

Systematic Review on Perceptions of Faculty and Students' Use of Social Media in Higher Education

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Abstract:

Social media has become an increasingly influential component of higher education, transforming how faculty members and students communicate, collaborate, access information, and engage in teaching and learning. This systematic review examines faculty and student perceptions of social media use in higher education, with particular emphasis on its educational benefits, challenges, engagement patterns, and perceived effectiveness. Relevant scholarly literature was systematically reviewed to identify major themes and trends in the academic use of social media platforms. The review indicates that both faculty and students generally perceive social media as a useful medium for facilitating communication, knowledge sharing, collaborative learning, peer interaction, and access to educational resources. Students tend to value its accessibility, immediacy, and opportunities for informal learning, whereas faculty perceptions are more closely associated with pedagogical usefulness, professional communication, and concerns regarding appropriate academic use. However, the literature also highlights challenges including distraction, privacy concerns, misinformation, excessive usage, digital inequality, and difficulties in maintaining professional boundaries. Differences in perceptions are also associated with technological competence, institutional support, discipline, and educational objectives. The review concludes that effective integration of social media into higher education requires appropriate institutional policies, digital literacy, faculty training, and responsible usage practices. Overall, social media can support meaningful educational engagement when its use is strategically aligned with pedagogical goals. In this article, a systematic review on perceptions towards faculty and students' use of social media in higher education was discussed.

Keywords: Perceptions, Faculties, Students, Social Media, Higher Education.

I. INTRODUCTION:

The rapid development of information and communication technology has transformed the nature of teaching, learning, communication, and knowledge sharing in higher education. Among the various digital technologies, social media has emerged as an important platform for students and faculty to communicate, exchange information, collaborate, and participate in educational activities. Platforms such as WhatsApp, Facebook, YouTube, Instagram, Telegram, LinkedIn, and other digital networking tools have become increasingly integrated into the academic and social lives of higher education communities. The use of these platforms has expanded beyond informal communication to include learning resources, academic discussions, announcements, professional networking, collaborative work, and knowledge dissemination. Social media provides opportunities for higher education institutions to create more interactive and participatory learning environments. Faculty members can use social media to share lecture materials, educational videos, research information, assignments, announcements, and supplementary learning resources. Students can use these platforms to communicate with teachers and peers, discuss academic issues, exchange learning materials, participate in group activities, and access educational content beyond the traditional classroom. Such practices can support collaborative learning and provide learners with greater flexibility in accessing information and communicating with members of the academic community. However, the educational use of social media also raises several concerns. Excessive or inappropriate use may result in distraction, reduced concentration, misinformation, privacy concerns, cyberbullying, academic dishonesty, and difficulties in maintaining appropriate boundaries between academic and personal communication. Differences in digital literacy, access to technology, institutional policies, and attitudes towards social media may also influence the extent to which faculty and students use these platforms for educational purposes. Consequently, the educational value of social media cannot be understood only in terms of its availability; it is also necessary to examine how different stakeholders perceive and experience its use. Faculty members and students may have different perceptions regarding the usefulness, accessibility, effectiveness, risks, and appropriateness of social media in higher education. Faculty may emphasise its potential for communication, resource sharing, student engagement, and professional development, while students may particularly value its convenience, accessibility, peer interaction, and rapid information exchange. At the same time, both groups may identify concerns about distraction, privacy, information credibility, and inappropriate use. Understanding these

similarities and differences is important for developing effective strategies for the responsible integration of social media into higher education. Therefore, examining the perceptions of faculty and students provides an important basis for understanding the educational role of social media in contemporary higher education. A systematic assessment can identify perceived benefits, challenges, patterns of use, and differences between the two groups. The findings may contribute to the development of appropriate institutional guidelines, digital literacy programmes, faculty development initiatives, and pedagogical practices that encourage meaningful and responsible use of social media. The present study, therefore, focuses on the perceptions of faculty and students towards the use of social media in higher education, with particular attention to its educational usefulness, communication and collaboration, learning support, engagement, and associated challenges.

