

The Factors of Using WhatsApp Application in Education Management in Public University: Conceptual Paper

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Abstract

WhatsApp is a popular platform especially for communication in organizations. It has 1.5 billion users around the world. Although there has been an increase in the number of studies looking at the use of WhatsApp application in various formal settings, its use in education management research is still poorly studied. Therefore, we propose this conceptual paper to be studied. The purpose of this conceptual paper is to review the factors and their relationship with using WhatsApp application in education management in public university. This conceptual paper explores the introduction, literature review, and research methodology. Apart from that, this conceptual paper also discusses the relationship between the factors with the WhatsApp application in education management in public university. The factors focused on are performance expectancy, effort expectancy, social influence, and facilitating condition. The study employs the quantitative method based on survey design. The study population consisted of public university administration staff and lecturers from all over Malaysia. Accordingly, this conceptual paper proposes descriptive and inferential statistics to analyze the data of this study. Statistical Package for Social Science (SPSS) program suggested analyzing the data. Descriptive analysis will be used to measure the level of using WhatsApp application in education management in public university by involving mean, percentage, and standard deviation. Meanwhile, inference statistics will use Pearson Correlation Coefficient to see the relationship between the factors and using WhatsApp application in education management in public university.

Keywords: Factors, WhatsApp application, education management, public university, performance expectancy, effort expectancy, social influence, and facilitating condition.

INTRODUCTION

Social media has become very popular in the 21st century (Mohd Noorhadi & Zurinah Tahir, 2017). According to 'We Are Social and Hootsuite' in the latest Digital report 2019, Malaysia has become one of the five countries that significantly apply social media in daily life. This social media application is not only helpful in communication, but it is also very useful in the learning process (Halim & Nur Hanani, 2017). Nurul Shakirah and Intan Shafinaz (2019) stated that social media has become a very convenient tool to communicate and disseminate information, especially among students.

WhatsApp has become the world's largest and most popular mobile text messaging service in India (Sathish Kumar et al., 2021), South Africa, Argentina, Singapore, Hong Kong, Spain including Malaysia (Normazaini et al., 2018). From all the social media, WhatsApp application has become a very popular application in this world.

WhatsApp application has become the first choice among adolescents which is 80% to 90% of them using this application because they believe that it can speed up the communication relationship (Subramanian, 2017). Following the trend of WhatsApp application in Malaysia, this application is increasingly being applied in public and private organizations.

In Malaysia, WhatsApp is used in organizations to ensure that communication can take place smoothly and help the organization carry out its tasks (Mariana & Putri 2017). WhatsApp is a practical social media application because by using this application, users are able to send messages in the form of text, picture, audio, and video, which allows certain organizations to communicate or convey information through it (Normazaini et al., 2018). Meanwhile, Chairunnisa and Benedictus (2017) stated that WhatsApp is complete as a communication tool because it is able to attach various files such as photos, documents, audios, videos, and links.

Khairah @ Asma'a et al. (2017) stated that the use of the WhatsApp application as a tool in collaborative learning shows the ability of university lecturers to be effective facilitators. The role of lecturers has changed from being a knowledge provider to a learning facilitator to help their students collaborate in completing assigned tasks.

WhatsApp also assumes a significant part among the public university administration staff and lecturers in education management. Normazaini et al. (2018) stated that university lecturers apply WhatsApp in issues identified with education management in their university. They get guidelines and data every once in a while even after working hours however in less recurrence contrasted with working hours. Instructions and information conveyed through WhatsApp after working hours are focused on immediate tasks or requiring immediate feedback.

WhatsApp is used in education management in public university to pass on data, examine, give directions, get input identified with work activities and progress, facilitate work, and choice of making measures which are including small matters (Normazaini et al., 2018). Although WhatsApp is frequently used as a communication tool, it has not been acknowledged as a suitable communication medium that is used for big things, which still require face-to-face conversation.

The WhatsApp application has been broadly used, not just for social activities, but has become a tool for managers to convey information and instructions to employees. The inquiry is the things that are the variables of using WhatsApp application in education management in public university. Among the factors that can influence using the WhatsApp application are performance expectancy, effort expectancy, social influence, and facilitating condition.

