PRACTICE OF SOCIAL NETWORKING TECHNOLOGIES IN JAZAN UNIVERSITY, KSA: A SURVEY

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Abstract - Mohammed bin Salman, crown prince of Kingdom of Saudi Arabia's has been implemented an innovative vision and procedures for the enhancement of Saudi Arabia by vision 2030 in education and economic matters. Advanced education intellects and enumerate the plans to connect the world classes and be globalized. Investigating the utilization of Social Networking Technologies (SNTs) has been started in numerous Higher Educational Institutions (HEIs), for example, educational blogs, wikis for community oriented substance formation and podcasting for visual and record of educational components in education activities, it is slight appropriation and utilization of SNTs in the perspective to the Kingdom's institutions of higher education. The foremost objective of this research work is to explore the practice of SNTs within Jazan University during teaching, learning and research by the help of existing instructors' and students' frameworks, attitudes and prospects.

Index Terms - E-Learning, social networking technologies, collaborative learning, higher education institution.

I. INTRODUCTION

The Kingdom of Saudi Arabia was set up in 1932. A poor nation started its instructional platform with few hundred students in less than 15 schools. These circumstances have transformed astonishingly after becoming an oil rich country later in 1938. Therefore, in just 12 years of hard working Kingdom has quickly increased in number of educational institutions with more than 40,000 students. Later in 1954, the Ministry of Education was formed up. It incorporates all level of education in Saudi Arabia [1].

The Kingdom of Saudi Arabia is the biggest nation on the Arabian Gulf. Most advanced education colleges in the kingdom rely on upon the national assets that originated from the oil eruption [2, 3].Though, the economy has rapidly changed within the kingdom, and the management has built up another procedure to expand the profitability of the economy. As an outcome of the new Vision for the kingdom, it has turned more stimulating to meet the nation's higher education desires. Since the start of the year 2016, the crown prince Mohammed bin Salman has been implemented an innovative vision and procedures for the enhancement of Saudi Arabia to end up noticeably a standout amongst the most exceptional nations on the planet by 2030 in education and economics matters.

Consequently, HEIs leaders in the kingdom have reacted to the advancement by getting to be with world-class universities and globalizing Higher education. Generally, the significant difficulties facing Saudi educational institutions are research efficiency, recognition, and enhancing attributes [4, 5, and 6].

Whereas the Internet has formed into an essential utensil in world communications, Saudi Arabia introduced internet quite late to the general population as competed to established or emerging nations. This delay was due to the worries of top administration about the impact of internet on traditional values and principles. Therefore, educational institutions were equipped and introduced with latest internet technology before introducing it to the general population [7].

KACST set up an Internet Service Unit (ISU) by taking the responsibility to introduce this facility accessible to the common person, besides that, securing the qualities and Muslim's convictions of the local citizens. KACST was straightforwardly in charge of sifting data given by various destinations on the Internet before access able to the local public. Despite the fact that, this facility had introduced very late, Saudi Arabia has developed incredibly around there, particularly as far as availability. There has been an outstanding boost in the usage of internet in Saudi Arabia. From 1999 to 2001 clients has increased dramatically from hundred thousand to ten hundred thousand in just two years. Till 2013, these Figures crossed to more than 16 million Internet clients, which is 55.1 % of the whole nation of Kingdom [8, 9]. It has been analyzed that increased usage of the internet in the kingdom raises the requirement to equip the institutions with new learning techniques which will incorporate the utilization of innovation. All the institutions have free internet accessibility. With the help of this facility teachers are preparing syllabus, tasks and illustrations and writing reference with different latest techniques to encourage the educational procedure. On other hand students are independent to access data online and concentrate on their studies freely [10, 11, and 12].

II. LITERATURE REVIEW

A.**Saudi Arabian Social Media –** Statistics and Trends

Saudi Arabia is portrayed by solid scope and developing information utilization. Internet saturation

among Saudi nationals is around 93 % and this may well record for the expanding fame of online video spilling rather than TV all through Saudi Arabia. The expansion in data utilization is likewise determined by the utilization of over-the-top (OTT) applications, for example, WhatsApp and Skype and in addition from the quickly developing usage of YouTube and other online networking applications including Twitter and Snapchat – although the latter has slowed recently due to privacy concerns. Kingdom of Saudi Arabia positions seventh universally as far as individual accounts on social media, with seven accounts for every person and registered users for more than 40% of Twitter clients in Middle East and North Africa (MENA) zone. In this advanced Saudi Arabia, social media has turned into a noteworthy drive. Today, the nation has the most elevated entrance of Twitter clients on the planet, and their per-capita utilization of YouTube is the most amazing on the planet. To better comprehend this great development, let's take a look in Fig. 1 [13].