EMERGING TRENDS ON PERCEPTIONS TOWARDS FACULTIES AND STUDENTS' USE OF SOCIAL MEDIA IN HIGHER EDUCATION:

The use of social media in tertiary education is transitioning from casual interaction and networking to a more organised, educationally focused approach that engages both educators and learners. Recent developments suggest that social media platforms are progressively regarded as valuable venues for scholarly discourse, cooperative education, information exchange, professional connections, resource distribution, and student involvement. Academic staff are increasingly embracing platforms such as WhatsApp, YouTube, Facebook, LinkedIn, and other digital communities to disseminate educational resources, share academic news, interact with students, and broaden classroom dialogue beyond traditional institutional settings. Simultaneously, students are progressively recognising social media as a readily available repository of educational materials, peer engagement, academic assistance, and avenues for cooperative learning. Nonetheless, viewpoints continue to be shaped by apprehensions about distraction, disinformation, privacy, digital addiction, academic integrity, and the reliability of online information. A burgeoning trend is the growing focus on the responsible and intentional utilisation of social media, with organisations promoting digital and media literacy, ethical online conduct, and clear distinctions between personal and academic interactions. The growing integration of short educational films, digital communities, real-time debates, professional networking, and user-generated scholarly content is reshaping teaching and learning methodologies. The prevailing trend indicates a shift from viewing social media solely as a leisure platform to recognising it as an auxiliary educational space, contingent on digital skills, institutional support, effective pedagogical integration, and accountable engagement by both educators and learners.

SYSTEMATIC REVIEW OF LITERATURE:

Zhang Y. Chen D. & Xu J. (2025). Relationship between faculty members' perceptions of technology leadership and their technology integration into higher education. Evidence from China. In addition to identifying specific areas where deans' leadership practices could be improved, the results showed a significant correlation between faculty members' perceptions of deans' technology leadership and faculty members' technology integration. These areas include strategic planning, policy orientation, feedback, input, professional development, and resource support for professional growth. These results provide groundwork for future research on the integration of technology in higher education and provide important insights for academic leaders about ways in which leadership practices impact technological growth inside educational institutions.

Demir G. (2025). Exploring new media students' attitudes towards their education. Students' perspectives are at heart of this study but it also aspires to add to larger conversation on media literacy instruction. Study highlights importance of creating a well-rounded curriculum for students of new media. This curriculum should incorporate both theoretical knowledge and practical application provide technical training and equipment classify courses according to specific fields and quickly adapt to digital advancements. Participants voiced concern about overall quality of education due to variations in current curriculum among colleges. They suggested updating curriculum to reflect current industry practices and advances in order to better convey theoretical and practical knowledge. In addition, report provides suggestions for a more standardized curriculum in new media education and ways to improve cooperation among businesses universities students and recent graduates. Contributing to ongoing discourse on new media education and providing data for future research these suggestions aim to improve educational experience of students studying new media better prepare them for industry and strengthen collaboration among all stakeholders in field.

Brahme A. Mundhe S. D. Mohanty V. & Misal S. (2025). Forecasting usage of social networking sites for sustainable education and its influence on students and academician. There is no question that advent of social media during epidemic has caused a sea change in way people learn and teach. New insights and significant findings are provided by this work to scientific community. Expansion and improvement of internet have touched every sector of society. Internet users whether active or passive frequent a great number of websites SNSs applications etc. One way to stay in contact with friends share hobbies and activities create real life connections meet new people and a whole lot more is via social networking. Focus of this research is on social networking sites (SNSs) social media in general and how often people use them. Researcher had gone through a plethora of

sources including theses white papers journals books periodicals online resources etc. Studying effects of SNSs on academic students' behavior approach need implications of different SNSs and daily life is also a goal of research. Furthermore, it sought to ensure that both students and faculty could make long term use of SNSs in classroom.

Alshwiah A. & Alaulamie L. (2023). Social media usage and its association with students' performance and attitude in Saudi Arabia. This research set out to answer some important questions about Saudi Arabian students' social media habits and how such habits influence their academic achievement and classroom demeanor. Students' perspectives on use of social media for academic and professional purposes are investigated in this research.

