort to provide administrators and educational policymakers with information related to social media's effect on student engagement and achievement. It also presents challenges affecting utilizing social media to foster student engagement and achievement. Participation in this study has the potential to assist faculty in the implementation of their particular interest for research. In addition, including faculty members as a part of this study's research has the possibility to further assist them in the evaluation of their current curriculum programming.

In addition, this study serves to assist policymakers in the identification of variables which act in opposition to Saudi faculty's social media use to facilitate student engagement and achievement. Allowing faculty to incorporate aspects of social media into their curriculum planning has the potential to positively impact upon student learning outcomes. These actions may serve as the impetus for the acquisition of funding or the institution of policies.

This study initiative will operate as a significant component in the increase of higher institutions administrators' understanding of ways to adopt social media into academic curriculum planning and demonstrate teachers' view of how it can benefit the learning process. As such, institutions' administrators are necessitated to be proactive in their efforts toward providing professional development for teachers in order to instruct them in social media's use as a part of their curriculums.

## RESEARCH QUESTIONS

The following questions are addressed by this study:

- A. How do faculty members perceive the use of social media on students' engagement and achievement?
- B. What do faculty perceive as barriers to the use of social media in Saudi universities for academic purposes?

## METHODOLOGY

### Research Design

This study aimed to take an exploratory approach in order to identify the perception of faculty members at Alqunfudah University College concerning the adoption of social media in their educational curriculum and planning that affect the students' engagement and achievement. In addition, revealing difficulties that faculty encounter during the course of initiating social media as a part of their curriculums can assist institution leaders in finding solutions to the problems.

### Instrument and Data Collection

The study's interview questions were grounded in the literature as a result of the researcher's design process. As such, two experts in the field of education joined in their modification. There are four questions were used in the final version of this study's tool (interview). Three minor questions represented the first research question as stated above, and one more question to answer the second research question to highlight the barriers to use social media based on faculties' opinions. A pilot test used to validate the research instrument was conducted by interviewing three faculty members out of five from Alqunfudah University College and the survey response rate was 60%. As a part of one-to-one structured interview process, interviews were conducted with participants using the Arabic language.

### Sample

This study's population consisted of faculty members at Alqunfudah University College in Saudi Arabia. All participants were between the ages of 36-60 years old. A convenience sample was utilized in combination with snowball sampling. The total number of participants for this study included 15 male and 15 female faculty members who are ranked as assistant professor during the academic school year of 2020.

## FINDINGS

The findings for this study's present participants' responses to interview questions pertaining to faculty's perceptions of using social media as a part of their educational curriculums and its impacts on students' engagement and achievement. Questions included as a part of this study's interview protocol were:

- A. How do you think using social media in general can improve your students' achievement?
- B. How has is your opinion about using social media platforms (i.e., Instagram) as a tool that enhance students' engagement?
- C. How do you think higher institutions leaders can support faculty in using social media in their teaching?

**Table 1. responses to use social media to improve students' achievement.**

Gender	Agree	Disagree
Male	14	1
Female	15	0
Total	29	1

As shown in table 1 above the majority of participants (29 out of 30) were in agreement 96.66% that social media had the potential of helping to enhance student learning and would serve to enrich the learning environment. Also, they assert that using such tools can improve students' achievement regarding some initiatives of integrating social media in teaching and learning. Participants noted that social me-

dia could assist in student learning because students are technologically savvy and are already engaged in social media use. Currently, a great amount students who attend Saudi students have social media platforms already on their mobile devices. Because of this, faculty can use these tools as a new way of teaching students what they need to learn. Participant n2 stated that the adoption of social media use would be an innovative idea that faculty members could use to reach students since they are accustomed to using these tools on their devices. Only one of participants (3.33%) was not sure that these tools could help improving academic achievement of students and could distract and waste their times.

