

Running head: THE IMPACTS OF SOCIAL NETWORKS ON THE ACADEMIC LEADER'S
ORIENTATIONS TOWARD CHANGE AND DECISION MAKING IN SAUDI AND USA
UNIVERSITIES

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The Impacts of Social Networks on the Academic Leader's Orientations Toward
Change and Decision Making in Saudi and USA Universities

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THE IMPACTS OF SOCIAL NETWORKS ON THE ACADEMIC LEADER'S ORIENTATIONS TOWARD CHANGE AND DECISION MAKING IN SAUDI AND USA UNIVERSITIES

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Abstract

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Social networking, particularly in the universities is no longer a hot topic for many countries as many learning institutions are taking advantage of the technologies. However, most of the Saudi students do not experience the use of social networking and in education.

This study examines the impact of social networks on the academic leader's orientations toward change and decision making in Saudi universities. A research interview was designed to determine and reveal the extent by which social networking affect the academic leader's orientation towards change and decision making in Saudi universities. The research study is to be achieved through conducting of interviews of a sample of students, deans of colleges, their assistants and heads of departments of universities in Saudi Arabia.

The research also compares the use of social networking between the Saudi universities and the United States of America universities. This is because U.S.A has strict laws for users of social networks and control. Thus the total number of participants for the study will be six respondents; three in each country.

Basically, the study will be qualitative whereby interviews will be given to the participants to determine the impact of social networks on the academic leader's orientations toward change and decision making in Saudi universities. In addition, face to face interviews will be administered to some of the participants so as to get more understanding and details on their responses.

Keywords: Social Networking, Leadership, Change, Decision Making, Saudi University students.

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INTRODUCTION

Background of the Problem

The use of social media is a growing trend in today's institutions of higher learning. Many institutions of higher learning have acknowledged the importance of the social side of online learning. According to Berge & Collins (1995), interactions and collaboration were unknown words when learning systems were first introduced. Learners were only exposed to content but never shared anything in shaping up the learning process. However, with the advancement in modern social networking technology, users, including learners, are able to share content. ~~The~~ social media tools like the Web 2.0 tools are based on the concept of interaction and collaboration. As a result, this has turned the online world into a social environment that is operated and run by several media applications, (Rosen & Nelson, 2008). Some of the social networking methods that are used in learning are Twitter, Facebook, Blogs, E-mail, and You Tube among others. *WFOY*
Margin

The impact of social networking for university students has been associated with how social media help in creating learning communities that work together in providing the members with information and opportunities which they can use for personal growth and development (Martinez, Aleman & Wartman, 2009; Nagele, 2005). In terms of course delivery level, social networking is very significant in enhancing teaching and learning by providing the learners with academic support services such as, leadership development, mentoring, tutoring, and feedback (Rosen & Nelson, 2008).

In order to benefit from the social media tools and applications, universities had to consider implementing them in terms of best practices and well-developed strategies. In spite of

the scattered recommendations, these practices and strategies are lacking in Middle Eastern universities. Recent research findings by Shabrg (2012) have suggested that there should be frameworks for the implementation of the social media tools in education, and many empirical studies gauge certain indicators of successful use of these social media applications. For instance, Shabrg (2012) suggested King Adulaziz University should engage in more empirical studies that focus on developing strategies for using the social media as learning and instructional tool to encourage and support learner collaborations. As a result, learners' usage rates and satisfaction need to be investigated on academic and program levels, university levels, as well as large-scale learning community.

Due to the rapid increase in the use of social media awareness amongst the youth and their involvement in public matters, Saudi Arabia was ranked in 2013 as the country with the highest percentage of Twitter users relative to its online population, (Ryan, 2013). It is important to exploit this interest and awareness in order to improve the educational system in Saudi universities. The Senior Affairs and Educational Issues Ministry of the Kingdom of Saudi Arabia stated in a report that the poor use of appropriate technology in the educational system may result in a lack of excitement in the educational process and the infiltration of boredom to teachers and students (Sultanah, 2012). This may result in a negative impact on the Saudi education system as well as the outcomes of this system such as leadership development, change and decision making.