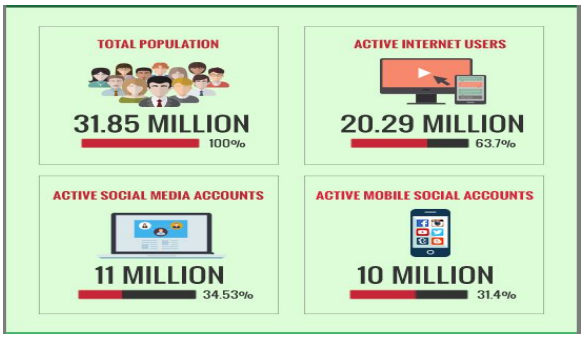

Fig. 1. Social Media Statistics of Saudi Arabia [13]

With its significantly youthful population embracing newer technologies with great enthusiasm, the widespread acceptance of smartphones and the advancements in mobile internet technology are the major driving forces behind the rise of social media in the country. About 17% population has been connected to the internet using their smart devices and traditional computers while 19% individuals are connected using their Cell phones. Out of 11 million dynamic online social media networking accounts in KSA, 10 million individuals gotten via cell phones [13].

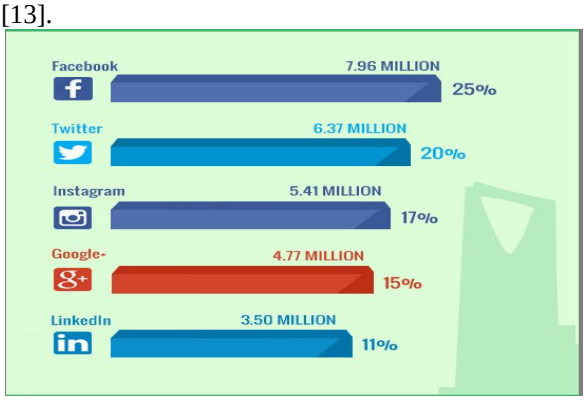

Fig.2. Active Social Network Platforms [13]

Among online networking systems Facebook has kept up its top position, expanding its stocks over a year ago, both in numbers and rate of clients as illustrated in Fig. 2. Twitter likewise has seen a slight development, to accomplish 20 % of the piece of the pie. Google+ had held its ground with 15 percent, however has gone down in rankings, mostly because of the rise of the prominent photograph sharing application [13].

B. Well-known lively Chat Messengersand Applications

Messaging podiums have shown a progression of high-affect developments in the previous year. WhatsApp has kept up its lead as the main competitor among messengers and chat applications and has expanded its market nearness to around 27 percent, with a client base of 8.59 million as shown in Fig. 3.

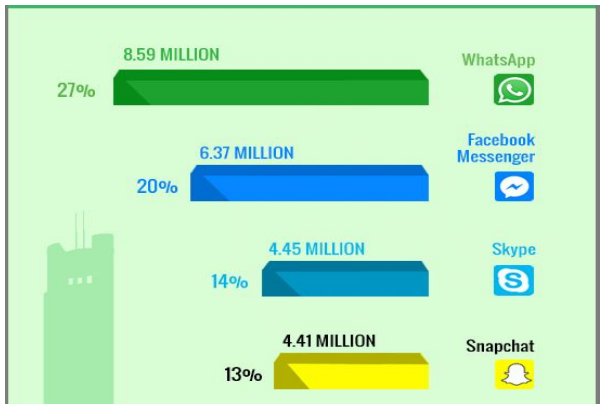

Fig. 3. Chat Messengers and Applications Statistics [13]

C. Social Media Tools – Ideals for Education

Nobody can deny the effect of social networking technologies have had on the ordinary web client. Utilizing and refreshing Facebook, Twitter, YouTube, LinkedIn, Pinterest and Spotify is presently everybody's second natural surroundings as shown in Fig. 4. Numerous clients see social media as an approach to associate and make companions, and as a significant advertising instrument. Others view, time spent via social networking technologies as voyeurism, and more awful, an entire exercise in futility.