All participants agreed (100%) that using social media opened up potential ways for students to learn and engaging the school environments. They noted that it could make the learning environment less rigid and more open to others outside of the traditional, classroom learning environment. Participant n19, for example, stated that students would more likely be more interested and engaged because of the newness of the learning experience. Participant n5 said that they thought social media use might help improve learning for some students who get bored easily while listening to lectures. This participant noted that they had students with different learning needs in their classrooms and that using social media as a part of instruction would help to bridge the gap across teaching different students the course materials.

Participant n3 stated that, “by using social media, faculty members can draw students into class discussions more since they do not have to give a response in front of the entire class.” This participant also noted that the tool allowed students to get more involve in their coursework since it gave them more freedom and autonomy. Participant n27 shared that one of the best ways of consolidating course learning into students’ minds was by using social media platforms. Further, participant n11 stated that “students are used to its imagery and can retain what they view there for a long time since that it a part of its design process. Participant n14 said that they thought that social media was one of the best ways to approach the student learning process in facilitating learning skills required for the 21<sup>st</sup> century. Participant n23 agreed with Participant n7 as they both noted that learners need to be able to problem solve, create innovative solutions, and collaborate with others in technological environments heavily influenced by social media. Both participants also noted that students real lives are often mimicked and simulated on social media platforms so adding an education component to it would be wise. Participant n5 noted that. “Explaining complex topics could be done better in a social media platform since it permits teachers to use a layered approach to teaching a challenging subject. However, the majority of participants acknowledged that they perceived the

benefits of using social media as a part of their teaching although none had actually tried to implement it as a part of their curriculums.

To answer the second research question about barriers that face faculty in using social media in Saudi universities for academic purposes, three main reasons were highlighted by participants as stated below in table 2:

**Table.2 Numbers of responses to common barriers face the use of social media.**

Gender	Technology infrastructure	Attitude towards social media	Online learning issues
Male	10	7	4
Female	14	9	6
Total	24	16	10

**Technology environmental infrastructure**

In order to support the use of social media platforms in Saudi institutions, updated technology will necessitate being installed. Some aspects of this technology include high speed internet connections, modems, hand held devices, tablets, and computers. Participants responses to interview protocol revealed a consensus that teachers did not think that Saudi educational institutions were currently prepared with the required information technology needed to implement social media as a part of their educational curriculum. Course materials, instructions, plans, institutional policies, and training manuals necessary for the implementation of social media into the academic programming of Saudi schools. Participant responses noted that Saudi classrooms lack the required resources and mechanisms in order to adopt social media as a part of an online learning component of educational curriculum planning.

**Attitude towards social media**

Participants said that the Attitude towards using social media in their teaching practices plays a significant impact upon student engagement and achievement on the part of school leaders. Of particular concern to participants was the need for faculty to be trained in the process of implementing aspects of technology such as social media into their course planning. Participants stated that the effective use of social media would depend upon how well instructors are able to facilitate it in order to enhance their teaching and student learning. Participants considered the lack of training and the attitude towards such tools are major barriers to the implement of educational programming using social media platforms. Participants stated that Saudi instructors and school leaders’ lack of awareness involved their doubt that social media platforms had the capabilities of improving student learning. Participant n7 stated, that, “Older Saudi instructors, administrators, and policymakers are not fa-

miliar with the impact of social media and are in need of training concerning the technology, particularly those who are accustomed to traditional methods of teaching and instruction. They think that it is a waste of time and money.” So, this led to a negative attitude towards technological use in education.

### **Online learning issues**

Various issues related to the use of social media technology as a part of educational curriculum planning in Saudi higher institutions revolved around challenges associated with online learning. These mostly pertained to language issues and the lack of understanding online learning standards. Participants stated that since the formal language of Saudi Arabia is Arabic, there will be difficulties in the process of using social media as a part of course instruction as most virtual learning platforms use the English language. As a result, some participants expressed concern that instructors and students who grasp the English language will not be able to benefit from the academic technology. Also noted was that language barriers will prevent some educators from being able to navigate social media and use it as a part of their educational curriculums based on many studies conducted in the western world. Participant n18 stated, “Instagram, Twitter are fun apps and I heard that it is popular in some western schools and used to support student learning. I’m not sure that if there are Arabic resources help to navigate these tools in in education or practical experiences in this regard.”

