

**EVALUATE THE TECHNOLOGY ACCEPTANCE  
MODEL (TAM) OF USING SOCIAL MEDIA  
AS LEARNING TOOL AMONG THE  
STUDENTS IN IUKL**

**YAKUBU MOHAMMED**



**- LIBRARY -  
INFRASTRUCTURE UNIVERSITY  
KUALA LUMPUR**

**MASTER IN INFORMATION TECHNOLOGY  
INFRASTRUCTURE UNIVERSITY  
KUALA LUMPUR (IUKL)  
2018**

EVALUATE THE TECHNOLOGY ACCEPTANCE MODEL (TAM) OF USING  
SOCIAL MEDIA AS LEARNING TOOL AMONG THE STUDENTS IN IUKL

By

YAKUBU MOHAMMED

Thesis Submitted in Partial Fulfillment of the Requirement for the Master in Information  
Technology in the Faculty of Creative Media and Innovative Technology

IUKL

2018

Abstract of thesis presented to the senate of Infrastructure University Kuala Lumpur in partial fulfilment of the requirement for the Master (Master in Information Technology)

EVALUATE THE TECHNOLOGY ACCEPTANCE MODEL (TAM) OF USING  
SOCIAL MEDIA AS LEARNING TOOL AMONG THE STUDENTS IN IUKL

By:

**YAKUBU MOHAMMED**

**March 2018**

Chair: Dr. Fares Anwar Salem

Faculty: Creative Media and Innovative Technology

Social media has been always described as the channel through which knowledge is transmitted between lecturers and students. This social media has been utilized by colleges in a way to encourage collaborative learning and social interaction. Hence, this study explores the most used social media that students used to send and received notification, files, and documents from their lecturers or colleagues, based on the results analysis presented that 48% of the students used Facebook as a leaning tool because it helps them to send and received notification, documents and files from their lecturers. Moreover, this research also investigates the most use social media site that students used to create groups for assignments or classes, the results was found that 50% of the students used WhatsApp in order to create groups for assignments, classes and other school activities. Likewise, this research determines the relationship between dependent and independents variables, based on the results analysis shows that there is a significant relationship between the variables. Moreover, 360 respondents participated in this study. The Statistical Package for the Social Sciences (SPSS) was used to analyse the data obtained. Therefore, the research found that there is a significant impact between dependent and independents variables on collaborative learning through the use of social media which might lead to a better students' academic learning performance.

### **ACKNOWLEDGEMENT**

First and foremost, I would like to express my deepest thankfulness to Almighty Allah (S.W.T) for all the things throughout my journey of knowledge exploration to complete this research.

Secondly, I would like to express my sincere gratitude to my supervisor Dr. Fares Anwar Salem, and my examiner Dr. Marwan Alshare, and also the dean of the faculty Madam Sangeetha Valloo, and the Head of Postgraduate Programme madam Janagiammal A/P Ramasamy for their guidance and advices throughout this project to make it successful.

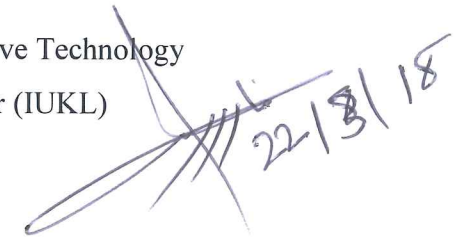
Finally, I would like to express my deepest appreciation to my family especially my father Mohammed Nasir Galambi and my great uncle Hon. Yusuf Shitu Galambi for their greatest support, daily prayers and encouragement without them all these would not be possible. Many thanks and appreciation to all my relative's friends.