Purpose of the Study

Saudi's are the most active social media users in the Arab world, with approximately 393,000 using Twitter and over four million Facebook users. They are simply taking advantage

of the independence and freedoms offered through the social media that are denied in the country. Not only are they using Twitter and Facebook but they equally enjoy the use of YouTube (Fatany, 2012). It has been found that navigation and communication with others were the main reasons for using ~~the~~ social media in Saudi Arabia, ^WWhereas educational reasons were placed at the fifth position, (CITC, 2012).

Leadership

Few things are more important to human activity than leadership. Indeed, effective leadership is important to any country for it to become a developed country. Successful businesses require good leaders. Effective leadership at home and in learning institutions promotes productive individuals in a society. In contrast, the absence of effective leadership is equally dramatic because of its negative effects. Without proper leadership, organizations and countries move too slowly, stagnate, and lose their focus (Adair, 2003).

As a matter of fact, most literature on leadership within organizations emphasizes decision-making, and suggests that if decision making is timely, complete, and correct, then everything will go on well (Adair, 2003). When a decision has been made, there is always the problem of implementation and how to get things done in a timely and effective manner. In fact, these problems on implementation are the real issues on how leadership influences behavior, creates change, and overcomes resistance. ✓

Effective leadership is very important in implementing decisions successfully. Everyone recognizes the importance of leadership when we elect or choose our leaders. It matters a lot who is in charge that is why we participate in electoral processes like voting. Leadership is a process which an individual influences the thoughts, attitudes, behaviors and decisions of others, (Ross & Gray, 2006). Leaders set up a specific direction for the rest; helps us see what lies ahead; helps

us visualize what we can achieve; and importantly encourage and inspire us. Without effective leadership and decision making, a group of people with different views about solutions will spend all their time arguing. Leadership helps to focus and harness the efforts of individuals getting them to move in the same direction (Northouse, 2004).

Therefore, the purpose of this study is to examine the impact of social networks on the academic leader's orientations toward change and decision making in Saudi universities. This will then be compared with their counterparts in the U.S universities. Moreover, this paper seeks to investigate the views of educational leaders on the use of social networks in their profession both in the Saudi Arabia and the United States.

LITERATURE REVIEW

Kingdom of Saudi Arabia

In order to gain a deep understanding of this study and the rationale behind the study, we need to have better understanding of the people, traditions, and the religious and political boundaries in the Kingdom of Saudi Arabia. Such information will give us a deeper understanding of the nature of this country and the reason behind this study, especially if we look at the fact that there were many studies conducted in this field but not in a country like the Kingdom of Saudi Arabia. The review will look at political, social, religious, and educational systems in the Kingdom of Saudi Arabia. In addition, this review will look at previous studies and articles in order to examine the current view of social media as a learning tool. The literature review will also focus on possible educational uses social networking media tools such as Twitter, Facebook, and YouTube offer higher education is concerned.

Saudi Arabia is considered to be one of the most controversial countries in the world; this may be due to the internal and external orientations of Saudi Arabia. Saudi Arabia is the only country in the world that is still governed by Sharia law in a time that every other country in the world is governed by more secular laws. Sharia law is based on Islamic rules that affect the legal code governing personal status law regulating marriage, divorce, inheritance. It governs personal status law, a set of regulations that pertain to marriage, divorce, and inheritance in most Muslim countries, (Johnson & Vriens, 2013). In addition to Sharia, tribal customs exert a great deal of influence in Saudi societies and lifestyles, (Ertürk, 2009).

