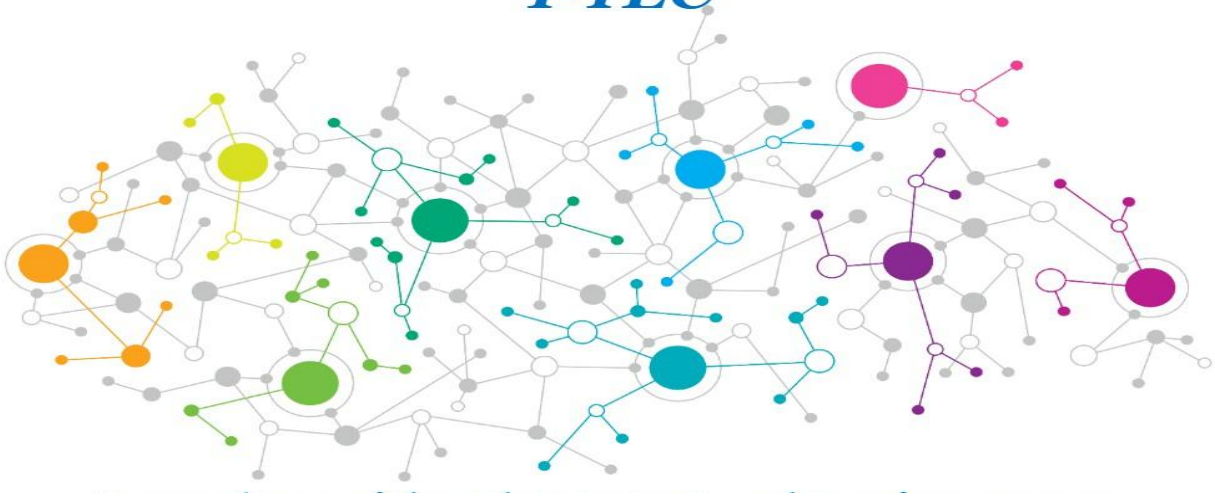
كلية الآداب والعلوم الإنسانية

ⵜⴰⵢⵙⵙⵓⵜ ⵜⴰⵎⴰⵡⴰⵙⵜ ⵜⵉⵙⵙⵏⵉⵡⵉⵏ ⴷ ⵜⵣⵔⴼⵜ ⵜⵉⵏⴰⵎⵓⵔⵜ ⵏ ⵍⵎⵖⵔⵉⴱ

Faculte des Lettres et Sciences Humaine

INNOVATION, TECHNOLOGIES, EDUCATION ET COMMUNICATION I-TEC



Proceedings of the 5th International Conference on Education, Research, and Innovation:

"Empowering Learners & Unlocking Their Full Potential"

|| April 08-09, 2025|| Oujda, Morocco||

Edited by

Isam Mrah

Edition:

Faculté Des Lettres et Sciences Humaines Université Mohammed Premier-Oujda

2025

ISSN : 2737-8195

ICERI 2025 Proceedings

Empowering Learners & Unlocking Their Potential

Mohammed I University

Faculty of Letters & Human Sciences, Oujda, 2025

Social Media as a Pedagogical Tool: Investigating Faculty Perceptions, Practices, and Institutional Challenges in Moroccan Higher Education

[1]Abdel Moula El Guermat, [2]Soumia Largou & [3]Abdellah El Boubekri

[1,2&3] Faculty of letters & Human Sciences, Mohammed I University, Oujda, Morocco

Corresponding author: abdelmoula.elguermat.d24@ump.ac.ma

[1]https://orcid.org/0009-0006-6109-5279

[2]https://orcid.org/0009-0000-1210-4331

[3]https://orcid.org/0000-0003-1882-1598

Abstract

Fifteen years ago, the use of social media (SM) as a pedagogical tool was largely unforeseen. The emergence of a scholarly discourse on its integration into teaching and learning (T&L) practices was equally unexpected. Today, however, universities globally have since shifted their focus toward integrating SM into educational environments. This shift reflects a growing recognition of SM's potential as a resource for both teaching and learning (Menkhoff et al., 2014; Liburd and Christensen, 2013; Hartley et al., 2020). Yet, such adoption in Morocco remains in its early stages, at times, met with resistance from educators. This study investigates the perceptions, adoption patterns, and challenges associated with SM integration among English teachers at Mohammed I University. Specifically, it examines the factors influencing faculty members' decisions to incorporate (or reject) SM in their teaching practices, the barriers they encounter, and the role of institutional policies in shaping these choices. In contrast to research that presupposes the benefits of SM in education, this study adopts a neutral perspective, that is, it analyzes the perspectives of both proponents and opponents to provide a balanced assessment of its impact on higher education. An explanatory sequential mixed methods design, informed by the Technology Acceptance Model (TAM) (Davis, 1989),

Pedagogical Belief Systems (Ertmer, 2005), and Institutional Theory (DiMaggio & Powell, 1983), is employed. The findings of this research have implications for the development of targeted policies and professional training programs designed to facilitate the effective and contextually appropriate integration of SM into higher education pedagogy.

Keywords: Social media, Integration, Attitude, Practices, Resistance, Challenges, higher education

1. Introduction

1.1.Background of the Study

In the last decades, the field of education has witnessed many transformations, influenced by events like the COVID-19 pandemic and the rise of Artificial Intelligence (AI). Traditional teaching methods have since been losing their appeal for a generation immersed in technology. Consequently, there has been growing demand for innovative technological proposals to meet the needs of today's digital natives learners. One such area of discussion that has been gaining attention is the potential of social media (SM) as a teaching and learning (T&L) tools.

The pedagogical applications of SM have attracted scholarly interest worldwide (Largou & El Guermat, 2024; Lakssoumi et al., 2022). Researchers are investigating how best to integrate these platforms into educational practices. They have been exploring their potential to promote student engagement, facilitate collaboration, and personalize learning experiences (Munir et al., 2021; Moghavvemi et al., 2018; Junco and Cotten, 2012). Although Western educational institutions are actively experimenting with and refining the integration of SM based on its perceived pedagogical advantages, the adoption of such strategies remains in its early stages in many developing countries. This hesitancy is often rooted in concerns about issues such as digital access, equitable participation, and the potential for misuse or distraction. Even where student perceptions of SM's potential in education are positive, practical implementation, however, faces considerable challenges. For example, in Morocco, the role of SM in education often remains largely confined to basic communication between teachers and students, or as a platform for departmental announcements. The full potential of these platforms for active learning, collaborative projects, and personalized feedback is often unrealized (Mamsaoui & Harrizi, 2024).

1.2.Problem Statement

SM integration in education is a growing area of interest. However, the experiences and perspectives of faculty members remain underexplored. Student usage is frequently studied, but the factors influencing faculty adoption and resistance are often overlooked. Teacher endorsement is essential for successful SM implementation; without it, integration efforts face real challenges. Concerns regarding pedagogy, institutional constraints, and workload can lead to faculty resistance. These issues, however, are not adequately addressed in current research. This study aims to fill this gap by examining faculty practices and attitudes within a specific institutional context. The goal is to contribute to a more nuanced understanding of the challenges and opportunities of SM integration in higher education.

1.3.Study' Aim, Objectives, Questions and Hypotheses

The present study aims to investigate faculty perceptions, adoption patterns, and resistance to SM within the English Department at Mohammed I University. It explores the how and why behind faculty members' decisions to integrate (or reject) SM, the barriers they face in the process, and whether institutional policies exert any influence on their choices. Unlike previous studies that often assume SM inherently improves teaching, this research adopts a neutral stance; in other words, it examines both the proponents and skeptics of SM to provide a balanced analysis of its actual role within the context of higher education.

