# Information Sharing on Social Networking Sites by the Higher Secondary Teachers: A Case Study in Mymensingh Division

Mst. Parveen Sultana[1*] and Tuffatur Reduan[2]

## Abstract

The paper aims at exploring the use of social networking sites by higher secondary school teachers in the Mymensingh Division of Bangladesh. This study showed that teachers use social media for communicating with others, sharing academic and educational information, and taking online classes. They also share educational content like events, photos, lectures, assignments, routines, and research work. A good number of teachers (55.70%) share information so that one can easily get ideas and gain knowledge for future learning, while 51.40% of the teachers share information that leads to the development of future education. Social sites motivate them to post or share information on it to create eagerness in students about education. The study traced the impact of sharing information through social networking sites. This study also points out the benefits and the challenges of using social networking sites as well.

**Keywords:** Information Sharing, Social Networking Sites, Social Media, Higher Secondary education.

## 1. Introduction

The modern time of life is the age of the exploration of knowledge. The formation of science and prosperity depends largely on human resources, technology, and innovation. Information technology is increasingly taking place and is being introduced across numerous social media and networking platforms. The use of social networking sites (SNS) has become a common and integral part of daily communication, such as Facebook.com and Twitter.com (Burns, Durkin, and Nicholas 2008). These social networking media play a key role in sharing information in the teaching profession. While individuals have been using the internet to communicate with others since the early 1980s, social networking services have only flourished in the last decade and their use has become a widespread activity, particularly among teaching professionals (Johnsonet al. 2009). In their professional social network, interactions with colleagues and alerts created a bridge to find experts and information (Wiig and Karl 2000). Sharing of teaching materials on social networking turned out to be linked to sharing inferred information. There is one area, in particular, that is ideally positioned to adapt to these digital media i.e. educational institutions. As social networking among conventional college-age audiences has become one of the most common forms of communication. Universities are largely using these technologies to communicate with current and prospective students (Gruber 2009). There are many different types of social

---

[1]  Associate Professor, Department of Information Science and Library Management, University of Rajshahi, Rajshahi 6205, Bangladesh; E-mail: parveensultana@ru.ac.bd  * Corresponding author

[2]  MSS student, Department of Information Science and Library Management, University of Rajshahi, Rajshahi 6205, Bangladesh; E-mail: tuffa.ru15@gmail.com

networking, such as web forums, weblogs, social blogs, micro-blogging, wikis, podcasts, and photo or video sharing. In the higher education climate, the pros and cons of the use of social networks (SN) are present. While some of the Web 2.0 users are younger, for some reason, it takes careful preparation to implement social technology in the classroom (Hamid, Chang, and Kurnia 2009). Social Networking Sites create new social interactions between teachers and students. The exchange of information is seen as a dynamic process with several dimensions that vary from context to context. Forms of knowledge sharing in academic communities related to document retrieval, including strategic sharing of information, sharing of directive information, and sharing of social information (Jim and Giles 2001). The study is designed and carried out to determine the actual conditions of information sharing on Social Networking Sites by the teachers of higher secondary level in Bangladesh. In the modern age of the 21st century, information sharing on Social Networking Sites is one of the latest techniques around the world including in Bangladesh in the field of education. The education system of Bangladesh is largely divided into three phases. These are primary, secondary, and higher education. To meet up the demand for education in the country, the teacher has the highest responsibility. Teachers of Bangladesh are trying to play their role since its inception. Besides this, at the present age, it is earnestly necessary to share information on Social networks by the teachers of Bangladesh. Teachers need to adapt themselves to the new technology for sharing information on Social Networking Sites. From the review of literature, it is observed that there are very few studies specifically on the ongoing issue in Bangladesh. This study has a great importance in today's online communication, online learning, and online teaching to build up a digital environment.

## 2. Aims and objectives of the study

The main objective of this study is to identify the usage of social networking sites by the teachers of Bangladesh to promote information-sharing skills at the higher secondary level. In addition, the specific objectives are to know the reasons for sharing information, the types of information they share, and the platforms on which teachers share their educational content to improve the teaching-learning system. This study also disseminates the teachers' benefits and the impacts of information sharing on Social Networking Sites. Furthermore, this study will try to identify and overcome the main challenges of honest online communication through information sharing on Social Networking Sites.