According to a United Nations report, the Kingdom of Saudi Arabia is considered to be the strictest country in the world, mainly because of the issues related to women's freedoms and rights, (Ertürk, 2009). Moreover, issues related to the freedom of speech and expressions lead many people to consider Saudi Arabia one of the most controversial countries in the world as mentioned in a report published by the Human Rights Watch (2012). The report stated that Saudi Arabia introduced new laws in 2011 which "criminalize the exercise of basic human rights such as freedom of expression (Human Right Watch, 2012). These restrictions serve the political party, and the tribal customs and traditions. Because ~~everyone knows that~~ ^{the} media has a great influence on the public and it can shape the public sphere, the government of Saudi Arabia controls and censors most of the media, (Human Right Watch, 2012). The Saudi Ministry of Culture and Information heavily censors print and broadcast media whereby Internet critics crossing vague "red lines" faced arrest, (Human Right Watch, 2012).

The Kingdom of Saudi Arabia sets high restrictions of both a political and a religious nature on different media forms, including the internet. Such restrictions contribute to the unique

status of Saudi Arabia as the country with the most restrictions in the world, (Johnson & Vriens, 2013).

According to Samin (2008), when the Saudi government first made the Internet publicly available in 1999, its use among the Saudis skyrocketed. The number of Saudi Internet users in the year 2000 totaled 200,000. By 2006, the number of users had increased to 2,540,000, constituting a 1,170% change.

The high turnout of the Saudi citizens drew government attention, thence; the Saudi government developed one of the most extensive internet monitoring and censorship systems in existence (Samin, 2008). The King Abdul Aziz Center for Science and Technology (KACST) which is based in Riyadh is claimed to be a tool that protects society, Muslim values, tradition, and culture (Black, 2009). Therefore, a number of sites have been blocked according to the Saudi Internet Services Unit (ISU). These blocked sites either contain pornographic and immoral content or they contain issues that jeopardize the Islamic religion or the Saudi laws (Ministry of Higher Education, 2006).

Saudi media has changed some of its techniques in order to maintain the stability of the country. Saudi Arabia had to ^{what?} sacrifice something to look more democratic in its citizens' eyes, (McDowall, 2011). As Hussein, the columnist for the website of the Saudi-owned news channel, Al Arabiya, said, "I don't think that what has been going on in the last 10 years will be pulled back the youth, are becoming extremely creative and entertaining in delivering their message online" (as cited in X McDowall, 2011). To enjoy this new democracy, groups of youth have started their own broadcasting shows in what they refer to as, "The New Saudi Media." According to CNN, "The New Saudi Media" is an alternative media which is led by the new

generation of youth that are using YouTube to discuss and reflect on the political and social issues that are happening in the country in a comical way, without crossing any religious or Monarchical boundaries. The youth ~~have alleged that they~~ ^{getting} hope to change the Saudi community. ~~In addition, they want~~ Saudis to reflect upon and question what they have been told before deciding what to believe. ^TThese shows have become very popular among the young Saudis because they give the youth an opportunity to watch a media that reflects their reality (CNN, 2011). In other words, the youth in Saudi Arabia liked their new ability to discover, investigate, and question the world and reality. However, these things are relatively absent from the Saudi education system (CNN, 2011).

Despite this freedom, Saudi Arabia official ^{see} ~~announced that~~ social networking sites ^{as} ~~are~~ ~~now considered~~ regulatory tools, which means that the government can now use offensive comments as evidences to be formally investigated (Yasmina, 2013). This can be seen in the Amnesty International public statement which states that, in 2012, Saudi authorities have expanded their repressive measures to arresting activists ^{involved in} ~~on~~ social networking and sentencing them to prison (2013). ~~Moreover, the statement indicated the following:~~ The Saudi Arabian Communications and Information Technology Commission (CITC) asked internet service providers to "take all needed steps to achieve security control over communications... all service providers inform the authorities of the progress they have made in monitoring social media applications." (Amnesty International, 20) In short, social networks are restricted and censored by the Saudi government, and that will, indeed, have an impact on the way Saudis use, and to what degree they can benefit from, these media.

