

**DETERMINANTS OF TEACHER'S BEHAVIOURAL INTENTION TO
USE SOCIAL NETWORKING SITES**

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KUALA LUMPUR**

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**DETERMINANTS OF TEACHER'S BEHAVIOURAL INTENTION
TO USE SOCIAL NETWORKING SITES**

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**FACULTY OF COMPUTER SCIENCE AND INFORMATION
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ABSTRACT

Social Networking Sites are the web-based applications that enables the distribution, dissemination and retrieval of information via both online and offline mode of communications. The robust features of Social Networking Sites had been widely used by all communities including teachers. There are many studies in social networking sites to be associated with student's behaviour including schools and university students but little study has been made for the school teachers especially in examining the teacher's behaviour towards Social Networking Sites (SNSs). Therefore, the objectives of the study were (i) to examine the mean differences in teacher's behavioral intention to use SNS between male and female teachers, (ii) to examine the mean differences in teacher's behavioural intention to use SNS between age group and (iii) to investigate factors that influence teacher's behavioural intention to use SNS. The data was collected by using a survey questionnaire to 133 teachers at 8 fully residential schools at one of the southern states in Malaysia. All of the data collected were analysed by using SPSS (Statistical Product Services and Solutions) version 23. The Spearman's Rho and Mann Whitney U-test were the inferential tests to be used as to test the relationship and the mean rank between the variables of the study. The results revealed that all of the variables in uses and gratifications and social influences were found to be correlated with the teacher's behavioural intention to use Social Networking Sites (SNSs). Among the significant of the study was to provide empirical evidence as some indicators to the authorities especially to the policy makers that teachers are ready to face the challenges of the 21st century learning.

ABSTRAK

Laman rangkaian sosial adalah aplikasi berasaskan web yang membolehkan pengagihan, penyebaran dan pencarian maklumat melalui kedua-dua mod dalam talian dan luar talian komunikasi berlaku. Ciri-ciri teguh yang ada pada laman rangkaian sosial telah digunakan secara meluas oleh semua peringkat masyarakat termasuk guru. Terdapat banyak kajian mengenai laman rangkaian sosial yang boleh dikaitkan dengan tingkah laku pelajar sekolah dan universiti, namun hanya segelintir kajian yang telah dibuat mengenai guru-guru sekolah terutama dalam meninjau tingkah laku mereka terhadap laman rangkaian sosial. Oleh yang demikian, objektif kajian ini adalah bertujuan untuk mengkaji perbezaan min dalam niat tingkah laku guru dalam menggunakan laman rangkaian sosial di antara guru lelaki dan perempuan, untuk mengkaji perbezaan min antara kumpulan umur dalam niat tingkah laku guru menggunakan laman rangkaian sosial dan untuk menyiasat faktor-faktor yang mempengaruhi niat tingkah laku guru dalam menggunakan laman rangkaian sosial. Data yang dikumpulkan dengan menggunakan kaji selidik terhadap 133 orang guru di lapan buah sekolah berasrama penuh di salah satu daripada negeri-negeri di selatan tanah air. Semua data yang diperolehi di analisis dengan menggunakan SPSS (Perkhidmatan Produk Statistik dan Solusi) versi 23. Ujian Spearman Rho dan Mann Whitney U adalah ujian inferensi yang digunakan untuk menguji hubungan dan pangkat min antara pemboleh ubah dalam kajian ini. Keputusan kajian menunjukkan bahawa semua pemboleh ubah yang ada di dapati ada kaitan dengan niat tingkah laku guru untuk menggunakan laman rangkaian sosial. Antara signifikan kajian ini adalah untuk menyediakan bukti empirical sebagai petunjuk kepada pembuat dasar bahawa guru-guru bersedia untuk menghadapi cabaran pembelajaran abad ke-21.

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LIST OF ABBREVIATIONS

AVE	Average Variance Extracted
BI	Behavioural Intention
CMC	Computer Mediated Communication
COM	Composite Reliability
COMPL	Compliance
CRA	Cronbach Alpha
DV	Dependent Variable
EFF	Electronic Frontier Foundation
ENT	Entertainment Value
ICT	Information and Communication Technology
IDENT	Identification
IM	Instant Messaging
INTNL	Internalization
IS	Information Systems
IV	Independent Variable
KMO	Keyer and Morgan
KMS	Knowledge Management Systems
MAINT	Maintaining Interpersonal Interconnectivity
MIM	Mobile Instant Messaging
MIL	Media and Information Literacy Curriculum for Teachers

OS	Operating Systems
OSN	Online Social Network
PV	Purposive Value
SI	Social Influence
SMS	Short Messaging Service
SNS	Social Networking Sites
SOCEN	Social Enhancement
TAM	Technology Acceptance Model
TPB	Theory of Planned Behaviour
TRA	Theory of Reasoned Action
UCC	User Created Content
UGC	User Generated Content
UGT	Uses and Gratifications Theory
UTAUT	Unified Theory of Acceptance and Use of Technology
UTAUT2	Unified Theory of Acceptance and Use of Technology 2

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CHAPTER 1

INTRODUCTION

1.1 Overview

Chapter one consists of the introductory part of the study. It begins with the background of the study, the context of the research study which explains the scope of the study. The later part of chapter one also includes the problem statement, research objectives and the research questions. The research framework also included in this chapter.

1.2 Background of the study

The emergence of social networking sites (SNS) has given a lot of advantages to the people nowadays. SNS or also preferred as online social networks or social media, benefiting many of us especially with its features of permitting sharing and exchanging information to the members. In addition, the social networking sites also being used by the students as part of leisure activities instead of enhancing and supporting their academic endeavours. The unique features of social networking sites recently have made it popular to the teenagers and the communities globally.

We are in the technological era and technology is advancing every day. Social network started when we begin to communicate with one another either for sharing of view or for passing information. Social networks have increasingly become the focus of many social scientists as a way of analysing social structures. As the internet evolved, virtual social networks such as Facebook, My Space and Flickr have great influence on interpersonal relationships and reframed the social networks. (Traud , Mucha & Porter , 2012).

By definition, SNS are the web-based services that allow users to connect and interact each other (Cheung, Chiu, & Lee , 2011; Ellison, 2008). According to Boyd (2004), SNS can be defined as web-based services that allow individuals to construct a public or semi -public profile within a bounded-system, articulates a list of other users that shared a connection, view and traverse their list of connections and those made by others within the system. In addition to that, it enables users to articulate and make visible their social networks, result in connections between individuals that would not otherwise be made, but it is often not the goal and the meetings are frequently between “latent ties" who share some offline connections (Haythornthwaite, 2005). Meanwhile, several researchers defined SNS as "a means to where individuals are able to communicate in any manner they deem fit with online community (Boyd & Ellison, 2008; Bernoff & Li , 2008; Nielsen, 2009 ; Weber, 2007).

The online environment benefited from the social networking sites has changed the conventional learning platform as this would be preferable by the students in recent years. This is true as Facebook is the sixth most trafficked site in the United States and its active users becomes double every six months (Owyang , 2008). The main types of social networking services are those that contain category places (such as former school year or classmates), means to connect with friends (usually with self-describing pages), and a recommendation system linked to trust. Popular methods now combine many of these, with American-based services such as; Facebook, Google+, YouTube, LinkedIn, Instagram, Pinterest, Tumblr and Twitter widely used worldwide; According to experts, the largest social networking users are in the Asian-Pacific regions with 615.9 million people (Lunden , 2012).

The robust features of SNS has made it possible to attract the higher levels of engagement especially among the students to use those social networking sites which later has caused for concern. (Koc & Gulyagci , 2013 ; Kuss & Griffiths , 2011 ; Turel & Serenko, 2012 ; Ryan et al., 2014). There has been a focus on the study of social media adoption from both the perspective of use or usage, intention to use and continuance usage intentions (Kang et al., 2013; Kim , 2011 ; Mäntymäkia & Kai Riemer , 2014 ; Pinho & Soares,2011; Sledgianowski & Kulviwat,2009).

1.3 Problem Statement

It was revealed from the study by Venkatesh et.al. (2003) which indicated that female members with fewer years of teaching experience as the most active integrators of technology compared to their older male colleagues' who were the least prone to adopt technology. Similarly, the findings from Muscanell and Guadagno (2012) also revealed the same results which demonstrated the higher rates of SNS usage among women compared to men. From the past research, the study also indicated that women showed greater usage of CMC (Computer Mediated Communication) and possessed higher preference rates in comparison to men (Kimbrough, 2013).

However, according to Fallows (2005), it was found that there were no longer gender differences in the overall amount of Internet use, but rather there were differences in motivation and utilization of time spent online. Those findings and recommendations of the late research had given some contradictions to the gender differences in using SNS and is therefore, there is a need to investigate whether such gender differences still exist among the teachers when consulting SNS.

In another study, it was revealed that the seniority is considered to be a factor influencing SNS adoption where indicated that the young faculty members use SNS at much higher rates than the older counterparts (Moran , Hawkes & Gayar , 2011). In addition, the concern of socio-demographic variables such as the age was found to be the most relevant predictors of the use of Social Media for teaching (Kirkup ,2010; Manca &Raneiri,2016). Furthermore, it was found from the previous study that younger scholars are using social media for personal, professional and teaching purposes more than the older colleagues (Greenhow & Gleason, 2014; Grudz , Staves & Wilk ,2012). Thus, there is a need to determine whether age would be the relevant predictors of the use of SNS among the teachers rather than teaching purposes.

According to the nationwide study conducted by Hamat, Embi and Hassan (2012), the study revealed that the penetration of SNS is not 100 per cent as initially expected. The results of the same research findings showed that when the respondents were consulting SNS for the meant of informal learning activities, only 50.3 per cent used it for the informal learning contexts. It was also reported that the respondents devoting more time on socializing rather than learning. Some of the past study indicated that higher education scholars are increasingly adopting SNS for personal use and professional purposes. Unfortunately, the frequency of personal use seems to be predominantly associated with the frequency of professional use rather than teaching (Manca & Ranieri,2016; Veletsianos & Kimmons, 2013).

From the study conducted by Pynoo et al. (2011) , it was observed that the online portal had been used to search and download the materials rather than sharing materials or information. In addition, it was also revealed that a minority of teachers appeared to browse the materials through the portal for fun or without specific goal.

It was also consistent with the previous study by Mahdizadeh et al. (2008) which stated that most of the teachers use the “basic” aspects of an e-learning environment, whereas only the minority of teachers use the more advanced functions that could really have an added learning value. The previous study showed that teachers downloaded the information rather than sharing to each other and minority of them browse the information for fun or without specific goal.

It was unsure what are the factors that influence the behaviour of the teachers towards the online portal as well as SNS since still the minority of teachers claimed that it was for fun and had no specific goals of searching it. As mentioned by Teo (2011), the attitude among the student teachers have been flagged as the important determinant in integrating the technology into teaching and learning. This is true since the student teachers had to equip themselves with rampant knowledge before entering the real world of teaching in the school. It was also accepted that technology enhances the teacher’s pedagogy but how serious the teachers in Malaysia be ready for it and the study need to be carried out as to probe whether are there any determinants that may influence the teacher’s behaviour towards SNS as well.

The ambiguity arose from the past literatures was put an effort to study the usage of SNS among the teachers in terms of factors that delineate SNS influences and usage since there has been a little research concerns to be carried out for this group. It is important to determine the factors that influence teacher’s behavioural intention to use SNS.

1.4 Research Objectives

The research objective (RO) of the study are as follows:

- 1) To examine the mean differences in teacher's behavioural intention to use SNS between male and female teachers.
- 2) To examine the mean differences in teacher's behavioural intention to use SNS between age group.
- 3) To investigate factors that influence teacher's behavioural intention to use SNS.

1.5 Research Questions

The study attempts to address the following research questions (RQs):

- 1) Are there statistically mean differences in teacher's behavioural intention to use SNS between male and female teachers?
- 2) Are there statistically mean differences in teacher's behavioural intention to use SNS between age group?
- 3) Is there statistically significance relationship between social influence and teacher's behavioural intention to use SNS?
- 4) Is there statistically significance relationship between uses and gratifications (UG) and teacher's behavioural intention to use SNS?

1.6 Mapping of Research Questions and Research Hypotheses

Figure 1.1 Research Questions and Research Hypotheses

Research Question	Research Hypotheses
1) Are there statistically mean differences in teacher's behavioural intention to use SNS between male and female teachers?	H1: There are statistically significant mean rank differences in teacher's behavioural intention to use SNSs between male and female teachers.
2) Are there statistically mean differences in teacher's behavioural intention to use SNS between age group?	H2: There are statistically significant mean rank differences in teacher's behavioural intention to use SNSs between young and senior teachers.
3) Is there statistically significance relationship between social influence and teacher's behavioural intention to use SNS?	H3. Is there statistically significant relationship between compliance and teacher's behavioural intention to use SNSs.
	H4. Is there statistically significant relationship between internalization and teacher's behavioural intention to use SNSs.
	H5. Is there statistically significant relationship between identification and teacher's behavioural intention to use SNSs.