LITERATURE REVIEW

WhatsApp was established by Brian Anton and Jan Koum in 2009 which is a mobile text messaging application for smartphones. WhatsApp joined with Facebook in 2014 yet works as a different application (WhatsApp, 2019). With the fast expansion in WhatsApp, traditional communication such as SMS has been

supplanted by WhatsApp application and makes the communication process more real-time (Rianto et al., 2019). Nowadays, WhatsApp is becoming so valuable application until it is applied in universities (Abraham & Fanny, 2019).

These days, almost 180 nations using WhatsApp application all over the world (WhatsApp, 2020). One of the factors that make the WhatsApp application turning out to be extremely well known is because, the features in this application that increase efficiency, data saving, and its overall performance (WhatsApp, 2019). Communication through this application is extremely viable as far as time and minimal expense either in organizations, institutions, and businesses (Daniel et al., 2019).

WhatsApp has become part of the e-communication routine among the students as well as lecturers (Nundini Devi, 2021). During the MCO period, this WhatsApp application helped create a positive and friendly environment among the students and lecturers thus creating a sense of belonging through WhatsApp groups. The WhatsApp application is suitable as an alternative to the formal communication medium in educational management.

The Higher Education Commission (HEC) coordinated all universities cross country to begin online classes because of the COVID-19 lockdown. Recorded talks were shared at a WhatsApp gathering to help update. It is seen that by using this technique, a student with helpless relational abilities is viably cooperating with the instructor in correlation with the up close and personal educating meeting. The use of social media and interpersonal interaction applications might fill in as a valuable communication and showing the device for agricultural nations (Tahir Mehmood Khan, 2021).

There are four communication functions in the organization through WhatsApp group chat Oriflame, namely information processing system, regulative, persuasive, and integrative that permits the event of Oriflame business communication (Oviva Tidal & Ira Dwi, 2019). WhatsApp has become an effective method of communication in an organization either on behalf of the administrators or employees.

WhatsApp application has become the main communication medium in organizations because the users can communicate quickly, get informations and feedback quickly (Normazaini et al., 2018). Many users using WhatsApp application in their organization because it is a social media application that very pleasant, fun and so entertaining (Robin et al., 2017).

Vusparatih (2018) who studied WhatsApp groups in association establishes that WhatsApp groups are a type of authoritative communication that is moved the type of text communication to smartphones. Although the organizational structure is in the WhatsApp group it just fills in as an impermanent type of communication where the fundamental communication still happens through letters or face-to-face communication. However, conflicts arise among organizations such as impolite or informal words, utilization of emojis, or inaccurate expressions when communicating in WhatsApp groups.

Laudon and Laudon (2010) stated that there are three degrees of administration in an organization namely strategic, intermediate and operational. The WhatsApp application assists the administration to administer and manage more easily. This application helps the way toward scattering data from the essential level to the functional level all the more effectively, rapidly, and saves time and cost.

Performance expectancy is a frequently applied construct in studies related to technology adoption (Park et al., 2007). Performance expectancy becomes a powerful predictor in determining user behavior and the degree of acceptance of an information system (Davis, 1989). Hu et al. (2020) studied the factors influencing academics to use mobile phones from the perspective of UTAUT. The findings of the study show that performance expectancy has become one of the main factors of using the mobile phone. Performance expectancy greatly influences user behavior towards mobile technology.

Among the factors influencing the use of the WhatsApp application is performance expectancy (Zulhanif & Roslinda, 2019). As a university, the university is at the forefront of research on the use of information systems to achieve the core business of education and learning, and management issues such as managing personnel and student records (Cheon et al., 2012; Loogma et al., 2012). Kiyeng and David (2015) surveyed education management staff and students to understand the use behavior regarding the acceptance and use of technology. Education management staff have found that they can quickly adopt the use of information systems that make it easier for students to access services at the right time. Performance

expectancy has had a significant impact on students' use of web-based information systems and is in line with most of the previous results.

Saleem, Al-Saqri, and Ahmad (2016) investigated the impact of performance expectancy on the use behavior of faculty members at Sultan Qaboos University to use Moodle in their instruction. The results of the survey show the emergence of two faculty groups. One uses Moodle and the other does not. In groups using Moodle, there is a positive correlation between performance expectancy and use behavior, which influences faculty members' use Moodle. Some members of the non-Moodle group have optimistic performance expectations for technology.

