Original Research Paper

Education

THE IMPACT OF SOCIAL MEDIA ON HIGHER EDUCATION IN HONG KONG

Dr. Margaret S. M. CHUI

ABSTRACT   With the increasing number of internet users, it generates great impact to the University student's daily life in terms of learning and interpersonal communication. Social Media has become an integral part of everyday communication. Indeed, the online communities carry a strong and influential impact to engage people directly to share with information; to network with people and to facilitate of learning. In addition, Social Media also affects how people engage with one another and it has been shifted in the way on how people communication, rather than face-to-face interaction, but tends to prefer text communication.

The aim of this paper focuses on studying the impact of social media on the higher education in Hong Kong. With the aim, it is essential to study on how Social Media shapes the University students under two folds:- a) learning with social media as supportive learning tool; b) social media as a interpersonal communication tool to facilitate learning. The findings will indicated the impact of social media to support University student learning and communication.

INTRODUCTION

Social Media changes the way of study in current generation. Students are now relying on social media rather than any other channels like library to get and share information. Social Media is a communicative and interactive tools in which individual create, share or exchange information and ideas in virtual communities and networks. (Ahlqvist, Toni; Black, A; Halonen, M.; Heinonen, S. (2008). It is common to enter a Social Media site to add comments, share information and links, answer questions from the lecturer and post questions to University and fellow students (Heiberger, G. & Harper, R. 2008)

The main types of Social media that the current generation use in higher education have been documented in literatures. Student normally uses facebook to create community for their class and use whatsapp to form group for assignment and facilitate interpersonal communication. According to Go-Globe (2016), 96% of Hong Kong's Smartphone users browse the internet daily on their smart phones; this is the highest in Asia. Besides, the estimated number of facebook users in Hong Kong 4.4 million which is more than 50% of Hong Kong's population. The top active social media platforms is:-

Top Active Social Media Platforms in Hong Kong 2016 (Source: Go Globe (2016

Platform	%
WhatsApp	41
FaceBook	33
FaceBook messenger	23
WeChat	23
Line	14
Skype	13
Google+	12
Instagram	11
Twitter	10
Sina Weibo	6

OBJECTIVES OF THE STUDY

1. To measure the effectiveness of social media in   learning;
2. To examine the usefulness of social media as a interpersonal communication tool
3. To measure different types of social media to facilitate learning and interpersonal communication;

LITERATURE REVIEW

Social Media (SM) is an essential tool for higher education (HE). SM facilitates the creation, sharing of information and ideas, increasing student awareness with less time and low cost. Besides, networking is an effective way in communicating within students and between groups. Most of the SM like facebook and whatsapp bridge the communication gap between students, teaching staff and administrator. The characteristics of SM includes, social interaction, social collaboration, content sharing, user-generated content, social connectedness. Patel, 2011; Thambusamy & Nemati, 2011; Yin, Cheng, & Zhu 2011, state that users are encouraging to interact with each other. Aggarwal & Albert, 2009, mentioned that social interactions foster participation and cultivate communication and relationships. SM platforms are ever-changing and the content sharing involves in many forms like images, videos, text, articles, links and files (Imlawi & Gregg, 2012, Musembwa & Paul, 2012). Having the ability to response to the others, users can involve in conversation with each others in different times and without boundary (Neville, Heavin, & Walsh, 2005). Furthermore, SM allows content accumulate over time, where it built up a collective knowledge (Stenmark, 2008) and keep the history on what has been discussed. Thus, it evident that SM as a collaborate platform to support communication and allow information flow and knowledge development (Aral et. Al., 2013). Besides, it also enables the learning environment through better communication and collaboration, in different ways (Ajjan & Hartshorne, 2008; Kane & Fichman, 2009).

With the substantial uses of technology in daily live especially young learner, it is not surprise to adopt technology into the learning environment. However, there is lack of understanding of the impact that SM has on the learning environment and interpersonal communication.

Collaborative learning is a process to get involve joint intellectual effort by students, or teachers and students together. Normally, students are working in groups, mutually searching for understanding, meaning and solution together. (B. L. Smith, J. T. MacGregor, 1992). There are different instructional methods in learning. The major two that are applied are traditional approach and constructivist approach, that is, teacher centered and student centered (Leidner & Jarvenpaa, 1995; Moallem, 2001; and Neville et. Al., 2005). In Hong Kong, it is transit from the traditional approach to the constructivist approach and most of the college implement a collaborative learning approach as well. Collaborative learning is founded in the constructivist model of learning (Panitz, 1999; and Wang, 2009). This approach is to encourage learning to occur through individuals interactive with each other so that learners shared their opinions and understanding of a problem (Bruffee, 1999, Moallem, 2001)