Figure 1.1 (continued)

Research Question	Research Hypotheses
<p>4) Is there statistically significance relationship between uses and gratifications (UG) and teacher’s behavioural intention to use SNS?</p>	<p>H6. Is there statistically significant relationship between purposive value and teacher’s behavioural intention to use SNSs.</p>
	<p>H7. Is here statistically significant relationship between self-discovery value and teacher’s behavioural intention to use SNSs.</p>
	<p>H8. Is there statistically significant relationship between entertainment value and teacher’s behavioural intention to use SNSs</p>
	<p>H9. Is there statistically significant relationship between to maintain interpersonal interconnectivity and teacher’s behavioural intention to use SNSs.</p>
	<p>H10. Is there statistically significant relationship between social enhancement and teacher’s behavioural intention to use SNS</p>

1.7 Theoretical Framework

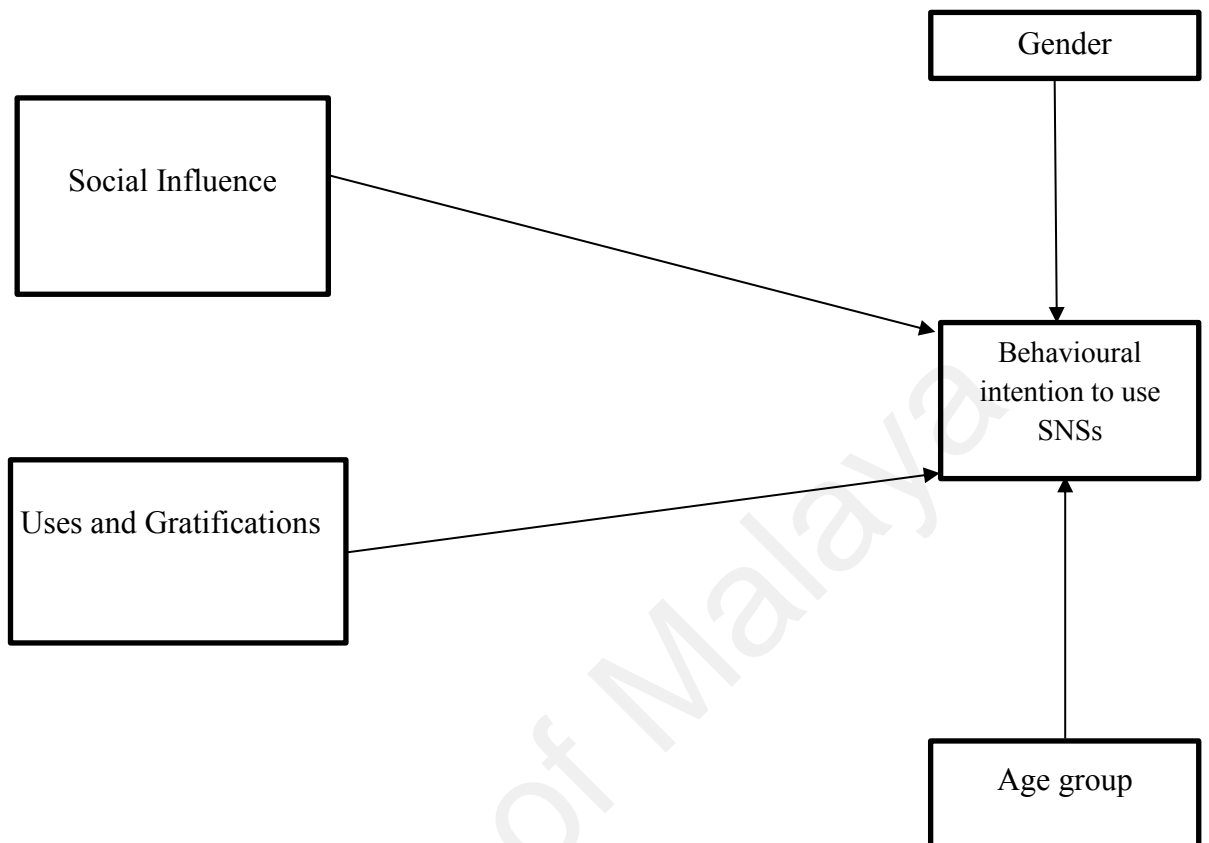


Figure 1.2: Proposed Research model

Based on the research model above, the study chose UGT and SI as the research model. It is because both UG and SI are suitable to be the research framework for SNS usage among the teachers. SI will be appropriate framework to be chosen for the study as it is intended to investigate the factors that influence behavioural intention of teachers towards SNS. Moreover, SI is deployed in the study because it is also to be one of the determinants on how the teachers being influenced to use SNS as the new technology in their daily life. This also to include how they would be able to perceive other people point of view in permitting themselves to use and share the information embedded in SNS whether for professional or personal usage.

Meanwhile, UGT is consulted for the study since it could explain the continuance of SNS usage among the teachers based on their needs and gratifications. It might also help to excavate how and why the teachers act vigorously select the SNS to be a platform of media channels to satisfy their needs. Furthermore, UGT functions reasonably well in order to determine the awareness of one's needs and goal towards the usage of SNS, capable to assess the value judgments of media content thus initiate the link of needs and gratifications to a specific choice of SNS and to convey what are the needs and gratifications from the teacher's in using SNS and its relationships towards behavioural intention to use SNS. The model for the study was adopted from Ifinedo, (2016) and the details of the theory and model depicted were highlighted in Chapter 2, page 29 and 30.

1.8 Limitations of the study

In this study, SNS will only consist of the most sought after social media and CMC (computer mediated communication) in Malaysia. Therefore, the following will be the list of social networking sites preferred by the respondents: i) Facebook ii) YouTube iii) Instagram iv) Telegram v) Twitter vi) WhatsApp. Moreover, the sample of the school teachers was drawn from a single type of school and single state in Malaysia and this may not be generalizable to all states and all types of school in Malaysia. In the other hand, the data collection method and procedures were the issues that the response rate was not reached to the expectation.

1.9 Dissertation Outline

The study has five chapters and each chapter discusses the background of the study, the first chapter covers the overview of SNS, context of the study, purpose of the study, problem statement, research objectives, research questions, theoretical framework, significance and contribution of this study, the limitations and scope of the study. The second chapter includes the discussion of literatures concerning the concept of SNS, SNS in an educational setting, uses and gratifications and social influence in SNS among the users, gender and age differences of SNS users also being highlighted. The relevant literatures and some empirical review of the past literatures is also included. Chapter three is concerned about the research methodology where the reviews of prior research methodologies, research design and instrument, population and sampling technique, data collection method, methods for data analysis, reliability and validity of the research instruments. Chapter four contains the data analysis and findings of the study and addressing the research questions in the study. Chapter five provides the discussion and conclusion of the study which also address the research objectives of the study.

CHAPTER 2

LITERATURE REVIEW OF THE STUDY

2.1 Overview

In this chapter two, the literatures and past studies concerning SNS research studies had been compiled and discussed. The introductory part of SNS and its general functions to the public may also being addressed. It also gives some evidence on the usage of SNS in education settings and other issues related where some similarities and differences may be found as to be associated with the study.

According to Boyd (2004) Social Network Sites (SNS) can be defined as web-based services that allow individuals to construct a public or semi -public profile within a bounded-system, articulates a list of other users that shared a connection, view and traverse their list of connections and those made by others within the system. In addition to that, it enables users to articulate and make visible their social networks, result in connections between individuals that would not otherwise be made, but it is often not the goal and the meetings are frequently between "latent ties" who share some offline connections (Haythornthwaite,2005). Other researchers defined Social Network Sites as "a means to where individuals are able to communicate in any manner they deem fit with online community (Boyd & Ellison, 2008, Bernoff & Li, 2008, Nielsen, 2009, Weber, 2007).

Once again, Boyd and Ellison (2007) claimed that the type of terminology and structure of communication networks may vary according to their websites. This is also supported by Gross and Acquits (2005) which stated that social networking sites, online interaction and communication at the same time sharing the main purpose and use of specific objectives in terms of layout may vary according to services.

With references from the articles concerning the definition and scope of the Social Network Sites (SNS), it can be said that it refers to any means of social web based application that enable the individuals to share, view, exchange ideas within particular established interconnected network which available online. This is to include Facebook, Twitter or any technology that allows two-way communication and interaction between specific individuals and, or organizations in an online environment. Many of these social SNS such as Facebook and Twitter are built with micro blogging technology that supports blogging activity (Yusop & Chin, 2011).

2.2 Types of Social Networking Sites

Several social networking sites in the study can be classified into web based application like Facebook, You Tube, Instagram and Twitter and also the Computer Mediated Communication (CMC) as like Telegram and WhatsApp are the application are the social networking sites uses by the teachers (Boyd & Ellison, 2007; Selwyn 2008).

Facebook may be the face of online social networks. Developed in 2004 by Mark Zuckerberg, it is the “ dominant ” social networking site (Lenhart et al., 2010). Reaching the one billion user mark during the first days of October, 2012 , an interesting usage trend has recently emerged. Facebook supports various features that enhance communications, for example, it allows individuals to share personal information, photographs and videos, send messages to their friends, and join groups of friends/causes among others.

Therefore, it allows a varying amount of flexibility in communication styles. In addition, it provides a platform to the users to boost their self-esteem and popularity, seek information about one another, and even to relieve loneliness (Ebeling-Witte , Frank & Lester, 2007; Utz, 2010).

YouTube is a kind of social networking sites that allows the users to upload, share and view videos as well as downloading the videos to any communication devices. It is therefore offers entertainments, medium of learning as well as the teaching aids for the teachers. You Tube was developed in May 2005 by PayPal employee which known as Chad Hurley, Steve Chen and Jawed Karim. (Safko,2012). It also offers live streaming features and it has become the most popular free-video sharing website for user created content (UCC) or user generated content (UGC) (Ryu, Kim & Lee,2009). In addition, it enables any subscribed member to create, upload and share a wide range of content from homemade videos to movie scenes (Lange, 2007).

Since its inception in the social media industry in October 2010, Instagram has attracted more than 150 million active users with an estimated average of 55 million photos uploaded by the users in a day and 16 billion photos to be shared (Intagram,2013). According to Rainie, Brenner and Purcell (2012), the success story of Instagram substantiate the latest Pew report lamented that photos and videos both have become the key social currencies online. This is true as the Instagram provides users such an instantaneous approach to capture and share the life moments through series of filtered and manipulated pictures and videos. It has become popular in the recent years among mobile photo and video capturing and sharing services

Instagram offers its users a unique way to post pictures and videos using their smartphones, apply different manipulation tools in order to transform the appearance of an image, and share them instantly on multiple platforms (e.g., Twitter) in addition to the user's Instagram page. It also allows users to add captions, hashtags using the # symbol to describe the pictures and videos, and tag or mention other users by using the @ symbol which effectively creates a link from their posts to the targeted user's account before posting them. Besides, users can set their privacy preferences such that their posted photos and videos are available only to the user's followers that requires approval from the user to be his/her follower. The images and videos are visible by default to anyone through Instagram app or websites. Through these functions, it was regard that Instagram as a kind of social awareness stream (Naaman, Boase & Lai 2010) like other social media platforms such as Facebook and Twitter.

One of the few electronic communications that score all seven checkmarks by the EFF (Electronic Frontier Foundation) is the secret messaging function of Telegram . Telegram was launched in 2013 by two brothers, Nikolai and Pavel Durov, founders of VKontakte, Russia's most popular social network site (Shu, 2015). Telegram is available for Firefox OS (Operating System) on mobile devices and has a web version and Chrome app. The name of the sender and content of the message are only visible when the application is opened.

Twitter is a microblogging service that was founded in early 2006 to enable people to share short textual messages through "tweets" with others in the system. It has a maximum length of 140 characters to tweet as to be shared via SMS. It combines the elements of social network sites and blogs but with notable differences. (Boyd & Ellison,2007).

Similar to other social network site, the profiles are interconnected through a network and the user can link or also known as “follow” other users and look out for their tweets. The users have different preferences when deciding who they intend to follow whether they know personally, celebrities or even the strangers that may find interesting for some reasons.

WhatsApp is another type of SNS which was founded by Brian Acton and Jan Koum in 2009 who were the former employees of Yahoo!. It is a kind of mobile instant messaging (MIM) application for smartphones. It also a type of computer mediated communication (CMC) which defined as any human communication that occurs through the use of two or more electronic devices via instant messaging (IM) , email, chat rooms, online forums and social network services. Recently, WhatsApp is one of the most popular apps by handling over ten billion messages per day (Grinter & Eldrige,2003).

2.3 Social Networking Sites in Education

The emergence and popularity of social technologies in recent years has motivated the educators to use these technologies for educational activities in the academic institution. According to Hamid et al. (2015), explained that social or Web 2.0 technologies include social networking sites, blogs, micro blogs and wikis. This is also often preferred as Online Social Network (OSN) by Boyd (2007) which defined OSN as any mediated public which characterised by four properties: persistence, search ability, replicability and invisible audience. In the context of higher education, social technologies which encompass social network sites can be used to support teaching and learning.

Meanwhile, other researchers stated that content generating occurs when social technologies are used by the students to easily create their own content, opinions and support across networks of users (Osman & Koh,2013; Sandars & Schroter,2007). For instance, blogs can be used to share or publish their work and ideas on public space for others to view and download.

Social technologies are also believed to support interactions among students by enabling them to actively participating in a discussion. The students can leave comments on particular social network sites as well to initiate communication by leaving a message (Irwin , Desbrow, & Leveritt,2012 ; Munoz & Towner,2009).

In addition, the social technologies can be used as for collaborative learning where the students could learn on how to solve problems with members of a group, or to gauge into study groups. (Hemmi, Bayne , & Land,2009, Kane & Fichman,2009).Ever since, social networking sites have attracted a huge following among teenagers and also university students (Lenhart & Madden, 2007). As for an instance, it is not surprising to find social networking sites making their way into the educational environments with many claiming that these social applications have even more potential to further improve learning and sharing of information among learners and teachers (Ferdig, Maloney & Pence, 2007).

Currently, social networking sites are becoming so popular in the educational context that many educators are already exploring ways in which these tools can be used for teaching and learning (Boyd & Ellison, 2007; Selwyn et al.,2008).

Several reports have come out in the last few years which have highlighted the extent to which newer technologies are becoming increasingly entrenched in the lives and educational experiences of modern students (Caruso & Kvavik , 2005; Selwyn et al., 2008).

In another avenue, the effort to innovate teaching and learning using social media has been a clear theme in both the early stage research on Web 2.0 technologies represented by blogs and wikis as well as recent research on social networking sites such as Facebook and Twitter .The higher education has recognized the huge potential brought by Web 2.0 technologies to improve student engagement, college experiences, and pedagogical practices, and has been advocating innovations and changes to stay current with the changed education market (Grosseck, 2008).

2.4 SNS among teachers in educational setting.

The importance of integrating ICT (Information and Communication Technology) in education and teachers' competence in technology mainly results from characterization of a new generation, the so-called 'Net Generation' or 'the digital natives' that refers to young people born roughly between 1982 and 1994 and grew up immersed in technology (Oblinger & Oblinger , 2005; Prensky, 2001 ; Tapscott,1998). Several qualities attributed to the Net Generation such as their reliance on ICT and ability to use different social media technologies urges teachers to improve their ICT practices to meet the expectations of this generation (Oblinger & Oblinger, 2005 ; Prensky, 2001).

According to Mishra and Koehler (2006), the need for sufficient digital technology skills and pedagogical knowledge to maximize student learning has challenged the status of technology as a separate entity.

The current generation of students entering the field of education is savvy with social and communications technologies and access to the Internet and digital technologies has already utilized a major influence on these students' ways of thinking, communicating, and learning (Oblinger & Oblinger, 2005 ; Prensky, 2001). Due to that, current pre-service teachers are very good at communicating and using online interaction technologies. However, there is concern as to whether these pre-service teachers are prepared to integrate these technologies into effective lessons for their students (Ma, Anderrson & Streith ,2005).

