

Influence of Social Media Platform Trends on Academic Management and Leadership in Higher Education Institutions: A Systematic Review

Nurul Asmak Md Lazim¹, Sharifah Hafizah Syed Ariffin^{1,2*}

¹Center for Advancement in Digital and Flexible Education (UTM CDex) Block F54 School of Graduate Studies Building, Universiti Teknologi Malaysia, Skudai, 81310 Johor Bahru, Johor, Malaysia

²Faculty of Electrical Engineering, Universiti Teknologi Malaysia 81310 Johor Bahru, Johor, Malaysia

*Corresponding Author's email: shafizah@utm.my
<https://doi.org/10.61211/mjqr0902014>

Abstract

The growth of influencers in social media with respective delivery topics and their followers' reactions towards leader profiles and characters will lead to some extent to soft skills that can influence the performance of organizations as a whole. However, limited knowledge exists of how it is defined, how it operates, and how it relates to institutional leadership, including both administration and teaching. Therefore, this study aims to review current social media platform trends in Malaysia, the relationship between social media, management, and leadership, as well as how social media trends affect academic leadership and administration. The descriptive content analysis method was applied to examine 1,727 empirical, review, conceptual, and commentary papers published by Scopus and Web of Science journals. After considering other irrelevant information, the authors only reviewed a total of 494 from both websites. Considering Malaysia's scholars, only 27 were chosen to be reviewed for title and abstract. Of these 27, only three articles were chosen for detailed review. All the information relevant to the research was extracted from each article and analysed using Excel software. Results showed that in 1,727, only three articles were related to social media and Malaysian scholars. According to these three articles, most organizations use Twitter, Instagram, and other digital technologies like digital communications, smartphones, and many others for social interaction. This is because workplace wellbeing can be achieved through human connections on social media. This workplace well-being can be related to leadership and work engagement in organizations. Hashtags in social media, especially Twitter, can be used to express sentiment, and this sentiment can influence human emotional state and well-being. In conclusion, the paper will add to recent efforts on how to improve the current situation, especially for new leaders with prospective approaches to the field, and contribute to the global knowledge base.

Keywords: education, leadership; management; social media

Article Info:

Received 20 Sept 2023

Accepted 30 Oct 2023

Published 31 November 2023

INTRODUCTION

John F. Kennedy said, "Leadership and learning are indispensable to each other". The world has moved past globalization and is now evolving toward a knowledge society, a knowledge economy, and organizations that are, of course, knowledge-driven. This shift from an agricultural to an industrial and continuing knowledge society is driven by both possibilities and problems. The need for a new breed of leaders and a new concept of leadership is the most significant of all the problems that all of us are currently confronting in organizations (Haider et al., 2016). One of the critical challenges faced by organizations in the modern era is effectively coping with the changing needs of the workforce and effectively handling today's many technological challenges. To succeed in today's fast-paced, complex, and uncertain time, a leader not only needs to be well-versed in conventional administrative and management dynamics but must also have a broad understanding of the political, economic, social, legal, and environmental drivers of change as well as the capacity to position their organizations to deal effectively with the many ensuing challenges. The decades of accumulated empirical studies have encouraged researchers to conduct review research to summarize the findings that link social media trends with leadership and management. As a result, technology and social media could revolutionize the world as many of us know it.

However, effectively managing the myriad technological hurdles of today's world and adapting to the changing requirements of the workforce are two major challenges that companies face in the modern era. A leader must not only be well-versed in traditional administrative and management dynamics but also have a broad understanding of the political, economic, social, legal, and environmental drivers of change as well as the ability to position their organizations to effectively deal with the many ensuing challenges to succeed in today's fast-paced, complex, and uncertain world. Most researchers in this field have been prompted to perform a review study to summarize the findings that link social media platform trends and leadership and management due to decades' worth of accumulated empirical studies. Most literature reviews now in existence have either emphasized meta-analysis or the synthesis of key findings. While some other researchers are focusing on reviewing the conceptual and methodological advancement of research on leadership and improvement as well as the nature of the relationship between leadership and achievement, others are reviewing the size of the impact of leadership types or sets of leadership practices. Additionally, additional evaluations were conducted with the express purpose of synthesizing the results of the pertinent studies. Rapid technological change and its effects on organizational culture, labour procedures, communication patterns, and supervisory relationships are the problems that this study attempts to solve.