Sobaih A. E. E. Baquee A. Palla I. A. & Munshi S. A. (2023). Perceived use behavior of social networking sites among healthcare students in India. College students especially those majoring in healthcare are heavy users of SNSs. However, there is a dearth of literature that delves into actual or perceived use habits of healthcare students in underdeveloped nations like India. Undergraduates in India's nursing and pharmacy programs are focus of this research which employs theoretical frameworks of Connectivism and New Social Learning to analyze their social media use habits. A large percentage of nursing students felt that these SNSs allowed them to connect with nurses all throughout nation. Meanwhile a large number of students expressed worries that using social networking sites for long periods of time may disrupt their sleep compromise their privacy and make it harder for them to concentrate in class. More effort should be placed into developing Connectivism between teachers and students on social learning environments if recommendations made in this research are to influence usage of SNSs in healthcare education.

Ganesh G. S. Mishra M. Dalei N. N. Khan S. Ranjan R. & Dhiman S. (2022). Role of social media tools in online teaching: perception of physiotherapy students and knowledge translation. Through use of a survey information was gathered from 627 individuals. Although 71.1% of students have benefited from taking courses online only 21.4% think social media is useful for education and 22.6% want to utilize it in future for both teaching and learning. Outcomes before and after content delivery were not significantly different in answers used to assess knowledge transfer from 224 individuals randomly assigned to receive course materials via Google Meet YouTube or email. Our research indicates that there are a number of internal and external aspects that must be considered before online education may fully replace traditional classroom instruction particularly in times of crisis.

Elverici S. E. (2021). Mobile technologies for education: attitudes to social media. It is true that mobile technology is expanding at a rapid pace and is finding more and more uses in people's daily lives. Their ability to cater to a wide range of consumer preferences is likely contributing to their rising star power. Many studies in area have begun to wonder how best to utilize mobile technologies and how they may be integrated into education now that they have become such a potent tool. One of answers to this topic is need to use technology into educational programs in order to improve communication and reach younger generation. Efforts to improve education via use of technology are now given more weight than in past. Here social media has grown in importance with mobile technology. As an example of how social media is defined one might say that it provides students with continual access to information. In realm of education it has recently come to light that social media enables students to not only have continual access to knowledge but also to share material collaborate and promote their own learning. Thus, this research seeks to get a more thorough and in-depth knowledge of potential educational uses of social media by surveying college students' perspectives towards this kind of tool within context of mobile technology. Participants in this research were 202 undergraduates. Research used a descriptive survey design with a 5point Likert scale and semi structured interviews. According to results kids think social media is great and are in favour of using it in classroom.

Chugh R. Grose R. & Macht S. A. (2021). Social media usage by higher education academics: A scoping review of literature. Based on an analysis of twenty-four articles it is clear that not all academics are active on social media. Those that are however mostly utilize it to build their professional and personal networks and to disseminate their research. Due to a lack of knowledge competence and self-assurance many educators avoid using social media in classroom. Academic community may be slow to adopt social media but there are many advantages to using these platforms for professional development research and instruction. These include better communication with stakeholders more possibilities and connections and happier and more engaged students. This paper aims to provide a concise overview of current thinking around use of social media by academics in higher education throughout world. Academics need to be more conscious of and accustomed to using social media in their professional lives for research and career development but most importantly for learning and teaching. By outlining status quo in this under researched field it informs and becomes a useful basis for further research.

Hsieh M. Y. (2020). Most sustainable niche principles of social media education in a higher education contracting era. For statistical purposes a factor analysis (FA) for quantitative analysis and an analytical network process (ANP) for qualitative analysis were used to cross measure weight questionnaires of randomly selected students and professionals. Consequently, in this era of declining enrollment at universities aggregation technology function (ATF) is most long-term viable niche principle of social media education. It not only satisfies

USR principles of institution Making Education More Equitable (MEME) Diminishing Poverty (DP) and Making Gender More Equality (MGME) but it also boosts institution's Industry Income (II) according to Times Higher Education (THE) World University Rankings which acts as a magnet for prospective students.