There are mixed findings reported by researchers on the use of Web 2.0 technologies in teacher training education. For example, there was a report concerning limited use of blogs by teacher trainees (Divintini, Haugalokken, & Morken , 2005) and research undertaken with dyslexia and trainee teachers, found that blogging could be time consuming and question its value (Oti & Clarke 2007). Martindale and Wiley (2005) quote millions of people using blogs all over the world but indicate limited success when using blogs for educational purposes, (Beldarrain 2006 ; Martindale & Wiley, 2005). However, researchers such as Bonk and Zhang (2006), Hramiak , Boulton and Irwin (2009) report success with the use of Web 2.0 technologies and trainee teachers. Larose et al (2009) argued that practices observed by trainees during training might optimise the chances of these future teachers using technology in their own classrooms (Larose et al., 2009).

Reports in the educational press have also indicated that there may be some positive resistance to the use of e-learning and associated technology with teacher trainees by academics, the latter being reluctant to adopt technology in their sessions with trainees (Attwood, 2009). Most of web social media tools have been developed in order to maintain, manage, and improve social interactions between people where people can easily access, reuse or comment on content that is authored by others.

The evolving learning environments are allowing students to learn anytime and anywhere (Wetzal, 2010). Educational research demonstrates convincingly that immediate and frequent feedback improves learning (Dihoff, Brosvic & Epstein 2003 ; Hattie & Timperley 2007). “Social networks may play an important role in raising awareness about the reliable resources of information among the students and society by providing alternative sources of knowledge”. (Batrawi & Muhtaseb , 2014).

In the other hand, great deal of research in education provides evidence for the effectiveness of using social media technologies directly in the context of traditional education situations or online education (Barab & Duffy 2000 ; Graff ,2003 ; Rovai 2003; Shea ,2006 ; Dawson ,2006; DeSchryver et al., 2009). Some studies have demonstrated the benefits of online social interaction in the learning process. Positive aspects of online interaction with teachers and peers include the following: access to peer and expert knowledge, ability to receive feedback from teachers and peers, and an opportunity to reflect on the exchanged messages (Ellis, 2001). By expressing their thoughts, discussing and challenging the ideas of others, and working together towards a group solution to a given problem, students develop critical thinking skills as well as skills of self-reflection and co-construction of knowledge and meaning (Brindley, Walti & Blaschke, 2009).Media and Information Literacy Curriculum for Teachers (MIL) suggest that enhancing the appropriate use of media information among students requires that teachers themselves become media and information literate; this will enhance capacities to empower students with their efforts in learning to learn, learning autonomously, and pursuing lifelong learning.

By educating students to become media and information literate, teachers would be responding first to their role as advocates of an informed and rational citizenry, and second, they would be responding to changes in their role as educators, as teaching moves away from being teacher-centred to becoming more learner-centred. (Wilson et al., 2011). In order to produce future students, it must be ensured that the teachers are equipped for the future as well. Orey, McClendon and Branch (2006) noted that technology skills of pre-service teachers are not of stable construct, but are relative to current technology trends. Some pre-service teachers have begun to apply these tools in their lesson preparation, while others face challenges to plan authentic classroom practice (Albion, 2008).

Thompson (2007) agreed that, in educating future students, institutions of higher education must understand students and their changing behaviours. Monaco (2008) noted that it was too often the teachers opt not to use technological tool as to further literacy in the classrooms even the Web 2.0 technology has become abound to them. It was also claimed that such perspectives on technology exists which may both be praised and ignored in schools and teacher education. Meanwhile, Imperatore (2009) emphasized that Web 2.0 revolutionizes education because the tools are easy and it is an inexpensive way for students to learn.

2.5 SNS usage and gratifications

There are many theories and models available in order to study the usage of SNS. In this study, SI and UGT were the theories to be deployed since the focus of the study would be the factors that influence the teacher's behavioural intention towards SNS.

2.5.1 Social Influence

Kelman (1974) proposed three modes of social influences which comprise of compliance (subjective norms), internalization (group norms) and identification (social identity). Kelman used compliance as fundamental in subjective norms and in IS (Information Systems) adoption research, compliance process was identified to be dominant. The second mode of social influence characterized by group norms which similar to the term “internalization” as mentioned by Kelman (1974). It is a kind of decision based on the similarities of individual’s value with the values of other group members.

The third mode of social influence is called identification or referred to as social identity. It refers to self-awareness of one’s membership in a group as well as the emotional and evaluative significance of the membership. (Tajfel, 1978). According to Cheung and Lee (2009), all of the three modes available in social influences might function to different degrees depending on the circumstances. Bagozzi and Dholakia (2002) identified that only social identity (identification) and group norms (internalization) were important factors that determining user participation behaviour in virtual communities. Social influence reflects the extent to which an individual’s attitudes, beliefs and behaviours are influenced by referent others (Wang, Meister, & Gray, 2013). Social influence includes three processes: compliance, identification and internalization (Kelman, 1958). Compliance shows that an individual complies with other users’ opinions to gain rewards or avoid punishment.

This represents a normative influence. Identification reflects how a user conceives of him or herself in terms of a group's defining features (Dholakia, Bagozzi, & Pearo, 2004). Internalization reflects how users assimilate and incorporate the opinions of others into their own beliefs. Information systems researchers have noted the significant effect of social influence on user behaviour. The unified theory of acceptance and use of technology (UTAUT) proposes that social influence is a significant factor in determining user acceptance of an information technology (Venkatesh et al., 2003).

Shen et al. (2007) found that social influence affects the desire and intention to use instant messaging. Dholakia, Bagozzi and Pearo (2004) reported that value perceptions affect participation in virtual communities through social influence, which includes group norms and social identity. Hsu and Lin (2008) stated that social influence affects user adoption of blogs. In their research, social influence includes social norms and community identification.

Recently, social influence has also been identified as a factor affecting SNS user behaviour. Ku, Chen, and Zhang (2013) drew on the uses and gratifications theory and found that subjective norm is a significant determinant of the continuance intention of SNS users. Baker and White (2010), employing the Theory of Planned Behavior (TPB), found that subjective norm and group norm affect how adolescents use social networking sites. Kwon and Wen (2010) state that social identity has an effect on a user's acceptance of SNS. Compliance represents a normative influence and it can be reflected by subjective norm (Shen et al. , 2011), which means that users comply with the opinions of those they consider important. When users perceive pressure from important others, they may continue using mobile SNS, even if they have not formed a positive attitude toward a SNS platform.

Subjective norm is also a factor in both the theory of reasoned action (TRA) and TPB (Fishbein & Ajzen, 1975 ; Ajzen, 1991). Numerous studies have validated the effect of subjective norm on user adoption of information systems (Hwang & Lee, 2012). Identification is reflected by social identity, which captures a user's identification with a group, such as feelings of belonging and membership. Social identity includes cognitive, affective and evaluative identity, which reflect an individual's self-awareness of group membership, a sense of emotional involvement, and an evaluation of self-worth, respectively (Dholakia, Bagozzi & Pearo , 2004). Social identity is similar to sense of community, which includes four components: membership, influence, fulfilment of needs and emotional connection, and has an effect on social networking usage (Zhang , 2010). Internalization can be studied through group norm, referring to the set of goals, values, beliefs and conventions that are shared with other members of a group (Dholakia, Bagozzi & Pearo,2004). These group norms may be integrated with a user's own values and become part of their personal norms (Malhotra & Galletta, 2003). When group norms are congruent with a user's own motives, he or she may continue using SNS. Group norm has been identified as a factor affecting user adoption of instant messaging (Shen et al., 2011) as well as virtual communities (Dholakia, Bagozzi & Pearo, 2004).

Social influence reflects the extent to which an individual's attitudes, beliefs and behaviours are influenced by referent others (Wang, Meister & Gray,2013). IS (Information Systems) scholars have noted the significant effect of SI on user's behaviour. UTAUT proposed that SI is a significant factor in determining user acceptance of information technology (IT) (Venkatesh et al., 2003).

User's adoption of SNSs has been extensively examined from many perspectives such as perceived value (Kim, Gupta & Koh, 2011) , motivational theory (Lin & Lu, 2011), sense of community (Zhang , 2010) and user experience (Zhou, Li & Liu, 2010). Since factors like motivations such as perceived usefulness, perceived enjoyment and perceived value has been identified to be affecting the user's behaviour, as a member of a social networks, individual user behaviour may be influenced by the group norm and other member's opinions. Wang et al. (2013) studied the effect of SI on the use of KMS (Knowledge Management System) by testing SI of four groups, which include superiors, subordinates, peers and the extended professional population. According to Shen et al. (2007) found that SI affects the desire and intention to use IM. Meanwhile, Dholakia, Bagozzi & Pearo (2004) reported that value perceptions affect consumer participation in virtual communities through SI which includes group norms and social identity. Hsu and Lin (2008) stated that SI affects user adoption of blogs. SI also been identified as a factor that affecting SNS user behaviour(Ku ,Chen & Zhang, 2013) drew on UGT and found that subjective norm is a significant determinant of the continuance intention of SNS users. Baker and White (2010) employing TPB found that subjective norm and group norm affect how adolescents use SNS.

2.5.2 Uses and Gratifications(UGT)

Uses and Gratifications Theory (UGT) is one of the mass communication theories which were found to explain the use of social media. Initially, UGT is a theory of mass communication that has been applied to the traditional media as an effort to understand customer's behaviour. (Eighmey & McCord,1998).

It has received very much attention in a social media research especially in investigating how to satisfy customer's needs, as it appeared in several studies (Chen , 2010 ; Dholakia, Bagozzi & Pearo , 2004 ; Porter & Donthu , 2008).

UGT has significant implications for the current study. First, SNSs are a new application of CMC technology, and therefore, UGT is appropriate for the current study. Second, UGT suggests that existing members will continue to use SNSs if their gratification needs can be fulfilled by SNS use. (Ku, Chu & Tseng, 2013).

This is also supported by Ruggiero (2000) which lamented that UGT can be used as a framework for the research concerning the internet and new media communication. Several researchers claimed that the UGT recently being used to study the needs and gratifications in the context of computer-mediated communication (CMC) technologies. (Cheung & Lee,2009 ; Ku, Chu & Tseng ,2013). UGT (Uses and gratifications theory) is an influential sociological theory or paradigm that explains why and how individuals actively select specific media outlets to satisfy specific needs (Katz, Blumler & Gurevitch, 1974).UGT assumes that individuals are aware of their needs and are goal-oriented in their use of media; people are capable of assessing value judgments of media content and have the initiative to link needs and gratifications to a specific choice of medium (Katz , Blumler & Gurevitch., 1974 ; West & Turner, 2007).

Uses and gratification theory is an influential sociological theory or paradigm that explains why and how individuals actively select specific media channels in order to satisfy needs (Katz, Blumler & Gurevitch,1974).

Uses and gratifications theory assumes that individuals are aware of their needs and are goal-oriented in the use of media; people are capable of assessing value judgements of media content and have the initiative to link needs and gratifications to a specific choice of medium (Katz , Blumler & Gurevitch; West & Turner,2007).

It is suggested that the individual users will continue to be engaged with SNS if their gratifications and needs are fulfilled by such tools (Ku, Chu & Tseng ,2013).The categories used in uses and gratifications theory would be five and have been widely adopted for CMC technologies (Cheung & Lee,2009 ; Cheung, Chiu, & Lee,2011; Pai & Arnott,2013). Those five categories embedded in UGT are purposive value, self-discovery, entertainment value, social enhancement and maintaining interpersonal connectivity. The following are the five categories to be found in UGT.

i) Purposive value

Purposive value can be defined as the value derived from accomplishing some pre-determined instrumental purpose including giving and receiving information through a virtual community participation (Dholakia, Bagozzi & Pearo, 2004). It contains both informational and instrumental values. Informational value is derived from getting and providing information in the virtual community and from knowing what other's think and instrumental value draws from accomplishing specific tasks. It is also referring to the values that originated from an individual who accomplished something with instrumental and pre-determined informational purposes (Cheung, Chiu & Lee 2011; Leung & Wei,2000).

ii) Self -discovery value

It can be defined as the understanding and dampening salient aspects of one's self through social interactions. (Dholakia, Bagozzi & Pearo,2004). This is a personal identity value and covers two aspects.

Firstly, users obtain the access to social resources and facilitate the attainment of one's own future goals. Secondly, the users may form clearly define and elaborate on one's own preferences, tastes and values based on the interaction with others. In another word , it also refers to values that an individual's motivation in order to understand the aspects of other people via online group participation (Cheung, Chiu & Lee,2011; Raacke & Bonds-Raacke,2008).

iii) Entertainment value

This is the value which is depicted from “fun and relaxation through playing or otherwise interacting with others”. (Dholakia, Bagozzi & Pearo,2004). It can be explained as the use of virtual community for entertainment, playfulness and relaxing. Entertainment value is actually the value of fun and enjoyment which an individual derives from interacting with others in an online network (Ku, 2013; Pai&Arnott,2013).

iv) Social enhancement

Refers to the values that individual derives from gaining acceptance and the approval of others and also at the same time enhancing one's social status within the online network (Ku, 2013 ; Pai & Arnott,2013).

It is actually the value that a participant derives from gaining acceptance and approval of other members and the enhancement of one's social status within the community on account of one's contribution to it. (Dholakia, Bagozzi & Pearo,2004). It is a kind of extrinsic motivation that participants use the virtual community to build their image or reputation.

v) Maintaining interpersonal interconnectivity

It is a social benefit derived from establishing and maintaining contact with other people such as social support, friendship and intimacy. (Dholakia, Bagozzi & Pearo,2004). It can be regarded as the social integration needs which the user establishes and maintain contact with others.

2.5.2 Ifinedo's study on UGT and SI

The study from Ifinedo, 2016 was replicated as it combined UGT and SI as the research framework. The study involved the university students in four countries namely United States of America, Canada, Mexico and Argentina. The study was initiated to understand the factors that likely to impact student's pervasive adoption of SNS and recognizing the critical role of individual user needs, gratifications and social influence. From the study, it was revealed the significant amounts of variance in the constructs of behavioural intention to use SNS.

The results showed that UGT components of self-discovery value, maintaining interpersonal interconnectivity, social enhancement and entertainment value showed significant results except for purposive value. Meanwhile, in SI constructs, compliance showed the insignificant results if compared to internalization and identification which showed significant result respectively. (Ifinedo, 2016).