The aim of this study was to synthesise and review the empirical literature on social media platform trends towards leadership and management in higher education, addressing the following research questions: (1) What are the current social media platform trends in Malaysia? (2) What is the relationship between social media, management, and leadership? (3) How do social media platform trends affect academic leadership and administration in Malaysian higher education institutions?

Social Media Trends and Academic Management and Leadership

The current phenomenon of growing popularity and the use of social media tools such as Facebook, YouTube, Twitter, blogging, and wikis has led to a social media revolution (Dubose, 2011). This revolution has seen it grow relatively quickly in a short period of time. How is such a phenomenon happening? Boyd and Ellison (2007) have reported on the history of the launch of major social network sites that occurred between 1997 and 2006, which is summarized below (Figure 1).

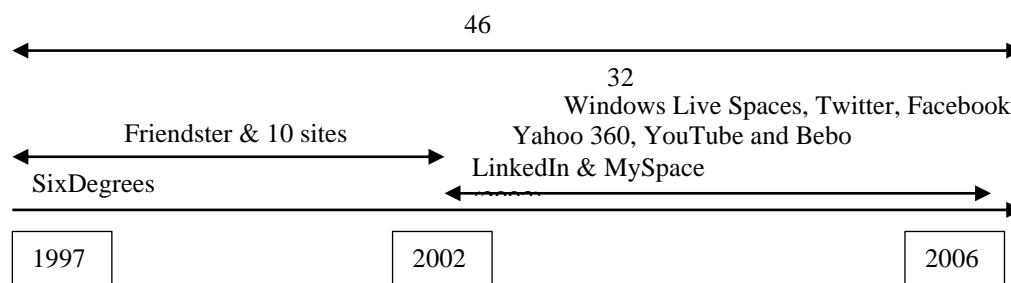


Figure 1: History of social media from 1997 to 2006

In 1997, SixDegrees was reported to launch as the first commercial social networking site. Then, another 11 additional sites were launched between 1997 and 2002; this includes Friendster. The frequency and number of sites launched after 2003 increased historically, with 32 new social media sites launched between 2003 and 2006. Of these sites, two of them are recognized sites: LinkedIn and MySpace. They were both launched in 2003. Yahoo 360, YouTube, and Bebo were launched in the next year of 2005, followed by Windows Live Spaces, Twitter, and the public launch of Facebook in 2006. In total, 43 social media sites were launched between 1997 and 2006 (Boyd & Ellison, 2007).

However, Facebook has so quickly become a verb, and all other words associated with social networking (tagging, unfriending, retweeting, and twitectomy) have been known as common usage, which shows how to utilize social media (Woodley & Catherine, 2012). As the number of sites increases, the number of people using social media is staggering. According to Daniells (2013), for Facebook alone, there are approximately 1.13+ billion total users, with 751 million users accessing the site, and about 23% of Facebook users reported checking their accounts more than five times per day. It is also reported that about 74% of marketers believe Facebook is important for their lead-generation strategy. On the other hand, next to Facebook, Twitter has over 288 million active users who tweet every month, and Google+ has over 500 million total users, with 343 million active users reported

subsequently. Meanwhile, LinkedIn had over 238 million users; Instagram had over 130 million users; and Pinterest served 70 million users in 2013. However, if all of us consider the difference between total users and active users on Google+, not all social media accounts are used daily. It appears that many accounts were created and then abandoned, and there are a fair number of “fake” accounts created for various reasons. Still, the use of social media is incredible. Over a billion visitors watch videos on YouTube every month, over five million photos are uploaded to Instagram, and 400 million tweets are sent daily (Daniells, 2013).