Interpersonal communication is a process on how individual to share information with others. According to Centko (1998), it is a systemic, unique interaction process between people. University student performance is measured based on the level of

interpersonal communication skills. (Ronald, Quaid and Lindsary, 2005) University students are required to communicate with varieties of people through written, verbal, non-verbal communication tools. The goals of Universities in Hong Kong are not only provide a comprehensive education, it also enhances student's communicative, innovative and leadership skills.The most important thing in our daily life is interpersonal communication. Beebe & Beebe and Redmond (1999) states that most people spend as much as 80 to 90 percent of the time awake with interpersonal communication. Furthermore, Beebe et. al., (1999) explained that interpersonal communication has four principles, that is inevitable, cannot be changed back, is complicated and is contextual. Communication can be divided into verbal and non-verbal. Verbal communication is a skill that is unique and have to be learned by using beautiful words in a effectively way. According to Baba and Madon (2003), non-verbal communication is a message conveyed not by words but through facial expressions, eye gaze and gestures. However, through social media, interpersonal communication is somewhere in between - using written words for communication, i.e. whatsapp, facebook etc.

HYPOTHESIS DEVELOPMENT

H1a There has significant relationship between   social media and learning

H1o There has no significant relationship between social media and learning

H2a There has significant relationship between social media and interpersonal communication

H2o There has no significant relationship between social media and interpersonal communication

Conceptual Framework
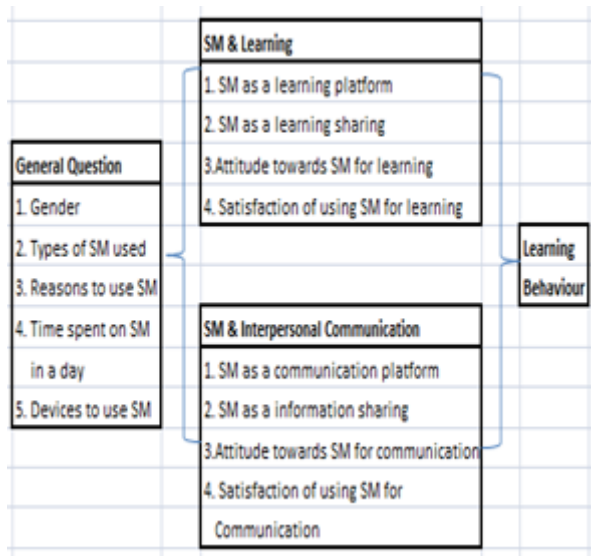
RESEARCH METHOLOGY
Quantitative research method is applied to examine the effectiveness and usefulness of social media. According to Amaratunga et. al. (2002), quantitative approach provide wide coverage of the situation. Creswell, JohnW., (2002) state that the characteristics of quantitative method is explanation-oriented, description of trends and comparison of groups or relationship among variables.

SAMPLING METHOD
Convenient sampling method is applied for this study.

SAMPLE SIZE
The sample size is 120 of Diploma and University students in Hong Kong.

DATA COLLECTION
Both primary and secondary data are collected and analyzed.

Primary data is collected through structured questionnaire. Secondary data is collected through the academic journal, texts, publications and relevant official websites etc.

STATISTICAL TOOLS FOR ANALYSIS
The collected data are inputted to SPSS for analysis. The statistical tools applied are reliability analysis, descriptive analysis, correlation analysis and linear regression.

DATA ANALYSIS
Reliability Test - Nunnaly (1978) speecifies 0.7 is an acceptable reliability coefficient. The Cronbach Alpha of all the variables are all from 0.905-0.916.

Reliability Analysis

Variable	Cronbach's Alpha
Learning	0.916
Interpersonal Communication	0.943
Learning Behaviour	0.905

Demographic information - the total respondents are 120 in which 55 (45.8%) are male and 65 (54.2%) are female. The largest age group is in the range of 20-34, represent 100(82.7%). The largest education level group is undergraduate 73(60.3%) and postgraduate 39(32.2%). The majority monthly income is from HKD3,001-6,000, represent, 56(46.3%). Most of the respondents live in New Territories, 46(38%). The second largest group is Kowloon 38(31.4%).

General Findings - the highest types of SM used is whatsapp, 106 (88.3), second and third are facebook message and google+, 100 (83.3%). The main reason to use SM are interact with others 29 (24%). The second is get information 24(19.8) and the third is communication 20(16.5). Normally, time spent on SM in a day is 2.5-3 hours 29 (24%) and the third highest is more than 4 hrs 24(19.8%). The device to use SM is mainly smartphone 54 (44.6%), the second desktop, 30(24.8%) and notebook 24(19.8%).

Hypothesis Findings - There has no relationship between social media and learning, P-value, 0.39 with pearson correlation, -0.79, R, 0.79 and R2 0.244. There has significant relationship between social media and interpersonal communication, P-value, 0.00 with pearson correlation 0.494, R, 0.494 and R2 0.244.