## 3. Review of Literature

This study tries to assess the perception of information sharing among the teachers of higher secondary levels. Different researchers have studied information sharing on Social Networking Sites from different aspects using different tools and methods.

Fei (2008) studied that sharing knowledge and experience can be crucial in driving both individual and organisational creativity and innovation in the current highly collaborative environment. He realizes that without teamwork, real creativity was practically impossible. The relationship between exchanging knowledge and cooperation is explored in his paper. Falahah and Rosmala (2011) mentioned the usage of social networking in higher education

environments. Some of the estate components, such as students or lecturers, use these platforms to disseminate information and support contact between them. Based on this phenomenon, they explore the use of social networking, particularly among teachers and students in the higher education environment. Wok, Idid, and Misman (2012) studied the use of social networking sites for information sharing. They mentioned that among young people, social media is famous for sharing knowledge. They try to explore the popularity of social networking sites, the level of use of social media sites, the types of information-sharing activities involved on social media sites, and the comparison of information-sharing activities among young people of different backgrounds. Their findings showed that Young people always use social media (five to seven days a week) to exchange information, including personal information. Osatuyi (2013) studied Information sharing on social media sites. They stated the use of social media technology for information sharing. They also explore the question of the authenticity of knowledge exchanged in a computer-mediated communication context. Four types of information were examined through five common social media technologies: critical, sensational, political, and casual information: social networking sites, micro-blogging sites, wikis, online forums, and online blogs. Steijn and Schouten (2013) stated the relationship between sharing personal information and relationship development in the context of social networking sites (SNSs). Compared to more conventional experiences, such as instant messaging or face-to-face contact, information exposed on these platforms may impact relationships in different ways. Kim, Sin, and Yoo-Lee (2014) identified different user groups of social media. They provide a picture of recent developments in the use of social networks as a source of information. It also sheds light on the behavior taken by undergraduate students to analyze social media content, including social networking and video sharing sites that were rarely previously studied. It is important to gain deeper insights into the behavior of user information on Facebook and the characteristics of shared information on it. It is noted from the above discussion that there are very few studies directly on the continuing issue**.** Musa, Azmi, and Ismail (2015) studied awareness and usage of social media. They stated that the use of social networks among learners in higher institutions is becoming widespread and widely celebrated. This is because these social networks alter the way people interact, communicate, research, and socialize. Social networking technologies are increasingly becoming an integral part of people's lives. Their findings indicate that the use of social media as part of the teaching and learning curriculum can help students and educators of mass communication find ways of incorporating social networks. Akakandelwa and Walubita (2018) described the use of social networking sites by students. They stated social networks have become universal and almost unavoidable, revolutionizing the way of interaction, communication, and socialization. Therefore, learners spend a significant portion of their time on social media. They define that by using social media, more than half of the students found themselves saying "just a few more minutes," updated their social media pages before doing anything else, felt their academic productivity suffered because of social media, struggled to minimize the time spent on social media, got negative feedback from others about their use of social media and felt stressed out because of social media. Thatchinamoorthy and Meenambigai (2020) examined that web-based information-sharing platforms for disseminating information to a broader audience,

often with common interests, are digital media tools. ICT is emerging as an important tool for the development of societies and as a driving force for economies around the world. Social media are web-based electronic communication platforms that allow users to communicate individually or in groups with others directly to share information, share thoughts and opinions, influence, and promote decision-making by producing, storing, retrieving, and sharing information in any form (text, photographs, video, etc.).

## 4. Methodology

In this study, Quantitative Data are used to quantify defined variables. For collecting data, a well-structured questionnaire was prepared. In this survey process, all questions are close-ended. A five-point Likert scale was used to measure the attitudes and opinions under investigation. Any written or published books, journal and newspaper articles, online sources, and e-resources related to the study topic were also regarded as secondary sources of data for this study. The present study did not investigate all the higher secondary educational institutes of Bangladesh due to the Covid-19 pandemic. 75 teachers of higher secondary level took part in this study from the Mymensingh Division of Bangladesh. Data have been collected from the teachers of 17 higher secondary educational institutions in the Mymensingh division. Seventy five questionnaires were distributed to 75 respondents and 70 questionnaires were returned to the researcher. Teachers of higher secondary education were selected randomly as the sample for this study because of the unavailability of the teachers in their educational institutions due to the Covid-19 situation. All the collected data have been processed and organized properly. The gathered data was analyzed with the help of SPSS software.