To achieve its aim, this study pursues the following objectives: 1) assess the extent to which faculty members within the English Department currently integrate SM platforms into their teaching practices; 2) determine the key motivations that drive faculty adoption of SM as a pedagogical tool; 3) investigate the specific barriers and challenges that prevent faculty members from utilizing SM in their teaching; and analyze faculty perceptions of institutional policies, student expectations, and workload concerns, and their relationship to SM adoption decisions.

These objectives guide the study's inquiry through the following key research questions:

1. How do faculty members perceive the pedagogical benefits of social media integration in their teaching practices?
2. To what extent do faculty members in the English Department at Mohammed I University integrate SM into their teaching practices?
3. What motivates and prevents faculty members to adopt SM as a pedagogical tool?

Based on these objectives and questions, the study postulates the following hypotheses:

1. There is a positive correlation between faculty members' frequency of social media integration in teaching and their perception of its pedagogical benefits.
2. There is a negative correlation between faculty members' workload concerns and their willingness to adopt social media in teaching

2. **Review of Literature & Theoretical Framework**

As stated earlier, the study attempts to tackle different facets related to SM integration. One such aspect is to: first, understand educators' attitudes toward technology integration; and second, examine their motivations, practices, and the challenges they face in using SM; as a result, the study integrates multiple perspectives to ensure a comprehensive analysis of faculty engagement with such tools.

2.1. Social Media as a Pedagogical Tool

Higher education has seen a surge in online learning, with SM becoming essential. Tools like social networking sites (SNSs) let students connect, create profiles, and explore networks (Largou & El Guermat, 2024). This allows them to engage with course content in ways that suit their diverse learning styles and needs. Originally for social interaction, these platforms have naturally found their way into education. Colleges and universities are now using them to boost teamwork, interaction, and deeper learning (Liccardi et al., 2007). Platforms like Facebook (for virtual study rooms; Al-Mukhaini et al., 2014), YouTube (for accessible educational content; Lakssoumi et al., 2022), WhatsApp (for communication; Munir et al., 2021), Wikis (for collaborative knowledge building; Moghavvemi et al., 2018), and blogs/forums (for discussions; Ohei, 2019) are all now integrated as T&Ls.

However, integrating SM into higher education successfully is not without its difficulties. It requires students and teachers to be digitally skilled and for teachers to change how they teach (Buus, 2012). Concerns about privacy (Alkis et al., 2017), unequal access to technology (Cunha et al., 2020), and the fact that digital methods might not work well for practical learning (Alenezi et al., 2023) also create problems. Furthermore, using SM can increase teachers' workload (Junco and Cotten, 2012) and distract students (Frolova et al., 2020).

2.2. Technology Acceptance Model

In the 1970s, as technology became more essential, researchers aimed to understand why some systems were embraced while others failed. However, initial studies struggled to find reliable factors to explain system acceptance or rejection. In response to this challenge, Fred Davis introduced the Technology Acceptance Model (TAM) in his 1985 doctoral thesis at MIT. Davis argued that a user's motivation, directly tied to the system's features, is key to explaining and predicting its use.

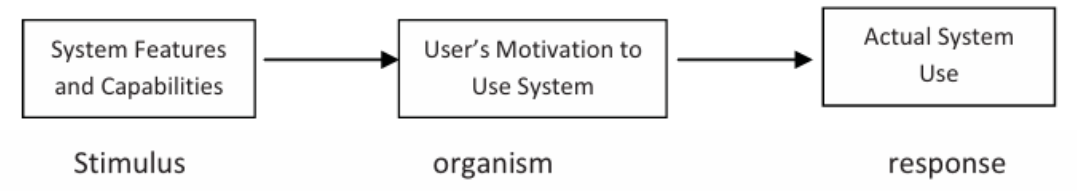


Figure 1. *Conceptual model for technology acceptance (Davis, 1985, p. 10).*

TAM is rooted in the Theory of Reasoned Action (TRA) from psychology. TRA posits that behavior is driven by intention, which is in turn shaped by a person's attitude toward the behavior and the social norms surrounding it – essentially, behavior and the willingness to act are determined by both feelings and beliefs. TAM applies this principle to technology adoption, using the relationship between beliefs, attitudes, intentions, and behaviors to understand how users accept and utilize new technologies. The goal of TAM is:

> …to provide an explanation of the determinants of computer acceptance that is general, capable of explaining user behavior across a broad range of end-user computing technologies and user populations, while at the same time being both parsimonious and theoretically justified. (Davis, 1989. p, 4)

TAM proposes that Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) predict a user's attitude toward technology, their intention to use it, and their actual usage. PU reflects how much a person believes a system will improve their performance, while PEOU indicates how effortless they expect it to be. TAM also recognizes that external factors can influence these beliefs (see figure 2).

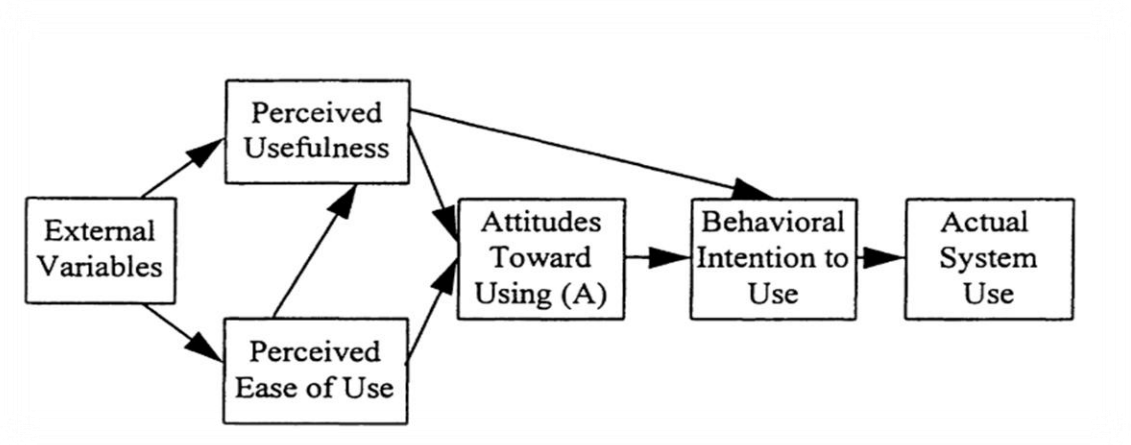


Figure 2. *Technology Acceptance Model (TAM) (Davis, Bogozzi and Warshaw, 1989)*

That is said, TAM would therefore provide a valuable framework for understanding educators' behavior regarding SM integration, given that their attitudes are likely to be shaped by the perceived usefulness PU and PEOU of these tools. Its relevance is also demonstrated by its acknowledgement that perceptions are influenced not only by technical considerations but also by individual experiences, pedagogical beliefs, and existing attitudes towards technology.

2.3. Pedagogical Belief Systems (Ertmer, 2005)

Ertmer (2005) notes that even with increased access to technology, improved teacher training, and encouraging policies, sophisticated classroom technology integration is surprisingly limited. This prompts the question of whether factors beyond the PU and PEOU revealed in the TAM are influencing teacher attitudes. Indeed, it is possible teachers' underlying beliefs about teaching and learning could be acting as significant, yet often unacknowledged, obstacles.