The need for entertainment and maintaining interpersonal interconnectivity with others yielded the largest statistical impact on students' intention to use SNS. The results to be seemed with other findings in previous studies. (Chang et al., 2015; Cheung, Chiu & Lee,2011; Lin & Lu,2011).

2.6 Behavioural Intention

The relationship between intention and behaviour is based on the assumption that human beings attempt to make rational decisions based on the information available to them. Thus, a person's behavioural intention to perform (or not to perform) a behaviour is the immediate determinant of that person's actual behaviour (Fishbein & Ajzen, 1980). Once again, Ajzen and Fishbein (1975) defined intention as a “person's location on a subjective probability dimension involving a relation between himself and some action.” Behavioural intention refers to the subjective probability that someone will perform a specified behaviour, and it is the main determinant of actual usage behaviour (Fishbein & Ajzen,1980). In another explanation, it is a measure of the strength of one's intention to perform a specified behaviour, which is the use of an information system and as a general rule, the stronger the intention to engage in behaviour, the more likely should be in performance (Ajzen, 1991).

2.7 Generation gap in SNS

Meletopoulos and Reischl (2009) declared that Gen Ys are optimistic, confident, team-spirited and capable of multitasking. With the emergence of new technologies, Gen Ys have become impatient with the “old-fashioned” ways of doing things because they are already used to accomplishing their tasks quickly through widely available technology (Casben, 2007).

Occasionally, Gen Ys quickly become bored and therefore leads to the use of technology-driven social networks for constant engagement. According to the report of Malaysian Communication and Multimedia Commission (2013), it was reported 64.7% of the country's population in Malaysia uses the Internet. Among these users, 75.5% have their own Facebook accounts.

Based on the statistic, Malaysia has become the 8th country in Asia and the 21st country in the world with the largest number of registered Facebook users. The most frequent users of social media platforms such as Facebook are aged 18 to 24 years. Many studies have explored the subject of social marketing, but only a few have investigated the use of social networking sites among Gen Y. A "broad brush" description of Gen Y starts with the observation that many members grew up with the computer; they have mastered its use for many aspects of their lives, particularly communication.

These digital natives, who are either students or relatively recent entrants to the workforce, are often described as technologically savvy and the most visually sophisticated of any generation. A need to interact with others is a key reason for Gen Y's use of social media (Palfrey & Gasser, 2008). Social media users from 18 to 34 years old are more likely than older age groups to prefer social media for interactions with acquaintances, friends and family.

They are also more likely to value others opinions in social media and to feel important when they provide feedback about the brands or products they use (eMarketer, 2011). In addition, Gen Y uses social media for the same purposes as other cohorts: for information, leisure or entertainment (Park, Kee & Valenzuela,2009), for socializing and experiencing a sense of community (Valkenburg, Peter & Schouten,2006), and for staying in touch with friends (Lenhart & Madden, 2007).

Teachers' age and experience is bound to have an effect on the level of ICT integration (Mahmud & Ismail, 2010) due to their social exposure to ICT while for older teachers, confidence could be due to the knowledge of ICT that they have. Younger teachers' may be confident in using ICT garnered over the years attending professional development activities. Another study where experience is a variable was conducted by Adams (2002). In the study, respondents were 589 faculty members in a metropolitan teaching institution revealed that faculty members with less than 10 years of teaching experience were more likely to integrate computers and the internet in their teaching. The study also revealed female members with fewer years of teaching experience as the most active integrators of technology compared to their older male colleagues' who were the least prone to adopt technology. Venkatesh et al. (2003) also find report similar findings in their survey of ICT integration among faculty members. They find older users lagging behind their younger counterparts in technology uptake. They also find younger users placing more importance on the extrinsic rewards of technology uptake compared to older members of the faculty.

Contrary to these findings, Teo (2008) stated that there was not any significant relationships occurred between technology and age. As far as the socio-demographic variables are concerned, the age and the scientific discipline were found as the most relevant predictors of use of Social Media for teaching. However, further research would be necessary to better understand the role of age. Indeed, results on this variable were not always consistent with results relating to other variables like seniority. In some way, from the study, it cannot conclude that being younger necessarily leads to adopt Social Media, especially those based on high levels of reputation in a professional field (Kirkup, 2010; Manca & Ranieri, 2016) .

It was found that, when coming to age, the main result is that younger scholars are using Social Media for personal, professional and teaching purposes more than their older colleagues, which confirms previous research on the issue (Greenhow & Gleason, 2014; Grudz , Staves & Wilk , 2012) . On the other hand, junior scholars are likely to use Social Media in their personal life more than senior scholars, which entails that they are more familiar with these tools rather than their older counterparts. However, results relating to the impact of seniority reveal a slightly different tendency, whereby scholars with higher numbers of years of teaching, and supposedly older, are generally using Social Media for all types of use more than their junior academics.

2.8 Gender differences in SNS

Women are often socialized away from technology-related academic pursuits, such as science, technology, engineering, and math (STEM) fields (American Association of University Women (AAUW), 1992). Weiser (2000) hypothesized that because women were often encouraged away from these pursuits, they may have less accessibility or need for computers as relative to men. It was further hypothesized that women were less likely to select careers for which the use of technology was important. Weiser's initial research on the question of women and technology use supported these notions.

More recently, Fallows (2005) reported that there were no longer gender differences in the overall amount of Internet use, but rather there were differences in motivation and utilization of time spent online. For example, women used the Internet more for social interaction and relationship maintenance; while men were more likely to spend their time online engaging in more task focused activities (e.g., reading the news and getting financial information).

These results suggest that over the course of a few years, women had developed communication styles for text-based interactions and were even using e-mail more than men – and in a more engaging way than men. Specifically, women were more likely to use e-mail as a way to maintain relationships, spending most of their online time e-mailing friends and family.

Women and men were both equally likely to value e-mail for its efficiencies and convenience, but women reported feeling more satisfied with the role e-mail played in their life. Furthermore, women said that e-mail played a more significant role in their life than men. (Fallows,2005). Thus, over time women adopted various kinds of mediated communication for interacting with people they already knew (Muscanell & Guadagno, 2012). Men, however, were still more intense Internet users than women (Fallows, 2005). The data indicated that men logged on more often and were more likely to have high-speed Internet access at home. Furthermore, men were more likely to use the Internet and e-mail messages as a source for facts and information. These results follow the pattern established by Social Role Theory (Eagly, 1987) that men use the Internet and other forms of mediated communication to achieve agentic goal.

2.9 Summary

This chapter includes the definition of SNS and also highlighted several types of SNS including CMC. The SNS that appeared in this chapter are Facebook, YouTube, Instagram, Twitter and Telegram and WhatsApp represent the CMC. In this chapter, the review of related literatures was not only touches on the concept of SNS, but also the usage of SNS in educational settings. The unique features of SNS permitted to be used vastly in education and this can be seen in most of the literatures provided in this chapter. Throughout the literatures, it mostly discussed how it has been used in educational world which much attentions to be given to the students. The aspect of using SNS has been explored but little to be dedicated to the school teachers in terms of pattern of SNS usage. Therefore, some of the studies provided some factors based on uses and gratifications along with social influence that was believed to be the determinants of influencing behavioural intention to use SNS among teachers. The other communal issues such as gender differences and ages also being highlighted where some contradictions occurred in many literatures.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Overview

This chapter covers the research methodology and research design approach that was tailored to the needs of the objectives of the study. It includes the research framework, the design of the research instruments, the data collection method, pilot study, population, sample and sampling design, the test of validity and reliability of the research instrument and the test of data normality. In this chapter, the operationalization of constructs to be used in the research framework are also highlighted.

3.2 Research Design

The study will be using the quantitative approach where the research design consists of survey questionnaire which also to include some correlational study which to be used to answer the research objective of the study. Correlational study provides an opportunity to predict scores and explain the relationship among variables. In correlational research designs, the correlation statistical test can be used to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. In this design, there is no attempt to control or manipulate the variables as like an experiment. The correlational design gives an attempt to investigate the relationship between the variables by using some inferential statistics test.

This design is consulted when to seek and relates two or more variables that if they influence each other, such as the relationship between teachers who endorse developmentally appropriate practices and their use of the whole-language approach to reading instruction (Ketner, Smith & Parnell, 1997).

This design allows to predict an outcome, such as the prediction that ability, quality of schooling, student motivation, and academic coursework influence student achievement (Anderson & Keith, 1997). This design to be applicable by implementing statistical knowledge based on calculating the correlation statistical test. In this study, the design is used to seek the relationships between the variables that influence teacher's behavioural intention to use SNSs. Therefore, it is suitable to conduct the study by using the quantitative approach correlational type of study.

3.3 Research Framework

The study attempts to achieve three research objectives namely to examine the mean differences in teacher's behavioural intention to use SNS between male and female teachers, to examine the mean differences in teacher's behavioural intention to use SNS between age group and to investigate factors that influence teacher's behavioural intention to use SNS. This study employed two research frameworks; SI and UGT which was also replicated from the previous study by Ifinedo (2016). There were three variables in SI and another five variables in UGT. Those variables in SI are compliance (normative influence), internalization (group norm) and identification (social identity) and UGT has purposive value, self-discovery value, entertainment value, maintaining interpersonal interconnectivity and social enhancement.

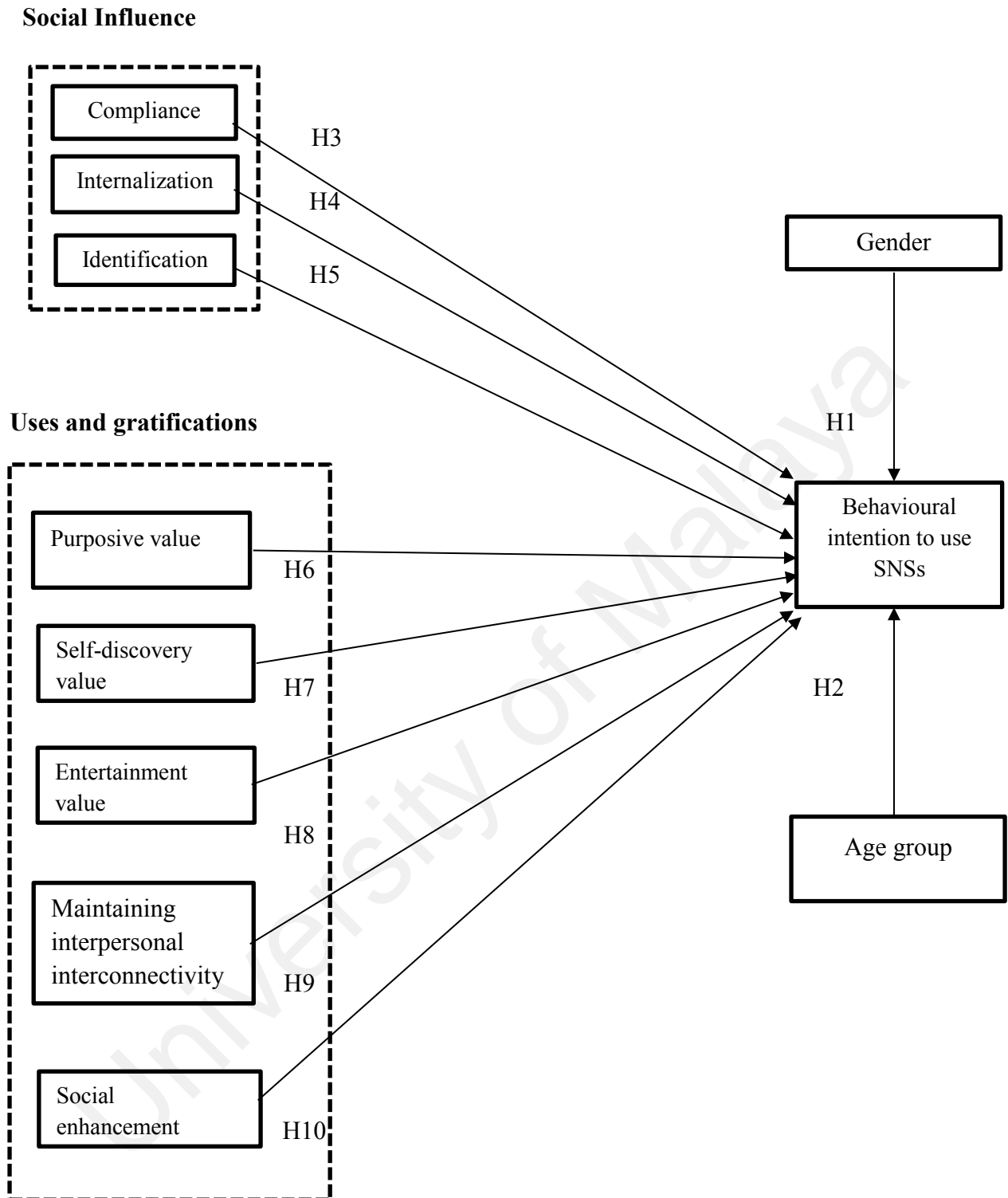


Figure 3.1 Research Framework depicted from Ifinedo,2016 (Chapter 2, pg.29-30)

3.3.1 Research Hypotheses

In order to answer the research questions, these are the research hypotheses to be used in the study.

H1: There are statistically significant mean rank differences in teacher's behavioural intention to use SNSs between male and female teachers.

H2: There are statistically significant mean rank differences in teacher's behavioural intention to use SNSs between young and senior teachers.

H3. Is there statistically significant relationship between compliance and teacher's behavioural intention to use SNSs.

H4. Is there statistically significant relationship between internalization and teacher's behavioural intention to use SNSs.

H5. Is there statistically significant relationship between identification and teacher's behavioural intention to use SNSs.

H6. Is there statistically significant relationship between purposive value and teacher's behavioural intention to use SNSs.

H7. Is there statistically significant relationship between self-discovery value and teacher's behavioural intention to use SNSs.

H8. Is there statistically significant relationship between entertainment value and teacher's behavioural intention to use SNSs.

H9. Is there statistically significant relationship between to maintain interpersonal interconnectivity and teacher's behavioural intention to use SNSs.

H10. Is there statistically significant relationship between social enhancement and teacher's behavioural intention to use SNS.

3.3.2 Operationalization of constructs

The following will be the working definitions of the constructs for the study. The study uses two frameworks namely SI and UGT. There are three sub-elements in SI which comprise of identification, internalization and compliance. Meanwhile, UGT has five sub-elements ranging from purposive value, self-discovery, entertainment value, social enhancement and maintaining interpersonal connectivity. The following will be the details for sub-elements in both SI and UGT.