## 5. Results of the study

The study is able to identify the opinions, effectiveness, and consequences of information sharing on Social Networking Sites in the learning process. A total of 75 questionnaires were distributed to 75 respondents and 70 questionnaires were returned to the researcher. The study identifies the platforms on which teachers share their lectures, assignment topic, and other academic information to keep pace with the modern educational system. The result showed the benefits of information sharing on Social Networking Sites by the teachers of higher secondary levels in Bangladesh.

### 5.1 Frequency of using Social Networking Sites

In recent years the use of social networks in everyday life has increased rapidly. During this survey, we surprisingly found that 100% of respondents use social networking sites for sharing information.

### 5.2 Types of information shared by the teachers on social media

Teachers share their academic information on Social Networking Sites to serve various educational purposes. In this study, 51.40%of respondents shared personal information on social networks. 50% of teachers strongly agreed to share educational information, 51.40% of respondents disagreed to share political information and all most all of the teachers (78.60%) strongly disagreed with the point that they shared scientific information on Social Networks (Figure-1).

**5.3 Purposes of sharing information**

Teachers share information on Social Networks for various reasons. In this study, the purposes of sharing information on social networks, the highest mean score is "for taking online classes" (4.71) which indicate 'strongly agree' on the Likert scale. The SD value "for taking online classes" to share information on social networks indicates the lowest (0.455). Teachers also share information on social networks for conducting distance education (M=4.43, SD=.650) and for academic purposes (M=4.20, SD=.773). Very few of them agreed to share information only to spend time, share personal opinions or ideas on social media (Table-1).
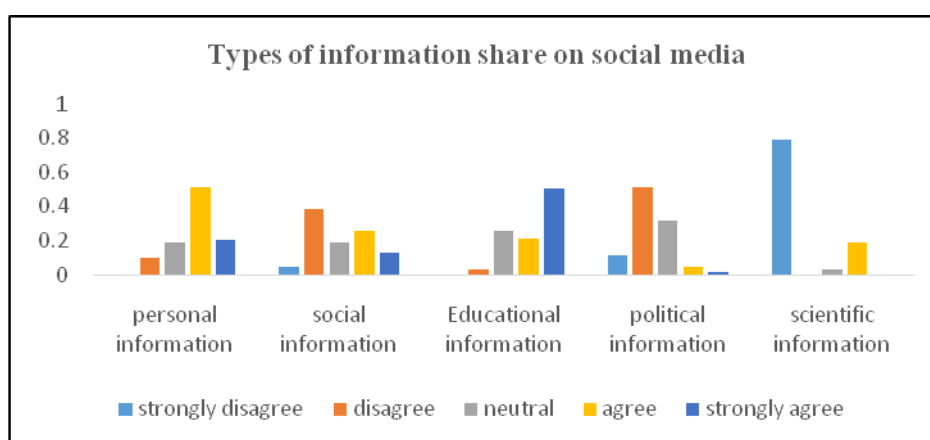


Figure-1: Types of information shared on social media

Table-1: Purposes of sharing information

| Statements | 1 | 2 | 3 | 4 | 5 | Mean | SD |
|---|---|---|---|---|---|---|---|
| Communicating with others | | 5.7% | 10% | 50% | 34.3% | 4.13 | .815 |
| Spending time | 27.1% | 42.9% | 17.1% | 8.6% | 4.3% | 2.20 | 1.071 |
| For academic interest | 2.9% | 1.4% | | 64.3% | 31.4% | 4.20 | .773 |
| For professional development | | 2.9% | 10% | 57.1% | 30% | 4.14 | .708 |
| Sharing personal ideas and opinions | 2.9% | 11.4% | 20% | 40% | 25.7% | 3.74 | 1.059 |
| For taking online classes | | | | 28.6% | 71.4% | 4.71 | .455 |
| Conducting distance education | | 1.4% | 4.3% | 44.3% | 50% | 4.43 | .650 |

(N.B. 1 = Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree)

**5.4 Platforms for using information**

The study revealed that 95.714%of teachers share their information on social networking sites by using Facebook, 1.428% shares their information on Twitter, and 2.857% share their information by using WhatsApp.