Fig. 4. Social Media Tools [19]

D. Real World Example of Social Media in Education

Web-based social networking is generally picking up significance in some HEIs. They are getting to be noticeably inescapable and intense apparatuses in training bringing about broad research on the most proficient method to join them into the educational field to acknowledge learning. Therefore, numerous HEIs are actualizing and exploring regarding social media uses as media of study inside a current LMS or as another venture. The significance has brought about a "standard e-Learning venture" occurring in each of various American and British Universities [14]. These universities are utilizing a set of SNT for cooperative work between students and instructors. For example, "Students utilize intelligent web journals to track their own advancement all through a few segments; Wikis frame the surveyed coursework for a few segments and instructional exercises and talks via Skype and Twitter. Moreover, film carnivals arisen over YouTube [15 and 16].

Additionally, a new tool has been surveyed and named as eMUSE. The appraisal of eMUSE by differentiating it with a relative application and through the test examination of a group of students which revealed optimistic results (successful, effective and should utilize it in future as trademark) [17]. Learning landscape is another tool by solidifying the desirable e-Learning 2.0 assets that assistance the formation of student gatherings, data allocation by web diaries, bookmark databases, and marking [18].

University of Massachusetts Dartmouth Center for Marketing Research also examined the styles of online networking gathering in four-year undergraduate program in 2010-2011 educational year; it revealed that; "100% HEIs examined by using some kind of electronic web-based social networking"; "YouTube, Facebook, blogging Twitter and podcasting" are the maximum beneficial SNTs for US Universities; Facebook is the utmost utilized tool as SNTs; LinkedIn mostly utilized for affirmations objectives, promoting and choosing plans; moreover some institutions are also utilizing different online sites [19]. That discussion apparently demonstrates that different institutions are consolidating SNTs into training and instructional methods and focusing that how would educational institutions can make beneficial these SNTs for research purpose and assessment of the students and teachers.

III. RESEARCH METHODOLOGY

Authors have been used blended technique to collect the data by the help of literature review, questionnaire and observations. This technique gave author an opportunity to analyses this research work in different point of view which helps to innovate multidimensional set of results.

After a detailed literature review which have been collected from well-known and well organized resources like books, websites, articles and journals; online surveys were conducted. The audiences were full time faculty member of Jazan University from different departments who have been involved in academic activities since last five to eight years. In these surveys author investigate both primary and secondary data collection methods in order to explore on the use of Social Networking Technologies in teaching, especially for e-Learning students of Jazan University.

Finally, questionnaires were designed for online survey which contains 20 questions. Author used questionnaire instrument (Google Forms) to design the online questionnaire survey which sent to participated faculty members of various departments in Jazan University. Online questionnaires were sent to 60 faculty members where 56 responses are returned back which are confined and useful. Both questionnaires were used to analyze the perception of teachers towards the practice of SNTs in academic activities by the help of existing instructors' and students' frameworks, attitudes and prospects.

IV. RESULTS AND DISCUSSIONS

A. Numerical Analysis from Questionnaire

Fig. 5 categorizes the participants from different departments. An online Google Forms sent to 60 faculty member of Jazan University, followed by the department of e-Learning and Information Technology, Department of Computer Science, Department of Computer Networks and Department of Information Systems.

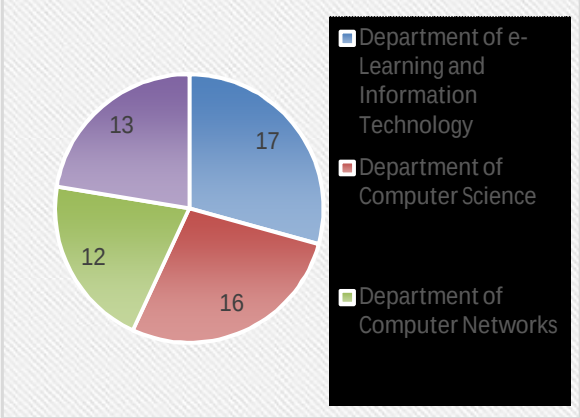

Fig. 5. Participants from Different Departments

Fig. 6 below shows the frequency of internet access. From that table it is clear that 80.3% of the participants had access to the internet at least once a day. This is an indication that access to internet is not a problem among respondents.

