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BORANG PENGESAHAN TESIS

JUDUL KAJIAN: ADOPTION OF SOCIAL NETWORKING SITES (SNS) AMONG PRIVATE COLLEGE EDUCATORS IN KOTA KINABALU APPLICATION OF THE UNIFIED TECHNOLOGY ACCEPTANCE AND USE OF TECHNOLOGY (UTAUT) MODEL.
 IJAZAH: MASTER IN HUMAN CAPITAL MANAGEMENT (MHCm)

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**ADOPTION OF SOCIAL NETWORKING SITES (SNS)
AMONG PRIVATE COLLEGE EDUCATORS IN KOTA
KINABALU: APPLICATION OF UNIFIED
TECHNOLOGY ACCEPTANCE AND USE
OF TECHNOLOGY (UTAUT) MODEL**

RAMESH SALIMUN



**DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR MASTER IN HUMAN
CAPITAL MANAGEMENT**

**FACULTY OF BUSINESS, ECONOMICS AND ACCOUNTANCY
UNIVERSITI MALAYSIA SABAH
2014**

DECLARATION

I hereby declare that the materials in this dissertation is my own except for quotations, excerpts, summaries and references which have been duly acknowledged.

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09th September 2014



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KINABALU: APPLICATION OF UNIFIED
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ACKNOWLEDGEMENTS

First and foremost, I would like to express my sincere profound thanks to my supervisor Dr. Zakariya Belkhamza for his dedication, guidance and advice. I would also like to extend my greatest gratitude to all the lecturers in UMS, especially in FPEP, who have been always there for me, and also for the rest of us when we need your assistance. You are simply the best, and words cannot say enough of how I am thankful to you. To all my classmates, you have helped me a lot and guide me. Your words of encouragements are the source of my motivation to keep on moving forward. To my parents, I owe you everything and I will be forever indebted to you. Thank you very much to everyone who has helped in directly or indirectly for without your small contribution, this dissertation would have never been realized. To my Sinurambi friends, I thought I was quitting, but you have helped me went through all the obstacles. Thank you.

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09th September 2014

ABSTRACT

ADOPTION OF SOCIAL NETWORKING SITES (SNS) AMONG PRIVATE COLLEGE EDUCATORS IN KOTA KINABALU: APPLICATION OF UNIFIED TECHNOLOGY ACCEPTANCE AND USE OF TECHNOLOGY (UTAUT) MODEL

Social networking sites (SNS) have become very popular in recent years, and its adoption has skyrocketed. Following this trend among the general public, educators are also increasingly adopting these tools for their professional work. However, currently, there is no research to explore educators' adoption of SNS in private college in Kota Kinabalu. The current study seeks to investigate educators' acceptance and adoption of SNS for communication and information dissemination in the area of teaching in private colleges in Kota Kinabalu. To achieve this, the paper uses an amended Unified Theory of Acceptance and Use of Technology (UTAUT), a widely adopted technology acceptance theory. Four independent variables were used to examine the behavioral intention to use SNS among the private college educators. They are; Performance expectancy, effort expectancy, social influence and facilitating conditions. Gender was used to moderate the relationship between the independent variables and dependent variables (behavioral intention). The four constructs were operationalized to develop the questionnaires which were distributed to educators in eight private colleges in Kota Kinabalu. 200 questionnaires were obtained from the selected eight colleges. The data from 200 educators show that performance expectancy, effort expectancy and social influence have significance influence to adopt SNS among the private college educators. The correlation values shown were quite significant and it indicates that the model can be used as a tool to investigate SNS adoption among private college educators in Kota Kinabalu.