In addition, Kocaleva, Stojanovik, and Zdravev (2014) surveyed to understand educator's use behavior related to the acceptance and use of technology. Performance expectations have the greatest impact on technology acceptance and use. Therefore, performance expectations are the most influential factor for respondents to embrace and use ICT. Anderson, Schwager, and Kerns (2006) studied faculty acceptance for Tablet PCs. The results of the study also show that user performance expectations are the most important predictor of tablet PC use.

Effort expectancy is one of the variables that is frequently used in acceptance studies especially studies that use the UTAUT model. Based on the UTAUT model, effort expectancy refers to the level of comfort or effort related to the customers' utilization of technology. (Venkatesh et al., 2012). Demissie (2011) stated that the effort expectancy factor is one of the factors in the acceptance and use of web-based information and communication technology (ICT) applications. Faculty staff stated that web-based ICT applications streamline communication between faculty, staff, and parents in monitoring student academic progress, and better managing resources.

Social influence means a degree to which a person assumes that others who are important to him or her believe that they need to use a new information system (Venkatesh et al., 2003). Social influence is one of the main factors that influence individuals and organizations to acknowledge the use of ICT to finish their jobs (Mulyati & Abdul Said, 2020). The findings of a study by Ahmet Ayaz and Mustafa Yanartas (2020) found that acceptance of the use of an electronic document management system (EDMS) has been influenced by social influence factors.

Facilitating condition is such that the user acknowledges that the use of the system is supported by both the Foundation's organizational and technical support (Venkatesh & Morris, 2000). Kiyeng and David (2015), study the perceived extent to which the university and technical infrastructure are required to support the web-based information systems. Facilitating conditions variable drive conditions that directly affect user behavior and influence the adoption of web-based information systems.

In addition, there are many studies that use performance expectancy, effort expectancy, social influence, and facilitating conditions as factors that influence the acceptance of an information system (Khairah @ Asma'a et al., 2017; Mohamed, Sharif & Muhayiddin, 2021; Hu et al., 2020; Ahmad Fahmi et al., 2016; Nurul Ain & Razzatul Iza Zurita, 2016).

Based on the review of past studies, social media especially WhatsApp application plays an important role in the process of spread information and has the potential to be applied in the official organization. Among the factors that affect the use of the WhatsApp application are performance expectancy, effort expectancy, social influence, and facilitating condition.

THEORETICAL FRAMEWORK

This study will conduct using user acceptance theory. User acceptance theory in the context of this study refers to the factors that contribute to the use of information technology (Davis, 1989). Numerous previous investigations have shown that few theories or models have been created to consider and comprehend the factors that influence the users. Among the theories and models are Unified Theory of Acceptance and Use of Technology (UTAUT), Technology Acceptance Model (TAM), Theory of Reasoned Action (TRA), Theory of Planned Behavior (TPB), Innovation Diffusion Theory (IDT), and so on.

This study will clarify the factors of using WhatsApp application in education management in public universities through the study variables described from the UTAUT theory (Venkatesh, Morris,

Davis & Davis, 2003). The rationale for selecting UTAUT theory in this study is, this theory combines eight theories of user acceptance, namely Technology Acceptance Model (TAM), Theory of Reasoned Action (TRA), Innovation Diffusion Theory (IDT), Motivational Model, Theory of Planned Behavior (TPB), combined model of TAM and TPB, PC Utilization model and Social Cognitive Theory (SCT). Venkatesh et al. (2003) argue that UTAUT can be used by managers to measure the success of new technology and understand the factors that drive technology acceptance and can also explain user behavior in accepting a technology.

In addition, there are many recent studies based on technology acceptance that have used the UTAUT theory to distinguish the acceptance factors of a technology system. Among the studies are, The enhanced variables of Venkatesh's UTAUT model on students' acceptance of use on online distance learning (Mohamed et al., 2021), Acceptance of IoT (Internet of Things) learning among university students in Pakistan (Humaiz Shaikh et al., 2021), Eco-friendly performance as a determining factor of the adoption of virtual reality applications in national parks (Mario et al., 2021), Effect of attitude on mobile banking acceptance using extended UTAUT model (Angelia, Erwin & Roni, 2021), Towards the customers' intention to use QR codes in mobile payments (Victor et al., 2021), and so on.