Platforms of sharing information



■ facebook  ■ twitter  ■ whatsapp

Figure-2: Platforms for sharing information

### 5.5 Media of sharing academic or educational information

The result reveals that the teachers share academic information on social networking platforms by using Facebook pages (SD=.498).They also share academic information on social media by using Facebook groups (SD=.528) and also share academic information on social media using Instagram (Table-2).

Table-2: Media of sharing academic or educational information

| Statements | Mean | SD |
|---|---|---|
| By using the Facebook page | 4.43 | .498 |
| By creating a Facebook group | 4.44 | .528 |
| Using Twitter | 2.33 | .653 |
| Using Instagram | 2.06 | .796 |
| Posting photos of educational programs | 3.31 | 1.071 |
| By including Social media links on institutional websites | 3.59 | .970 |

### 5.6 Educational content shared by the teachers

Teachers share various educational contents on social networking sites to inform others about important information related to education. The results of the study as shown in Table-3, indicate that the majority of the teachers (M=4.26, SD=.530) share educational events and photos, followed by syllabus and assignment topic and contents (M=4.20), and research work on social networking sites (M=2.37).

Table-3: Educational contents shared by the teachers

| Statements | 1 | 2 | 3 | 4 | 5 | Mean | SD |
|---|---|---|---|---|---|---|---|
| Share events and photos | | 1.4% | | 70% | 28.6% | 4.26 | .530 |
| Share syllabus and assignments | | 1.4% | 10% | 55.7% | 32.9% | 4.20 | .672 |
| Share routine, lectures, topics | 1.4% | 2.9% | 7.2% | 37.1% | 51.4% | 4.34 | .849 |
| Share research work | 11.4% | 50% | 31.4% | 4.3% | 2.9% | 2.37 | .854 |
| Share educational visions | 17.1% | 41.4% | 22.9% | 17.2% | 1.4% | 2.44 | 1.016 |

(N.B. 1 = Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree)

**5.7 Motivation to share information on social media**

In social networks, there are some elements inspiring the teachers to post or share information on social media. Teachers agreed to create eagerness of students about education (M=4.44) by sharing educational videos, course-related content, educational pictures, and so on. Teachers strongly agree to encourage students about online learning (M=4.69).

Table-4: Motivation for sharing information on social media

| Statements | Mean | SD |
|---|---|---|
| Express my feeling | 3.91 | .959 |
| Find out other's views about the topic | 3.51 | 1.060 |
| Entertain others | 2.11 | 1.097 |
| Demonstrate my knowledge about the topic | 3.86 | .785 |
| To create awareness of the misuse of technology | 4.17 | .785 |
| Encourage students about online learning | 4.69 | .468 |
| To create eagerness of students about education | 4.44 | .500 |

Most of the teachers were not agreed to share information on Social Networking Sites only to express their feelings, or to find out others' views about the topic.

**5.8 Benefits of using Social Networking Sites by the teachers**

The study tries to find out some benefits of information sharing used by the teaching profession and to highlight the role of Social Networking Sites in the sharing of information within domestic teaching. Respondents under the survey agreed that they have been using social media for building strong communication among teachers, parents, and students (M=4.53, SD=.503). They also agreed that it helps in distance education (M=4.43, SD=.527) and e-learning (M=4.47).

Table-5: Benefits of using Social media by the teachers

| Statements | 1 | 2 | 3 | 4 | 5 | Mean | SD |
|---|---|---|---|---|---|---|---|
| Improve literacy, communication, and reading skills | 1.4% | 8.6% | 4.3% | 60% | 25.7% | 4.00 | .885 |
| Enhance teachers' ideas and thoughts about the learning process | | 1.4% | 1.4% | 52.9% | 44.3% | 4.40 | .600 |
| Gain knowledge for taking online classes | | 1.4% | 4.3% | 51.4% | 42.9% | 4.36 | .638 |
| Build up strong communication among teachers, parents, and students | | | | 47.1% | 52.9% | 4.53 | .503 |
| Helps in distance education | | | 1.4% | 54.3% | 44.3% | 4.43 | .527 |
| Helps in e-learning | | | 2.9% | 47.1% | 50% | 4.47 | .557 |
| Can get information about the international learning process | | | 14.3% | 45.7% | 40% | 4.26 | .695 |

(N.B. 1 = Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly agree)

**5.9 Responses of sharing information to improve their skills**

A high acceptance rate of respondents agreed to share information to improve skills in the teaching-learning process. The results of the study reveal that teachers improve their careers by uploading educational videos (M=4.54). Also, it helps to improve their career by uploading class lectures, assignments, and other educative content to the students, (M=4.47, SD=.531).'By taking experiences from others' online activities', teachers agreed to this statement to improve their professional careers (M=4.30, SD=.645).