ABSTRAK

Rangkaian laman sosial telah menjadi sesuatu yang sangat penting sejak beberapa tahun yang lepas, dan penggunaannya telah meningkat dengan begitu mendadak. Berikutan dengan fenomena ini di kalangan pengguna awam, peningkatan penggunaan rangkaian laman social di kalangan tenaga pengajar juga telah meningkat dalam melaksanakan kerja professional mereka. Walaupun demikian, setakat ini, tidak ada kajian yang telah dijalankan untuk mengetahui penggunaan rangkaian laman sosial di kalangan tenaga pengajar di kolej swasta di sekitar Kota Kinabalu. Kajian ini dijalankan untuk menyelidiki tahap penerimaan dan penggunaan rangkaian laman sosial di kalangan tenaga pengajar di kolej swasta di sekitar kawasan Kota Kinabalu bagi tujuan komunikasi dan penyampaian maklumat. Untuk tujuan yang berikut, kajian ini telah mengadaptasikan model kajian *Unified Theory of Acceptance and Use of Technology (UTAUT)*, salah satu model kajian yang telah digunakan secara meluas untuk menyelidiki tahap penerimaan dan penggunaan teknologi di kalangan para pengguna. 250 soalan kaji selidik telah diagihkan kepada lapan buah kolej swasta yang telah dipilih untuk tujuan pengumpulan data. 200 soalan kaji selidik yang telah dikembalikan digunakan untuk menganalisa dapatan kajian ini. Dapatan menunjukkan perbezaan berbanding dengan kajian yang telah dijalankan sebelum ini. Namun demikian, dapatan daripada kajian ini boleh digunakan untuk memahami tahap penerimaan dan penggunaan rangkaian laman social di kalangan tenaga pengajar di kolej swasta sekita kawasan Kota Kinabalu. Dapatan dalam kajian ini juga boleh digunakan untuk memperkembangkan lagi kajian pada masa hadapan.

LIST OF FIGURE AND TABLE

	Page
Figure 3.1 UTAUT Model	26
Figure 3.2 Research Model	26 - 27
Table 3.1 Performance expectancy	30 - 31
Table 2.2 Effort expectancy	31
Table 3.3 Social influence	31
Table 3.4 Facilitating conditions	32
Table 3.5 Behavioral intention	32
Table 4.1 Profile of respondents	34
Table 4.2 Descriptive analysis	35
Table 4.3 Factor analysis for performance expectancy	37
Table 4.4 Factor analysis for effort expectancy	38
Table 4.5 Factor analysis for social influence	39
Table 4.6 Factor analysis for facilitating conditions	40
Table 4.7 Factor analysis for behavioral intention	40 – 41
Table 4.8 Reliability analysis on variables of the study	41
Table 4.9 Pearson correlations matrix of study variables	42
Table 4.10 Result of regression test for independent variables	43
Table 4.11 Result of hierarchical regression test	45
Table 4.12 Summary of hypotheses	46

LIST OF ABBREVIATION

SNS	Social networking sites
PE	Performance expectancy
EE	Effort expectancy
SI	Social influence
FC	Facilitating conditions
BI	Behavioral intention



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TABLE OF CONTENTS

	PAGE
TITLE PAGE	I
DECLARATION	II
CERTIFICATION	III
ACKNOWLEDGEMENTS	IV
ABSTRACT	V
ABSTRAK	VI
LIST OF FIGURE & TABLE	VII
LIST OF ABBREVIATIONS	VIII
TABLE OF CONTENT	IX
CHAPTER 1: INTRODUCTION	
1.0 Background of the Study	1 – 2
1.1 Information Technology (IT) Acceptance and Use Models	2 – 4
1.2 Problem Statement	5
1.3 Research Questions	5 - 6
1.4 Research Objectives	6
1.5 Scope of the Study	7
1.6 Significance of the Study	7 – 8
1.7 Definition of Variables	9
1.7.1 Social Networking Sites	9
1.7.2 Performance expectancy	9
1.7.3 Effort expectancy	9
1.7.4 Social influence	9
1.7.5 Facilitating conditions	9
1.8 Organization of the Study	10

CHAPTER 2 : REVIEW OF THE LITERATURE

2.0	Introduction	11
2.1	Overview	11 – 12
2.2	Web 2.0	12 – 13
2.3	Social Networking Sites (SNS)	13 – 14
2.4	History of SNS	14 – 16
2.5	Definition of SNS	16 - 17
2.6	The Characteristics of SNS	17 – 18
2.7	The Advantages of Using SNS	18
2.7.1	Building relationships	18 – 19
2.7.2	Improved communication	19
2.7.3	Social search	20
2.7.4	Promotes Two-way communication	20
2.7.5	Peer support	20 – 21
2.7.6	Enhance learning experience	21
2.8	Facebook	22