The United States

In comparison, the United States is totally a different scenario. The ⁷US college students of today are exposed to all types of technologies in many aspects of their lives (Browning, Gerlich, & Westermann, 2011). On a daily basis they use desktop computers, laptops, e-readers, tablets, and cell phones to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more (Cassidy et al., 2011). As documented in recent research, students and faculty are using these emerging technologies and platforms in all facets of their daily lives, ^{especially} ~~specifically~~ social media (Browning et al., 2011; Chen & Bryer, 2012); yet, a low percentage of users are engaging in such for academic practice (Chen & Bryer, 2010).

A recent report from the Pew Research Center's Internet and American Life Project (Lenhart et al., 2010) highlights the use of social media in the United States. A cohort of 2,253 adults (18 and older) was surveyed in September, 2009. The findings indicate that 72% of survey respondents use social networking sites with an increase in the number of profiles maintained on multiple sites compared to the prior year. Among profile owners, Facebook is currently the social network of choice (73%), whereas only 48% and 14% maintain profiles on MySpace and LinkedIn, respectively. Additionally, 19% of the survey respondents use Twitter while only 4% use virtual worlds such as Second Life. A number of survey respondents reported participating in content creation activities with 30% "*sharing*" self created content such as photos, videos, and artwork; 15% "*remixing*" material such as songs or images to showcase their artistic abilities; and 11% "*blogging*" to inform, update, or notify readers about specific topics and/or events.

Liu (2010) investigated students' use of different social media tools and their attitudes and perceptions towards these tools. The author sought to identify the knowledge and trends of

using 16 social media tools that included Facebook, Wiki, YouTube, Bulletin Board, LinkedIn, Blogs, Twitter, Podcasts, Virtual Worlds, RSS, Stumble Upon, Netlog, Delicious, Digg, Plurk, and Jaiku. Through an online survey, 221 students were asked to rate their knowledge level of each social media tool using a Likert scale of 1-4. The results revealed the following: (a) 82%, 77%, and 70% were either "very knowledgeable" or "knowledgeable" about YouTube, Wiki, and Facebook, respectively; (b) 42%, 41%, and 39% were "somewhat knowledgeable" about podcasts, blogs, and forums, respectively; and (c) 42%, 40% and 25% were "not at all knowledgeable" about virtual worlds, RSS, and Twitter, respectively.

The study results also revealed the top four reasons why students use social media tools. As reported, 85% use such tools for social engagement, 56% use them for direct communications, 48% use them for speed of feedback/results, and 47% use them for relationship building; however, fewer than 10% of the students mentioned using social media tools for academic practice (Lenhart et al., 2010). In a similar study, Browning, Gerlich, & Westermann (2011) surveyed 141 undergraduate students regarding their perceptions and beliefs about social media. The results revealed strong favorable perceptions of social media in general and a high degree of readiness to embrace social media portals as a way to deliver course content.

Poellhuber & Anderson (2011) worked together to conduct a study aimed at describing the use of and interest in social media. In terms of user proficiency, the results revealed that a significant percentage of study respondents reported being either advanced or expert users of social networking (69.5%), video sharing (52.9%), photo sharing (33.7%) and blogging (25.4%) tools. Quite the reverse was reported for social bookmarking, virtual worlds, electronic portfolios, tweeting, Web conferencing, podcasting, and wikis, as respondents self-professed

lower levels of proficiency with such tools. In terms of interest in using social media for academic practice, the study respondents demonstrated a higher interest in using those social media tools for which they were most familiar. Ranked by the percentage of interested respondents, the list includes the following: video sharing (58.2%), social networking (52.8%), Web conferencing (42.6%), blogging (40.2%), photo sharing (36.4%), podcasting (33.7%), wikis (31.3%), electronic portfolios (28.5%), virtual worlds (19.4%), tweeting (18.5%), and social bookmarking (18.1%).

