FACTORS HINDERING THE ADOPTION OF SOCIAL MEDIA AS A TEACHING TOOL IN HIGHER EDUCATION

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Abstract
Purpose –The purpose of this paper is to look into the reasons why social media isn't used well as a teaching tool in college education. Even though social media can greatly improve student interaction and engagement, there is little evidence that educators have embraced it within formal teaching environments. The researcher will examine and provide an explanation as to what the barriers are that impact an educator's decision to use social media when teaching.

Design/methodology/approach –This study uses a conceptual paper approach to integrate three streams of existing literature (e.g., educational technology, digital pedagogy, and higher education studies) in order to create a comprehensive view of the barriers to social media use as a teaching tool. In particular, a "model paper" approach will be utilized to illustrate how barriers as well as individual teacher dispositions are related to one another and how these barriers can all hinder the successful implementation of social media within higher education.

Findings-This research concludes that restrictive institutional policies, traditional teaching practices, inadequate pedagogical training, technological obstacles, and negative perceptions of social media usage by instructors are all factors that create challenges for the adoption of social media as a teaching tool. The findings of this research indicate that the obstacles to utilising social media as an educational resource are not solely technological.; they are deeply rooted in the culture of an institution and established pedagogical practices. Accordingly, the research highlights the necessity for institutional support systems and professional development opportunities which can facilitate the meaningful incorporation of social media into pedagogical practice.

Originality/value –This research makes a theoretical contribution by proposing an integrative framework which identifies the different dimensions of the barrier to adopting social media in higher education. The article shifts the focus from benefits associated with technology to barriers associated with organisation and pedagogy; therefore it adds to the body of literature and provides insight for policymakers and educators who want to facilitate innovative pedagogy.

Keywords –Social media, Higher education, Teaching tool, Barriers to adoption, Digital pedagogy, Institutional factors

Paper type –Conceptual paper

Introduction

There have been significant advancements in digital communications technology which have changed the way higher education institutions deliver their instructional programs. The definition of social media as an interactive digital medium that allows users to create, share, and exchange information through virtual communities has led to a lot of interest in using social media channels for communication and collaboration to spread knowledge.(**Asterhan& Bouton, 2017**). Many students and educators use social media platforms such as Facebook, WhatsApp, YouTube, Instagram, and LinkedIn, re-defining the notion of participatory learning (involvement of many different groups of individuals as they learn together), peer-to-peer interaction (collaborating with one's peers to accomplish learning), and access to educational resources flexibly (learning anywhere and at any time)(**Hall, 2018**). The increase in social media utilisation by both students and faculty has generated extensive academic research examining the impact of these forms of media within higher education. Previous studies indicate that the use of social media can boost students' engagement and provide the chance for collaborative learning and knowledge sharing that goes beyond the classroom environment(**Ngoc Hoi, 2023**). In addition, these platforms allow learners to engage in real-time communications and provide students with pedagogies that are more learner-centred and develop online learning communities(**Haythornthwaite, 1998**). As a result, social media has been widely promoted as an innovative means of enhancing traditional methods of instruction and supporting digital transformation initiatives at colleges and universities(**Rueda et al., 2017).**

Even though there are many advantages to using social media as an official teaching method in higher education institutions, the implementation of social media as a teaching method is still inconsistent and has been limited. Even though most college students utilise social media in their lives and in informal education, educators are typically reticent to include social media as part of their formal teaching techniques. Current studies exploring technology in education have focused on how technological affordances through social media provide the opportunity to engage students and succeed in learning(**Mao, 2014**); however, there has been very little research exploring why educators are not willing to use social media in their classrooms as an accepted method of teaching.

There are multiple factors within higher education that may have an impact on how institutions will implement technology. Higher education institutions are complicated place of organizations structured by cultural and pedagogical issues that have a significant role in whether or not an institution will implement technology. Institutional policies, practices, and norms of education are significant when determining how to implement the newest digital tools and resources in the classroom(**Säljö, 2010**). In many higher education institutions, institutional cultures have adopted traditional models of education, including standardized curriculum, assessments based on examinations, and lecture-based instruction, which limit opportunities for experimentation within the classroom(**Dejene, 2019).**Furthermore, there are often various concerns regarding the usage of social media for educational purposes, including privacy and professionalism; worries over security and identity theft; and concerns regarding the exploitation of social media for educational purposes(**Ali et al., 2018**).

Along with the institutions' lack of ability to use technology, there are also pedagogical challenges in the adoption of social media. Many faculty members do not have the training and background to teach using social media; thus, it could be difficult for them to apply materials to their students when they do not have a full understanding of the theory and principles of digital pedagogy.