All the variables of this study were adapted from UTAUT theory. Among the variables are performance expectancy, effort expectancy, social influence, facilitating condition, and actual system usage (use of WhatsApp application). These five variables assume a vital part in distinguishing the use of WhatsApp application among the public university administration staff and lecturers in education management. This theory shows that intention and use behavior are affected by four main constructs, namely performance expectancy, effort expectancy, social influence, and facilitating condition as shown in Figure 1.

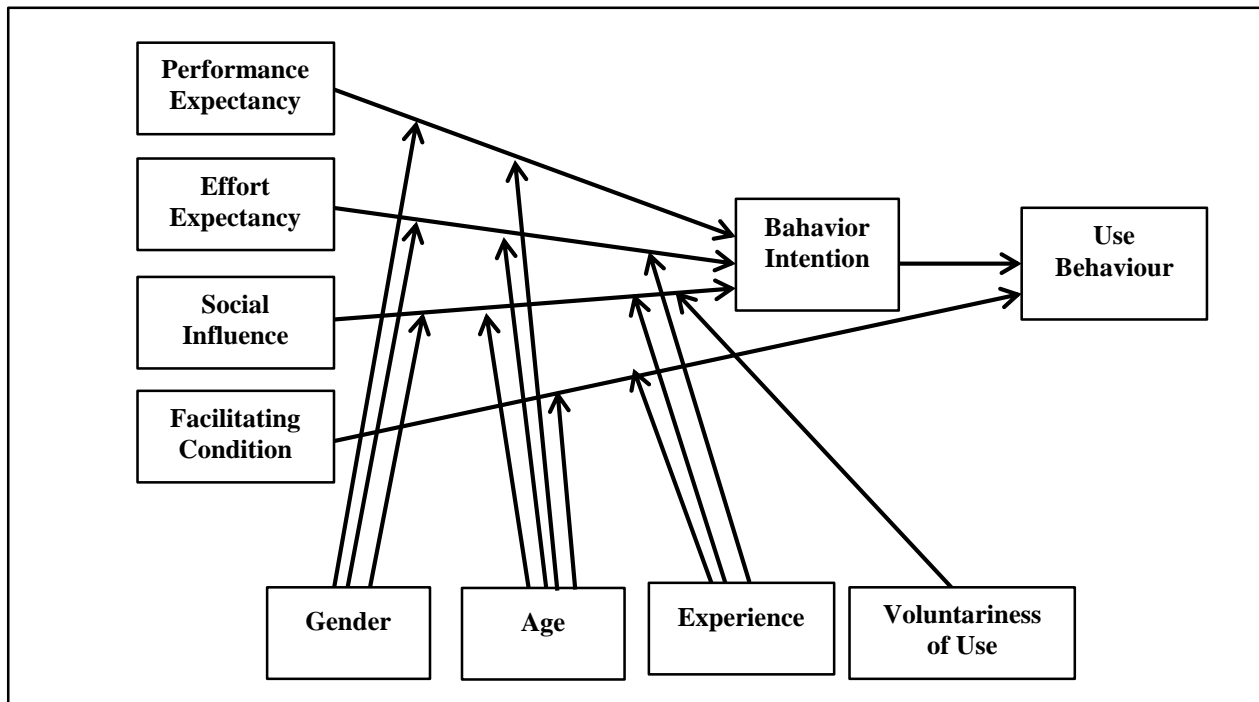


Figure 1. Unified Theory of Acceptance and Use of Technology (UTAUT).
Source UTAUT Theory (Venkatesh et al., 2003)

CONCEPTUAL FRAMEWORK

The conceptual framework is a coherent system that consists of fundamental objectives and concepts that interconnected and form the basis of each study. The framework of this study was constructed based on the Unified Theory of Acceptance and Use of Technology (Venkatesh et al., 2003). The purpose of this study is to show the relationship between the factors with the use of WhatsApp application in education management in Malaysian public universities.