Variable	Mean	SD	Person Correlation	Sig.	R	R Square	Result
MLearning	3.01	0.887	-0.79	0.39	0.79	0.006	Rejected
MIC	3.65	0.883	0.494	0.00	0.494	0.244	Accepted

CONCLUSIONS
To conclude, there is no relationship between social media in learning (sig. 0.39) but social media facilitate the interpersonal communication (sig. 0.00).Most of the respondents used whatsapp, facebook msg, and google+ as a major communication channels. The reasons to use SM are to interact with others, get information and communication with smartphone. In general, respondents spent on social media at least 2.5 hours and up to more than 4 hours in a day.

(1,592 words)

References
1. Aggarwal, N., & Albert, L. (2009), Leveraging relationships with Web 2.0 consumer communities as a strategic capability. AMCIS 2009 Proceedings. San Francisco, California.
2. Ahlqvist, Toni; Bäck, A.; Halonen, M.; Heinonen, S (2008). "Social media roadmaps. Exploring the futures triggered by social media," Espoo 2008, VTT Tiedotteita - Research Notes 2454, 78p. + app.1
3. Ajjan, H., & Hartshome, R. (2008), Investigating faculty decisions to adopt Web 2.0 technologyies: Theory and empirical test. Internet and Higher Education, 11, pp.71-80
4. Amaratunga, Dilanthi; Baldry, David; Sarshar, Marjan; Newton, Rita, 2002, Quantitative

and qualitative research in the built environment. Application of "mixed" research approach, Work Study, pp. 17-31

5. Aral, S., Dellarocas, C., & Godes, D. (2013), Social media and business transformation: A framework for research. Information Systems Research, 24, pp. 3-13

6. Baba, M. & Madon, Z., (2003), Kaunseling Individu: Panduan membimbing individu secara praktikal dan berkesan, Pahang: PTS Publications & Distributor Sdn.

7. Beebe, S.A., Beebe, S.J. & Redmond, M.V. (1999), interpersonal communications: relating to others, United States of America: Allyn and Bacon.

8. Bruffee, K.A. (1999), Collaborative learning: Higher education, interdependence, and the authority of knowledge (2nd ed.). Baltimore and London: the John Hopkins University Press.

9. Centko, J. (1998), "Addressing the Humanistic Side of Workforce Education." Journal of Indutrial Teacher Education, 35(2)

10. Creswell, J. W., 2002, Educational Research: Planning,, Conducting and Evaluating Quantitative and Qualitative Research.

11. Heiberger, G. & Harper, R. (2008). Have you

12. facebooked Astin lately? Using technology to

13. increase student involvement. New Directions for Student Services (124), 19-35

14. Imlawi, J., & gREGG, d. (2012), Engagement in online communities: The impact of self-disclosure and humor. AMCIS 2012 Proceedings, Settle, Washington, USA.

15. Kane, G. C., & Fichman, R. G. (2009), The shoemaker's children: Using wikis for information systems teaching, research, and publication. MIS Quarterly, 33, pp. 1-17

16. Leidner, D., & Jarvenpaa, S. (1995), The use of information technology to enhance management school education: A theoretical view, MIS Quarterly, 19, pp.265-291

17. Moallem, M. (2001), Applying constructivist and objectivist learning theories in the design of a we-based course: Implication for practice. Educational Technology and Society, 4, pp.113-125

18. Musembwa, S., & Paul, S. (2012). Social networks: Cultural diversity, trust, reciprocity and social capital, AMCIS 2012 Proceedings, Seattle, Washington, USA.

19. Neville, K., Heavin, C., & Walsh, E. (2005), A case in customizing e-learning, Journal of Information Technology, 20, pp.117-129

20. Nunnaly, J. (1978). Psychometric theory. New York: McGraw-Hill.

21. Panitz, T. (1999), Collaborative versus cooperative learning - A comparison of the two concepts which will help us understand the underlying nature of interactive learning.

22. Patel, N. (2011), There is no longer one truth! Corporate communications and social media management through deferred system, ECIS 2011 Proceedings, Helsinki Finland

23. Ronald, W., Quaid, M. & Lindsay, C. (2005), The concept of employability, Journal of Urban Studies, 42(2), pp.191-219

24. Smith, B.L., MacGregor, J.T. (1992), What is collaborative learning?, National Center on Poslsercondary Teaching, Learning, and Assessment at Pennsylvania State University.

25. Stenmark, D., (2008), Web 2.0 in the buiness environment: The new intranet or a passing hype? European Conference on Information Systems, Gatway.

26. Thambusamy, R., & Nemati, H. (2011), A sociomateriality practice perspective of online social networking. ICIS 2011 Proceedings, Shanghai, China.

27. Wang, Q., (2009), Designing a web-based constructivist learning environment. Interactive Learning Environments, 17, pp.1-13

28. Yin, G., Cheng, X., & Zhu, L. (2011), Understanding continuance usage of social networking services: A theoretical model and empirical study of the Chinese context. ICIS 2011 Proceedings, Shanghai, China.