Early studies were conducted to determine if digital divides of access and use exists. In their ethnographic research on social networking sites, Boyd & Ellison (2007) found that students of color were just as likely to join sites as white students from wealthier backgrounds. Hargittai (2007) also examined a sample of college students and found that race did not have a significant relationship as to whether students used social networking sites.

Ahn (2011) conducted a study regarding students of color to determine if traditional digital divide indicators such as Internet access or parent education precluded the use of social media technologies by students of color. The results revealed that such indicators were not significant predictors of social media use by students of color; however, the frequency of use by ethnic minorities remained lower than those of white students.

Guy (2011) focused on the use of social media by students of color at several historically Black colleges (HBCs), a population that is underrepresented in the literature. The first study queried 261 undergraduate students regarding their personal use of social networking sites. Eighty-seven percent of the study participants surveyed reported having subscribed to either

Facebook or MySpace while only 13% said they participate on Web sites as bloggers. Students

~~were also asked to report their frequency of usage with specific online activities.~~

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anything*

*This should
discuss diff
types*

Leadership Types

Not just one Intro for Rest

A leadership style called "transformational leadership" is often the most effective approach to use. Transformational leaders have integrity, they inspire people with a shared vision of the future, they set clear goals and motivate people towards them, they manage delivery, and they communicate well with their teams. However, leadership is not "one size fits all" thing; often, you must adapt your style to fit a situation or a specific group. This is why it's useful to gain a thorough understanding of other leadership styles; after all, the more approaches you're familiar with, the more tools you'll be able to use to lead effectively. Let's take a deeper look at some of the leadership types that you can use:

Transformational Leadership

A review of the literature on some of the leadership styles that breed success within educational organizations showed that Transformational Leadership was more effective than Transactional Leadership. Ross & Gray (2006) define transformational leadership as the multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration. Transformational leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences. In comparison, transactional leaders often try to accomplish organizational goals without attempting to elevate the motives of followers or the

human resources within the organization. Transactional leadership does not constitute a change in the culture of the organization, whereas transformational leadership requires a change in the culture of the organization in order to be effective.

Cite needed

Organic Leadership

Organic Leadership is defined as a shift away from conventional, hierarchical patterns of bureaucratic control toward what has been referred to as a network pattern of control. This shift is a pattern of control in which line employees are actively involved in organizational decision making, staff cooperation and collegiality supplant the hierarchy as a means of coordinating work flows and resolving technical uncertainties, and supportive forms of administrative leadership emerge to facilitate line employees' work.

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Instructional Leadership

RW

The concept of instructional leadership theories ~~empirical origin studies~~ came about during the 1970's and 80's in poor urban communities where students had succeeded despite the odds. The research resulting from this movement revealed that a principal is critical to success in children's learning within poor urban elementary schools. This research revealed that the personality characteristics of the ideal principal are strong mindedness, directness, top-down management and charisma, (Hallinger, 2009).

Basically instructional leadership is learning-focused, learning for both students and adults, and learning which is measured by improvement in instruction and in the quality of student learning. Instructional leadership must reside ^{within} with a team of leaders of which the principal serves as the "leader of leaders," (Hallinger, 2009). A culture of public practice and

reflective practice is essential for effective instructional leadership and the improvement of instructional practice. Instructional leadership addresses the cultural, linguistic, socioeconomic and learning diversity in a learning community. Instructional leadership focuses upon the effective management of resources and of people involving the recruiting, hiring, developing, and evaluating particularly in changing environments, (Hallinger, 2009).

Change

Central to most of the above leadership styles is an orientation towards change. This concept is well represented in the work of Kotter (1990) who concluded that "management is about coping with complexity. On the other hand, leadership, by contrast, is about coping with change. He proposed that good management brings about a degree of order and consistency to organizational processes and goals, while leadership is required for dynamic change. The distinction of leadership from management as represented by Kotter (1990), and his contemporaries clearly encourages a shift in emphasis from the relatively inflexible, bureaucratic processes typified as 'management' to the more dynamic and strategic processes classed as 'leadership', yet even he concludes that both are equally necessary for the effective running of an organization.