### APPROVAL

This Project paper was submitted to the Senate of Infrastructure University Kuala Lumpur (IUKL) and has been accepted as partial fulfilment of the requirement for the Master in Information Technology (MIT). The members of the project paper Examination Committee were as follows:

**Dr. Fares Anwar Salem**

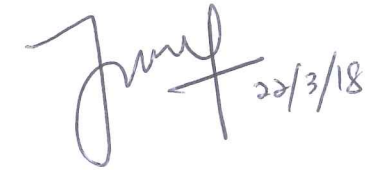
Faculty of Creative Media and Innovative Technology  
Infrastructure University Kuala Lumpur (IUKL)  
(Supervisor)



22/3/18

**Dr. Marwan Alshare**

Faculty of Creative Media and Innovative Technology  
Infrastructure University Kuala Lumpur (IUKL)  
(Internal Examiner)



8/3/18

Assoc. Prof. Dr Manal Mohsen Abood  
Director  
Centre for Postgraduate Studies  
Infrastructure University Kuala Lumpur (IUKL)



.....  
**Associate Professor Dr. Manal Mohsen Abood**

Director

Centre for Postgraduate Studies,

Infrastructure University Kuala Lumpur (IUKL)

Date: ..... 22/3/18 .....

### DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. In addition, I declare that it has not been previously, and it is not concurrently, submitted for any other degree at Infrastructure University Kuala Lumpur or at any other institutions.

Signature: 

Name: **YAKUBU MOHAMMED**

Date: *22/03/2018*

<b>TABLE OF CONTENTS</b>		<b>Page</b>
<b>ABSTRACT</b>		<b>ii</b>
<b>ACKNOWLEDGEMENT</b>		<b>iii</b>
<b>APPROVAL</b>		<b>iv</b>
<b>DECLARATION</b>		<b>v</b>
<b>TABLE OF CONTENTS</b>		<b>vi</b>
<b>LIST OF TABLES</b>		<b>ix</b>
<b>LIST OF FIGURES</b>		<b>x</b>
 <b>CHAPTER</b>		
<b>1</b>	<b>INTRODUCTION</b>	<b>1</b>
	1.1 Introduction	1
	1.2 Problem Statement	2
	1.3 Research Objectives	4
	1.4 Research Questions	4
	1.5 Research Hypothesis	4
	1.6 Research Scope	5
	1.7 Significance of Study	5
	1.8 Research Methodology	5
	1.9 Gantt Chart	6
	1.10 Conclusion	7
 <b>2</b>	 <b>LITERATURE REVIEW</b>	 <b>8</b>
	2.1 Introduction	8
	2.2 Related Studies on Social Network Platforms	8
	2.2.1 Summary of The Related Studies	12
	2.3 Institutions Using Social Media in Education	13
	2.4 Social Media Site	13
	2.5 Types of Social Media Sites	14
	2.6 Social Media Sites in Educational Environments	15
	2.7 Pros of Using Social Media Use as an Educational Tool	16
	2.8 Cons of Using Social Media Use as an Educational Tool	16

2.9	Challenges That Face the Use of Social Media in Education	18
2.9.1	Privacy	18
2.9.2	Taking Up Time	18
2.9.3	Miscommunication	19
2.10	Opportunities to Use of Social Media in Education	19
2.10.1	Flexibility	19
2.10.2	Repeatable	20
2.10.3	Convenience and Accessibility	20
2.11	Conclusion	21
<b>3</b>	<b>RESEARCH METHODOLOGY</b>	<b>22</b>
3.1	Introduction	22
3.2	Research Methodology Framework	22
3.3	Study Method	23
	3.3.1 Quantitative Research	23
3.4	Research Design	23
3.5	Research Instrument	24
3.6	Research Population	24
3.7	Research Sample	24
3.8	Data Collection	25
3.9	Data Analysis	25
3.10	Research Model	26
	3.10.1 Perceived Usefulness	26
	3.10.2 Perceived Ease of Use	27
	3.10.3 Social Media Use	27
	3.10.4 Students Satisfaction	28
	3.10.5 Learning Performance	28
3.11	Conclusion	29
<b>4</b>	<b>DATA ANALYSIS AND FINDINGS</b>	<b>30</b>
4.1	Introduction	30
4.2	Demographic Information	30
	4.2.1 Gender	31