In this respect, studies on educational innovations indicate that a complete understanding of technology integration requires considering teachers' pedagogical beliefs (Ertmer, 2005; Lim and Chan 2007; Liu 2011; Sang et al. 2010). In other words, these researchers suggest that how teachers think about teaching and learning plays a crucial role in how they adopt and use technology. Defining teacher beliefs precisely is challenging due to the varied ways they've been conceptualized in research (e.g., Ertmer, 2005; Hermans et al. 2008; Lim et al. 2013). Richardson (2003) differentiates beliefs from knowledge, describing them as psychological convictions or assumptions felt to be true, while knowledge encompasses factual propositions and understandings (Calderhead, 1996). Rokeach (1968) proposes that an individual's entire collection of beliefs, encompassing the physical and social world as well as their self-perceptions, forms a complex belief system. Generally, beliefs act as personal frameworks that

guide individuals in interpreting and making sense of the world and their place in it (Pajares 1992, as cited in Tondeur et al., 2016).

In educational technology, teacher beliefs are commonly categorized as either teacher-centered or student-centered (Deng et al. 2014; Ravitz et al. 2000), with the former emphasizing discipline and the teacher's authority, and the latter prioritizing individual student needs and constructivist practices. However, researchers have challenged this binary distinction (Kerlinger & Kaya 1959), advocating for a multi-dimensional approach to understanding teachers' belief systems (Tondeur & Hermans et al. 2008). These beliefs act as a filter for new knowledge (Kagan 1992), including experiences with technology, potentially leading to changes in classroom practices and a shift towards student-centered approaches over time (e.g., Matzen & Edmunds 2007); however, individual teaching contexts influence this process (Stoll 1999). Evidence suggests that teachers with constructivist beliefs are more active technology users (Ertmer et al. 2015; Judson 2006), and they employ technology as an information tool and to foster higher-order thinking skills in students (Ananiadou & Claro 2009).

In general, Ertmer (2005) contends that that teachers' pedagogical beliefs directly affect how they incorporate technology into their teaching. Teachers who embrace constructivist beliefs are more likely to use technology to facilitate collaborative projects, problem-solving tasks, and other interactive learning experiences. Conversely, those with traditional beliefs may use technology primarily for tasks like presenting information or reinforcing basic skills through drill-and-practice software. Ertmer notes that despite the availability of technology, its integration often results in only incremental changes in teaching style, remaining far removed from the best practices advocated in the literature. Hence, Ertmer advocates for the necessity of designing professional development programs that address both technical skills and pedagogical beliefs. Such programs should provide opportunities for teachers to reflect on their beliefs, observe and collaborate with peers, and receive ongoing support as they experiment with integrating technology into their teaching.

2.4. Institutional Theory (DiMaggio & Powell, 1983)

The integration of SM as a T&L tool is likely influenced by more than just individual teacher beliefs and competencies. Institutional factors, specifically the organizational environment, may contribute in shaping attitudes. In this context, DiMaggio and Powell (1983) propose the Institutional theory that suggests organizations within a particular field tend to become increasingly similar over time, not simply for efficiency, but to gain legitimacy and acceptance.

This process, termed "institutional isomorphism," provides a framework for understanding how organizations, including educational institutions, adopt similar practices.

DiMaggio and Powell identify three mechanisms driving this convergence; first, *Coercive Isomorphism* occurs when organizations conform due to external pressures, such as legal mandates or regulations. For instance, during the COVID-19 pandemic, some institutions mandated online engagement through SM to maintain educational continuity; second, *Mimetic Isomorphism* involves imitating the practices of successful peers, especially in uncertain environments, to enhance perceived legitimacy. To illustrate, if one university observes a successful SM integration strategy at another institution, it might adopt a similar approach for its own curriculum. Finally, *Normative Isomorphism* stems from professionalization, where shared values and norms are disseminated through education and professional networks, therefore, leading to standardized practices. These forces contribute to the homogeneity observed in the adoption and implementation of SM as a T&L tool across different educational institutions; through, for example educational workshops and conferences that often highlight the benefits of SM in pedagogy.

2.5. Workload Theory

Although individual beliefs and institutional culture undoubtedly influence the adoption of integrating technology-enhanced learning (TEL), resistance to the latter among higher education instructors may be primarily driven by the increased workload it entails. A common perspective that often conforms with Workload Theory (Goodyear, 2005). Gregory and Lodge (2015) caution against the mere inclusion of TEL to merely satisfy policy requirements or perceived student expectations as digital natives (Prensky, 2001), as this approach, devoid of pedagogical theory and instructional design considerations, can negatively impact student, staff, and institutional outcomes. Integrating these critical elements, however, necessitates increased workload allocation.

Goodyear (2005) highlights that the daily demands on faculty, including time constraints, heavy teaching and administrative loads, and insufficient technical support, affect their willingness to adopt SM for T&L. Essentially, if faculty are already overburdened, they are less likely to invest the additional time and effort required to learn, integrate, and effectively utilize SM platforms. Conversely, when institutions provide clear guidance, alleviate administrative burdens, and offer robust technical support, faculty are more likely to embrace innovative teaching practices. For instance, an instructor burdened with a high course load and limited preparation time may

perceive even a promising SM tool as impractical. Conversely, reduced workload pressures and institutional investment in technical support can encourage faculty to experiment with and integrate SM into their pedagogical approaches.

3. Conceptual Framework

To illustrate the complex interdependencies among the main variables and theoretical models supporting this research, a conceptual framework has been developed. The conceptual framework synthesizes four complementary theories to illustrate how individual, organizational, and context variables interact to shape faculty members' implementation of social media in higher education. The framework captures the study's assumption that social media incorporation is guided by individual perceptions as well as more universal institutional and structural factors, as illustrated below:

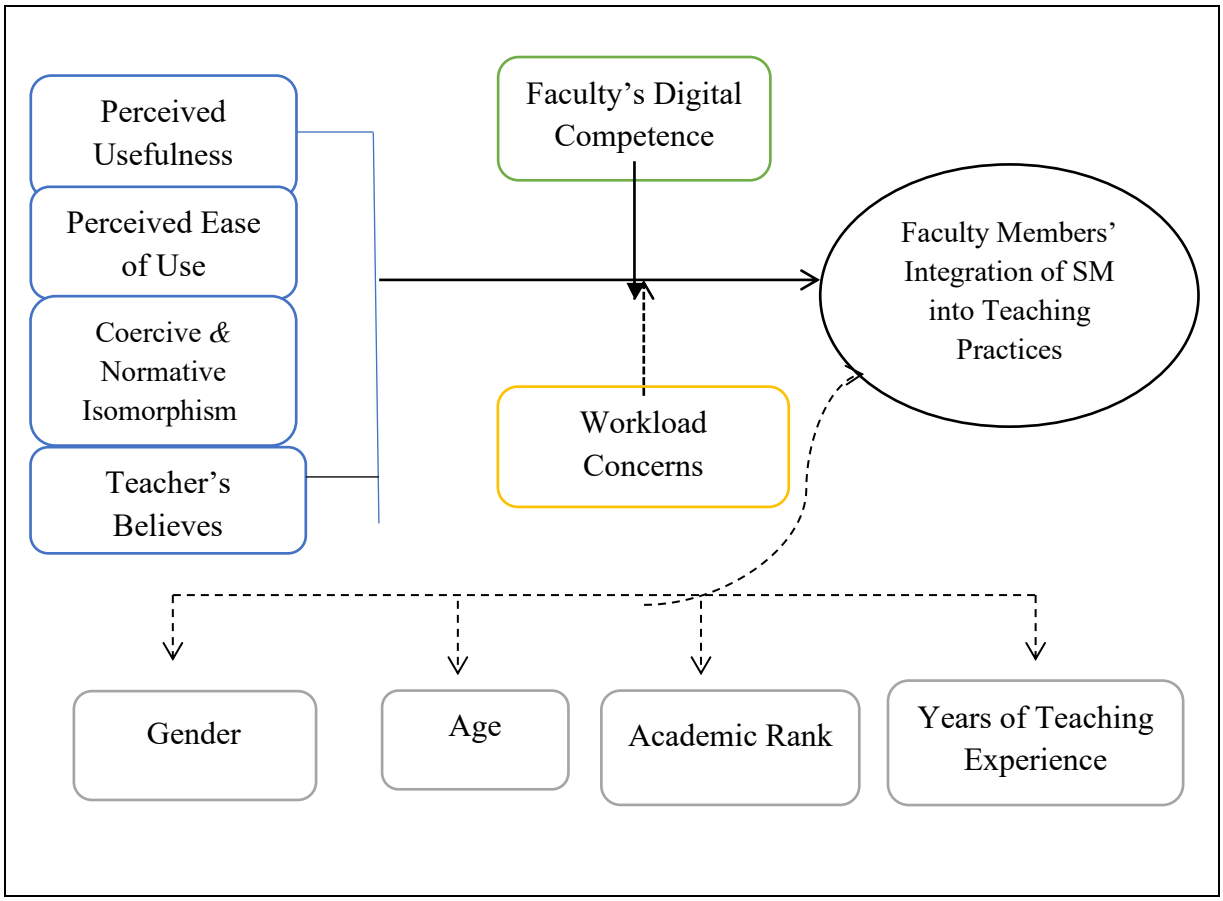


Figure 3. *Conceptual Framework of Factors Affecting SM Integration- Source: Authors' own elaboration.*

The model positions the variables graphically according to their role in the study and specifies direct and indirect influences on SM adoption. It is important to note that not all variables shown

in the diagram are empirically examined in this study but are included to show the overall theoretical foundation.

The blue boxes on the left side of the diagram form the independent variables for the research. These variables capture both individual-level perceptions about SM adoption (PU and PEOU) and organizational and pedagogical influences. These are posited to directly influence faculty members' intentions to use SM in teaching. In this model, Faculty Digital Competence is suggested as a moderating variable. A moderating variable is one where the presence of a third variable affects the direction or strength of the relationship between an independent and a dependent variable. Here, though SM integration may be determined by perceived usefulness, ease of use, or by support from institutions, the impact of these factors will most likely differ with regard to the level of faculty digital competence. That is, digital competence explains when, for whom, or under what conditions the adoption of SM is more likely. Workload Concerns are also included in the model as a mediating variable. A mediating variable explains how or why an independent variable influences a dependent variable by intervening between the two. Here, issues of workload can impact how ease of use or support from the institution can influence SM integration. For instance, even if instructors perceive SM as useful, excessive workload demands can stifle their ability and willingness to apply such tools effectively. Thus, the correlation between the independent variables and SM integration can decrease, become negative, or fail to take place altogether as a result of the mediating influence exercised by workload.

This association is not directly examined in this study, however. The white oval on the right is the dependent variable, "Faculty Members' Integration of SM into Teaching Practices." It is the outcome of all factors taking place at once; if such an intersection of all the variables is regarded as positive, then the adoption of SM is deemed as such, and vice versa. Finally, the gray boxes at the bottom (Gender, Age, Academic Rank, Years of Teaching Experience) are external variables in the study but not central to the theoretical model. Dashed lines in the diagram are used to reflect their, first, indirect impact, and second, their secondary status in this research.

4. Methodology

4.1. Research Design

In order to respond to the research questions most effectively, this study employs an explanatory sequential mixed-methods design with the quantitative phase assigned more weight and priority and the qualitative phase used to complement and expand on the findings of the quantitative data. Explanatory sequential designs are appropriate for studies in which early quantitative findings require additional explanation or clarification via qualitative inquiry.

A single methodological approach would be insufficient, since the study investigates both relationships between variables and the nuanced attitudes of educators. A quantitative, correlational approach is beneficial for understanding, for instance, the relationship between student SM adoption and their motivations, or the impact of institutional influences and workload on faculty adoption. However, relying solely on questionnaires would provide an incomplete picture of educators' attitudes. The qualitative aspect, which has taken the form of interviews, was therefore incorporated to supplement the quantitative findings, giving more detailed information regarding faculty attitude, rationale, and organizational concerns that might not be adequately captured in simple numerical data.

4.2. Sampling & Participants

This study's sample consists of instructors from the English Department at Mohammed I University, chosen via convenience sampling (n=17). This method, described by Koerber and McMichael (2008, as cited in Golzar et al., 2022), selects participants based on their accessibility and ready availability. The researchers are fully aware that this approach might not offer a perfectly representative sample of all teachers, however, it allowed the efficient collection of in-depth, context-specific data from those actively engaged in the relevant educational practices.

4.3. Instruments

The quantitative aspect of the study employed a structured questionnaire, distributed via WhatsApp and email to maximize faculty participation. This instrument consisted of four sections: (1) demographics (gender, age, academic rank, teaching experience, and field of expertise); (2) Social Media Adoption (frequency and context of use in teaching); (3) Motivations for SM Use (including perceived ease of use and perceived usefulness, aligned with the Technology Acceptance Model); (4) Barriers to Social Media Adoption (workload,

technical support, pedagogical beliefs, and institutional influence), all explored through the lenses of the theoretical framework reviewed in this study.

PU was operationalized using two items adapted from established TAM instruments (Davis, 1989). These items assessed the extent to which faculty members believe that integrating SM enhances their teaching effectiveness. Specifically, respondents rated their agreement with the following statements on a 5-point Likert scale (1 = Strongly Disagree, 5 = Strongly Agree):

"I find social media useful for delivering course content."

"Social media enhances student engagement in my courses."

Perceived Ease of Use (PEOU) was measured using a single item, drawn from simplified TAM applications to higher education settings, given the exploratory nature of this study. Faculty members rated their agreement with the statement:

"I find it easy to use social media in my teaching."

These items were included within Section 3 of the questionnaire, under "Motivations for Social Media Use." The decision to use concise, direct items reflects both the need for clarity among busy faculty participants and alignment with TAM constructs.

Supplementing the quantitative data, a qualitative component sought deeper understanding of faculty experiences and the contextual factors influencing their decisions regarding social media. Open-ended questions prompted respondents to elaborate on their experiences, providing narratives about instances where SM enhanced or hindered their teaching. They were also encouraged to discuss how their teaching philosophies and institutional contexts shaped their use, or lack thereof, of these digital tools.

Table 1

Reliability Test

Constructs	Chronbach's Alpha
SM Motivation	.964

4.4. Data Collection & Analysis

A Google Forms questionnaire gathered quantitative data from the target teachers population via WhatsApp and Facebook groups. Over a period of three weeks, 17 quantitative and 5 qualitative responses were collected. The quantitative data analysis proceeded in two phases.

First, descriptive statistics were calculated to determine mean scores for the main variables. Second, inferential statistical analyses were performed. For the qualitative data, thematic analysis was used to identify recurring patterns and themes. The gathering of the latter was conducted through both in-person meetings, when feasible, and electronic means, such as email and WhatsApp, for those participants who were could not reach out to.

4.5. Ethical Considerations

Prior to data collection, it was clearly communicated to participants that their participation was entirely voluntary, and informed consent was obtained from all participants. The purpose of the study, the anonymity of responses, and the right to withdraw at any time were explained at the beginning of both the questionnaire and interviews. No personally identifiable information was collected to ensure confidentiality and privacy throughout the research process.

5. Results & Discussion

5.1. Quantitative Results

5.1.1. Descriptives Results

This section is structured into two parts. The first outlines the demographic characteristics of the study's participants, whereas the second analyzes teachers' adoption of social media, highlighting their motivations and the barriers they encounter.

The study sample comprised 17 faculty members from the English Department at Mohammed I University. The sample was predominantly male (82.4%, n = 14), with a smaller proportion of female respondents (17.6%, n = 3; see Figure 4). This gender imbalance may reflect the department's composition or differences in study participation. Participant ages varied, with the largest group (41.2%, n = 7) being between 24 and 34 years old. Other age groups included 35-44 years (23.5%, n = 4), 45-54 years (23.5%, n = 4), and 25-34 years (11.8%, n = 2).