CHAPTER 3: THEORETICAL FRAMEWORK AND RESEARCH METHODOLOGY

3.0	Introduction	23
3.1	Unified Theory of Acceptance and Use of Technology (UTAUT)	23 – 25
3.2	Research hypotheses	26 – 27
3.2.1	Performance expectancy	27
3.2.2	Effort expectancy	27 – 28
3.2.3	Social influence	28
3.2.4	Facilitating conditions	29
3.3	Research Design	29 – 30
3.4	Instruments Administration	30
3.4.1	Performance expectancy – Independent Variable	30 – 31
3.4.2	Effort Expectancy – Independent Variable	31
3.4.3	Social Influence – Independent Variable	31

3.4.4	Facilitating Condition – Independent Variable	32
3.4.5	Behavioral Intention – Dependent variable	32
3.5	Data Analysis Method	32

CHAPTER 4 : DATA ANALYSIS AND FINDINGS

4.0	Introduction	33
4.1	Profile of Respondents	33 – 34
4.2	Descriptive Analysis of Variables	34 – 36
4.3	Factor Analysis	36
4.3.1	Factor Analysis of Performance Expectancy	36 – 37
4.3.2	Factor Analysis of Effort Expectancy	38
4.3.3	Factor Analysis of Social Influence	39
4.3.4	Factor Analysis of Facilitating Conditions	39 – 40
4.3.5	Factor Analysis of Behavioral Intention	40 – 41
4.4	Reliability Analysis	41
4.5	Correlation Analysis	42
4.6	Multiple Regression Analysis	43
4.6.1	Hypothesis Testing	43 – 44
4.7	Hierarchical Multiple Regression Test	44
4.7.1	Hypothesis Testing – Moderating Effect	45 - 46
4.8	Summary	46

CHAPTER 5 : DISCUSSIONS AND CONCLUSIONS

5.0	Introduction	47
5.1	Recapitulation of the Study	47 – 49
5.2	Findings and Conclusions	49
5.2.1	Hypothesis 1	49
5.2.2	Hypothesis 2	49 – 50
5.2.3	Hypothesis 3	50
5.2.4	Hypothesis 4	50
5.2.5	Hypothesis 5	50
5.2.6	Gender as Moderators	50

5.3	Discussion Summary	51
5.4	Implication of the Study	51
5.4.1	Managerial Implication	51 – 52
5.4.2	Theoretical Implication	52
5.5	Limitation of the Study	52
5.6	Recommendation and Suggestions for Future Research	52
5.7	Conclusion	53

REFERENCES	54 – 62
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APPENDICES	63
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LIST OF APPENDIX

	PAGE
APPENDIX A – QUESTIONNAIRE	63 – 66
APPENDIX B – SPSS OUTCOMES	67 - 83



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CHAPTER 1

INTRODUCTION

1.0 Background of the Study

Rapid advances in emerging information and communication technologies (ICT) have transformed the social networking habits of individuals. Individuals used to interact with the content only as receivers in Web 1.0, however, with the emergence of Web 2.0 applications, they now have the opportunities to produce and manipulate content, as well as contribute to the social environment. According to Huang, Hood & Yoo (2013) this transformation helped new or beginners to publish and modify based on their own content, personal experience, and therefore increase their social interaction by using some user-friendly and collaborative applications.

The existence of SNS has long been realized. Their technical features are basically almost the same from one to the other. Basically, users of SNSs can share personal information by using or sharing their profile, interact with other users who are using the same sites.

Today, SNS has become increasingly popular especially among educators and students. The idea of sharing was initially worded in the form of work and research documents essential to the few who made use of the technology. Since the introduction of the web by Dr. Barnes-Lee roughly twenty years ago, the process of ideas sharing has taken on a whole new dimension. By looking at how popular and successful SNS has become we can tell that the idea of online sharing has penetrated a whole new dimension, which is the social and personal level. Documents, photos, videos and any other files, from the basic and simplest ones to the most important and complicated ones can be shared by using any digital forms.