Figure 2 shows the factors of using the WhatsApp application represented by four aspects of independent variables in particular performance expectancy, effort expectancy, social influence, and facilitating conditions. Meanwhile, the dependent variable is using the WhatsApp application.

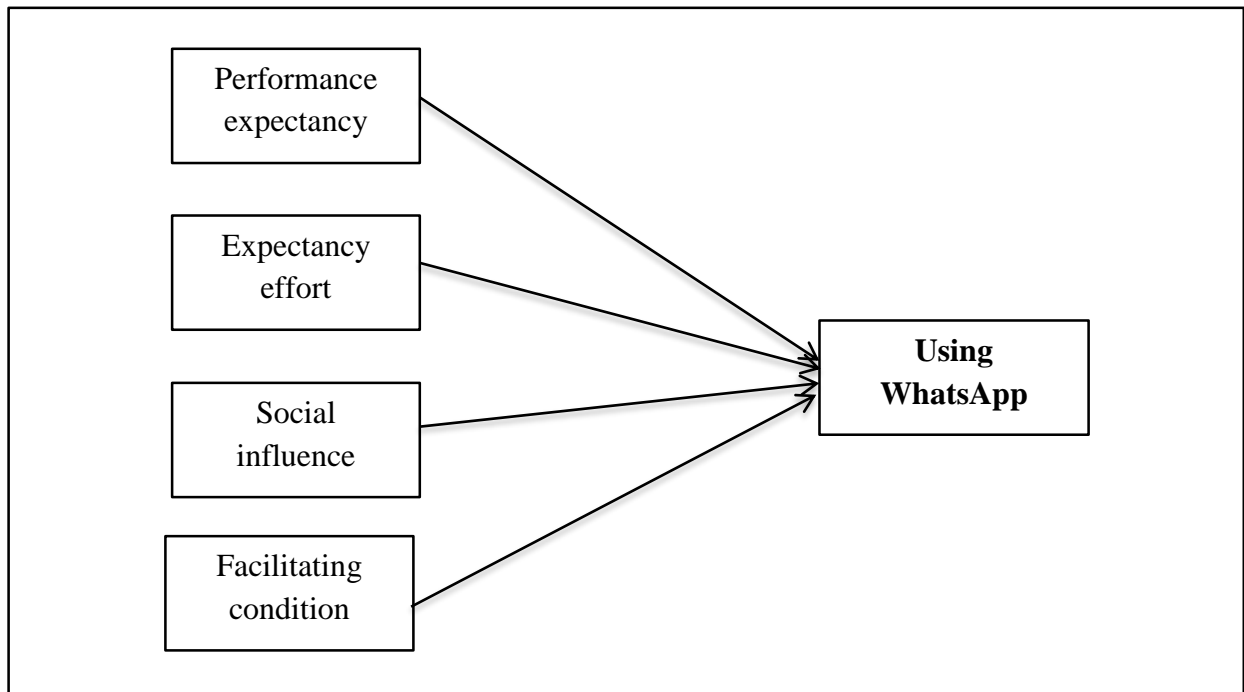


Figure 2. Conceptual framework. Adapted from the UTAUT model (Venkatesh et al., 2003)

Performance Expectancy

Performance expectancy can be defined as the degree to which an individual believes that the use of an information system can help them to achieve in their job performance (Venkatesh et al., 2003). Wirda Khairiyah (2017) stated that the role of this variable is very effective and productive to be used by students and lecturers because it can improve learning outcomes. In this study, performance expectancy refers to the degree to which administration staff and lecturers' trust towards the WhatsApp application will be able to help them facilitate the education management in public university. WhatsApp is expected to help administration staff and lecturers to communicate and share information in education management in public university. Performance expectancy is, a very important factor because once users get to know about two information systems, that have the same features, then the user will choose the more useful and beneficial information system to them than the easier to use (Yoo, Han & Huang, 2012).

This UTAUT theory evolved from previous theories. Thus, each construct of performance expectancy variables is derived from past theories. The constructs are shown in table 1 with their meanings from the aspects of this study.