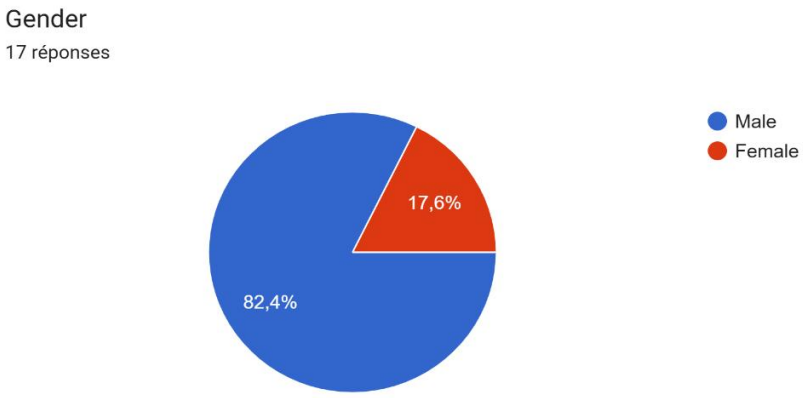


Figure 4. *Gender Distribution- Source: Authors' own elaboration*

The sample included faculty across a range of academic ranks. The largest proportion (52.9%, *n* = 9) were Doctoral Student Instructors. Associate Professors, Senior Professors, and Assistant Professors were each represented by an equal share (11.8%, *n* = 2 per rank). A small number of respondents held other positions, some of which were vacant (see Table 2). Regarding teaching experience, the majority of these participants (64.7%, n = 11) had 1-5 years of teaching experience, suggesting that the sample primarily comprised faculty in the early stages of their careers. Smaller proportions reported over 16 years (17.6%, n = 3), 11-15 years (11.8%, n = 2), and 6-10 years (11.8%, n = 2) of experience.

Table 2

Academic Rank Distribution of Participants

Academic Rank	Number of Participants (n)	Percentage (%)
Doctoral Student Instructors	9	52.9
Senior Professors	2	11.8
Full Professors	2	11.8
Assistant Professors	2	11.8
Other Positions/Vacant Roles	2	11.8

Regarding teaching experience, the majority of participants (64.7%, n = 11) had 1-5 years of teaching experience. This reveals that the sample primarily comprised faculty in the early stages of their careers. Smaller proportions reported over 16 years (17.6%, n = 3), 11-15 years (11.8%, n = 2), and 6-10 years (11.8%, n = 2) of experience, see figure below.

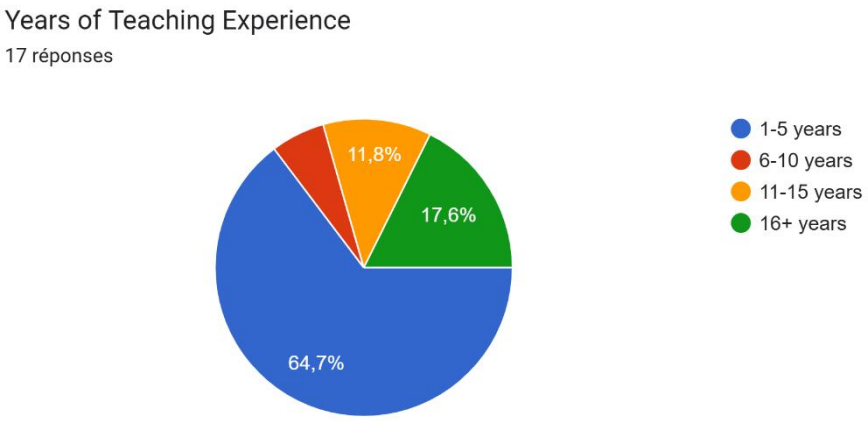


Figure 5. *Years of Teaching Experience- Source: Authors' own elaboration.*

When asked about SM's role as T&L tool, participant responses revealed widespread integration of it into teaching practices, with 70.6% reporting its use compared to 29.4% who did not. However, self-reported familiarity with SM as a pedagogical tool presented a more complex picture (see Table 3). That is to say, although a substantial portion indicated moderate (47.1%) or slight (41.2%) familiarity, a noteworthy 11.8% reported no familiarity whatsoever. Strikingly, none of the participants considered themselves "very familiar." This disparity between utilization and perceived familiarity is indeed a though-provoking one. In TAM terms, this may reflect a discrepancy between actual use (AU) and perceived ease of use (PEU), with some faculty utilizing SM tools without necessarily perceiving them as easy to use. It presents two options: either there is a lack of general awareness of the pedagogical possibilities of SM among educators, or a lack of training and support does not allow them to be capable of effectively using these tools in the classroom environment. It suggests a lack of institutional scaffolding, which Institutional Theory accounts for by the existence of weak normative or regulative support mechanisms. These competing hypotheses will be expanded upon with the qualitative data analysis.

Table 3

Faculty's Use and Familiarity with Social Media in Teaching

Question	Response	(%)	Frequency
Have you ever used social media in any teaching-related activity?	Yes	70.6	12
	No	29.4	5
How familiar are you with social media as a potential teaching tool?	Not familiar at all	11.8	2
	Slightly familiar	41.2	7
	Moderately familiar	47.1	8
	Very familiar	0	0

Subsequently, participants were asked to rate the frequency of SM usage in teaching. Results reported infrequent use. Over half of the 17 participants (52.9%) used SM only a few times per semester ("rarely"). A significant minority (35.3%) reported abstaining entirely from using SM for teaching. A small fraction (11.8%) used it occasionally, approximately once a month. Notably, no respondents reported using SM on a weekly basis or more. This is perhaps can be attributed to TAM construct of Behavioral Intention (BI) that while some faculty may appreciate the use of SM, belief or contextual factors may be preventing them from intending to use it on a regular basis. This suggests a cautious or hesitant approach to incorporating SM in pedagogy among them (see figure 6).

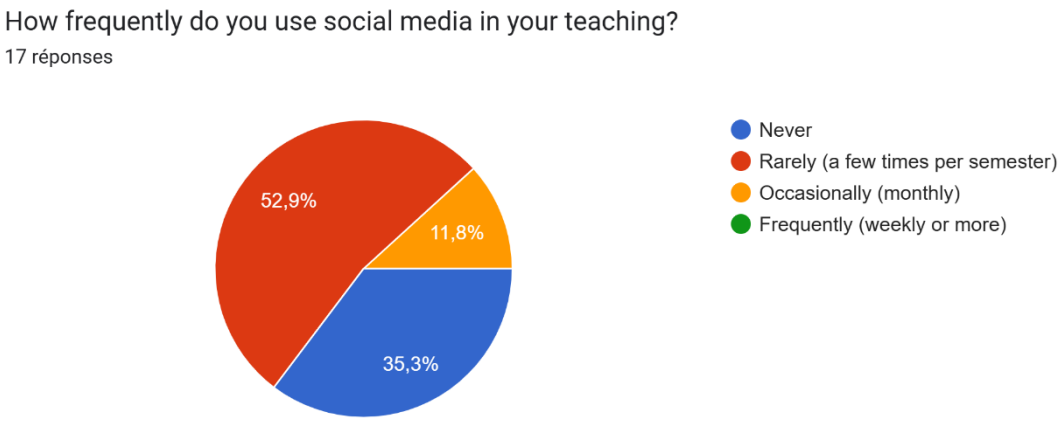


Figure 6. *Frequency of SM Usage in Teaching- Source: Authors' own*

Among the top SM applications used by the participants, WhatsApp emerged as the most frequently used platform (41.2%), followed by YouTube and Google Classroom, each used by 17.6% of respondents. Facebook was utilized by 11.8% of faculty members, while no respondents reported using Twitter/X or Edmodo. Additionally, 11.8% of participants indicated that they do not use any platform, and 5.9% stated that they do not use SM at all. Interestingly, the most prevalent use of such tools among participants was the distribution of educational resources, cited by 64.7%. Connecting with students outside of class hours was also a common application (47.1%), as was the facilitation of student discussions (41.2%). However, SM was less frequently utilized for assessment purposes (17.6%) or to encourage collaborative projects (11.8%). These findings indicate that the faculty overwhelmingly perceive SM as being helpful (PU) to extend traditional communication and resource sharing practices, rather than altering pedagogical methods. This would infer a tendency of faculty to utilize social media so as to augment existing teaching practices by enabling communication and resource sharing, rather than advocating for more interactive or collaborative learning spaces.