	4.2.2	Age Respondent's	32
	4.2.3	Faculties	33
	4.2.4	Level of Study	34
	4.2.5	Sharing Files	35
	4.2.6	Creating Groups	36
	4.2.7	Time Spend	37
4.3		Reliability Analysis	38
	4.3.1	Reliability Analysis Matrix	39
4.4		Hypothesis Testing Results	40
	4.4.1	Relationship Between Perceived Usefulness and Social Media Use	41
	4.4.2	Relationship Between Perceived Ease of Use and Social Media Use	41
	4.4.3	Relationship Between Social Media Use and Students Satisfaction	42
	4.4.4	Relationship Between Students Satisfaction and Learning Performance	42
	4.4.5	Correlation Matrix	43
	4.4.6	Summary of Hypotheses	46
	4.4.7	Technology Acceptance Model (TAM) Summary	47
4.5		Findings	48
<b>5</b>		<b>CONCLUSION AND RECOMMENDATIONS</b>	<b>50</b>
	5.1	Introduction	50
	5.2	Summary of the Findings	50
	5.3	Conclusion	51
	5.4	Recommendations	53
	5.5	Future Studies	54
		<b>REFERENCES</b>	<b>55</b>
		<b>APPENDIX</b>	<b>64</b>

## LIST OF TABLES

	<b>Page</b>
Table 1.1: Gantt Chart	6
Table 4.1: Reliability Analysis	38
Table 4.2: Reliability Analysis Matrix	39
Table 4.3: Correlation Matrix	45
Table 4.4: Summary Table of Hypotheses	46

## LIST OF FIGURES

	<b>Page</b>
Figure 2.1: Type of Social Media Sites	15
Figure 3.1: Research Methodology Framework	22
Figure 3.2: Research Model	26
Figure 4.1: Gender Respondent	31
Figure 4.2: Respondents Age	32
Figure 4.3: Faculties Respondents	33
Figure 4.4: Level of Study	34
Figure 4.5: Sharing Files	35
Figure 4.6: Creating Groups	36
Figure 4.7: Time Spend	37
Figure 4.8: Technology Acceptance Model (TAM) Summary	47

## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

Social Media have become very popular nowadays, and they play an important role in our daily lives. These are the example of social media sites such as Facebook, Twitter, WhatsApp, LinkedIn, Pinterest, Viber, and Instagram etc. Although, it helps us in every fields of life such as educational field, business field and political field. This research will analyze the technology acceptance model of using of social media as learning tool among the students in Infrastructure University Kuala Lumpur (IUKL).

Social media have become one of the most important communication tools among people nowadays. However, social media exist on the Internet websites where billions of people share interests on certain disciplines, and make available to members of these networks various shared files, photos and videos, create blogs and send messages, and conduct real-time conversations (Carton 2009).

In addition, social media can be defined as an online service, platform, or area where social communication and relations can be established, and also individuals share files, documents and information. Social media offer the user ability to share online their views, feelings, activities, events, and fields of interest. Therefore, this research will investigate the factors that influences the used of social media sites as learning tool among the students in IUKL. Moreover, the research will carry out using quantitative method (Questionnaire). The results of data collection will be analyze using an appropriate analytic tool, Statistical Package for the Social Sciences (SPSS).