(i) Social Influence (SI)

a) Compliance

Compliance occurs when an individual perceives that a social actor wants him or her to perform a specific behaviour, and the social actor has the ability to reward the behaviour or to punish the non-behaviour (Venkatesh & Davis, 2000). Furthermore, compliance is the act of agreeing with others (Kelman, 1958,1974) whereas Aronson et al. (2010) defined compliance as the act of responding favourably to explicit or implicit requests made by others. An individual may agree with the view of others to accept a particular technology if she or he lacks adequate information on the technology. The term compliance embedded in the study refers to the act of reaching an agreement among the teachers to accept the usage of SNS. The word “friend” in the items of compliance may not only refers to the group of teachers but also the students. This is because the teachers may also interact by using SNS formally and informally and therefore the responds of SNS among the teachers may change over the time.

b) Internalization

Internalization refers to the adoption of common self-guides for meeting idealized goals shared with others (Dholakia, Bagozzi & Pearo, 2004). In the other hands, some researchers described the internalization as the process of accepting a belief or behaviour because it is consistent with one value's system (Cheung & Lee ,2010; Kelman,1974). Therefore, internalization in the context of this study is dealing with the beliefs of accepting SNS as a common self-guide in meeting goals and to be shared among the teachers due to its consistency.

c) Identification

Identification occurs when an individual accepts influence because he wants to establish or maintain a satisfying self-defining relationship with another person or a group (Kelman, 1958). Meanwhile the other scholars claimed the identification as the process of being influenced by others in the same social group (Cheung, Chiu & Lee ,2011; Kelman ,1958,1974). Through this process, the individuals accept a particular technology because they want to establish or maintain a satisfying, self-defining relationship with their social group (Bagozzi & Lee,2002 ; Cheung, Chiu & Lee,2011). In the study, the term identification is referring to the process of keeping self-defining relationship and to maintain it with another teacher or a group of teachers and students by accepting the influence of SNS technology.

(ii) Uses and gratifications

The following are the sub-elements to be found in UGT.

a) Purposive value

Refers to the values that originated from an individual who accomplished something with instrumental and pre-determined informational purposes (Cheung, Chiu, & Lee 2011 ; Leung & Wei,2000). In this study, the purposive value refers to the adherence of accepting SNS due to accomplishment of informational purposes does it provides to the teachers.

b) Self-discovery value

It refers to values that an individual's motivation in order to understand the aspects of other people via online group participation (Cheung, Chiu & Lee.,2011; Raacke & Bonds-Raacke,2008). In this study, self-discovery value refers to the teacher's motivation in understanding others while participating in SNS environment.

c) Entertainment value

Refers to the value of fun and enjoyment which an individual derives from interacting with others in an online network (Ku, 2013 ; Pai&Arnott,2013). Meanwhile, the entertainment value that is to be used in the study refers to the value of fun and enjoyment that the teachers enjoyed from their interaction through SNS.

d) Maintaining interpersonal connectivity

The term above refers to the social benefits that the individual derives from establishing and maintaining contact with others in online network (Cheung, Chiu & Lee ,2011; Ku, 2013). In the study, it refers to the social benefits that the teachers derive from maintaining contact with other people via SNS environment.

e) Social enhancement

Refers to the values that individual derives from gaining acceptance and the approval of others and also at the same time enhancing one's social status within the online network (Ku, 2013 ; Pai & Arnott,2013). For the study, the social enhancement refers to the value that the teachers derive from granting acceptance and approval from other people and to enhance social status through SNS.

(iii) Behavioural intention to use SNS

The term behavioural intention is derived from the Theory of Reasoned Action (TRA) (Fishbein & Ajzen , 1975) . It is a variable that measure of the strength of one's intention to perform a specified behaviour which is to use of an information system.

Intention is initially to capture the motivational factors that influence a behaviour. It indicates how hard people are planning to exert in order to perform the behaviour. In general, the stronger the intention to engage in behaviour, the more should be the performance (Ajzen, 1991).

Therefore, in the study, the behavioural intention is a term to refer to the variable that measure teacher's intention to perform a specified behaviour in SNS as a kind of information system. SNS is also a part of information systems since it has people as users, software and hardware as to ensure that SNS works well.

(iv) Age group

In the study, the age group refers to the group of teachers which divided into two categories namely junior and senior teachers. Junior teachers refer to the teachers that aged below than 30 years of age. Teachers who are 31 years of age until 60 years will be regarded as the senior teachers. The term junior teachers refer to the years of teaching experience after they are graduated from the university at the age of 23 years or so.

3.3.3 Dependent variable and Independent variables

In this study, there are 8 independent variables namely compliance, internalization, identification, purposive value, self-discovery value, entertainment value, maintaining interpersonal interconnectivity, social enhancement, gender and age group whereas the dependent variable is the behavioural intention to use SNS.

3.4 Research instrument

The survey questionnaire is designed according to the research objectives, research questions and the context of the study. It will enable to identify factors that influence teacher's behavioural intention to use SNS. The questionnaire has 4 sections and containing 45 questions altogether. There are 35 questions use the Likert Scale response which ranging from scale 1 to 5, and the remaining 10 questions cater the demographic information where the questions are open ended.

The questions in the questionnaire comprise of 11 variables namely compliance, internalization, identification, purposive value, self-discovery, entertainment value, social enhancement and maintaining interpersonal interconnectivity, perception of using and behavioural intention to use SNS as well as demographic information.

The questionnaire is divided into 4 sections:

- Section one represents the variables embedded in Social Influence (SI) which is to be used in the study. The three variables in Social Influence are compliance, identification and internalization. All items were measured by using a five-point Likert Scale as mentioned earlier where 1 =” Strongly Disagree”, 2=” Disagree”, 3=” Neutral”,4=” Agree” and 5=” Strongly Disagree”.
- Section two comprise of the variables in Uses and Gratifications. The variables involved are maintaining interpersonal interconnectivity, self-discovery value, purposive value, social enhancement value and entertainment value. Those items were also measured by using a five-point Likert Scale where 1 =” Strongly Disagree”, 2=” Disagree”, 3=” Neutral”,4=” Agree” and 5=” Strongly Disagree”.
- Section 3 comprise the items for behavioural intention to use SNS. This section has only three items and measured by a five-point Likert Scale where 1 =” Strongly Disagree”, 2=” Disagree”, 3=” Neutral”,4=” Agree” and 5=” Strongly Disagree”.
- Section 4 is designed to collect demographic information about the teachers involved in the study.
- This section has 10 questions regarding the gender, age, teaching experience, the academic qualification, information on SNS such as SNS account, frequency of using SNS per day and per hour, the types of SNS that the teacher use and the comments regarding the usage of SNS in education.

- The questionnaire item is shown in Table 3.1 until 3.4. This study adapted some measuring instruments for the variables which depicted from the previous study according to the sections in the questionnaire.

Table 3.1 SI constructs

a) SI Construtes

	Items	References
COMPL 1	My friends view of Social Networking Sites usage is similar to mine	(Cheung, Chiu, & Lee (2011) Dholakia,Bagozzi & Pearo (2004)
COMPL 2	It is necessary for my friends to use Social Networking Sites to be accepted among friends	
COMPL 3	Unless my friends see the benefits of using Social Networking Sites, they would see no reason to spend extra effort in using such tools.	
IDENT 1	In our interactions, my friends feel a sense of ownership about the use of Social Networking Sites.	
IDENT 2	My friends talk about the use of Social Networking Sites to other teachers that have not joined.	
IDENT 3	My friends are proud of using Social Networking Sites.	
INTNL1	Social Networking Sites are important to my friends.	
INTNL 2	My friends use Social Networking Sites because it provides some underlying social benefits.	
INTNL 3	My friends like using Social Networking Sites predominantly because of the similarity between values and the benefits that such tools provide.	

b) UGT constructs

Table 3.2 UGT Constructs

	Items	References
MAINT1	I use Social Networking Sites in order to have something to do with others.	Cheung, Chiu, & Lee (2011) Dholakia, Bagozzi & Pearo (2004) Ellison, Steinfield & Lampe (2008)
MAINT2	I use Social Networking Sites to keep in touch.	
MAINT3	Social Networking Sites enable me to connect with others	
SDV 1	I use Social Networking Sites to learn about myself and others.	
SDV 2	Social Networking Sites enables me to gain insight about myself	
SDV 3	I use Social Networking Sites to have an understanding of myself and others	
PV1	My Social Networking Sites page was created to get information	
PV2	My Social Networking Sites page was created to generate ideas	
PV3	My Social Networking Sites page was created to provide others with information	
PV4	My Social Networking Sites page was created to solve problems and make decisions	

Table 3.2, continued

	Items	References
PV5	Using Social Networking Sites for educational purposes	Cheung, Chiu, & Lee (2011) Dholakia, Bagozzi & Pearo (2004) Ellison, Steinfield & Lampe (2008)
PV6	Social Networking Sites could be used to support face to face learning	
PV7	Using Social Networking Sites for class would promote motivation for learning	
PV8	Using Social Networking Sites for class would make me feel more connected to my learning community	
PV9	Using Social Networking Sites as an educational platform could promote better rapport with learning community	
PV10	Social Networking Sites could be used effectively to share teaching materials.	
ENT 1	Social Networking Sites provide me with a lot of fun.	
ENT2	I have fun using Social Networking Sites.	
ENT3	The process of using Social Networking Sites is pleasant.	

Table 3.2, continued

SOCEN1	I joined Social Networking Sites to be impressed.	Cheung, Chiu, & Lee (2011) Dholakia, Bagozzi & Pearo (2004) Ellison, Steinfield & Lampe (2008)
SOCEN2	I joined Social Networking Sites to feel important.	
SOCEN3	I joined Social Networking Sites to enhance my social life.	

c) BI constructs

Table 3.3 BI constructs

	Items	References
BI 1	Assuming I had access to the Internet, I intend to use Social Networking Sites.	Cheung & Lee (2009)
BI 2	I predict I will use Social Networking Sites in the coming weeks.	
BI 3	I am certain that I will use Social Networking Sites to interact with my friends in the coming weeks.	

3.5 Population and Sample

Population is referring to a set of group elements (people, objects, events or items) where the sample selection is done and where the results of the study can be generalized. It is specifically defined for a particular study or being studied and often refers as target population. To obtain a sample, it must begin by defining a target population. The target population is the group or the individuals to whom the survey applies. In other words, you seek those groups or individuals who are in a position to answer the questions and to whom the results of the survey apply (Kitchenham & Pfleeger,2002).

For the study, the target population will be the teachers who are currently teaching at 8 fully residential schools in Negeri Sembilan, Malaysia. The population of the teachers at those respective schools are currently estimated about 480 teachers. The selection of fully residential schools were based on favourable criterion. All 8 schools involved in the study are also classified as HPS (High Performance School) where it is a school which has ethos, character and unique identity in ensuring the school to excel in all aspects of education. Those schools have strong and excellent work cultures and dynamic national human capital for holistic and continuous development in order to compete in the international arena and also becoming the school of choice (Pemandu,2013). The culture of HPS is using multiple modes of instructions and IT-based in conducting the teaching and learning as well as other activities were put into justifications of why the study had been conducted in those schools.

In order to collect the data, the cluster sampling will be used since the population is quite large. This is due to the fact that those schools are located in different vicinities in Negeri Sembilan. In order to run the cluster sampling, the sample will be divided into 3 categories or clusters.

The details are as follows:

- a) Cluster 1 will be the schools which are located in Seremban, the capital city of Negeri Sembilan. The schools are Dato' Abdul Razak School (SDAR), Tuanku Munawir Science School (SASER), and Seremban Girl's Science School (SGS)
- b) Cluster 2 will be the schools which are suburban schools of Seremban. Those schools are Tunku Kurshiah College (TKC) in Enstek City, Nilai and Federal Islamic School of Labu (SMAPL) in Labu.
- c) Cluster 3 are the schools which located in different districts in Negeri Sembilan and away from Seremban city. The schools are Tuanku Jaafar Science School (STJ) in Kuala Pilah District, Rembau Science School (SEMESRA) in Rembau District and finally Jempol Integrated Fully Residential School (INTEJ) which is located in Jempol District.

3.5.1 Sampling technique

According to Barnet (1991), sampling technique is the method where the survey sampling selects the clusters where the groups can be defined by area of residence, organizational membership or other group-defining characteristics. In this study, the group refers to the teachers at 8 fully residential schools in Negeri Sembilan.

Cluster sampling is often used where a complete list of subjects is impossible or impractical to construct. Cluster sampling is a two- (or more) stage process whereby clusters of individual units are first defined and selected and then samples of individual units are taken from each of the defined clusters. For example, a study may define a number of towns typical of the different types of towns found in a nation-state and then conduct a random sample from the registered residents in each town. In some survey research designs all members in a cluster chosen at the final stage will be studied, for example, all children in a class chosen for inclusion in the study (Kish, 1965; Barnett, 1991)

In conducting the cluster sampling, several processes need to be done beforehand. The process are as follows:

- 1) The population involved in this study need to be defined and identified. The population refers to the teachers which are currently teaching at the fully residential schools in Negeri Sembilan. The fully residential schools are also known as the *Cluster School of Excellence* which is a brand given to schools that have distinguished themselves by attaining excellence in their cluster, in all aspects of the school management and student achievement.
- 2) The desired sample size will be determined by using Krejcie and Morgan Table. From the table, it is estimated that for 480 populations, the sample size which represent the population will be 215 teachers.

Table 3.4 Respondents Proportion in the Study

Cluster	Respondents	Calculation	Total respondents proportion
1	152	$152/483*215$	68
2	148	$148/483*215$	66
3	183	$183/483*215$	81
Total	483		215

3.5.2 Pilot study

The pilot study was conducted beforehand as to ensure that the instruments of the study will meet up the research objectives and research questions. It was conducted in May 2016 in about two weeks. The respondents were from the teachers who currently pursuing their postgraduate studies at several research universities in Kuala Lumpur. There were 30 respondents who participated in the study and they are teachers who currently studying at the local universities in Klang Valley. Most of them are sponsored by the Ministry of Education's sponsorships program. Thus, the respondents may not be in the same population for the study.

The duration of two weeks was enough to distribute and collect the data from them since most of the teachers were at the campus during the pilot study. The questionnaire design has been vetted by a qualified English teacher before the question could be distributed to the respondents.