Until today, researches that are related to social networking and Web 2.0 tools are still very limited. Even if they do exist, most of them focused more on identity, network structures, privacy, and some technological issues. They may explain the potential for use of the concept and the technologies of social networking in education. However, research that is based in an educational perspective is critical if we are to make evidence-based decisions on how to effectively use the technologies and constructs of SNS in formal education settings.

According to Shamsudin (2009), it is very important for educators to be aware that the trend has changed so that they will be able to prepare themselves in dealing with the influences technology has brought on to the students. The use of SNS by educators creates a great opportunity for educational researchers. From previous literatures and other non - empirical evidences, they seem to suggest that students spend a lot of time on SNS. There are also some researchers who have suggested that the reason why educators are suddenly interested to adopt the new technology was due to its characteristics that are flexible, interactive and collaborative in nature. Thus, by understanding their perceptions of SNS, it will provide great benefits to academic researchers.

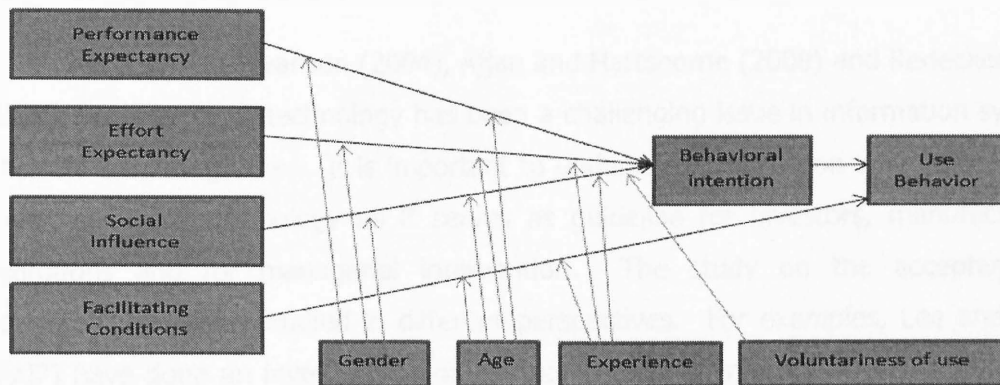
Presently, there is little study about the adoption of SNSs among private college educators in Kota Kinabalu. Thus, this study attempts to extend the frontier of knowledge in understanding adoption of SNSs among private college educators in Kota Kinabalu. Some educators would be resentful to the use of SNS for learning. They argued that students will use SNS more as a medium for socializing rather than for learning. This paper presents the results of a study carried out among educators in private colleges in Kota Kinabalu to discover their views and use of SNS especially for the purpose of teaching.

1.1 Information Technology (IT) Acceptance and Use Models

Ever since computer and information technology have been developed and widely use, there have been extensive research on IT acceptance and use. The origin of the

models has been adopted from different theoretical disciplines such as sociology, psychology and information systems. The theories are; Theory of Reasoned Action (TRA), the Technology Acceptance Model (TAM), the Motivation Model (MM), the Theory of Planned Behavior (TPB), the Combined TAM and TPB (c-TAM-TPB), the Model of PC Utilization (MPCU), Innovation Diffusion Theory (IDT) and Social Cognitive Theory (SCT). In 2003, Venkatesh, Morris, Davis, and Davis proposed a new IT acceptance and use model which aimed to combine the eight prominent competing IT acceptance and use models. The model is called the Unified Theory of Acceptance and Use of Technology (UTAUT). The authors contend that the new model successfully combines and integrates all the constructs used in previous models and can explain the variance in IT behavioral intention and use behavior better than the previous models. The UTAUT model was successful in explaining 69 percent of intention to use IT (technology acceptance) while the previously used models can only explain approximately 40 percent of technology acceptance.

Venkatesh et al. (2003) analyzed aforementioned models through a longitudinal and comprehensive study, which focused on the technology adoption of individuals in four different organizations. The process led the researchers to maintain that seven factors are common in all technology adoption models regarding the reasons of adoption and use. Four of these factors may directly affect technology acceptance and use. The four factors are performance expectancy, effort expectancy, social influence and facilitating conditions.