## REFERENCES

- Al-Rahmi, W., Othman, M. S., & Yusuf, L. M. (2015). "The role of social media for collaborative learning to improve academic performance of students and researcher's in Malaysian higher education" *The International Review of Research in Open and Distributed Learning*, 16(4).
- Al-Rahmi, W., Othman, M., Musa, M., (2014). "The improvement of students' academic performance by using social media through collaborative learning in Malaysian higher education" *Asian Soc. Sci.* 10 (8), 210-221.
- Al-Rahmi, W., Othman, M., (2013). "The impact of social media uses on academic performance among university students" *a pilot study. J. Inf. Syst. Res. Innovative.* 4, 1-10.
- Anderson, P., Hepworth, M., Kelly, B., Metcalfe, R., (2010). "What is Web 2.0? Ideas, Technologies and Implications for Education. Bristol" *JISC.* 1 (1), 1-64.
- Anderson, Q., (2012). "Millennia's will benefit and suffer due to their hyper connected Lives". *The Pew Research Centre's Internet and American Life Project.*
- Al-Tarawneh, H. A. (2014). "The Influence of Social Networks on the Students' academic Performance" *journal of Emerging Trends in Computing and Information Sciences*, 5(3).
- Atan, H., Embi, M. A., & Hussin, S. (2011). "e-Learning Policy in Malaysian Higher the education Institutions. Mohamed Amin Embi, e-Learning in Malaysian Higher Education Institutions" *Status, Trends, & Challenges*, 5-18.
- Bajaj, A., Nidumolu, S.R., (1998). "A feedback model to understand information system Usage". *Inf. Manage.* 33, 213-224.
- Brady, P., Holcomb, B., Smith, V., (2010). "The use of alternative social networking sites in higher educational settings": a case study of the E-learning benefits of Ning in education. *J. Interact. Online Learn.* 9 (2), 151-170.
- Bull, G., Thompson, A., Searson, M., Park, J., Young, C., Lee, J., (2008) "Connecting informal and formal learning experiences in the age of participatory media". *Contemp. Issues Technol. Teacher Educ.* 8, 100-107.
- Boyd, D. & Ellison, N. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230.

- Brady, K., Holcomb, L., & Smith, B. (2010). The use of alternative social networking sites in higher education settings: A case study of the e-learning benefits of Ning in education. *Journal of Interactive Online Learning*, 9(2), 151-170.
- Browning, L., Gerlich, R., & Westermann, L. (2011). The new HD classroom: A "Hyper Diverse" approach to engaging with students. *Journal of Instructional Pedagogies*, 1-10.
- Bruns, A. (2008). *Blogs, Wikipedia, Second Life, and beyond: From production to prod usage*. New York, NY: Lang.
- Bryer, T. & Zavattaro, S. (2011). Social media and public administration: Theoretical dimensions and introduction to symposium. *Administrative Theory & Praxis*, 33(3), 325-340.
- Cao, Y., Hong, P., (2011). Antecedents and consequences of social media utilization in college teaching: a proposed model with mixed methods investigation. *On the Horizon* 19 (4), 297-306.
- Carlile, O., Jordan, A., Stack, A., (2004). *Learning by Design: Learning Theory for the Designer of Multimedia Educational Materials*. WIT/BBC, Waterford.
- Chai, J.X., Fan, K.K., (2016). Mobile inverted constructivism: education of interaction technology in social media. *Eurasia J. Math. Sci. Technol. Educ.* 12 (5), 1442.
- Chang, H.H., Wang, I.C., (2008). An investigation of user communication behavior in computer mediated environment. *Computer. Hum. Behave.* 24 (5), 2336-2356.
- Chau, P.Y.K., Hu, P.J., (2002). Investigating healthcare professionals' decisions to accept telemedicine technology: an empirical test of competing theories. *Inf. Manage.* 39 (2002), 297-311.
- Chen, B., Bryer, T., (2012). Investigating instructional strategies for using social media in formal and informal learning. *Int. Rev. Res. Open Distance Learn.* 13 (1), 87-104.
- Curran, J.M., Lennon, R., (2011). Participating in the conversation: exploring usage of Social media sites use"
- Curran, J.M., Meuter, M.L., (2007). Encouraging existing customers to switch to self-service technologies: put a little fun in their lives. *J. Market. Theory Pract.* 15 (4), 29-51.