The content of the questionnaire was also emailed and sent to the supervisor in order to get the verification for the questionnaire to be used. The later part was the reliability and validity of the constructs used in the study. The Cronbach's Alpha test was carried out for every item in the questionnaire as to ensure the items reliability along with the factor analysis.

3.5.3 Changes made after the pilot study

Several changes had been made after the pilot study was carried out. Most of the changes were the physical presentation of the questionnaire. Initially, the instructions in the questionnaire was written in English but after the pilot study took place, most of the respondents lamented that the instructions should be also written in Malay Language. The validity of the research instruments was in doubt when several items in the questionnaire scored below than 0.7. However, those items still being used since the Cronbach alpha values quite sensitive to the number of items on the scale. (Pallant, J.,2000).

3.6 Data Collection

The survey was conducted at 8 fully residential schools in Negeri Sembilan. It took about 5 months to complete the distribution and collection of data for the study. There were some policies and regulations need to be followed before the survey could be done. Since the fully residential schools are under the administration of Residential and Excellent School Management Division, the consent letter should be made to the said department. The consent letter also need to be sent to Negeri Sembilan State of Education Department as well as the Educational Planning and Research Division, Ministry of Education, Malaysia in order to get the permission to conduct the study in the schools.

Since those fully residential schools used to deal with various research studies from the ministry and other organization, the school administrators frequently distributed and administered the survey. The set of questionnaires was given to each of the school's head which involved in the study. Later, the responsibility took place by the senior assistants as to ensure that the distribution of questionnaire to be done randomly. Each of the schools had been given one to three weeks to complete the survey and it was collected after the school informed through the messages via mobile phone.

3.6.1 Handling the non-response bias

This is to deal with the problems on handling the non-response bias. It happened when the questionnaire did not arrive to an expected time or no response at all from the respondents. In order to overcome the problems, several ways had been made to ensure that the targeted numbers of questionnaires could be achieved. One of the strategy was to arrange phone calls to the school representatives or administrators who had been involved in the study. Prior to that, the emails and text messages had been sent to them as to ensure that the questionnaire had been completely answered by the respondents.

3.7 Reliability of the Research Instrument

One of the appropriate stage in the data analysis is measuring the research instrument reliability. Instrument reliability can be defined as “the accuracy (consistency & stability) of measurement by a test” (Isaac & Micheal,1971). The test of reliability was conducted as to analyse the items were reliable and correctly used to measure the concepts.

It was carried out by using Cronbach's Alpha coefficients (CRA). CRA frequently applied in order to evaluate the internal consistency of the measurement used in the study. According to CRA, the ideal score of CRA should be above .70 (DeVellis , 2003). Contradictory, the CRA is quite sensitive to the number of items in the scale. It is common to have quite low CRA values with short scales (e.g. scales with fewer than 10). Therefore, Briggs and Cheek (1986) recommended an optimal range for the inter-item correlation of .20 to .40. Alternatively, COM analysis to be performed since other reliability measure accept the value higher than .60 (Werts, Linn & Joreskog, 1974). The table below shows the result of running Cronbach's Alpha which displays the reliability analysis of the constructs involved in the study. It was found that most of the constructs scored above than 0.7 whereas two constructs scored below than 0.7.

Table 3.5: Cronbach' Alpha

No.	Variables	Cronbach's Alpha	Number of items
1.	Compliance	0.401	3
2.	Identification	0.603	3
3.	Internalization	0.805	3
4.	Social enhancement value	0.684	3
5.	Maintaining interpersonal interconnectivity	0.841	3
6.	Purposive value	0.901	10
7.	Self-discovery value	0.913	3
8.	Entertainment value	0.925	4
9.	Behavioural Intention	0.872	3

3.8 Validity of the Research Instrument

The word validity can be defined as “the degree to which instrument truly measures the constructs which they intend to measure”. (Peter,1979). The validity assessment in the other hand to establish construct validity by using convergent and discriminant (Netemeyer, Bearden & Sharma,2003). Convergent validity is referred as “the extent to which indicators of a specific construct ‘converge’ or share high proportion of variance in common”. (Hair et al.,2006). In order to examine convergent validity, the average variance extracted (AVE) to be computed by using standardized factor loadings of the items.

In order to reach the desired validity level, the AVE values should be greater than .05 (Hair et al.,2006). Meanwhile, the discriminant validity can be defined as “the extent to which an independent variable is truly distinct from other independent variables in predicting the dependent variable”. (Hair et al., 2006). This can be achieved by ensuring all of the variables are correlating with the own constructs than with other constructs. Kaiser-Meryer-Olkin (KMO) was used to measure sampling adequacy and varies zero and one, with values greater than or equal to 0.60 indicating a good fit (Erfanmanesh, Abdullah & Karim, 2012). In this study, the value of the variables ranges from 0.524 to 0.854.

Kaiser (1974) describes the following criteria or value: >0.9 is marvelous, > 0.8 meritorious, > 0.7 middling, > 0.6 is miserable and > 0.5 is unaccepted. Thus, the present study describes the value of middling and meritorious. Additionally, the results of the Bartlett’s Test of Sphericity of all the items were significant ($p < 0.000$), indicating that the items contained adequate common variance for the researcher to proceed with exploratory factor analysis.

Table 3.6 shows the value of Cronbach Alpha and the factor loadings and also Kaiser-Meryer-Olkin (KMO) for every item in the constructs. It was recommended by the scholars that the factor analysis will enable the construct validity of the questionnaire can be tested. (Bornstedt, 1977). The construct validity will ensure that the questions in the questionnaire representing the underlying constructs well. Due to a very low result of Cronbach Alpha for “compliance”, it will not be analysed and proceed for the study (refer to Table 3.5).

Table 3.6 Factor loadings and KMO for validity of research instruments

Items	Factor Loadings	Kaiser-Meryer Olkin (KMO)
Compliance		0.524
My friends view of Social Networking Sites usage is similar to mine	0.794	
It is necessary for my friends to use Social Networking Sites to be accepted among friends	0.786	
Unless my friends see the benefits of using Social Networking Sites, they would see no reason to spend extra effort in using such tools	0.375	
Identification		0.655
In our interactions, my friends feel a sense of ownership about the use of Social Networking Sites	0.784	
My friends talk about the use of Social Networking Sites to other teachers that have not joined.	0.777	
My friends are proud of using Social Networking Sites.	0.745	
Internalization		0.584
Social Networking Sites are important to my friends.	0.759	
My friends use Social Networking Sites because it provides some underlying social benefits.	0.918	

Table 3.6, continued

My friends like using Social Networking Sites predominantly because of the similarity between values and the benefits that such tools provide.	0.813	
Social enhancement value		0.623
I joined Social Networking Sites to be impressed.	0.735	
I joined Social Networking Sites to feel important.	0.755	
I joined Social Networking Sites to enhance my social life.	0.848	
Maintaining interpersonal interconnectivity		0.660
I use Social Networking Sites in order to have something to do with others.	0.792	
I use Social Networking Sites to keep in touch	0.928	
Social Networking Sites enable me to connect with others	0.897	
Purposive value		0.853
My Social Networking Sites page was created to get information	0.623	
My Social Networking Sites page was created to generate ideas	0.746	
My Social Networking Sites page was created to provide others with information	0.660	
My Social Networking Sites page was created to solve problems and make decisions	0.623	
Using Social Networking Sites for educational purposes	0.750	
Social Networking Sites could be used to support face to face learning	0.823	
Using Social Networking Sites for class would promote motivation for learning	0.830	
Using Social Networking Sites for class would make me feel more connected to my learning community	0.750	
Using Social Networking Sites as an educational platform could promote better rapport with learning community	0.775	
Social Networking Sites could be used effectively to share teaching materials.	0.776	

Table 3.6, continued

Self-discovery value		0.723
I use Social Networking Sites to learn about myself and others	0.896	
Social Networking Sites enables me to gain insight about myself	0.947	
I use Social Networking Sites to have an understanding of myself and others.	0.927	
Entertainment value		0.854
Social Networking Sites provide me with a lot of fun	0.876	
I have fun using Social Networking Sites	0.924	
The process of using Social Networking Sites is pleasant	0.930	
Social Networking Sites do not bore me	0.891	
Behavioural Intention		0.726
Assuming I had access to the internet, I intend to use Social Networking Sites	0.859	
I predict that I will use Social Networking Sites in the coming weeks	0.907	
I am certain that I will use Social Networking Sites to interact with my friends in the coming weeks	0.910	

3.8.1 Data Analysis

The data analysis was conducted to obtain the descriptive and the inferential statistics results to support the research objectives of the study.

The descriptive analysis includes the percentage, mean and mode of the data whereas the inferential statistics provides the test for correlation or relationships and mean differences. In this study, there were two types of non-parametric tests had been carried out. The Spearman's Rho for the test of relationship and Mann Whitney U Test for mean rank differences. All of the tests were run by SPSS version 23.

3.8.2 Assessment of Data for Normality

i) Measures of data variability

After the analysis of the histogram, it was found that the histogram and the scores appeared to be normally distributed. The standard deviation for the variables of compliance (0.53), identification (0.58), internalization (0.53), purposive value (0.49), maintaining interpersonal interconnectivity (0.62), self-discovery value (0.78), social enhancement (0.76), entertainment value (0.68) and behavioural intention (0.60). which all scored less than 1. It showed the data are positively skewed and normally distributed, Figure 3.2 until 3.4 shows the histogram of the variables.

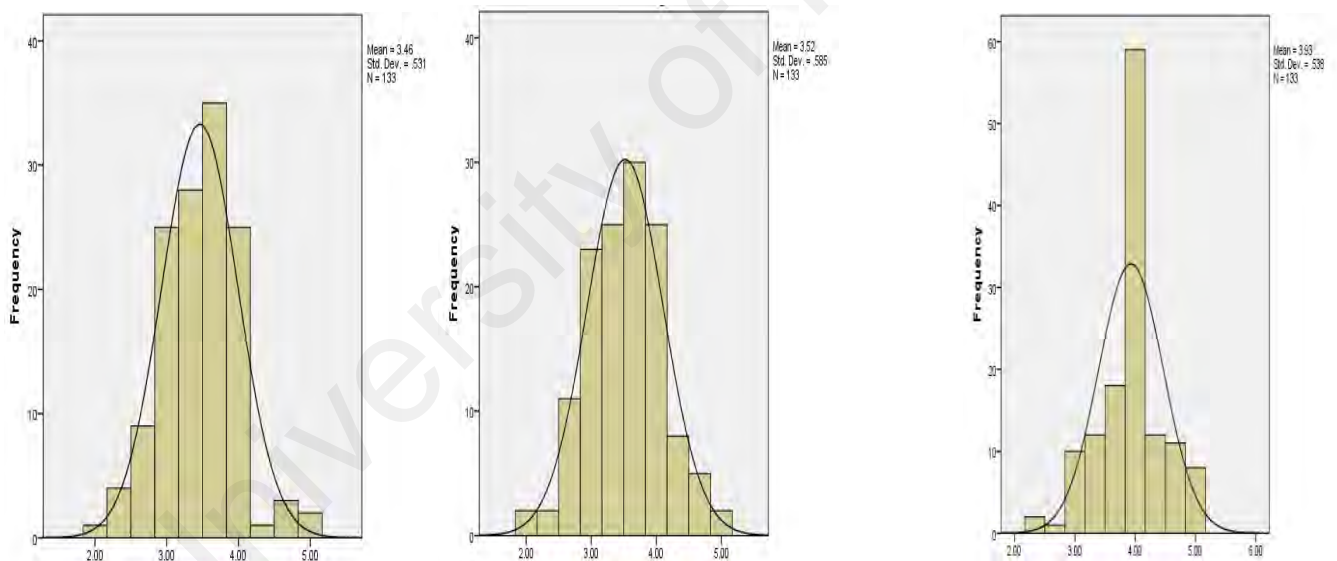


Figure 3.2 Histogram for Compliance, Identification and Internalization

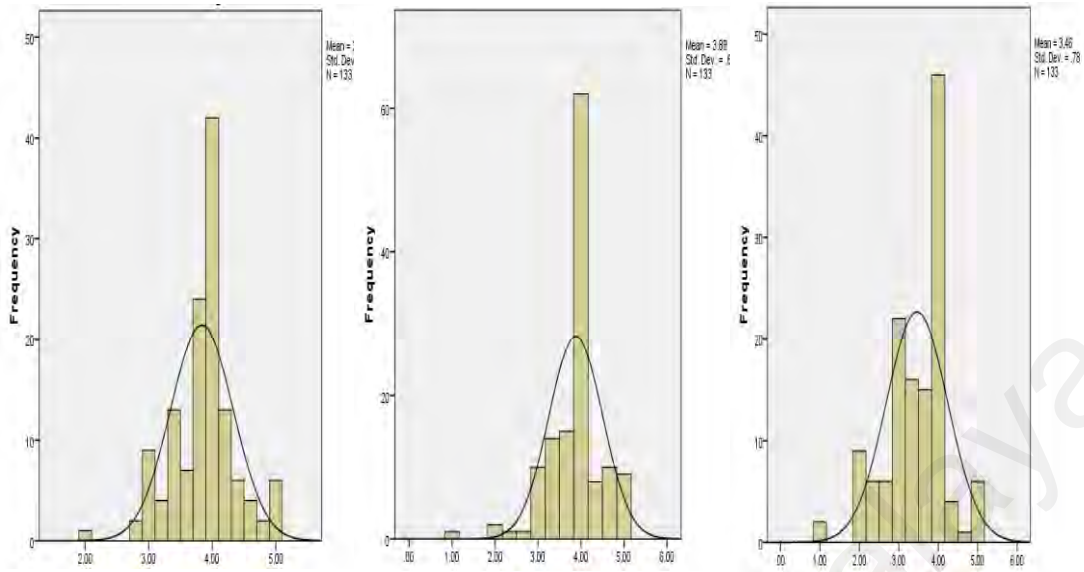


Figure 3.3 Histogram of Purposive Value, Maintaining Interpersonal Interconnectivity and Self-Discovery Value.