Decision Making

Several scholarly disciplines share an interest in the decision-making process. As a leader, one should provide a rational basis for selecting among alternative courses of action. When a problem or occasion for decision making occurs within an organization, there are typically several alternative social mechanisms available for determining what solution is chosen

or decision reached. These alternatives vary in the person or persons participating in the problem-solving and decision-making process, and in the relative amounts of influence that each has on the final solution or decision reached (Ross & Gray, 2006).

Social Networks in University Education

Social networks contribute to building online community through mutual interests and joint activities and provide them with helpful tips. In the field of e-learning social networking has provided solutions to many of the problems facing both the student and the teacher through the participation of the human element in the educational process resulting in an increase in the demand for e-learning (Jalal & Zaidieh, 2012). *Network technology has become* Also, Ractham & Firpo (2011) mentioned that the *an* important educational tool^s that promote student-teacher culture in the educational field, ~~are~~ ~~network technology~~. It has the potential and capabilities and wide to increase the productivity of education and learning.

Infrastructure is ~~an~~ available for social networking among teachers and the majority of students but the use of social networking is low to some extent among both of them in the educational field (Saleh, 2015). Saudi students spend most of their time in social networks, especially Twitter and Facebook which is considered the most popular they have. Also, Hend & Regina (2013) noted that 47.5% of the Saudi population uses the internet and is considered the reason why universities in the country have started utilizing social media for teaching and learning purposes.

Basically, previous studies show us clearly that the Saudis are using social networks on a large scale and it is available everywhere and anytime but its use in education is still low.

Perhaps this is due to the educational culture of organizations, which did not stimulate students to use social networking in education. *Cite what studies*

RESEARCH METHODOLOGY

Participants

Don't understand why students
Because this study focuses on the impact of social networks on the academic leader's *Not Teacher* orientations toward change and decision making in Saudi and USA universities, the targeted participants are students who are taking universities in Saudi and the U.S. These students should also be having leadership positions in their respective universities. In this study, a total of six participants, three from Saudi and three from the U.S, will be selected to participate in the study. These participants will be made aware that their data and information given will be collected and recorded for the purposes of the documentation of thesis. *Don't understand*

Data Collection

To collect the data for this study, I will depend on online questionnaires and interviews ~~as the research instruments~~. Basically, the study will be a qualitative approach. Questionnaires and interviews will be given to the participants using online platforms. In addition, face to face interviews will be administered to some of the participants so as to get more understanding and details on their responses.

Instrumentation

In order to gain a deeper understanding of human behaviors and the changes in their behaviors, we need a research method that goes beyond virtual words and accesses the hidden

meanings behind those words and actions—a method that reveals the reasons of the human behavior. According to Kothari (2006), qualitative research techniques aim at discovering the underlying motivates and desires in order to find out how people feel or what they think about particular subject or institution. Moreover, qualitative research is specially^{useful} in the behavioral sciences where the aim is to discover the underlying motivates of human behavior, (Kothari, 2006).

For the above reasons, and in an attempt to reveal a deeper understanding of the responses I will get from my participants, I will use ~~the~~^{my} qualitative techniques as research methods. ~~In this thesis, as previously mentioned, two qualitative methods will be used; the first one was an electronic questionnaire and the second was an interview.~~

Questionnaire

The first instrument that will be used in this study is a questionnaire that will be completed by the participants concerning the impact of social networks on the academic leader's orientations toward change and decision making in their respective countries. In the questionnaires both the open ended and closed-ended questions will be asked. The open-ended items of the questionnaire will be designed to help the participants to reflect on their use of social networks and their impact on the academic leader's orientations toward change and decision making in the universities of their respective countries.