Therefore, this study wants to better understand why social media isn't used more in classrooms at the university level. This process will include looking at existing research on educational technology, teaching methods that use digital tools, and studies about higher education to find out the challenges that come with using social media in classrooms. It will also help create a model that shows how different factors work together to make it hard to use social media in teaching.(**Plotnick & Hiltz, 2016**).

This study will add to the bigger conversation about how digital tools are changing education by shifting the attention from the benefits of using social media as a way for teaching and toward the structural and cultural barriers that limit its use within higher education. Identifying these barriers will assist in creating effective institutional policies, professional development programs, and pedagogical strategies for the effective and responsible use of social media in higher education(**Marcial et al., 2021**).

Barriers to the Adoption of Social Media in Higher Education Teaching

Knowing what stops people from using social media as a teaching tool in college is very important for creating and improving good digital learning methods. Even though social media can provide opportunities for interaction, collaboration and knowledge sharing, its use in formal teaching contexts remains limited. (**Kwayu, Abubakre, & Lal, 2021**). There are multiple dimensions associated with issues regarding the

adoption of social media and these barriers involve technological, pedagogical, institutional level and individual barriers. These barriers interact with one another and cannot be effectively explained by a single variable or reductionist perspective.

Social media is different than traditional educational technologies (i.e., learning management systems) in that it was not developed for pedagogical use. Thus, educators have difficulty translating the informal practice of using social media into a structured instruction. Students are familiar with social media as a means of social interaction, but they require clear alignment of social media with the goals of education, guidance as to how to use it for academic purposes, and institutional support to do so(**Cooke, 2017**). This combination of informal environments and a lack of formal structures create uncertainty regarding the legitimacy and effectiveness of social media as an instructional tool.

One of the main barriers to the use of social media as a teaching tool is institutional and policy constraints. Most institutions of higher education do not have established policies regarding the use of social media for academics; thus, many issues arise from a lack of clarity regarding data privacy and ethical behavior.

Technological and Infrastructure Barriers

Barriers to the integration of social media for teaching purposes are primarily due to instructor pedagogical hurdles. In addition to re-designing their learning activities in the context of delivering course material through social media, instructors also must re-evaluate their traditional teacher-focused approaches. Due to a lack of educator training in digital pedagogy, many teachers cannot effectively connect the use of social media to specific learning outcomes and assessment criteria. Without existing pedagogical models showing instructors how to successfully incorporate social media into their course design, instructors may look at social media as something to add to their course rather than an integrated teaching tool. As such, social media is often viewed as simply a distraction from the academic seriousness of the classroom, and undermining of classroom discipline

In general, the attitudes and beliefs held by teachers toward adopting new technologies play a significant role in determining their decision to adopt social media into their teaching practices. Research shows that perceived usefulness, perceived ease of use and self-efficacy are the driving forces behind an educator's willingness to explore using social media in their teaching practices .Some educators view the loss of authority associated with using social media as a barrier to engaging with students on communication platforms while other educators fear that their students could misuse social media to abuse their authority and/or professional relationships .Consequently, differences in age-related digital competence also affect the rate of adoption of social media across academic staff, with younger staff generally being less technologically resistant compared to older generations.

Technology and the systems in place also create extra challenges when it comes to adopting new things. Many schools and colleges don't have a strong, fast internet connection, which makes it hard to use some social media apps. Other problems include old computers and devices that can't handle social media tools, and not enough knowledge about social media among teachers and students. Because of all these challenges, teachers might not want to use social media in their lessons, even though it can be a good way to help students learn together.

A major worry is about the ethics and social impacts when people use social media. Cyberbullying, distractions, false information, and violations of the privacy of students all create real problems for education(**Myers & Cowie, 2019**).By lacking a set boundary between private and educational settings, both teachers and students risk dealing with psychological tension and professional consequences. This has led to the belief that using social media for giving instruction in a formal way is not appropriate for many types of formal course design, especially for content that must be delivered in a structured way and assessed in a standard way.