Table 1: *Constructs of Performance Expectancy Variable*

Num	Construct	Theory	Definitions in the context of this study
1	Perceived Usefulness	<i>Theory of Acceptance Model (TAM)</i> (Davis, 1989)	The degree to which a lecturer believes that using the WhatsApp application would enhance his or her job performance.
2	Extrinsic Motivation	<i>Motivational Model (MM)</i> (Davis, dkk, 1992)	The perception is that administration staff and lecturers will want to use the WhatsApp application because it is perceived to be instrumental in achieving valued outcomes that are distinct from education management in public university.
3	<i>Job-fit</i>	<i>Model of PC Utilization (MPCU)</i> (Thompson, dkk 1991)	The abilities level of the WhatsApp application enhances administration staff and lecturers' job performance in university.
4	Relative Advantage	<i>Inovation Difusion Theory (IDT)</i> (Moore & Benbasat, 1999)	The degree to which using WhatsApp application in education management in public university is perceived as being better than using the traditional media.
5	Outcome Expectations	<i>Social Cognitive Theory (SCT)</i> (Compeau & Higgins, 1995)	Outcome expectations relate to the consequences of using WhatsApp application in education management in public university.

Source adapted from Venkatesh et al. (2003)

Performance expectancy greatly influences user behavior towards the acceptance and use of ICT. It has become one of the most important factors of acceptance and use of ICT in university management (Oye, Iahad & Rahim, 2014). Performance expectation is an integral part of implementing a new learning management system among university lecturers (Anja Garone et al., 2019). Lecturers have high-performance expectancy on mobile instant messaging (Khairah @ Asma'a et al., 2017). Based on past studies, this variable is considered to be the most effective factor that can influence behavior in using information technology. Therefore, in this study, the researchers will look at the degree to which a lecturer believes that using the WhatsApp application will help them to achieve in their job performance.

Effort expectancy

Effort expectancy refers to the degree to which a person trusts the level of convenience of an information system (Venkatesh et al., 2003). It means the belief level of users towards information technology which is, it can be understood easily. Usability reduces the users' effort to learn a technology in more depth. Usability is also closely related to self-efficacy which means the easier it is to use a system, the greater its use (Duranova & Ohly, 2016). In this study, the effort expectation factor refers to the degree to which the administration staff and lecturers' trust on the level of ease to applying WhatsApp in education management in public university. Based on the original theory, the effort expectancy variable has come from several construct variables from the previous theories. The constructs are shown in table 2 with their meanings from the aspects of this study.

Table 2: Constructs of Effort Expectancy Variable

Num	Construct	Theory	Definitions in the context of this study
1	Perceived Ease of Use	TAM (Davis, 1989)	The degree to which a lecturer believes that using the WhatsApp application would be free of effort.
2	Complexity	MPCU (Thompson, dkk 1991)	The degree to which WhatsApp application is seen as generally hard to comprehend and use in education management in public university.
3	Ease of Use	IDT (Moore & Benbasat, 1999)	The degree to which using the WhatsApp application is perceived as easy to use.

Source adapted from Venkatesh et al. (2003)

Many studies have been conducted using effort expectancy as one of the variables especially in studies related to technology acceptance. Among them, Oye, Iahad, and Rahim (2012) found that effort expectancy were the most influential predictor of academic staff's intention to accept and use ICT at universities. Academic staff stated that ICT is easy to apply as well as helps them become more proficient when applying ICT in university (Oye, Iahad & Rahim, 2014). In this study, the researchers will look at the administration staff and lecturers' trust degree on the convenience of using WhatsApp application in education management in public university.

Social Influence

Social influence can be defined as the degree to which an individual considers a system essential to others and believes that they need to use a new information system (Venkatesh et al., 2003). Syaza Hazwani (2017) states that social influence reflects the effect of the views from the people around on individual behavior. Users are also concerned about other people's opinions and beliefs about technology before using it. Also, one might say that social influence is the degree to which an individual believes how others (who are important to them) accept that the person in question should use the technology in employment. In the context of this study, the social influence factor refers to the degree to which is a lecturer feels it is important for colleagues and administrators to believe that they need to use WhatsApp application in education management in public university. In the context of education management in public university, social influence refers to the administration staff and lecturers. An administration staff and a lecturer can influence other staff and lecturers to use WhatsApp in education management in public university.