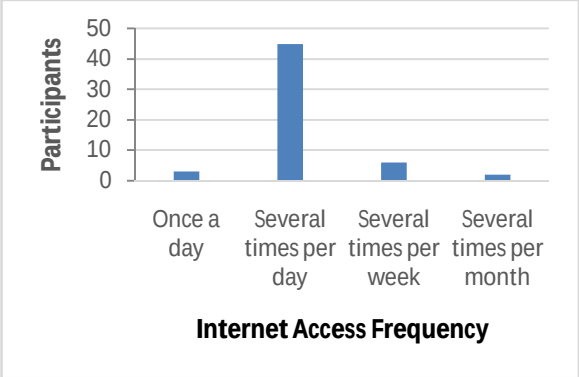

Fig. 6. Frequency of Internet Access

Fig. 7 below shows the distribution of learners with or without social networking profiles. The results suggest that a bigger percentage (94.6) of the respondents have a social networking profile.

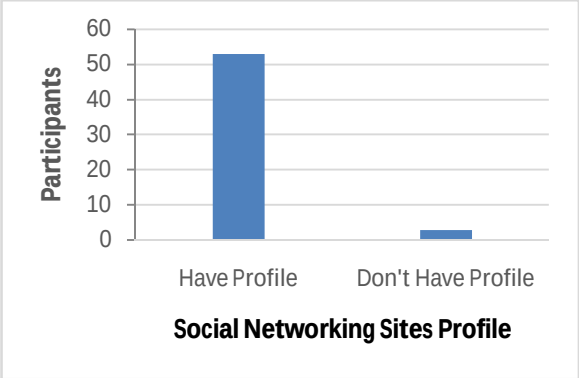

Fig. 7.Social networking technologies Profile

When respondents were asked to indicate what they use social networking technologies for, it emerged out that most learners (54 participants) use social networking technologies for social activities. However, if we combine those learners who use social networking technologies for education in general (16 participants) and those who use it for specific school work (11 participants) we get a percentage greater than that of learners who use social networking technologies for social activities. This is shown in Fig. 8.

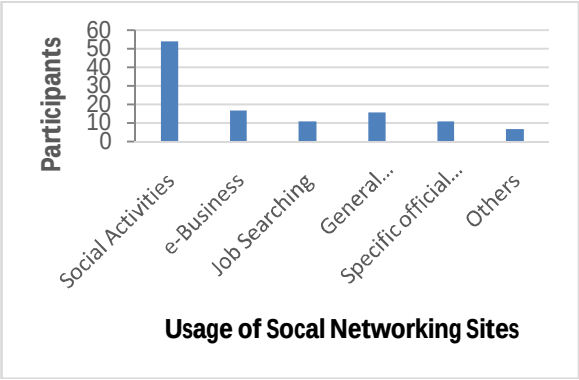

Fig. 8. Usage of Social Networking Technologies

Fig.9 also depicts the method of evaluation of students in Jazan University. This indicates that 49 respondents out of total of 56 have used computer/online based assessment.

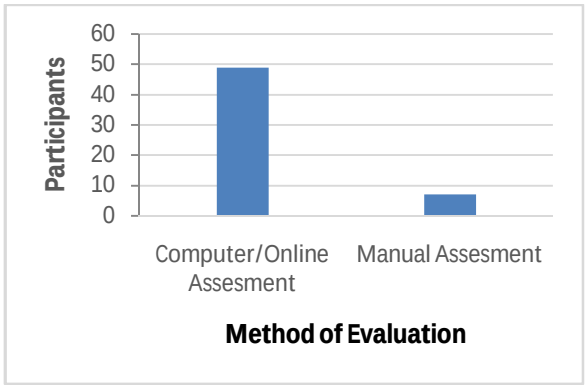

Fig. 9.Method of Evaluation

CONCLUSION AND FUTURE WORKS

This research sought to explore the use of social networking technologies in higher education. It looked at the social networking technologies which are being used in higher education, the extent to which they are being used, the benefits and skills gained from use of social networking technologies in higher education. The study followed a descriptive research design wherein a questionnaire was used as the main research tool. Data was gathered from 56faculty members from four departments of Jazan University. An analysis of the results seems to suggest that the most popular social networking technologies in higher education in Jazan University are social activities. Further, it was also concluded that learners used social networking technologies for academic purposes and they mainly used them to conduct group work.

In future work the author will concentrate to do further examinations and expansion of aspects that have an impact with cooperative and community oriented studies that how to enhance student's academic efficiency, enactment and considering statistic elements, more illustrations to clear up and uncover more components to quantify the elements that influence a student's educational accomplishment through supportive learning in higher educational institutions; this would include in future research.

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