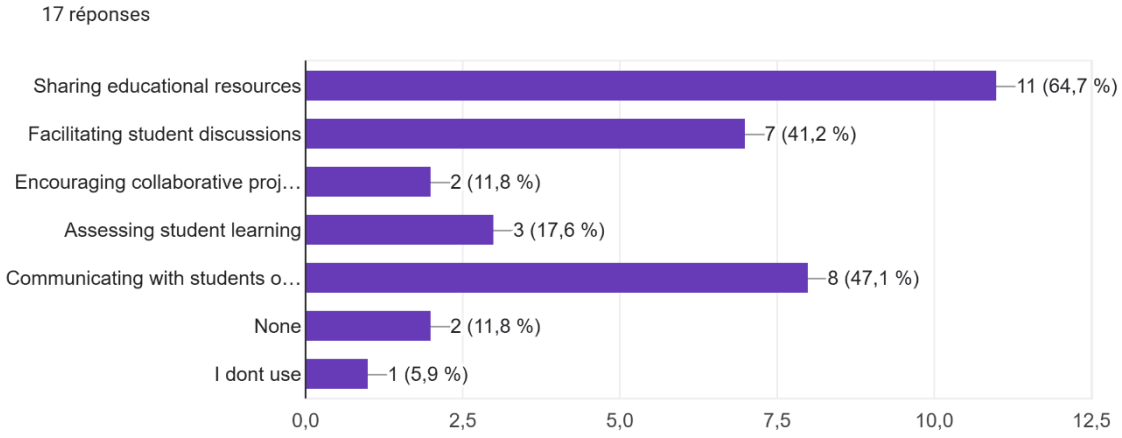


Figure 7. *Purposes for Using SM- Source: Authors' own elaboration (SPSS output)*

Such applications of SM tools were indeed underpinned by specific motivations. To explore these, participants, on the one hand, who used SM were asked about their primary motivators, drawing on the framework of TAM theory (see Table 4). A majority (52.9%) agreed that SM is useful for delivering course content, with a further 29.4% remaining neutral. A small minority disagreed (5.9%) or strongly disagreed (11.8%), indicating a general acknowledgement of SM's practical utility in content delivery. Furthermore, a substantial majority (70.6%) agreed that these platforms are easy to implement and navigate as teaching resources, while 11.8% were neutral. Only a small proportion disagreed (5.9%) or strongly disagreed (11.8%). These results validate the relevance of two of the central TAM constructs—PEU and PU—in predicting

favorable attitudes towards SM integration. What is more, the result that usefulness for content delivery and ease of use are strong stimulators suggests that efforts to improve SM adoption need to be directed at highlighting these characteristics. This would be in line with TAM's predictive model, in which high PU and PEU will generally lead to higher Behavioral Intention (BI) and, eventually, higher Actual Use (AU).

Table 4

Motivations for Using Social Media in Teaching According to TAM Theory

Motivation	Frequency	Percentage (%)
Belief that SM is useful for delivering course content	9	52.9
Belief that SM platforms are easy to implement and navigate	12	70.6
Neutral towards SM use for teaching purposes	2	11.8
Disagreement regarding the usefulness of SM in teaching	1	5.9
Strong disagreement towards using SM for teaching	2	11.8

On the other hand, participants who do not integrate SM into their teaching, as well as those who use it frequently, were asked to identify the barriers they face. These questions were designed to explore various types of impediments, including pedagogical considerations related to teaching philosophy, institutional constraints, and workload concerns (see Table 5).

Table 5

Barriers to Social Media Adoption in Teaching

Barrier	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Current teaching philosophy not aligned with SM use	5.9	11.8	23.5	47.1	11.8
Institutional policies and support insufficient for SM integration	17.6	11.8	11.8	35.3	23.5
Anticipated increase in workload with SM integration	0	23.5	17.6	41.2	17.6

The results indicate a triad of challenges impeding the seamless integration of SM into pedagogical practice. First, a substantial proportion of participants (47.1%) expressed reservations regarding the compatibility of SM with their existing teaching philosophies. This resonates with the influence of Pedagogical Belief Systems, in which strongly held convictions about effective education can disenfranchise the perceived benefits of new technologies. Second, insufficient institutional policies and support structures were mentioned by the majority (58.8%) as a significant barrier. Institutional Theory explains this by highlighting the role of formal structures and cultural norms to shape or limit innovation within organizations. Finally, workload concerns arose as a key inhibitor, with the same percentage (58.8%) anticipating an increase in their workload if they were to incorporate SM into their teaching practices. In spite of perceiving potential usefulness, this anticipated burden may cancel out the faculty members' PEU and reduce their behavioral intention to use such technologies.

5.1.2. Inferential Analysis

The inferential analysis sought to examine the study's two principal hypotheses. As this required correlational analysis, a normality test was initially performed to identify the most appropriate correlational method. The normality test results, detailed in Table 6, reveal differing distributions across the variables under investigation. Specifically, the Shapiro-Wilk test, which is well-suited for the study's limited sample size ($n = 17$), indicates that both SM Adoption ($p = .052$) and Adoption Barriers ($p = .422$) exhibit normal distributions, since their significance values surpass the .05 threshold. This suggests that parametric tests (e.g., Pearson correlation) are appropriate for analyses involving these variables. Conversely, Motivations SM displays a statistically significant deviation from normality ($p < .001$), necessitating the use of non-parametric tests like Spearman correlation for any analyses involving this variable, unless data transformation techniques are successfully applied to satisfy the assumptions of parametric testing.

Table 6

Normality Test

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
SM_Adoption	0.205	17	0.056	0.893	17	0.052
Motivations_SM	0.274	17	0.001	0.698	17	<.001
Adoption_Barriers	0.145	17	0.200*	0.948	17	0.422

Hypothesis 1: *There is a positive correlation between faculty members' frequency of social media integration in teaching and their perception of its pedagogical benefits.*

This hypothesis comes under the TAM, which asserts that individuals' attitudes toward a technology are strongly influenced by how useful they think the technology is. In this research, perceived pedagogical benefits represent faculty members' attitudes toward the use of SM in teaching, the central concept in TAM. Besides, the hypothesis also comes under Pedagogical Belief Systems theory, which presumes that teachers' core beliefs about teaching and learning play a crucial role in shaping their instructional approaches.

Spearman's rank-order correlation analysis failed to support the proposed hypothesis. The results indicated a moderate positive correlation between perceived pedagogical benefits of SM and its adoption (r_s = .444, p = .074). However, this correlation did not reach statistical significance at the $\alpha = 0.05$ level. Therefore, the hypothesis was rejected. Although the analysis suggests a potential positive relationship between perceptions of social media's benefits and its adoption, the evidence is insufficient to definitively conclude that faculty members who perceive SM as beneficial are more likely to integrate it into their teaching practices. The qualitative data will be analyzed to provide further insight into this relationship.