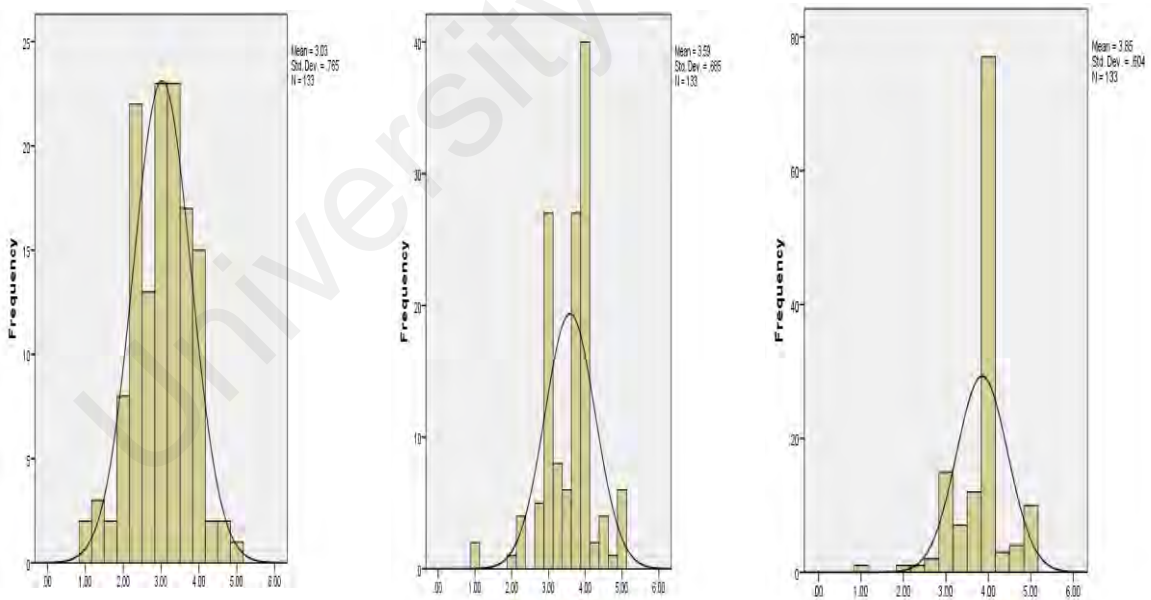


Figure 3.4 Histogram for Social Enhancement, Entertainment Value and Behavioural Intention

ii) Kolmogorov Smirnov

Kolmogorov Smirnov test is another indicator to be used in data normality test. The assumption of Kolmogorov-Smirnov test result is significant if $p < .05$. In this study, the scores of the variables (compliance, identification, internalization, social enhancement, maintaining interpersonal interconnectivity, entertainment value and behavioural intention) significantly deviate from normality as all of those variables yielded $p = 0.00$ which is significant ($p < .05$). Therefore, the distribution was not normal. The results of this distribution can be trusted because the data population was more than 50. The decision to determine the non-parametric test was according to Kolmogorov Smirnov Test since the population for the study was more than 50. Table 3.8 below describes the Kolmogorov-Smirnov test.

Table 3.7 Kolmogorov Smirnov Test

Variables	Kolmogorov-Smirnov		
	Statistic	df	Sig.
Compliance	.147	133	0.00
Identification	.229	133	0.00
Internalization	.124	133	0.00
Social enhancement value	.111	133	0.00
Maintaining interpersonal interconnectivity	.245	133	0.00
Purposive value	.140	133	0.00
Self-discovery value	.184	133	0.00
Entertainment value	.195	133	0.00
Behavioral Intention	.302	133	0.00

3.9 Summary

Chapter 3 is a research methodology of the study. It is to achieve the research objective. In this chapter, all of the aspects of methodology were put into details. It began with the research design where the study was determined to be carried out as a quantitative study. The rationale of having the research design was also highlighted in this chapter. The quantitative study is all about measurement and therefore the variables involved in the study were operationalized according to the context of the study. The details of measurement and the structure of the questionnaire also were put into explanation. One of the most important things in the study was the validity and reliability of the items used in the study. This chapter provides the results of validity through Cronbach alpha's value while factor loadings showed the reliability of the items. Furthermore, the sampling design and procedures were also presented in this chapter where the cluster sampling was chosen for the study. The data collection and analysis also being explained in chapter 3 where the inferential statistics test was consulted since the study was conducted in random sampling. The normality test showed the result of each variables which conveyed that the non-parametric tests to be used for the study.

CHAPTER 4

DATA ANALYSIS

4.1 Overview

This chapter is meant to report the data that had been collected and to analyse the results of the study. The data collected were analysed to answer the research questions and to test the hypotheses written in the first chapter of the study. In order to answer the respective research questions, there were two types of non-parametric tests which had been carried out, Mann Whitney U Test and Spearman's rho correlation test. Mann Whitney U test is a non-parametric test to measure the mean differences between the independent variables (IV) and the dependent variables (DV) whereas the Spearman's rho correlation was to be used to measure the relationships between the independent variables (IV) and the dependent variables (DV) in the study. The first section of the data analysis contains the demographic information of the respondents in the study and the second section will be the answering the research questions. The second section analysed the mean differences in teacher's behavioural intention to use SNS between male and female teachers.

It is then followed by the third section which examine the mean differences in teacher's behavioural intention to use SNS between age group. The mean differences measured by Mann Whitney U Test. The later part of the analysis was to investigate factors that influence teacher's behavioural intention to use SNS. The factors for this study acted as independent variables (IV) which came from SI (internalization and identification) and

UGT (social enhancement value, maintaining interpersonal interconnectivity, purposive value, self-discovery value and entertainment value).The teachers behavioural intention to use SNS acted as the dependent variable(DV) in this study.

4.2 Demographic Information

From the table 4.1, the sample of the study comprise of one hundred and thirty-three (133) respondents where 101 or 75.9 per cent of the respondents were female and 32 or 24.1 per cent were male. It was found that 86.5 per cent or 115 of the respondents has the Bachelor's degree whereas 18 of the respondents of the study or 13.5 per cent of them hold the Master's degree. It was also revealed that 97 per cent of the respondents do have the SNS account and remaining per cent did not have or did not reveal if they do have SNS account.

Table 4.1: Demographic Information

Sample characteristics		
Demographics	Frequency	Percentage (%)
Gender		
Male	32	24.1
Female	101	75.9
Educational Background		
Diploma	-	-
Bachelor's Degree	115	86.5
Master	18	13.5
Ph.D	-	-

Based on the table below, it shows the teacher's frequency of using various SNSs in the study. It was found that the most frequent SNSs used by the teachers is WhatsApp application which contributed 24 per cent of the total respondents. It was followed by YouTube and Facebook which recorded the same percentage of 22 per cent from the total respondents. The least frequent of SNSs consulted by the respondents is Twitter which only recorded 2 per cent from the total respondents.

Table 4.2: Types of SNSs used for educational purposes (N=133)

Types of SNSs	Frequency	Percentage
Facebook	91	22%
YouTube	94	22%
Instagram	29	7%
Telegram	99	23%
WhatsApp	102	24%
Twitter	10	2%

From the figure 4.1, it shows the age group of respondents involved in the study. It was found that 78.9 per cent or 105 of the respondents are senior teachers whereas 21.1 per cent or 28 of the respondents of the study are junior teachers. The senior teacher in the study refers to the group of teachers age 30 years and the juniors are below than 30 years of age.

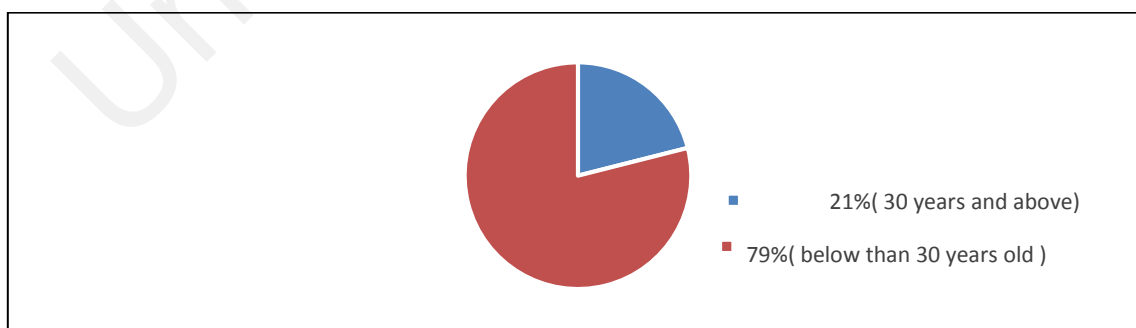


Figure 4.1: Age group of respondents

4.3 Answering the research questions

This section is to answer the research questions based on the research hypotheses and supported by the empirical evidence from inferential statistics tests.

i. Research Question 1: Are there statistically significant mean rank differences in teacher's behavioural intention to use SNS between male and female teachers?

To answer this research question, the Mann-Whitney test was carried out in order to evaluate whether a statistically significant mean rank differences exist between teacher's behavioural intention to use SNS between male and female teachers.

H1: There are statistically significant mean rank differences in teacher's behavioural intention to use SNS between male and female teachers.

Table 4.3: Mean Rank Differences in Teacher's Behavioural Intention to Use SNS and Gender.

Gender	N	Mean Rank	Z	Sig. (2-tailed)	p-value
			-.987	.324	p > 0.5
Male	32	72.25			
Female	101	65.34			

The results of running the Mann-Whitney U test revealed that there were no statistically significant mean rank differences in teacher's behavioural intention to use SNS ($Z = -.987$, $p > .05$) between male teachers (mean rank = 72.25) and female teachers (mean rank = 65.34). Therefore, the hypothesis was rejected.

ii. Research Question 2: Are there statistically mean rank differences in teacher’s behavioural intention to use SNS between junior and senior teachers?

In order to answer the second research question above, the Mann-Whitney test was carried out as to examine the mean rank differences exist in teacher’s behavioural intention to use SNS between junior and senior teachers.

H2: There are statistically significant mean rank differences in teacher’s behavioural intention to use SNS between young and senior teachers.

Table 4.4: Mean Rank Differences in Teacher’s Behavioural Intention to use SNS and Group of Teachers.

Group of teachers	Mean Rank	Z	Sig. (2-tailed)	p-value
		-.650	.516	p > .05
Young	70.77			
Senior	66.00			

The results of running the Mann-Whitney U test revealed that there were no statistically significant mean rank differences in teacher’s behavioural intention to use SNSs ($Z = -.650$, $p > .05$) between young teachers (mean rank = 70.77) and senior teachers (mean rank = 66.00). Thus, the hypothesis was rejected.

iii. Research Question 3: Is there statistically significant relationship between social influence and teacher’s behavioural intention to use SNS.

There are 3 hypotheses to be used in order to answer the research question 3. The hypotheses were from three variables which constitute in SI namely compliance as appeared in hypothesis 3, identification as in hypothesis 4 and internalization in hypothesis 5. The Spearman’s Rho correlation test was carried out to answer the research question above.

Hypothesis 3 (H3):

There is statistically significant relationship between identification and teacher's behavioural intention to use SNS.

Table 4.5: Identification and Teacher's Behavioural Intention to Use SNSs

Variable	Behavioural Intention to use	Identification	N	p-value
Behavioural Intention to use SNSs	1.00	0.401**	133	p<0.01

** Correlation is significant at the 0.01 level (2-tailed)

The results of running the Spearman's rho test analysis showed a statistically significant and mediate correlation between the identification and the teacher's behavioural intention to use SNSs (n=133, rho=.40, p<0.01). Thus, H3 was accepted.

Hypothesis 4 (H4):

There is statistically significant relationship between internalization and teacher's behavioural intention to use SNS.

Table 4.6: Internalization and Teacher's Behavioural Intention to Use SNS.

Variable	Behavioural Intention to use	Internalization	N	p-value
Behavioural Intention to use SNSs	1.00	0.469**	133	p<0.01

** Correlation is significant at the 0.01 level (2-tailed)

The results of running the Spearman's rho test analysis showed a statistically significant and mediate correlation between the internalization and the teacher's behavioural intention to use SNS (n=133, rho=.47, p<0.01). Thus, H4 was accepted.

iv. Research Question 4: Is there statistically significant relationship between uses and gratifications and teacher’s behavioural intention to use SNS.

The research questions 4 comprise of five hypotheses which also refers to five variables contained in UGT. Those five variables and hypotheses are purposive value as in H6, self-discovery value for H7, entertainment value as for H8, maintaining interpersonal interconnectivity as appeared in H9 and social enhancement for H10. Once again, the Spearman’s Rho test was depicted to examine the relationship between uses and gratifications and teacher’s behavioural intention to use SNS.

Hypothesis 5 (H5):

There is statistically significant relationship between purposive value and teacher’s behavioural intention to use SNS

Table 4.7: Purposive Value and Teacher’s Behavioural Intention to Use SNS.

Variable	Behavioural Intention to use	Purposive Value	N	p-value
Behavioural Intention to use SNSs	1.00	0.633**	0.00	p<0.01

** Correlation is significant at the 0.01 level (2-tailed)

The results of running the Spearman’s rho test analysis showed a statistically significant and mediate correlation between the purposive value and the teacher’s behavioural intention to use SNS (n=133, rho=.63, p<0.01). Thus, H5 was accepted

Hypothesis 6 (H6):

There is statistically significant relationship between self-discovery value and teacher’s behavioural intention to use SNS.

Table 4.8: Self- Discovery Value and Teacher’s Behavioural Intention to Use SNS.

Variable	Behavioural Intention to use	Self-Discovery Value	N	p-value
Behavioural Intention to use SNSs	1.00	0.502**	0.00	p<0.01

** Correlation is significant at the 0.01 level (2-tailed)

The results of running the Spearman’s rho test analysis showed a statistically significant and mediate correlation between the self-discovery value and the teacher’s behavioural intention to use SNSs (n=133, rho=.50, p<0.01). Thus, H6 was accepted.

Hypothesis 7 (H7):

There is statistically significant relationship between entertainment value and teacher’s behavioural intention to use SNS

Table 4.9: Entertainment Value and Teacher’s Behavioural Intention to Use SNS.

Variable	Behavioural Intention to use	Entertainment Value	N	p-value
Behavioural Intention to use SNSs	1.00	0.499**	133	p<0.01

** Correlation is significant at the 0.01 level (2-tailed)

The results of running the Spearman’s rho test analysis showed a statistically significant and mediate correlation between the entertainment value and the teacher’s behavioural intention to use SNSs (n=133, rho=.50, p<0.01). Thus, H7 was accepted.

Hypothesis 8 (H8):

There is statistically significant relationship between to maintaining interpersonal interconnectivity and teacher's behavioural intention to use SNS.