This statement is confirmed by Elvandari (2011) who tested the basic model of UTAUT in a mandatory system concluding that, social influence is a variable that appears based on individuals' acceptance of a technology that comes from attitudes. Based on the original theory, the social influence variable has come from several construct variables from the previous theories. The constructs are shown in table 3 with their meanings from the aspects of this study.

Table 3: Constructs of Social Influence Variable

Num	Construct	Theory	Definitions in the context of this study
1	Subjective Norm	TRA, <i>Control Combined</i> TAM and TPB (C-TAM-TPB) (Ajzen, 1991; Taylor and Todd 1995)	The lecturer's perception that most people who are important to them think he or she should or should use WhatsApp application in education management in public university.
2	Social Factors	MPCU (Thompson, dkk 1991)	The lecturer's internalization of the reference group's subjective culture and specific interpersonal

			agreements that the lecturer has made with others, in education management in public university.
3	Image	IDT (Moore & Benbasat, 1999)	The degree to which the use of WhatsApp application is perceived to enhance a lecturer’s image or status in the university.

Source adapted from Venkatesh et al. (2003)

This factor is vital because many studies have found that social influence variables play an important role in the adoption of a new technological system. Ahmet Ayaz and Mustafa Yanartas (2020) found that social influence has a significant relationship to the use of electronic document management systems in the university. Social, individual, and organizational influence an individual to accept the use of ICT to complete their tasks (Muliyati & Abdul Said, 2020). Social influence is one of the main factors in acceptance of a learning community management system (Demissie, 2011). Individuals who have a significant influence have a big impact there their motivation in deciding to use technology in university (Kiyeng & David, 2015). Therefore, in this study, the researchers will look at the role of social influence in influencing the use of WhatsApp application in education management in public university.

Facilitating Condition

Facilitating condition means the degree to which an individual believes that organizations and technical infrastructure exist to support the use of information systems (Venkatesh et al., 2003). In other words, this factor looks at the level to which one believes that the technical capabilities of a system can support its use. Hu et al. (2020) found that facilitating conditions became one of the factors influencing consumer behavior towards the use of mobile technology. The facilitating condition factor alluded to in this study is the administration staff and lecturers’ belief that there is technical and organizational support in using WhatsApp application among the public university administration staff and lecturers in education management. Based on the original theory, the facilitating condition variable has come from several construct variables from the previous theories. The constructs are shown in table 4 with their meanings from the aspects of this study.

Table 4: *Constructs of Facilitating Condition Variable*

Num	Construct	Theory	Definitions in the context of this study
1	Perceived Behavioral Control	TPB, C-TAM-TPB (Ajzen, 1991; Taylor and Todd 1995)	Reflects perceptions of internal and external constraints on behavior and encompasses self-efficacy, resource facilitating conditions, and technology facilitating conditions.
2	Facilitating Conditions	MPCU (Thompson, dkk 1991)	Objective factors in the environment that observers agree to make an act easy to take, such as Wi-Fi connection.
3	Compatibility	IDT (Moore & Benbasat, 1999)	The degree to which WhatsApp application is perceived as being predictable with existing qualities, needs, and encounters of expected adopters.

Source adapted from Venkatesh et al. (2003)

This factor is also very important because many studies have found that the variable facilitating condition plays an important role in the adoption of a new technology system. The facilitating condition is related to internal and external perceptions which include self-confidence in technological facilities, environmental factors that make an action to be carried out, and how far an innovation is perceived consistently according

to potential needs and experience. The factor facilitating conditions explain a significant portion of the factors influencing Document Workflow Management System (DWMS) adoption (Ahmet Ayaz & Mustafa Yanartas, 2020). The facilitating conditions such as appropriate hardware, software, training, and support should be in place by the management. The result shows, facilitating condition was the most influential determinant of usage behavior (Demissie, 2011). In this study, facilitating conditions and compatibility of administration staff and lecturers become the focus in facilitating conditions on using WhatsApp application in education management in public university.