### **DISCUSSION AND CONCLUSION**

The aim of this study was to explore the degree of using social media to improve student engagement and achievement at Alqunfudah University College, Saudi Arabia from faculty members perspectives. Integral to this examination was Saudi faculty members’ perceptions of how social media platforms can be used to improve students’ learning outcomes. This study’s results are demonstrative that faculties perceive the use of social media platforms to be means of enhancing student engagement and achievement. However, of concern here are faculty’s additional responses noting that their colleagues have limited attitude towards social media platforms and the potential for it to be used as a medium to further facilitate student learning and academic achievement. Although none of the study’s participants had previous experience using social media platforms as a part of their course curriculums, they were highly interested in the prospect of its use. Also included as a part of this study’s presentation of the literature were the identification of barriers and challenges to the implementation of social media technology in academic programs. Because these challenges have been included as a part of this study’s research, possible solutions to them are presented to them as well such as training and providing more technology facilities (Dragseth, 2019; Diraditsile & Gamakabadi, 2018; Rehman,

2019; Baek, 2008).

Participants’ delineation of the impact that social media has upon student engagement is a notable aspect of how the medium can be used to enhance their educational programs of study. Of note here is the teachers’ perception of students’ involvement in on-line learning activities which contribute to their process of their development as learners. In this regard, faculty members at Alqunfudah University College perceived that social media activities which required student interaction with peers and instructors to be a major component of their development as collaborative learners (Roopchund, Ramesh & Jaunky, 2019).. In addition, participants perceived that these activities facilitated student engagement and are elements necessary for their academic success. Of particular note was instructors’ attitude towards social media activities which had the potential of increasing student engagement in conjunction with improving their academic achievement (Jay et al., 2019). In these cases, instructors identified students’ increase in academic persistence as a direct result of their consistent use of social media platforms as a part of their educational coursework.

Participants’ notation of social media’s potential to have a positive impact upon their interactions with students has significant implications for the future of educational practice. This is because all opportunities to enhance student engagement and achievement necessitates being explored as it contributes to their development as learners. As noted previously in the literature, the enhancement of students’ intellectual commitment through the provision of support mechanisms aimed at assisting them to overcome academic challenges is best (Akbari et al., 2016). As noted earlier, social media’s utilization as a part of educator’s educational curriculum planning can also assist in eliminating barriers related to location and time. As such, educators supported these measures as they increased opportunities for student to interact and to receive feedback in a timely fashion (Dragseth, 2019). According to educators, this serves to create less intimidating teacher-student interactions.

### **IMPLICATIONS**

The implications for this study pertain to the consideration of initiatives to implement the use of social media in the educational curriculums of Saudi higher educational institutions. As such, the provision of incentives to support the use of social media platforms in Saudi colleges and universities curriculums is recommended. This would require that the Saudi Ministry of Education provide incentives for faculties who take the initiative to implement social media technology as a part of their course instruction. In order to achieve this goal, Saudi faculty members will need the support of administrators and policymakers working in tandem on all issues challenging social media’s

implementation into school curriculums. Further, as a first-step initiative, the Saudi Ministry of Education should establish policy regarding ways to facilitate the ongoing use of online education curriculum and planning.

#### FUTURE RESEARCH

For future research regarding the use of social media in Saudi colleges' educational curriculum planning, it is recommended that studies are conducted with Saudi teachers at public schools. Doing so has the possibility of offering rich research and data related to differences in the results of the study as it relates to Saudi educational levels. Also, the use of different contexts within which to conduct the study's research could significantly impact upon its results. As a final recommendation, conducting the study by means of using different methods of research would serve to provide a deeper understanding of its complex nature. As such, the extrapolation of the study's results could further be used to meet additional needs of the Saudi educational system.

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