The UTAUT Model by Venkatesh et al. (2003)

The factors proposed in the model can be explained through a derivative viewpoint addressing the use of SNS in education. Basically, performance expectancy is related to educators' beliefs that by using SNS to provide instructions will help them to complete their teaching tasks more effectively. Effort expectancy on the other hand involves the degree of ease when using SNS within instructional settings. Social influence refers the degree to which educators think that it is important others and colleagues believe they should use novel technologies including online SNS. Last but not the least, facilitating conditions is regarded as the organizational and technical support (e.g. infrastructure) which is provided by the organization to implement these tools for educational purposes.

Some moderators of the proposed model are age, gender, voluntariness of use and experience. Venkatesh et al. (2003) provide the reasons of choosing these moderator variables as well. More specifically, gender roles constitute both a psychological foundation and a permanent influence on technology acceptance and use. Age is an important predictor of attitudes towards technologies adoption. Voluntariness of use is necessary to sustain the intrinsic motivation to use a particular technology. Finally, experience serves as a significant component of technology use, since the effort employed by individuals at the beginning of the acceptance process determine the intention to use a particular technology further.

1.2 Problem statement

According to Swanson (2004), Ajjan and Hartshorne (2008) and Redecker et al. (2009), acceptance of technology has been a challenging issue in information systems research for a long time. It is important to understand the reason why some people accept or reject technology as it serves as guideline for investors, manufacturers, institutions and for managerial intervention. The study on the acceptance of technology has been studied in different perspectives. For examples, Lee and Chen (2007) have done an investigation on the acceptance of internet based learning (the role of intrinsic and extrinsic motivation). Juceviciene and Valineviciene (2010) did a study on the acceptance of social network in terms of the function of the tools and criteria to use them. McLoughlin and Lee (2007) studied Web 2.0 in the aspect of technology affordance. There are not many case studies on acceptance of SNS for learning and very few empirical studies on acceptance of social network tools in teaching and learning (Juceviciene and Valineviciene 2010).

In support of this view, Salaway and colleagues (2008) argue that understanding SNS practices, outcomes, and motivations for use is particularly important in higher education because these sites are fundamentally changing the social fabric of universities and a wide range of campus activities.

The problem statement for this study is to investigate educators' acceptance and adoption of SNS for communication and information dissemination in the area of teaching in private colleges in Kota Kinabalu. To be specific, performance expectancy, effort expectancy, social influence and facilitating conditions, as related to SNS use were assessed as well as intention to use for education purposes. This paper will use the UTAUT model, a widely adopted technology acceptance and use of SNS for communication and information dissemination.

1.3 Research Questions

As mentioned earlier, the purpose of this study is to find out what are the factors that determine the acceptance and adoption of SNS usage among private college educators

in Kota Kinabalu. The following research questions are designed to guide the analysis for this study.

- a. What is the relationship between performance expectancy and behavioral intention in SNS adoption of private college educators in Kota Kinabalu?
- b. What is the relationship between effort expectancy and behavioral intention to adopt SNS among private college educators in Kota Kinabalu?
- c. Do social influences influence behavioral intention to adopt SNS among the private college educators in Kota Kinabalu?
- d. Do facilitating conditions contribute to SNS usage in private colleges?
- e. Does gender moderate the relationship between the performance expectancy, effort expectancy, social influences and facilitating conditions with behavioral intention and/or usage of SNS?

1.4 Research objectives

The study seeks to investigate educators' acceptance and adoption of SNS for communication and information dissemination in the area of teaching in private colleges in Kota Kinabalu. For this reason, the target of the study is to perform analysis on the possible factors which determine the acceptance of SNS as a tool for communication and dissemination of information. Thus, this study examines the relationship between performance expectancy, effort expectancy, social influence and facilitating conditions as independent variables, and factors such as age, gender, experience and voluntariness of use as moderators to behavioral intention in the adoption of SNS. Follow by the relationship between behavioral intention and facilitating conditions as independent variable to SNS adoption as dependent variable. In summary, the objectives are:-

- a. To determine the relationship between performance expectancy to behavioral intention in SNS usage.
- b. To determine the relationship between effort expectancy to behavioral intention to use SNS.
- c. To determine if social influence does influence behavioral intention to use SNS in private colleges.