METHODOLOGY

A study design is, a description of the methods used in conducting a study (Hua, 2016). This conceptual paper proposes the design of this study is a survey study. This study is suitable to use a correlation study design. Correlation studies involve the collection of data to determine the relationship between two or more variables in a study (Fraenkel et al., 2015). The correlation method was chosen because this study is an inference study.

This study also suitable in a quantitative form that is base on the needs and desires of the research question which is help know something accurately. Web based questionnaire method proposed to be used for testing hypotheses to identify the relationship or correlation between independent variables namely performance expectancy, effort expectancy, social influence and facilitating condition with dependent variables namely WhatsApp application in education among the public university administration staff and lecturers.

Data obtained from respondents will be analyzed using the Statistical Package for Social Science (SPSS). Descriptive analysis will be used to analyze the demographic information of the respondents. In addition, the level of WhatsApp application in education management in public university will also be analyzed using descriptive analysis involving mean, percentage, and standard deviation.

The high average means score indicates an encouraging WhatsApp application usage. Meanwhile, the low mean score concluded that the WhatsApp application usage is less uplifting among the public university administration staff and lecturers in education management. Table 5 shows the interpretation of the mean score and the level of using WhatsApp application in education management in public university.

Table 5: *Interpretation of Mean Score and Level of using WhatsApp Application in Education Management in Public University*

Mean Score	Level	Interpretation
1.00 - 2.33	Low	Less use WhatsApp application in education management in public university
2.34 - 3.66	Medium	Sometimes use WhatsApp application in education management in public university (three to four times per month).
3.67 – 5.00	High	Always use WhatsApp application in education management in public university (almost every day during the working hour in university).

Adapted from Sekaran, 1992

Pearson Correlation Coefficient is a measure of correlation used to measure the strength and direction of a linear relationship between two variables. According to Chua's (2009) interpretation, changes between one and another variable will be considered to be correlated. The researcher will use the Pearson Correlation Coefficient in this study to look at the relationship between factors (performance expectancy, effort

expectancy, social influence, and facilitating condition) with the using WhatsApp application in education management in public university.

The Pearson Correlation coefficient (r) is to measure the strength of the relationship between two variables. The value of r is between the range of +1.00 and -1.00. The positive correlation marked (+) represents the relationship that the higher value of X, the higher value of Y. Meanwhile, the negative correlation marked (-) represents the relationship that the higher the value of X, the lower the value of Y (Chua, 2006). Table 6 shows the scale of correlation coefficients that will be used.

Table 6: Correlation Coefficient Scale

Value of Correlation Coefficient	Correlation Strength
.10 until .29 or -.10 until -.29	Positive or negative relationships are weak
.30 until .49 or -.30 until -.49	Positive or negative relationships are moderately strong
.50 until 1.0 or -.50 until -1.0	Positive or negative relationships are strong

Adapted from Cohen, 1988

CONCLUSION

The development of social media technology facilitates communication among administration staff and lecturers. However, some lecturers still consider information conveyed through letters and electronic media as formal and official information (Normazaini et al., 2018). As administration staff or a lecturer, it is necessary to know the technological developments in the world. Therefore, they can change the method of communication and not be outdated which will use the technology in education management in public university. This is because nowadays, many organizations using social media, especially WhatsApp application as an official network in their workplace (Riskyta, 2017).

Therefore, performance expectancy, effort expectancy, social influence, and facilitating condition, are well suited to be used in this study to look at the relationship between factors with using WhatsApp application among the public university administration staff and lecturers in education management. Administration staff and lecturers will accept and use the WhatsApp application in education management in public university if all these four factors affect them directly.

This study might be helpful to administration staff and lecturers because it can provide information on the implications of using the WhatsApp application widely in university's education management compared to using traditional communication media such as letters, memos, and electronic media (email). In addition, this study will benefit the university to urge administration staff and lecturers to use WhatsApp in education management in public university. This study is likewise expected to help MCMC in formulating guidelines for using the WhatsApp application as a conventional specialized tool in education management either at the university or at school.

It is recommended that further research be done to identify more about the impact of the advantages and disadvantages of using the WhatsApp application in education management. Future researchers can also look at different social media applications such as Facebook or Telegram and then make a comparison of which social media shows the preferred application in education management.

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