Despite the non-significant result, the moderate positive correlation reveals a potential trend consistent with TAM and Pedagogical Belief Systems. This would suggest that faculty members who recognize the pedagogical value of SM are more inclined to use it in their instruction, although the statistical evidence is not sufficient to confirm this correlation as yet. The qualitative data will be reviewed to obtain greater insight into this correlation.

Table 7

Spearman's rho Correlation between Perceived Pedagogical Benefits and Social Media Adoption

Variables	SM Adoption	Perceived Pedagogical Benefits
Spearman's rho Correlation		
SM Adoption	1.000	0.444
Perceived Pedagogical Benefits	0.444	1.000
Sig. (2-tailed)	–	0.074
N	17	17

Hypothesis 2*: There is a negative correlation between faculty members' workload concerns and their willingness to adopt social media in teaching*

This hypothesis stems from Workload Theory that postulates that greater workload or concern about additional effort can be barriers to the use of new practice or technology. Institutional Theory also identifies the way organizational factors, including workload distribution and institutional support, can influence the behavior of individuals, for example, the use of SM in the education of teaching.

To test this hypothesis, a Spearman's rho correlation was conducted to assess the relationship between faculty members' workload concerns and the frequency of SM use in teaching. The analysis revealed a negative correlation ($\rho = -0.253$) between the two variables, indicating that as workload concerns increase, SM usage tends to decrease. However, the correlation was not statistically significant ($p = .327 > .05$). Given the non-significant p-value, Hypothesis 2 is not supported. This suggests that concerns about increased workload do not significantly influence faculty members' willingness to adopt SM in their teaching practices.

Yet the negative correlation, although not significant, accords with the assumptions of Workload Theory and Institutional Theory. That is to say, workload problems may be a technology adoption hurdle in a contextual situation, as postulated in advance. Further qualitative investigation will be used to explore how faculty members' perceptions of workload, institutional culture, and organizational support influence one another to determine SM integration choices.

Table 8

Correlation Between Frequency of Social Media Use and Workload Concerns (Spearman's rho)

Variables	SM Use Freq	Workload Concerns
SM_Use_Freq	1.000	-0.253
Sig. (2-tailed)	—	0.327
N	17	17
Workload_Concerns	-0.253	1.000
Sig. (2-tailed)	0.327	—
N	17	17

5.2. Qualitative Results

Qualitative data was collected to explore educators' attitudes toward SM adoption in greater depth. Participants included five faculty members: two associate professors, one assistant professor, and two doctoral-level instructors. The interviews explored the following topics: 1) Beliefs regarding SM as a teaching tool and the reasoning behind those beliefs; 2) Specific examples of current or potential integration of digital tools or SM into teaching practices; 3) Primary motivators for using SM as a teaching tool; and 4) Institutional support or changes that would increase the likelihood of integrating digital tools into teaching.

Interestingly, the interviews revealed a range of perspectives on the pedagogical potential of social media. A subset of participants (n=3) recognized the value of SM as a teaching tool, while others (n=2) expressed a lack of familiarity with this application. One participant who acknowledged the pedagogical role stated:

> "*Yes, they can be used as a teaching tool provided that the teacher and students share the same perceptions and expectations of how courses can be supported by the interactive opportunities allowed by social media. Much has been written on how social media can be pedagogically integrated, but still, much more needs to be clarified about how to manage students' cooperation and collaborative tasks, not to say how to maintain their engagement and content retention."*

The participant suggested that simply adopting SM tools is not enough; successful integration is more than that; it hinges on a careful alignment of teacher and student expectations, and a proactive approach to managing the potential pitfalls of online learning, which is in consistent with the principles of the Pedagogical Belief Systems framework. As such, an examination of

educators' and students' attitudes is of priority without which any technical implantation would just get wasted over time.

Moreover, the participants indicated that the integration of SM is usually done reactively upon encountering a situation such as the COVID-19 outbreak, rather than being a proactive pedagogical choice. This points to the fact that the flexibility of social media is well known but is not as yet deeply rooted within pedagogy. The utilization of such tools as WhatsApp (primarily for communications) and Google Classroom (essentially for sharing resources) represents an inward orientation of the pedagogic potential of social media, in line with the knowledge gaps and institutional training imperatives invoked in both the qualitative responses and the Institutional Theory approach.

In closing, participants consistently identified institutional support deficits and workload pressures as major impediments to SM integration. A participant articulated this by stating that: *"Institution provides neither the necessary resources to facilitate effective integration nor, crucially, adequate training for educators on how to teach using social media tools"*. This comment implies that even in environments conducive to integration, proper educator training remains essential but regrettably absent. A particularly insightful response from another participant encapsulates these challenges:

> *"Most often it is the question of technological affordance and infrastructure. With internet connection instability, administrative staff and technical shortage, unmanageable size of classes and unstructured overloaded schedules, teachers are reluctant to engage in any kind of online learning, which means extra stress and further frustration."*

These perceptions are aligned with the assumptions of Workload Theory and Institutional Theory and demonstrate how infrastructural problems, resource limitations, and overload discourage the use of social media by faculty for teaching.

4. Implications, Recommendations, Limitations and Conclusions

This study provides perspective into the pedagogical adoption of SM among faculty within the English Department at Mohammed I University. The findings reveal a tension between educators' recognition of its potential and the practical realities of integration. Pedagogical beliefs, institutional support structures, and concerns about workload intertwine to influence adoption decisions. The quantitative data suggested a positive correlation between perceived benefits and actual use, while simultaneously highlighting the inhibiting effect of workload

anxieties. Complementing this, the qualitative data emphasized the necessity of shared expectations between instructors and learners, and the critical role of adequate training.

To move beyond limited integration and fully leverage SM's pedagogical promise, several targeted actions are necessary. Institutions must invest in sustained professional development that does not just focus on tool proficiency but also explores innovative pedagogical applications and strategies to actively manage student engagement. Furthermore, administrative structures must progress to provide tangible support, including reliable technical infrastructure, dedicated support staff, and workload models recognizing the time commitment required for thoughtful SM implementation.

Given this, it is important to acknowledge the inherent limitations of this investigation. The small sample size from a single department restricts the broader applicability of the quantitative results. The reliance on self-reported data introduces the potential for response biases. Future research should prioritize expanding the scope of investigation to include larger, more diverse faculty populations and incorporating observational data alongside self-reports to strengthen validity. Furthermore, exploring student perspectives on SM integration can provide more insights that complement faculty experiences. Future research should also delve deeper into the specific pedagogical beliefs that either facilitate or impede SM adoption, and examine how targeted interventions can effectively reshape these beliefs.

Acknowledgments

I acknowledge the financial support provided by the National Center for Scientific and Technical Research (CNRST) under the PhD-Associate Scholarship – PASS.