Draskovic N. Korper A. K. & Kilian Yasin K. (2017). Student attitudes toward use of social media in learning process: A comparative study of Croatian and German students. Academics have begun to pay more attention to role of social media in universities in last few years. A number of studies have shown that students and teachers are able to engage in more casual but still meaningful relationships via use of social media. Ever evolving educational landscape will not be complete without continued significance of social media. A potential drawback of social media is impression that it is only semiformal.

Williams C. & Adesope R. Y. (2017). Undergraduates' Attitude towards Use of Social Media for Learning Purposes. Intention of research was to examine how undergraduates feel about using social media for educational objectives. In Nigeria's Rivers State University of Port Harcourt hosted event. Research tested two hypotheses and two aims. Undergraduates from three different academic departments at UPH made up sample population. Three different faculties contributed to 300 student sample. Undergraduates' attitude towards use of social media for learning purposes (UATUSMLP) a 42-item structured questionnaire was used to gather data in this research which employed simple random stratified sampling procedures. To verify validity of instrument it was sent to specialists in area of educational technology. A reliability coefficient of 0.84 was achieved by using test retest to guarantee instrument's dependability. Researchers discovered that social media may help spread information and knowledge rapidly making them ideal for educational purposes. Furthermore, it was shown that students formed change-oriented groups consisting of close friends and future colleagues. It is suggested that universities get to know needs and wants of students in classroom.

Kedrowicz A. A. Royal K. & Flammer K. (2016). Social media and impression management: Veterinary medicine students' and faculty members' attitudes toward acceptability of social media posts. While social media may be a great way to meet new people and expand one's professional network it also has potential to be misused which can have serious consequences for one's professional standing and even one's ability to get a job. Perceptions of appropriateness of different social media posts were investigated in this study. We performed this cross-sectional investigation in 2015. Items that were included in SMS were a combination of new items made especially for this research and modified ones that had been previously published by Coe Weijs Muise et al. (2012). In spring of 2015 researchers used online survey tool Qualtrics to compile and evaluate data. Statistical analysis revealed that there were disparities in judgments of acceptable conduct between students and teachers as well as between genders and across years of school.

Mahadi S. R. S. Jamaludin N. N. Johari R. & Fuad I. N. F. M. (2016). Impact of social media among undergraduate students: Attitude. Worldwide social media accounts for 74% of all Internet users according to Pew Research Center (2015). Social media shows promise as a tool to enhance project-based learning collaboration and cooperation according to research. Nevertheless, there is a dearth of research on topic of social media's impact on classroom instruction particularly in MENA region. This research aims to identify when and how social media might best help learning by investigating causes and challenges impacting attitudes toward utilizing it at King Abdul Aziz University Jeddah one of Saudi Arabia's institutions. Students' opinions were significantly influenced by only five factors: perceived utility age subjective standards familiarity with Skype and perceived ease of use. Students' intents were significantly related to their overall attitudes $r(508) = .67$ $p = .00$. Additional study is required to establish successful educational approaches that take into account cultural and religious dimensions of social media and how they might help students' learning especially as these technologies continue to capture students' interest.

Almeshal T. (2015). Social media adoption in learning and teaching by higher education faculty. These days most people use social media as their primary method of contact and collaboration. While a lot of individuals use social media for their own purposes very few educators and students really make use of these sites for academic purposes. This study aimed to examine faculty members' social media use in higher education with goal of better understanding elements that may influence their decisions to include social media into their educational practices. As a theoretical foundation we used deconstructed theory of planned behavior (DTPB) model and quantitative methods verified its validity. Study also sought to compare use and behavioral intentions of Saudi Arabian and British faculty members to identify any differences. There were very little differences between two sets of data. Furthermore, teachers' attitude and perceived behavioral control greatly impact their intents to use social media according to study.