Despite an increased degree of literary and research interest in the effect of using social media for education, studies have remained somewhat fragmented. Studies are primarily conducted with the focus of using social media to improve student engagement in the learning process, with other studies focusing on single or individual factors (e.g., level of technology usage). There is little integrative research conducted in examining how the interaction of institutional, instructional, technical and individual barriers influences the process of deciding to use social media for teaching in higher education.Much of the empirical evidence also represents a context-specific setting, so there are great limitations on making generalized statements between various educational systems and culture.
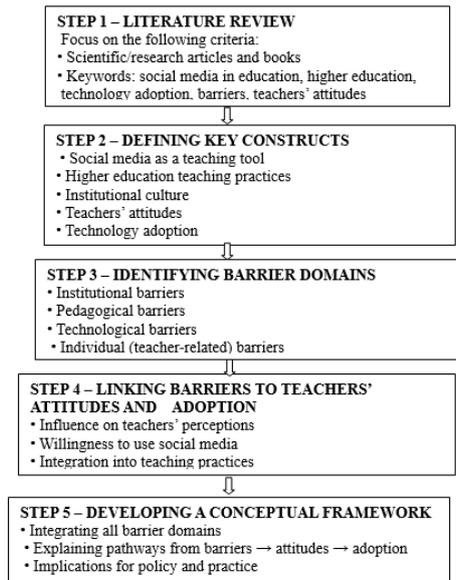
The complexity of these barriers interacting suggests a more holistic view of the process of access to social media which recognises that the use of social media for education is to be seen from an interactive, socio-technical and organisational perspective instead of being purely technological. Similar to making decisions when exposed to complexity.

Methodology

The approach to methodology used in this research is a "Model Paper" approach to formulate a theoretical construct framework of how the variables associated with the implementation of social media as a teaching tool within Higher Education are related to one another.

The study begins with a systematic review of relevant literature in three disciplines: educational technology, pedagogy for higher education, and digital learning. Upon completion of the review, the central constructs for the empirical study are identified and defined in detail: (1) social media used in education; (2) teaching practices utilized in higher education; (3) institutional culture; (4) pedagogical factors; (5) technological conditions; and (6) teachers' dispositions toward the use of social media within their instructional practices Each of the identified constructs will be developed based on the two following foundational assumptions: (1) social media has the potential to support teaching and learning; however, the practical application of these tools is dependent upon appropriate pedagogic alignment with the institution; and (2) there are multiple dimensions that act as barriers to the implementation of social media as a teaching tool within higher education resulting from the interaction of organisational, technological, and personal factors.

After establishing and defining the constructs, an integrative framework of how various categories of barriers affect teachers will be introduced to better understand the relationships among the constructs.

STEP 1 – LITERATURE REVIEW
Focus on the following criteria:
• Scientific/research articles and books
• Keywords: social media in education, higher education,
technology adoption, barriers, teachers' attitudes

STEP 2 – DEFINING KEY CONSTRUCTS
• Social media as a teaching tool
• Higher education teaching practices
• Institutional culture
• Teachers' attitudes
• Technology adoption

STEP 3 – IDENTIFYING BARRIER DOMAINS
• Institutional barriers
• Pedagogical barriers
• Technological barriers
• Individual (teacher-related) barriers

**STEP 4 – LINKING BARRIERS TO TEACHERS'
ATTITUDES AND   ADOPTION**
• Influence on teachers' perceptions
• Willingness to use social media
• Integration into teaching practices

STEP 5 – DEVELOPING A CONCEPTUAL FRAMEWORK
• Integrating all barrier domains
• Explaining pathways from barriers → attitudes → adoption
• Implications for policy and practice

Source(s): Authors' own elaboration

Findings

The paper identifies the major blocks social-media adoption as a teaching tool. The literature reviewed is grouped into major barriers and how those barriers will affect teacher attitudes about using Social Media as part of their pedagogical practices.

There were findings that show, even though Social Media has many possibilities for enabling interaction and student engagement, its use in formal higher education learning environments is still somewhat limited. The primary reason given by teachers on the basis of Social Media their lack of compatibility with existing curriculum structure and norms, which restricts the opportunities for social media to be infused into teaching practice.

There are four main barrier domains identified: institutional, pedagogical, technological and individual barriers. Institutional barriers include the lack of policy or clear guidelines, a shortage of administrative support and concerns relating to privacy and data security. Pedagogical barriers are related to establishing alignment between the social media tools and curriculum objectives or methods of assessment. Technological barriers relate to the limitations of infrastructure and the reliability of platforms, and finally individual barriers are the teacher's ability to use technology digitally, their resistance to change and the pressures associated with the workload.

Together, these barriers shape a teacher's attitude toward the adoption of Social Media in institutions that demonstrate rigid organizational structures.

Conclusion

This study looks at the challenges that stop people from using social media as a way to teach in college education. The main types of obstacles are institutional, teaching-related, technology-based, and personal. The findings show that how teachers feel about using social media in their work is mostly shaped by the culture of their school and the ways they currently teach. If schools and institutions don't have clear rules, good teaching advice, and proper training, then social media isn't being used properly as a tool for learning. This framework gives a starting point for future research and offers schools and organizations ways to encourage the smart and responsible use of social media in education.

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