References

Alenezi, M., Wardat, S., & Akour, M. (2023). The need of Integrating digital education in higher Education: challenges and opportunities. *Sustainability*, *15*(6), 4782. https://doi.org/10.3390/su15064782

Alkis, Y., Kadirhan, Z., & Sat, M. (2017). Development and validation of social anxiety scale for social media users. *Computers in Human Behavior, 72*, 296–303. https://doi.org/10.1016/j.chb.2017.03.011

Al-Mukhaini, E. M., Al-Qayoudhi, W. S., & Al-Badi, A. H. (2014). Adoption of social networking in education: A study of the use of social networks by higher education students in Oman. *Journal of International Education Research (JIER), 10*(2), 143–154. https://doi.org/10.19030/jier.v10i2.8516

Ananiadou, K., & Claro, M. (2009). 21st century skills and Competences for new Millennium learners in OECD countries. In *OECD Education Working Papers*. https://doi.org/10.1787/218525261154

Buus, L. (2012). Scaffolding Teachers Integrate social media into a Problem-Based Learning Approach? *The Electronic Journal of e-Learning, 10*(1), 13–22. https://academic-publishing.org/index.php/ejel/article/view/1612

Calderhead, J. (1996). Teachers: Beliefs and knowledge. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 709–725). New York: Macmillan

Creswell, J. W. (1994). *Research Design: Qualitative, quantitative, and mixed methods approaches.*

Cunha, M. N., Chuchu, T., & Maziriri, E. T. (2020). Threats, challenges, and opportunities for open universities and massive online open courses in the digital revolution. *International Journal of Emerging Technologies in Learning (iJET), 15*(12), 191. https://doi.org/10.3991/ijet.v15i12.13435

Davis, F. D. (1985). *A technology acceptance model for empirically testing new end-user information systems : theory and results*. http://ci.nii.ac.jp/naid/20001062454

Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *Management Information Systems Quarterly*, *13*(3), 319. https://doi.org/10.2307/249008

Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer Technology: A comparison of two theoretical models. *Management Science*, *35*(8), 982–1003. https://doi.org/10.1287/mnsc.35.8.982

Deng, F., Chai, C. S., Tsai, C. C., & Lee, M. H. (2014). The relationships among Chinese practicing teachers' epistemic beliefs, pedagogical beliefs and their beliefs about the use of ICT. *Journal of Educational Technology & Society, 17*(2), 245–256.

Digitalization of Education in Modern Scientific Discourse: New Trends and Risks analysis. (2020). *European Journal of Contemporary Education*, *9*(2). https://doi.org/10.13187/ejced.2020.2.313

DiMaggio, P.J. and Powell, W.W. (1983) The Iron Cage Revisited Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review, 48*, 147-160. - References - Scientific Research Publishing. (n.d.).

Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development, 53*(4), 25–39. https://doi.org/10.1007/bf02504683

Golzar, J., Noor, S., & Tajik, O. (2022). Convenience sampling. *International Journal of Education & Language*. https://doi.org/10.22034/ijels.2022.162981

Goodyear, P. (2005). Educational design and networked learning: Patterns, pattern languages and design practice. *Australasian Journal of Educational Technology, 21*(1). https://doi.org/10.14742/ajet.1344

Gregory, M. S., & Lodge, J. M. (2015). Academic workload: the silent barrier to the implementation of technology-enhanced learning strategies in higher education. *Distance Education, 36*(2), 210–230. https://doi.org/10.1080/01587919.2015.1055056

Hermans, R., Tondeur, J., van Braak, J., & Valcke, M. (2008). The impact of primary school teachers' educational beliefs on the classroom use of computers. *Computers & Education, 51*(4), 1499–1509

Judson, E. (2006). How teachers integrate technology and their beliefs about learning: Is there a connection? *The Journal of Technology and Teacher Education, 14*(3), 581–597. https://eric.ed.gov/?id=EJ729639

Junco, R., & Cotten, S. R. (2012). No A 4 U: The relationship between multitasking and academic performance. *Computers & Education, 59*(2), 505–514. https://doi.org/10.1016/j.compedu.2011.12.023

Kagan, D. M. (1992). Professional growth among preservice and beginning teachers. *Review of Educational Research, 62*(2), 129–169. https://doi.org/10.3102/00346543062002129

Kerlinger, F. N., & Kaya, E. (1959). The construction and factor analytic validation of scales to measure attitudes toward education. *Educational and Psychological Measurement, 19*, 13–29

Lakssoumi, K., Alaoui, S. M., & Lakssoumi, F. (2022). Moroccan University students' perceptions towards distance e-learning during the Covid-19 pandemic: Challenges and opportunities. *Journal of Applied Language and Culture Studies*, 5, 29-50.

Largou, S., & El Guermat, A. M. (2024). Digital Humanities and the Internationalization of Higher Education: Cultivating Cross-Cultural Learning Experiences in the Digital Era—A Critical Literature Review. *Internationalization of Higher Education and Digital Transformation*, *ISBN 978-3-031-76444-8*, 89–117. https://doi.org/10.1007/978-3-031-76444-8_6

Liccardi, I., Ounnas, A., Pau, R., Massey, E., Kinnunen, P., Lewthwaite, S., Midy, M., & Sarkar, C. (2007). The role of social networks in students' learning experiences. *ACM SIGCSE Bulletin, 39*(4), 224–237. https://doi.org/10.1145/1345375.1345442

Lim, C. P., & Chan, B. C. (2007). MicroLESSONS in teacher education: Examining pre-service teachers' pedagogical beliefs. *Computers & Education, 48*, 474–494.

Liu, S. H. (2011). Factors related to pedagogical beliefs of teachers and technology integration. *Computers & Education, 56*(4), 1012–1022

Mamsaoui, D. E., & Harrizi, M. (2024). Social Media as a Learning Tool in Moroccan Higher Education from Students' Perspectives. *The Journal of Quality in Education, 14*(24), 177–193. https://doi.org/10.37870/joqie.v14i24.451

Matzen, N., & Edmunds, J. (2007). Technology as a catalyst for change: The role of professional development. *Journal of Research on Technology in Education, 39*, 417–430.

Moghavvemi, S., Sulaiman, A., Jaafar, N.I. and Kasem, N. (2018) 'Social media as a complementary learning tool for teaching and learning: the case of YouTube', *The International Journal of Management Education,* Vol. 16, No. 1, pp.37–42.

Munir, S., Erlinda, R., Putra, H. E., & Afrinursalim, H. (2021). WHATSAPP AS a LEARNING TOOL DURING COVID -19 PANDEMIC: ADVANTAGES AND DISADVANTAGES. *International Journal of Educational Best Practices, 5*(2), 168. https://doi.org/10.31258/ijebp.v5n2.p168-182

Ohei, K. N. (2019). Integration of social media technologies and applications to serve as blended approaches to traditional teaching and learning method: a case study of South African universities. *International Journal of Social Media and Interactive Learning Environments, 6*(2), 150. https://doi.org/10.1504/ijsmile.2019.10023644

Prensky, M. (2001). Digital Natives, Digital Immigrants Part 1. On The Horizon the *International Journal of Learning Futures, 9*(5), 1–6. https://doi.org/10.1108/10748120110424816

Ravitz, J., Becker, H. J., & Wong, Y. T. (2000). *Constructivist-compatible beliefs and practices among U. S. teachers*. Center for Research on Information Technology and Organizations. Retrieved from http:// www.crito.uci.edu/TLC/FINDINGS/REPORT4/REPORT4.PDF.

Richardson, V. (2003). Preservice teachers' beliefs. In J. Rath & A. C. McAninch (Eds.), *Advances in Teacher Education series, 6* (pp. 1–22). Greenwich, CT: Information Age.

Rokeach, M. (1968). *Beliefs, attitudes, and values*. San Francisco: Jossey-Bass Pub

Sang, G., Valcke, M., van Braak, J., & Tondeur, J. (2010). Student teachers' thinking processes and ICT integration: Predictors of prospective teaching behaviors with educational technology. *Computers & Education, 54*(1), 103–112.

Stoll, L. (1999). Realizing our potential: Understanding and developing capacity for lasting improvement. *School effectiveness and school improvement, 10*, 503–532

Tondeur, J., Van Braak, J., Ertmer, P. A., & Ottenbreit-Leftwich, A. (2016). Understanding the relationship between teachers' pedagogical beliefs and technology use in education: a systematic review of qualitative evidence. *Educational Technology Research and Development, 65*(3), 555–575. https://doi.org/10.1007/s11423-016-9481-2