- Dabbagh, N., Kitsantas, A., (2011). Personal learning environments, social media, and self-regulated learning: *a natural formula for connecting formal and informal learning*. *Internet High. Educ.* 15,3-8.
- Cassidy, E., Britsch, J., Griffin, G., Manolovitz, T., Shen, L., & Turney, L. (2011). Higher education and emerging technologies: Student usage, preferences, and lessons for library services. *Reference & User Services Quarterly*, 50(4), 380-391.
- Chen, B. & Bryer, T. (2012). Investigating instructional strategies for using social media in formal and informal learning. *The International Review of Research in Open and Distance Learning*, 13(1), 87-100.
- Cassidy, E., Britsch, J., Griffin, G., Manolovitz, T., Shen, L., & Turney, L. (2011). Higher education and emerging technologies: Student usage, preferences, and lessons for library services. *Reference & User Services Quarterly*, 50(4), 380-391.
- Chen, B. & Bryer, T. (2012). Investigating instructional strategies for using social media in formal and informal learning. *The International Review of Research in Open and Distance Learning*, 13(1), 87-100.
- Carton, (2009) 'Multimedia CALL: Lessons to be learned from research on instructed SLA', *Language Learning and Technology*, 2(1): 22-34. *Available from [Accessed 12 May 2014]*.
- Chartrand, R. (2012) 'Social networking for language learners: Creating meaningful output with Web 2.0 tools', *Knowledge Management and E-learning: An International Journal*, 4 (1): 97-101.
- Clark, C., and Gruba, P. (2010) 'The use of social networking sites for foreign language learning: An auto ethnographic study of Live Mocha', *Proceedings ascilite Sydney*: 164-173.
- C. Chai, H. Woo, and Q. Wang, (2010) "Designing Web 2.0 based on constructivist-oriented e-learning units," *The Electronic Library Emerald Group Publishing Limited*, vol. 27, no. 2, pp. 68-78.
- Ch. A. Q., Mahmood, Z., & Rasool, M. S. (2015). A Study of Relationship between Social Media and Learning; A Perception of Pakistani Students. *Journal of the Research*

- Collins, P., Rahilly, K., Richardson, I., & Third, A. (2011). The benefits of social networking services: A literature review. *Cooperative Research Centre for Young People, technology and wellbeing. Melbourne.*
- Deng, L. & Yuen, A. (2010). Exploring the role of academic blogs in a blended community: An integrated approach. *Research and Practice in Technology Enhanced Learning, 5(2)*, 53-71.
- Davis III, C. H., Deil-Amen, R., Rios-Aguilar, C., & Canche, M. S. G. (2012). Social Media in Higher Education: A literature review and research directions. The Center for the Study of Higher Education at The University of Arizona and Claremont Graduate University.
- Dunn, L. (2013). Teaching in higher education: can social media enhance the learning experience? University of Glasgow.
- D. Wu, S. Hiltz, and Bieber, (2010) "Acceptance of educational technology: Field Studies of asynchronous participatory examinations," *Communications of the Association for Information Systems, vol. 26, no. 1, pp. 451-476.*
- D. Campeau and S. Huff, (2014) "Social cognitive theory and individual reactions to computing technology: longitudinal study," *MIS Quarterly, vol. 23, no. 2, pp.145-158, 1999. International Journal of Information and Education Technology, Vol. 4, No. 2.*
- Dahlstrom, E., Grunwald, P., de Boor, T., Vockley, M., (2011). "ECAR National study of students and information technology in higher education" Study overview.
- Davis, F.D., (1989). Perceived usefulness, perceived ease of use and user acceptance of information technology. *MIS Quart. 13*, 319-340.
- Davis, F.D., Warshaw, P.R., (1992). Extrinsic and intrinsic motivation to use computers in the workplace. *J. Appl. Soc. Psychol. 22 (14)*, 1111-1132.
- Dillenbourg, P., Baker, M., Blaye, A., O'Malley, C., (1995). The evolution of research on collaborative learning. *Learning in Humans and Machine: Towards an Interdisciplinary Learning Science*, 189-211.
- Eighmey, J., McCord, L., (1998). Adding value in the information age: uses and gratifications of sites on the World Wide Web. *J. Bus. Res. 41 (3)*, 187-194.