Table 4.10: Maintaining Interpersonal Interconnectivity and Teacher's Behavioural Intention to Use SNS.

Variable	Behavioural Intention to use	Maintaining Interpersonal Interconnectivity	N	p-value
Behavioural Intention to use SNSs	1.00	0.645**	133	p<0.01

** Correlation is significant at the 0.01 level (2-tailed)

The results of running the Spearman's rho test analysis showed a statistically significant and mediate correlation between maintaining interpersonal interconnectivity and the teacher's behavioural intention to use SNSs (n=133, rho=.65, p<0.01). Thus, H8 was accepted.

Hypothesis 9 (H9):

There is statistically significant relationship between social enhancement and teacher's behavioural intention to use SNS.

Table 4.11: Social Enhancement and Teacher's Behavioural Intention to Use SNS.

Variable	Behavioural Intention to use	Social enhancement	N	p-value
Behavioural Intention to use SNSs	1.00	0.277**	133	p<0.01

** Correlation is significant at the 0.01 level (2-tailed)

The results of running the Spearman's rho test analysis showed a statistically significant and weak correlation between social enhancement and the teacher's behavioural intention to use SNSs (n=133, rho=.28, p<0.01). Thus, H9 was accepted.

4.4 Overall result

The following figure and table shows the overall result after both Mann-Whitney and Spearman's Rho test were carried out.

Figure 4.2 Overall Result

No.	Research Hypotheses	Result
1.	There are statistically significant mean rank differences in teacher's behavioural intention to use SNS between male and female teachers	Rejected
2.	There are statistically significant mean rank differences in teacher's behavioural intention to use SNS between junior and senior teachers	Rejected
3.	Is there statistically significant relationship between internalization and teacher's behavioural intention to use SNS.	Accepted
4.	Is there statistically significant relationship between identification and teacher's behavioural intention to use SNS.	Accepted
5.	Is there statistically significant relationship between purposive value and teacher's behavioural intention to use SNS.	Accepted
6.	Is there statistically significant relationship between self-discovery value and teacher's behavioural intention to use SNS.	Accepted
7.	Is there statistically significant relationship between entertainment value and teacher's behavioural intention to use SNS.	Accepted
8.	Is there statistically significant relationship between maintaining interpersonal interconnectivity and teacher's behavioural intention to use SNS.	Accepted
9.	Is there statistically significant relationship between social enhancement and teacher's behavioural intention to use SNS.	Accepted

4.5 Summary

This chapter is prepared to answer the research objectives and questions of the study. The data analysis yielded from inferential statistical tests and the hypotheses statement were used as an indication to answer both the research objectives and questions for the study. The first part of analysis showed the descriptive statistics of the demographic data. It was used to support the previous findings and also to be used in the discussion section later in chapter 5. The demographic data includes the gender, age, types of SNS engaged by the teachers and the frequency of using SNS. Another half of this chapter covers the results of non-parametric tests as to be used to measure the relationship and mean differences between the independent variables and dependent variables involved in the study. The variables in gender, age group, UGT and SI were treated as the independent variables whereas the teacher's behavioural intention to use SNS was a dependent variable in the study. It concluded that all of the hypotheses were accepted and moderate correlation was obtained from the study.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Overview

Chapter five is the avenue where the discussion and conclusion of the study are presented. There are four sections embedded in this chapter which it begins with addressing the research objectives and research questions. The second section covers the significance of the study. The following section provides the future research which also comprise of some recommendations.

The final section allocates some concluding remarks from the study. The study was keen to achieve the following research objectives in the study:

- To examine the mean difference in teacher's behavioural intention to use SNSs between male and female teachers.
- To examine the mean differences in teacher's behavioural intention to use SNSs between age group.
- To investigate factors that influence teacher's behavioural intention to use SNSs.

Generally, the study was carried only to the teachers who are currently teaching at the fully residential schools in a state which located at the southern part of Peninsular Malaysia. This chapter is prepared as to present the main findings derived from the study. The study applied the Uses and Gratifications Theory (UGT), Social Influence (SI) . The results of the inferential tests were helped out to answer the research questions based on the hypotheses constructed.

5.2 Addressing the Research Objectives

The following will be the section of addressing the research objectives of the study with regards of the results obtained from the research findings.

1. Research Objective 1: To examine the mean difference in teacher's behavioural intention to use SNSs between male and female teachers.

The findings show there is no significant mean differences between gender and teacher's behavioural intention to use SNS. This result seems to be consistent with the previous studies which claimed that gender was seen to have no influence on the dependent variable (Teo,2008). It brings the indication that the gender has nothing to do with the influence of behavioural intention among the teachers as the respondents of the study in order to use any SNS. This is due to the fact that 97 per cent of the teachers involved in this study have at least one SNS account as appeared in Table 4.1 in the findings.

The technology barrier among gender in Malaysian teachers were not an issue anymore since the government has initiated several technology initiatives. The Ministry of Education, Malaysia had recently launched National Blue Print 2013-2015 which one of the pillar to promote the 21st century learning among the teachers. This has made the teachers were not only taught the students via printed and conventional materials but also rigorously use ICT to the fullest. The approach of teaching methodology which encourages the teachers to facilitate rather than teaching in the 21st century classroom has soared up the usage of SNS among teachers where gender does not matter.

2. Research Objective 2: To examine the mean differences in teacher's behavioural intention to use SNSs between age group.

From the findings of the study, the age group consists of the junior and senior teachers in the study. Some of the study use scholars or educators in other way to represent teachers. In the previous study, it was claimed that the younger scholars are said to use social media for personal, professionals and teaching purposes more than the older colleague which also being raised to be similar issues (Grudz , Staves & Wilk , 2012 ; Greenhow & Gleason,2014). In contrary, some of the researchers were not agree that being younger necessarily lead to adopt social media especially in a professional field. (Kirkup,2010 ; Manca & Raneieri,2016).

In the study, the results showed that there were no statistically significant mean differences in teacher's behavioural intention between young and senior teachers. The result in the study seems to be consistent with Greenhow & Gleason (2014) and Grudz, Staves & Wilk (2012) which means that the younger teachers have more intention to use social networking sites if compared to their senior colleague. This is most probably due to the fact that most of the junior teachers are IT savvy and they were exposed to various types of technology and well-trained in the teacher's training college or university before joining the teaching profession. The senior counterpart however does not leave far behind the junior teachers as they also need to be at par with their colleagues and the findings did prove that in this study. However, teachers regardless of teaching experience need to become media and information literate in educating students to be more learner centred.

3. Research Objectives 3: To investigate factors that influence teacher's behavioural intention to use SNS.

The third research objective of the study is to give a clear explanation of the factors that influence behavioural intention of teachers when using SNS. There are two aspects to be focused in the study namely the determinants of the teachers being influenced to use SNS as the new technology in their daily life as flagged as SI. The later part of this research objective is to explain the continuance of SNS usage among the teachers based on their needs and gratifications. Therefore, the discussion of this research objectives will be subdivided into two aspects; SI and UGT perspectives.

There are three factors embedded in SI which were also identified to have the significant relationship with the teacher's behavioural intention to use SNS. Those were compliance, internalization and identification.

a) Internalization

The result from the study found that the internalization showed a statistically significant relationship with moderate relationship towards teacher's behavioural intention to use SNS. The previous study conducted by P. Ifinedo (2016) between internalization and behavioural intention to use SNS showed a similar result with the present study. Internalization which being operationalized as dealing with the beliefs of accepting SNS as a common self-guide in meeting goals and to be shared among the teachers due to its consistency. It means that the teachers in the study were said to be relying on the content of SNS and put their beliefs to the information embedded in SNS in order to assist them with day-to-day teaching chores and other works related to them.

b) Identification

It was found that from the result of the study, the relationship between identification and teacher's behavioural intention to use SNS showed a statistically significant relationship with a moderate correlation. This is to show that the teachers, which also the virtual community are influenced by awareness as well as emotional and evaluative significance among the them towards their intention to use SNS.

This is also supported by Kwon and Wen (2010) which stated that social identity (identification) has an effect on a user's acceptance of SNS. Social identity is similar to sense of community, which includes four components: membership, influence, fulfilment of needs and emotional connection, and has an effect on social networking usage (Zhang, 2010). The previous study also showed an agreement towards identification which have positive impacts to the users' intention to use SNSs. (Cheung & Lee,2010).

This research objective continues to discuss the factors that influence teacher's behavioural intention to use SNS in terms of uses and gratifications. There are five variables included for the study namely purposive value, self-discovery value, entertainment value, maintaining interpersonal interconnectivity and social enhancement.

a) Purposive value

The study revealed that the purposive value showed a statistically significant relationship with teacher's behavioural intention to use SNSs. The result of running Spearman's rho tests analysis showed a moderate correlation among two variables in this study.

From this study, it can be said that the teachers depend on the overall affective response to the usage experience with the virtual community as brought up by Cheung and Lee (2009). Overall affective response also included in instrumental value which also includes the persuasions or negotiation in accomplishing some desires. The result of the study thus demonstrated that when teachers are affectively accomplished whether by their desired information, persuaded and negotiated by peers, it will influence their intention to use SNS.

In addition, the result showed that the more experiences and familiarity to consume SNS will likely to be a positive indication for the teachers to use SNS as a tool for educational purposes (Alhazmi & Rahman, 2013). This is to show that in the study, the teachers possessed a positive perception of using SNS which also influenced their intention to use it.

b) Self-discovery value

From the study, it was found that self-discovery value showed a statistically significant relationship with teacher's behavioural intention to use SNSs. The Spearman's signifies the moderate correlation between those variables. This is to show that the teachers obtain the understanding and deepening salient aspects of one self through the social interaction, (Dholakia, Bagozzi & Pearo,2004). This value also referred to as an individual's motivation in order to understand the aspects of other people via online group participation (Cheung, Chiu & Lee,2011 ; Raacke & Bonds-Raacke,2008). It means that such individual's motivation from the attainment from social resources obtained from SNS would influence the behavioural intention of using SNS.

In addition, it also connotes that the teachers valued anyone's preferences, tastes and clearly define what they had seen and understand from the social interaction existed from SNS and therefore influence their intention to use SNS.

c) Entertainment value

The result of the study shows that the entertainment value has the statistically significant relationship with teacher's behavioural intention to use SNSs. The value of Spearman's rho showed a moderate correlation between entertainment value and teacher's behavioural intention to use SNSs. Teachers as like other users, enjoy the use of SNSs as a source of relaxation, playfulness as well as an entertainment to them. This can be seen in previous studies which stated that entertainment value provided a strong statistical support in relation with behavioural intention to use SNS (Ifinedo, 2016).

d) Maintaining interpersonal interconnectivity

Based on the result of the study, maintaining interpersonal interconnectivity shows a statistically significant relationship towards teachers' behavioural intention to use SNSs. It shows a mediate correlation with the highest correlation value in the study. This result is also to be similar with the findings in other studies (Chang et al., 2015; Ku,2013; Lin & Lu,2011). The result shows that teachers also have desire to connect with others and maintain such relationship in an online network environment.

This is due to the fact that teachers need friendship and intimacy as a social support to them as clarified by several researchers which revealed that interpersonal connectivity or relationship maintenance and social enhancement are among the reasons why people have intentions to engage in SNSs. (Smock et al., 2011 ; Ryan et al., 2014).

e) Social enhancement

The study found that the social enhancement demonstrated a statistically significant relationship with the teacher's behavioural intention to use SNSs. However, the correlation between the variables were weak. This gives an explanation of that teachers were not too influenced by other people in order to build the image or reputation and it does not shows that social enhancement as the major determinants of user's intention to use SNS if compared to previous study which demonstrated that the social enhancement needs as a major determinants in the behavioural intention to use SNS (Chang et al., 2015; Cheung, Chiu & Lee ; Ku,2013; Lin & Lu,2011).

5.3 Contribution

The findings from the study was given some indicators to the authorities especially the policy maker that the teachers are ready to face the challenges of the 21st century learning. By conducting the study, the ministry is able to provide other ICT initiatives for the teachers as the study provided empirical evidence concerning teacher's acceptance and behaviour of current technologies. It also gives some opportunities to the Educational Technology Division to conduct relevant courses or offering other initiatives for the teachers to frequently use the technology in assisting their business chores which is to facilitate teaching and learning in the school.

The findings of the study are also beneficial to the Educational Technology Division and other divisions in the ministry to understand the current state of teacher's behavioural change to use SNS. This will also enable the ministry to use the empirical data obtained from the research to conduct future research study or other purposes in relation to information technology and teacher's competency of technology as for

instance. The study is related to the teacher's behavioural intention to use SNS and therefore it is hoped that the findings will contribute to the body of knowledge in terms of user's behavioural intention on SNS.

5.4 Further works

This study has many limitations and gives the opportunities for future work. The study was conducted in a single type of school in a single state in Malaysia. This was not satisfied the generalizability of the study which the results were not represent the teachers and schools nationwide.

Therefore, the future research should consider the generalizability of the study. The study may also be extended to other groups of professionals other than teachers and academicians or it may apply to a special group of people like the people who has special disabilities or different social class. This is to get the varieties of empirical data as this will be able to enrich the body of knowledge in terms of users' behaviour towards SNSs or any web technologies. This research has adopted several theories like Uses and Gratifications (UGT) and Social Influence the research framework.

The future research may use other theories in investigating users behaviour on SNS or web technologies in order to yield different findings of the study. In this study, the attention was given to the teachers who are serving in the fully residential schools and it is suggested that for the future studies, the scope of the study may also extend to the subjects taught by the teachers in the school.

5.5 Concluding remarks

This study was conducted in order to examine the factors that influence teacher's behavioural intention to use SNS. The previous research on SNS left a space to fill with this kind of study with different population in different context. Most of the user's behaviour studies concerning SNS examined the student population with different vicinities. The propagation of empirical studies in terms of teacher's behavioural intention from the study had given an extent to explore more findings in the future.

The results of the study showed that teachers do have positive engagement and embracement towards SNSs as supported by the evidence of the study as well to indicate teacher's readiness on technology. However, as the generalizability of the study is concerned, the future study needs to be put into consideration. This is because the findings of the study may not represent the current state of overall teacher's behavioural intention to use SNS nationwide as the study only conducted in single state in Malaysia and not applied to all schools. There is a concern on the research framework as the future studies may also opt UGT and SI in different context which not only restricted to user's behaviour on SNS but in another aspect. Finally, it is hoped that the empirical evidence from the study may be able to help the future researcher in enriching the body of knowledge in information science.

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