Table-6: Response of sharing information to improve their skills

| Statements | Mean | SD |
|---|---|---|
| By uploading educational videos | 4.54 | .502 |
| By taking online classes | 4.17 | .659 |
| By uploading educative photos | 4.13 | .883 |
| By taking experiences from others' online activities | 4.30 | .645 |
| By uploading class lectures, assignments, and others | 4.47 | .531 |

**5.10 Response of protecting social networking ID**

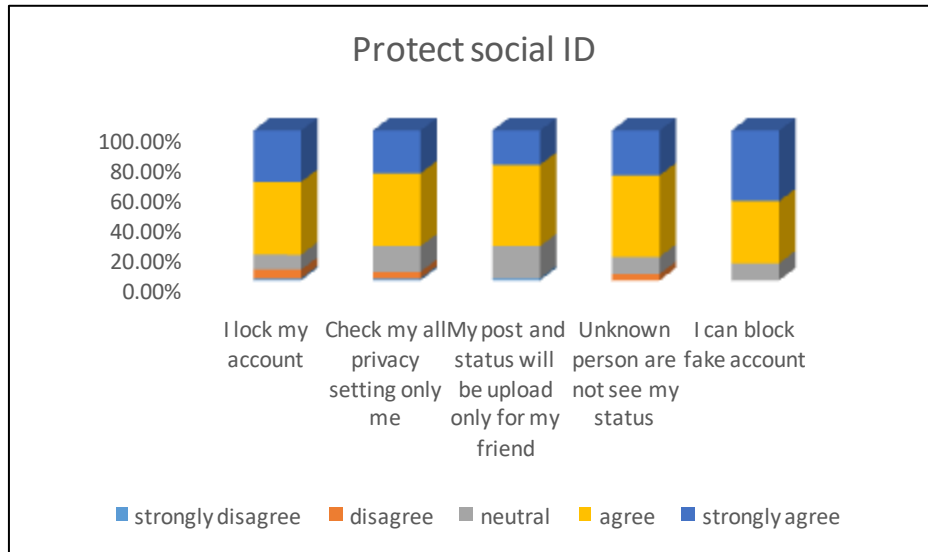It's very important to protect the ID of individual accounts on social networking sites.



Figure-3: Response to protecting social networking ID

Figure-3 shows that 48.6% of teachers lock their profiles to protect their social networking IDs. Some of them (48.60%) check their privacy setting only by them to protect their social networking IDs. 54.30% upload their posts or status only for friends. Some of the teachers strongly agree to disallow unknown people to see their status. Few teachers block fake accounts.

**5.11 Impact of sharing information through social networking sites**

This figure shows that most of the teachers (55.70%) share information so that one can easily get ideas about future learning, 47.10% share information so that anyone can gain knowledge for future learning, 51.40% of teachers share information that leads to the development of future education, 55.70% teachers share information so that one can easily understand the subject-based knowledge, all the teachers strongly agree to share information that makes future lesson plan up-to-date.
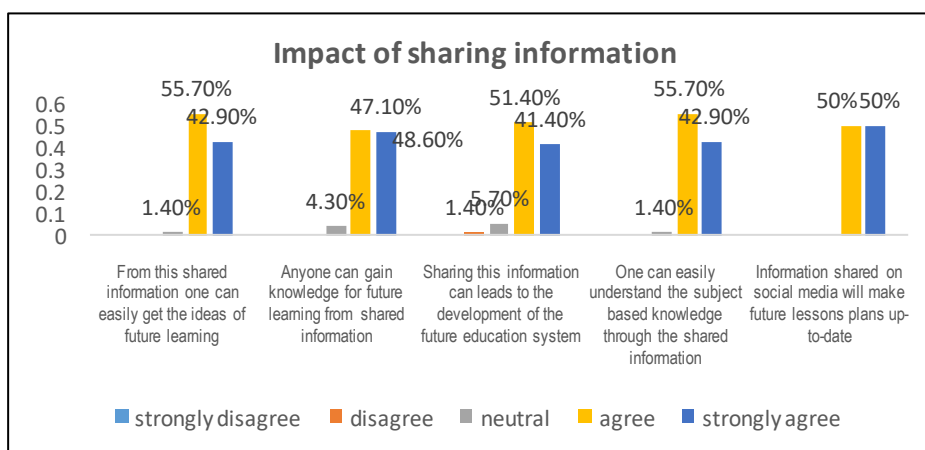