- d. To determine whether facilitating conditions contribute to SNS usage in private colleges.
- e. To determine whether gender moderate the relationship between the performance expectancy, effort expectancy, social influences and facilitating conditions with behavioral intention and/or usage of SNS.

1.5 Scope of study

The scope of the study is to examine the relationship of selected independent variables; they are performance expectancy, effort expectancy, and social influence to behavioral intention in using SNS. Follow by the relationship between behavioral intention and facilitating conditions as independent variable to SNS adoption as dependent variable. This study also examines the moderating variable shaping the usage of SNS in private colleges in Kota Kinabalu. The scope of this study cover the sample conveniently selected private college educators in Kota Kinabalu area based on their adoption of SNS, particularly Facebook in teaching, and the duration of data collection was one month.

The colleges that have been selected for this study were:-

- ✓ Asian Tourism International College (ATIC)
- ✓ Kolej Yayasan Sabah
- ✓ Almacrest International College
- ✓ Tunku Abdul Rahman University College
- ✓ University Tun Abdul Razak
- ✓ PTPL Kolej, Kota Kinabalu
- ✓ INTI college
- ✓ Ascot Academy

1.6 Significance of study

Specifically, the term SNS is the access to social network application through internet connection. This phenomenon has brought some debates about its impact on employee productivity. The trend of using SNS also occurred in higher education

environment. Based on this trend, this study aims to see the usage of SNS in higher education environment, especially among educators.

The assumptions underlying the study presented here are as follows:

1. Technology represents tools that act as extensions of the educator.
2. Media serve as delivery systems for educational communications.
3. Technology is not restricted to machines and hardware, but includes techniques and procedures derived from scientific research about ways to promote change in human performance.
4. The fundamental tenet is that educational media and technology should be used to
 - a. achieve authentic learning objectives,
 - b. situate learning tasks,
 - c. negotiate the complexities of guided learning,
 - d. facilitate the construction of knowledge,
 - e. aid in the assessment/documenting of learning,

Using social media is an educational innovation that is valuable for online learning in higher education. However, most educators in private colleges in Kota Kinabalu are more familiar with traditional teaching; they may not know how to use technology appropriately or integrate SNS into their courses effectively. Therefore, it is evident that the findings of this study will have applications for educators who are concerned with making the most out of SNS in improving the quality of teaching and enhance learning abilities.

By understanding the impact of SNS in the area of teaching, the study hopes to provide better recommendations to the private college educators in Kota Kinabalu on how they can make use and take advantage of using SNS.

1.7 Definition of variables

1.7.1 Social Networking Sites (SNS)

According to De Rosa et al. (2007), a social networking site is a Web site that allows users to share content they have created, such as YouTube (for video sharing) or Flickr (for photo sharing). Boyd and Ellison (2007) defined social networking sites as web-based services that allow users to make personal profiles, create content, and share messages by connecting with other users in the system. Some researchers use the more inclusive Web 2.0 when referring to SNS and other social media (Gruzd, Staves, & Wilk, 2011; Hemmi, Bayne, & Land, 2009; Kaplan & Haenline, 2010).

1.7.2 Performance expectancy

Performance expectancy is defined as the degree to which an individual believes that using the system will help him or her to attain gains in job performance (Venkatesh, Morris, Davis, & Davis, 2003).

1.7.3 Effort expectancy

Whereas effort expectancy is defined as the degree of ease associated with the use of the system (Venkatesh et al., 2003).

1.7.4 Social influence

Social influence, as classified by UTAUT is defined as the degree to which an individual perceives that important others believe he or she should use a technology (Venkatesh et al., 2003).

1.7.5 Facilitating conditions

Organizational facilitating conditions are identified as the degree to which an individual believes that an organizational and technical infrastructure exists to support the use of the system (Venkatesh et al. 2003).

1.8 Organization of the study

This paper is organized as follows. In Chapter 2, review of literature related to this study and hypothesis are developed. Subsequently, Chapter 3 details out the methodology that has been adopted in the study. Chapter 4 and Chapter 5 report the study finding results and offer concluding comments respectively.



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