II. DISCUSSION:

In national context recent studies from India highlight growing role of social media and mobile technology in reshaping higher education especially during and after COVID19 pandemic. Research indicates that both students and faculty use social networking sites (SNSs) for learning communication entertainment and fostering social responsibility. While students generally show enthusiasm and view social media as integral to their

academic and social lives faculty concerns persist regarding privacy ethics digital distractions and inadequate infrastructure. Studies across disciplines such as healthcare agriculture and physiotherapy reveal that students benefit from improved communication professional networking and knowledge sharing. However, challenges like sleep disruption limited digital readiness and underdeveloped policies hinder optimal use. Research also emphasizes importance of prior digital exposure and recommends strategic planning capacity building and targeted training to better integrate social media into higher education. Overall social media holds significant potential in Indian academia but its effective use depends on context specific support and digital preparedness. Global literature on social media use in higher education reveals a dynamic and evolving landscape influenced by technology generational shifts institutional leadership and cultural context. Studies across various countries highlight that while students generally embrace social media for its educational potential such as collaboration information access and personalized learning faculty perceptions are more cautious often shaped by age experience and digital confidence. Research from China emphasized role of academic leadership in encouraging faculty technology integration while other studies identified demographic patterns in educators' social media usage with younger and female faculty using it more frequently. A recurring theme is dual nature of social media: students value its academic use despite its potential to distract and this paradox was seen across Saudi Arabia Turkey and beyond. Some studies also showed that social media use correlated negatively with academic performance or work ethics while others stressed its importance during crises such as COVID19 pandemic for sustaining educational communication in resource constrained settings. Additionally, research from different global regions underlines need for updated industry aligned curricula and greater digital literacy training. Comparative studies such as those between Croatian and German students reflect national and cultural differences in attitudes toward student faculty interaction via social platforms. Ethical concerns professionalism and institutional support remain key challenges especially for faculty and adjunct educators navigating virtual teaching environments. Overall, these international findings underscore promise of social media in higher education while calling for thoughtful integration that considers pedagogical goals ethical standards and contextual realities.

III. CONCLUSION:

The systematic review on perceptions towards faculty and students' use of social media in higher education indicates that social media has become an increasingly important component of contemporary teaching, learning, communication, and academic engagement. The reviewed literature suggests that both faculty members and students generally recognize the potential of social media to extend learning beyond the traditional classroom, facilitate communication, encourage collaboration, support information sharing, and provide opportunities for reflection and peer interaction. Earlier research involving both faculty and students similarly identified social media as a means of extending learning and enhancing students' learning experiences. However, perceptions are not uniformly positive. Students often emphasize accessibility, interaction, collaboration, and learning support, whereas faculty members may express greater concerns regarding distraction, inappropriate use, privacy, workload, academic boundaries, and the need for pedagogical guidance. A systematic review of literature from 2018–2023 also identified differences between teachers' and students' perceptions, with teachers more likely to associate social media with distraction and addictive use. Thus, the educational value of social media depends not simply on the availability of platforms but on how purposefully and pedagogically they are integrated into higher education. The review further indicates that research has concentrated substantially on students' attitudes, intentions, satisfaction, and engagement, while faculty perspectives and evidence concerning actual educational outcomes remain comparatively less developed. Existing systematic reviews have also identified a strong reliance on technology-acceptance models and survey-based research, while theoretically grounded pedagogical approaches and objective behavioural measures remain areas requiring further development. Social media should be understood neither as an inherently beneficial nor inherently harmful educational technology. Its contribution to higher education is shaped by instructional design, digital literacy, institutional policies, faculty guidance, student engagement, and responsible usage. Higher education institutions therefore need to develop clear guidelines, provide appropriate professional development for faculty, strengthen students' digital competencies, and encourage purposeful academic use of social media. Future research should give greater attention to longitudinal, comparative, mixed-method, and intervention-based studies involving both faculty and students. Such research can provide stronger evidence regarding how perceptions translate into actual teaching practices, learning engagement, and academic outcomes.

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