Figure-4: Impact of sharing information through social networking sites

**5.12 Key challenges for sharing information on SNS**

This study was conducted to explore the use of social media by the teachers and also to identify the main challenges of real online communication. In response to this table, the highest mean score for challenges of sharing information on social networking sites is the internet connection problem(M=4.37).Teachers also agreed to face the slow speed of the broadband connection (M=4.23), cyber security problems(M=3.14), and information authenticity (M=3.64).

Table-7: Key challenges for sharing information on SNS

| Statements | Mean | SD |
|---|---|---|
| Cyber security problem | 3.14 | .905 |
| Information authenticity | 3.64 | .948 |
| Privacy problem | 3.57 | .910 |
| Internet connection problem | 4.37 | .641 |
| Slow speed of broadband connection | 4.23 | .705 |

**6. Discussion**

The role of social networking sites in enhancing online learning capability become a very indispensable part of teaching. Over decades, distance education has developed, just in time to clash with contemporary education in which collaboration, communication,

student engagement, and active learning are important. Meti (2014) described that in a virtual network environment, teachers' engagement indicates a new way of thinking about the new role of education. They use of social networking sites such as Facebook, My space, YouTube, Flickr, Twitter, and blogs to find more useful content. The study has explored the efficacy of sharing information on social networking sites, the most frequent use of the information sharing platforms, the main challenges of sharing information on social networking sites, and the potential outcome of teachers' sharing of information in Bangladesh. The study revealed that a good number of teachers strongly agreed to share educational information on social networking sites. In the study majority number of the teachers shared information on social networking sites for taking online classes. The study also revealed that 95.714% of teachers share their information on social media by using Facebook. Almost all of the teachers share academic information on social networking sites by using Facebook pages, and some of the teachers share academic information on social media by using Facebook groups. Teachers strongly agree to encourage students in online learning. The study tries to find out the benefits of using social media by the teachers. Most of the teachers agreed that they used social networking sites for building strong communication with teachers and students. Teachers also share information on social networking sites to improve skills in the teaching-learning process. Bolat (2018) also concluded that communicating with others, taking online classes, and conducting distance education are also important purposes of using social networks for teachers. The results of the study revealed that teachers improve their careers by uploading educational videos. Also, it helps to improve their career by uploading class lectures, assignments, and other educative content to the students in this statement. In response, some of the teachers face cyber security problems, some face information authenticity problems, some others face privacy problems, and most teachers face internet connection problems and slow speed of the broadband connection. The impact of social networks on students' academic performance is crucial. El-Badawyand Hashem (2015) identified that throughout the year, innovation is flourishing rapidly, and the new generations are the ones caught in this rapid change. In recent years, social networks have been used in so many different ways. This study showed that 55.70% of total respondents share information so that one can easily get ideas about future learning. Teachers share information on social networking sites that leads to the development of future education. Teachers strongly agree to share information on social networking sites that makes the future lesson more up-to-date.

## 7. Conclusion

Social Networking Sites create a unique platform for sharing information, knowledge, educational content, opinions, and ideas. The usage of social networking sites in education has emerged new opportunities for teachers. In addition to this, Facebook and Instagram are also popular social networks among teachers. Teachers use social networks mostly for sharing educational information. The use of social networking for information sharing cannot be overstated. There is no doubt that the platform was originally meant for socialization: today it can be used as a platform to promote information sharing relating to academics. Teachers are highly responsive to meet the educational need of the students. It is found out that teachers share posts mostly to

share informative pictures of educational content on social media networks in the educational dimension. Teachers should enrich their efficiency in using social networking sites. Authority should take to improve the technical skill of teachers by providing training, and seminars. Government should provide buffering free internet connection so that teachers can easily share their information. Teachers should largely know about the cyber security problem of sharing information on social media. Teachers should enhance their communication skills for sharing information. Teachers of Bangladesh are trying to play their role since its inception. Doing his/her duty, many methods and techniques of providing education have been used. In the modern age of the 21st century, information sharing on social networking is one of the latest techniques around the world including in Bangladesh to use in the field of education.