- Ernst, C.P.H., Pfeiffer, J., Rothlauf, F., (2013). Hedonic and utilitarian motivations of social network site adoption. Johannes Gutenberg University Mainz: Working Papers in Information Systems and Business Administration.
- Ertmer, P., Newby, J., Liu, W., Tomory, A., Yu, J.H., Lee, Y.M., (2011). Students' confidence and perceived value for participating in cross-cultural wiki-based collaborations. *Educ. Tech. Res. Develop.* 59 (2), 213-228.
- Ebner M., Lienhardt, C., Rohs, M. & Meyer, I. (2010). Microblogs in higher education A chance to facilitate informal and process-oriented learning. *Computers & Education*, 55, 92-100.
- George, D. (2011). "Friending Facebook?" A minicourse on the use of social media by Health professionals. *Journal of Continuing Education in the Health Professions*, 31(3), 215- 219.
- Guy, R. (2011). The digitally disinterested. Santa Rosa, CA: Informing Science Press.
- Hargittai Whose space? Differences among users and non-users of social network sites. *Journal of Computer-Mediated Communication*, 13(1), 276-297.
- Jackson, L., Ervin, K., Gardner, P., & Schmitt, N. (2001). The racial digital divide: Motivational, affective, and cognitive correlates of Internet use. *Journal of Applied Social Psychology*, 31(10), 2019-2046.
- Junco, R., Heiberger, G. & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27, 119-132.
- Junco, R. & Mastrodicasa, J. (2007). Connecting to the Net Generation: What higher education professionals need to know about today's students. Washington, DC, NASPA.
- Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of computer-mediated communication*, 12(4), 1143-1168.
- F. Davis, R. Bagozzi, and P. Warshaw, (1989) "User Acceptance of Computer Technology: A Comparison of Two Theoretical Models," *Management Science*, vol. 35, no. 8, pp. 982-1003.

- Gulbahar, Kalelioglu, & Madran, (2010) 'Profiles in online communities: social network sites for language learning – Live Mocha revisited', in Lamy, M.-N. and Zourou, K. (eds.), *Social Networking for Language Education*. Basingstoke, UK: Palgrave Macmillan.
- J. Huang, Y. Lin, and S. Chuang, (2007) "Elucidating user behaviour of mobile learning: A perspective of the extended technology acceptance model," *The Electronic Library Emerald Group Publishing Limited*, vol. 25, no. 5, pp. 586–599,
- Junco, Heibergert, & Loken, (2014). "Determinants of Perceived Web Site Interactivity," *Journal of Marketing*, vol. 72, pp. 99.
- Krashen, S. (1994). 'The input hypothesis and its rivals.' In N. C. Ellis (ed.), *Implicit and explicit learning of languages* (pp. 45–78). San Diego, CA: Academic Press.
- Lamy, M.-N., and Zourou, K. (eds.). (2013) *Social Networking for Language Education*. Basingstoke, UK: Palgrave Macmillan.
- Lenhart, Purcell, Smith, & Zickuhr, (2010). "A study of the use of language learning websites with social network features by university ESL students' in Lamy, M.-N. and Zourou, K. (eds.)
- L. Lomicka and G. Lord, (2009) "Introduction to social networking, collaboration, and Web 2.0 tools," in L. Lomicka and G. Lord (Eds.), *The next generation: Social networking and online collaboration in foreign language learning*, pp. 1-11, San Marcos, Texas: Calico.
- L. Vijayarathy, (2004) "Predicting consumer intentions to use on-line shopping: The case for an augmented technology acceptance model," *Information and Management*, vol. 41, no. 6, pp. 747-762.
- L. Ku, (1992) "Impacts of Interactivity from Computer-Mediated Communication in an Organization Setting: A Study of Electronic Mail," *Doctoral Dissertation, Michigan State University*,
- L. Zhao and Y. Lu, (2012) "Perceived interactivity: exploring factors affecting micro blogging service satisfaction and continece intention," *Decision Support Systems*, vol. 53, no. 4.
- Lederer, K. (2012). Pros and cons of social media in the classroom. *Campus Technology*, 25(5), 1-2.