On the other hand, the closed-ended ones were will be designed to assess the participants' overall perception of the impact of social networks on the academic leader's orientations toward change and decision making in their respective universities.

Interview

2 According to Kothari, (2006), interview is one of the best qualitative methods to discover underlying human desires and motivations .Therefore, the second instrument I decided to use was an interview. The interviews will ^{be} carried out face to face or via Skype voice call. The interviews will only be administered to some of the participants so as to get more understanding and details on their responses in the questionnaires.

RESULTS AND FINDINGS

In this section, the findings and the study results will be presented. After going carefully through the questionnaire responses and the interview scripts, the findings of this qualitative study were categorized into four themes. These four themes were the most frequent responses. Adding to that, the four themes, or categories, were the answers to my research questions. This chapter present the four themes according to the following order: One, students' overall experience in using the social media; two, students' opinions regarding the use of social media in university education; three, students' reasons behind preferring or not preferring the social media as a learning tool; and four, students' perspective on .The impacts of social networks on the academic leader's orientations toward change and decision making both in the KSA and USA.

This was detected from the students' responses either from the questionnaire or the interview sixty percent of the Saudi students said that they are familiar with the use of social media while eighty percent of their counterparts in the U.S said they are familiar with the use of social media. Of the total recipients, eighty percent of the students reported that they have an account on Facebook, while forty percent said they have an account on YouTube. In the case of

Twitter, it got the highest percentage, where ninety percent of the students said that they have an account on it. However, the purposes for using the social media varied among the students.

Table 1 below will explain that in Saudi Arabia, the majority of the students examined, (80 percent) use the social media for entertainment purposes, while only 40 percent of them use the social media for other purposes. On the other hand, table 2 shows that in USA, 80 percent of the students examined use social media for entertainment while 60 percent use it for other purposes.

Purpose of the use	Number of observations	Percentage
Entertainment	4 out of 5	80%
Communication	3 out of 5	60%
Work	2 out of 5	40%
Education	2 out of 5	60%
Other	2 out of 5	40%

Table 1: Purpose of the Use of Social Media- Saudi Arabia

Purpose of the use	Number of observations	Percentage
Entertainment	4 out of 5	80%
Communication	4 out of 5	80%
Work	2 out of 5	40%
Education	3 out of 5	60%

Other	3 out of 5	60%
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Table 2: Purpose of the Use of Social Media – U.S.A

In addition, 80 percent of all the students ~~in~~ also stated that they spend up to five hours every day on the internet using social media while 12 percent of the students reported that they spend more than six hours on social media daily. In addition, when the students were asked in the questionnaire how often they used social media, 44 percent of them said “always”, 32 percent of the students reported that they “often” use social media, 24 percent of the students stated that they “sometimes” use social media, and “rarely” was the response of 4 percent of the students. As a matter of fact, during one of the interviews, one of the students reported that she rarely uses social media because she does not like it. As a matter of fact, she said, “I don’t have a Facebook account, and I hate using twitter.”

The questionnaire revealed that 44 percent of the students spend long time using social media. Moreover, twenty-one out of twenty-five students stated that they prefer using social media as a learning tool, and one student said that she sometimes prefers it as a learning tool.

Not only were the majority of the students satisfied with the use of social media in education and leadership development, but also many of them reported that they wished to use social media in many aspects of their lives such as entertainment. For instance, some students responded that social media is close to them and is easy to deal with, especially Twitter, YouTube, Instagram, and Facebook. Adding to that, one of the questionnaire’s participants stated “social media is a part of our daily life, so why won’t we use it in our daily learning and

development of different aspects of life such as communication and leadership.” So, along with the entertaining part, students prefer using social media as a learning tool because they feel that these platforms or mediums are close to them.