**References**

Akakandelwa, A., and Walubita, G. 2018. "Students' social media use and its perceived impact on their social life: A case study of the University of Zambia". *The International Journal of Multi-Disciplinary Research*, 1-14.http://dspace.unza.zm/ handle/ 123456789/5247

Bolat, Y. 2018. "Research on the use of social media networks by teacher candidates". *Journal of Curriculum and Teaching*, *7*(1), 147-157.

Burns, J., Durkin, L. A., and Nicholas, J. 2008. "The Internet as a setting for mental health promotion and prevention". *Journal of the Irish Association of Counseling and Psychotherapy*, 8(1), 13-19.

El-Badawy, T. A., and Hashem, Y. 2015. "The impact of social media on the academic development of school students", *International Journal of Business Administration,* 6 (1), 46-52.

Falahah and Rosmala, D. 2012. "Study of Social Networking Usage in Higher Education Environment". *Procedia-Social and Behavioral Sciences*, *67*, 156-166.

Gruber Abe. 2009. "Social Media in Undergraduate University Admissions". Thesis of M.B.A. at Hawaii Pacific University, Honolulu. http://www.bloomfield.edu/ socialmediathesis/ AbeGruber_SocialMediaThesis.pdf, 20 September 2011.

Hamid, S., Chang, S., and Kurnia, S. 2009. "Identifying the use of online social networking in higher education". ASCILITE 2009 - The Australasian Society for Computers in Learning in Tertiary Education.

Jim, K. C. and Giles, C. L. 2001. "How communication can improve the performance of multi-agent systems". AAMAS: *Proceedings of the fifth international conference on Autonomous agents,* pp. 584-591. https://doi.org/10.1145/375735.376455

Johnson, L., Levine, A., Smith, R., Smythe, T., and Stone, S. 2009. *"The Horizon Report: 2009''*Australia–New Zealand Edition. Austin, Texas: The New Media Consortium. https://files.eric.ed.gov/Fulltext/ED513478.pdf

Kim, K. S., Sin, S. C. J., and Yoo-Lee, E. Y. (2014)." Undergraduates' use of social media as information sources". *College & Research Libraries*, *75*(4), 442-457.

Meti, V. (2014, August 12-13). *Role of social media for enhancing online learning among students*. Integrating ICT in Academic Libraries: Making a Difference in Knowledge Age, Gulbarga, Karnataka, India. https://www.scribbr.com/apa-examples/ conference-paper/

Musa, A. S., Azmi, M. N. L., and Ismail, N. S. 2015. "Awareness and usages of social media: A study of mass communication students of Kano State Polytechnic". *International conference on languages*. ICL, Kuala Lumpur.

Osatuyi, B. 2013. "Information sharing on social media sites". *Computers in Human Behavior*, *29*(6), 2622-2631.

Steijn, W. M. P., and Schouten, A. P. 2013. "Information sharing and relationships on social network wsites". *Cyberpsychology, Behaviour, & Social Networking,16*(8), 582-587.

Thatchinamoorthy, C. and Meenambigai, J. 2020. "Social media tools used for agriculture graduate students for academic performance". *International Journal of Multidisciplinary Research and Development*, *7*(2), 114-117.

Wiig, Karl M. 2000. "Knowledge management: an emerging discipline rooted in a long history". In C. Despres, & D. Chauvel (Ed.). *Knowledge Horizons: the present and the promise of knowledge management* (pp. 3-26). Oxford: Butterworth-Heinemann.

Wok, S., Idid, S. A., and Misman N. 2012. "Social media use for information-sharing activities among youth in Malaysia". *Journalism and Mass Communication*, *2*(11), 1029-1047.

Fei X. 2008. "The Research on Information Sharing Behavior in Digital Age: Enabling Collaboration for Innovation". *Proceedings of the 8th International Conference on Innovation & Management*, pp. 888-891.