RED SPOT

LIBRARY INFRASTRUCTURE UNIVERSITY OF ALBERTA

- Lee, M. & McLoughlin, C. (2010). Beyond distance and time constraints: Applying social networking tools and Web 2.0 approaches to distance learning. In G. Velestianos (Ed.), *Emerging technologies in distance education* (pp. 61-87). Edmonton, AB: Athabasca University Press.
- Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social media & mobile internet Use among teens and young adults. *Pew Internet & American Life Project*, 1-37.
- Lester, J. & Perini, M. (2010). Potential of social networking sites for distance education Student engagement. *New Direction for Community Colleges*, 50, 67-77.
- Liu, Y. (2010). Social media tools as a learning resource. *Journal of Educational Technology Development and Exchange*, 3(1), 101-114.
- Manan, N., Alias, A., & Pandian, A. (2012). Utilizing a social networking website as an ESL pedagogical tool in blended learning environment: An exploratory study. *International Journal of Social Sciences and Education*, 2(1), 1-9.
- McCarthy, J. (2009). Utilising Facebook: Immersing Generation-Y students into first year university. *Ergo*, 1(2), 39-49.
- Miller, L., Schweingruber, H., & Brandenburg, C. (2000). Technology acculturation Among adolescents: The school and home environments. In J. Bourdeau & R. Heller (Eds.), *Proceedings of World Conference on Educational Multimedia*,
- Minocha, S. (2009). A case study-based investigation of students' experiences with social software tools. *New Review of Hypermedia and Multimedia*, 15(30), 245-265.
- Morgan, J. & VanLengen, C. (2005). The digital divide and K-12 student computer usage. *Issues in Informing Science and Information Technology*, 2, 705-724.
- M. Fishbein and I. Ajzen, (1975) "Belief, attitude, intention and behavior: a the background introduction to theory and research", MA: Addison-Wesley.
- M. Yi and Y. Hwang, (2003) "Predicting the use of web-based information systems: self-efficacy, enjoyment, learning goal orientation, and the technology acceptance model," *Int. J. Human Computer Studies*, vol. 59, pp. 431-449.
- M. Alley and M. Gardiner, (2012) "Application and device characteristics as drivers for smart mobile device adoption and productivity," *International of Organizational Behavior*, vol. 17, no. 4.

- M. Al-Hawari and S. Mouakket, (2010) "The influence of technology acceptance model (TAM) factors on students' e-satisfaction and e-retention within the context of UAE e-learning. Education," *Business and Society: Contemporary Middle Eastern Issues*, vol. 3, no. 4, pp. 299-314.
- N. Saeed, Y. Yang, and S. Sinnappan, (2009) "User acceptance of Second Life: An extended TAM with hedonic consumption behaviors," in *Proc. the 17th European Conference on Information Systems (ECIS'09)*, Verona, Italy.
- Nunnally, J. C. (1978). "Guideline for acceptance the reliable analysis on Cronbach's Alpha" *Psychometric theory* (2<sup>nd</sup> ed.). New York: McGraw-Hill.
- Poellhuber, B. & Anderson, T. (2011). Distance students' readiness for social media and collaboration. *The International Review of Research in Open and Distance Learning*, 12(6), 102-125.
- Suter, V., Alexander, B. & Kaplan, P. (2005). Social software and the future of conferences right now. *EDUCAUSE Review*, January/February 2005, 47-59.
- S. Park, (2009) "An Analysis of the Technology Acceptance Model in Understanding University Students' Behavioral Intention to Use e-Learning," *Educational Technology & Society*, vol. 12, no. 3 pp. 150-162.
- S. Al-Gahtani, (1998) "System characteristics, user perceptions and attitude in the perception of information technology acceptance: a structural equation model," in *Proc. Diffusion Interest Group in Information Technology, Helsinki, Finland*.
- Schmitt, N. (1996). Uses and abuses of coefficient alpha. *Psychological-Assessment*, 8(4), 350-353. doi:10.1037/1040-3590.8.4.350.
- Sijtsma, K. (2009). On the use, the misuse and the very limited usefulness of Cronbach's alpha. *Psychometrika*, 74(1), 107-120. doi:10.1007/s11336-008-9101-0.
- Streiner, D. L. (2003). Starting at the beginning: An introduction to coefficient alpha and internal consistency. *Journal of Personality Assessment*, 80(1), 99-103. doi:10.1207/S15327752JPA8001\_18.
- Shabir, G., Hameed, Y. M. Y., Safdar, G., & Gilani, S. M. F. S. (2014). The Impact of Social Media on Youth: A Case Study of Bahawalpur City. *Asian Journal of Social Sciences and Humanities*, 3(4), 132-151.