The participating students also reported that, by sharing their knowledge and communicating with their classmates and the other friends, they can learn more in social media as the peer communication part. On leadership and social media, one respondent said, “We can meet new and old friends as well; we can get new information from each other, participate and enrich our conversation which is important in enriching our leadership skills.”

As can be seen, these statistics show the youth's rising interest in social media. This can also be seen in my study results, where all the study participants reported that they already had one or more social media accounts. This is an indication of the popularity of social media among this age group.

However, as I stated before, most of the students' online activities before this study were limited to entertainment and communication purposes. This is in accordance to the findings by Masmah, (2011) whereby, the main reason for the use of the internet in the Middle East is to participate in social activities. Regarding this, this study revealed that only 40% and 60% percent of the participants used social media in education in Saudi Arabia and U.S.A respectively.

Concerning communication, 60 percent and 80 percent of students in Saudi Arabia and U.S.A respectively use the social media for communication. Ability to communicate is a necessary element in students in honing student's talents in leadership skills (Tomlinson, 2004).

Individuals who have a sense of effective leadership must be able to adapt to the society around them where a student should have a good relationship with peers and teachers (McEwan, 2003).

Therefore, educators should provide opportunities for students to demonstrate their leadership skills as this can affect their personal (Brundret, Burton & Smith, 2003). If these leadership skills can be formed with good then it will have a positive perception among their peers (Tomlinson, 2004). This is the case as the orientation of students towards the use of social media.

However, the nature of the leadership should also be nurtured gradually and it requires the support of the community (McEwan, 2003). Among the support that can be given is through the power of communication skills among students with peers and educators (Ray Bolam, 2003). If all parties together to support the efforts to enhance the leadership skills he will surely have a positive impact, especially for university students. This calls for important decisions such as embracing the use of social media platforms in universities to enhance communication and leadership development.

Someone who is considered the leader should constantly strive to improve the leadership skills along with the changing times (Tomlinson, 2004). Social media has changed the way people interact and communicate. By this, it has changed aspects of human lives such as leadership. In both Saudi Arabia and U.S.A, social media the students who participated in this study had a common opinion that leadership is dynamic. As a result, the use of social media has impacted positively in student on academic leader's orientations towards change and decision making both in Saudi Arabia and U.S.A. By embracing the technologies in the social media, they

students have demo. Thus increasing leadership skills also involve internal personality in order to provide confidence in their followers (McEwan, 2003).

A good leader is one that understands the needs and problems of society (Tomlinson, 2004). By approaching people, leaders should provide a good example and a positive impact on the confidence of the public. Therefore trust a leader who can inspire confidence among the people and it should start from the students again. In addition, the attitude of firmness and courage are needed especially for students who have a lot of tasks that require them to communicate in front of other students. Therefore, leadership skills are also needed in experiencing their assignments both as a student and a leader.

The above results showed that leadership skills among students are still low. This may be because they are less willing to take on the responsibility of being a real leader. The real leader has their goals clear in the lead. They were also able to determine the movement and direction of their group. Therefore, leaders must have specific characteristics that have an impact on society. However, the external environment and the support of the group also influence the attitude of the leadership of the head. With the features like this make students more likable and more confidential.

CONCLUSION AND RECOMMENDATION

While the sample size was small, and further study is needed to generalize patterns and trends, this study indicates that social media impacts positively on the academic leader's orientations towards change and decision making. Although we are not looking for generalization in this qualitative study, a good representing sample is required for future studies.

The sample for the present study comprised of ten students fill out the questionnaire and only three students participated in the interview. This sample is only a very small proportion of the entire population of Saudi undergraduate female students. Therefore, a research study with a much larger sample size would be required to ensure appropriate generalization of the findings of the study. Moreover, a comparative study could explore the students' opinions and motivations more thoroughly, especially if two or more classes are compared, because that will give a good overall view of the study problem. Because the area of e-learning is relatively new in the kingdom of Saudi Arabia, intensive research is needed in this field of study.

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