Considering the population of users who use social media, the number of older adults' number has climbed steadily. It is reported that almost 72% of U.S. adults used at least one social network in 2013, up 67% from 2012 (Lunden, 2013). According to another report by Bullas in 2014, social media usage is increasing tremendously among all age groups. Interestingly, there was a drop among the eldest (veterans) in 2013 compared to their numbers in 2009. This situation alone makes social media very interesting to institutions of higher education.

Social Media in Higher Education

Whether most of us like it or not, social media is now playing a part in the stuff of our lives, daily. By hook or crook, it is a tool that college members and universities cannot deny (Farrington, 2011). Higher education faculty and administrators admit that social media is an influence on their students and within their institutions nowadays. While some policies might be against its use in education (Mazman & Usuel, 2010), others must accept it for other purposes like marketing and recruiting, and, to some extent, for retention and to enhance teaching and learning. Numerous studies have been carried out, and the opposing views on each issue have been explored. Measuring the success of social media strategies is still uncertain at best, and the frequency of usage is seen as very difficult or impossible.

Community Acceptance and Engagement in University

What are the perceptions of students and academics regarding social media usage? A study previously revealed that some authors do not agree with using social media for academic purposes (Tay & Allen, 2011); however, academic opinions have diversified the thought of the appropriateness of utilizing social media. There is a survey of the issue of using Facebook for teaching by Roblyer et al. (2010). Overall, the study reflects a general sentiment that students are willing, whereas faculty members are not (Roblyer et al., 2010). Hrastinski and Dennen (2012) explored how students accepted social media to support their studies and found that the majority of the respondents supported using social media frequently; a ‘digital dissonance’ can be noted because few of them feel that they use such media to support their studies effectively. However, some others also prefer to use Facebook for social purposes, not for education (Parry & Young, 2010). Regardless of the medical field, a medical training curriculum has integrated Twitter, YouTube, blogging, and Skype into two courses offered to medical students (George & Dellasegra, 2011), and it has received very positive reviews from students. According to the Yarrow (2012) study, the students rated their courses highly and indicated that social media techniques assisted the learning of content and collaboration among students.

Another study by Blankenship (2011) reports on a commercially funded study of about 1,000 faculty: more than 80% of faculty use social media in some capacity, and more than half use the tools as part of their teaching. Additionally, the survey shows that older faculty members (those who have taught for 20 years or longer) use social media at a level that is almost on par with that of their younger counterparts, which suggests that social media helps students by increasing engagement and interest as well as their sense of control and responsibility over their education (Blankenship, 2011).

The results of student and faculty perceptions of using social media for educational purposes are quite complex and unpredictable. However, Woodley & Catherine (2012) revealed in their study that some students and many academics have privacy, security, and pedagogical concerns about using a commercial product, Facebook, specifically for teaching and learning. Nevertheless, numerous students seem to be addicted to Facebook, which disadvantages their studies significantly, and Facebook is a social and not an academic space. To add more, there are numerous legal and ethical issues about using Facebook for teaching. Even though many staff and students use Facebook socially, most of them are not comfortable blending academic and social spaces, which teaching via Facebook needs (Woodley & Catherine, 2012).

Measuring the efficacy of social media for enhancing education is a challenge in terms of university marketing and recruiting. In his study, Tess (2013) notes that social media is becoming more prevalent in higher education settings as teachers turn to technology to mediate, enrich, and encourage active learning among their students. However, a lot of academics support the intentional inclusion of social media as a teaching tool. However, empirical data has been slow to back up the idea. Tess examined the available research and discovered that the

majority of it was self-reported data and content analysis. Regarding the use of social media to improve education, there are a variety of opinions and a lot of contradictory data.

Threats to the Institution, Students and Employees

Both the literature and the study participants have referred to social media as a "double-edged" sword. Social media carries the same risk of failure as earlier technologies. Disaster in higher education manifests as fights over free speech, privacy, and cyberbullying. These problems are made into media sensations that quickly ruin institutions' reputations. Institutions also have to guide students as they deliberately and intentionally establish their own digital identities.

Digital Identity

Social networking may be a very positive way for kids to leave digital footprints, and teachers should support students in doing so, according to some research on this topic (Careless, 2012). Some students are not aware that, in addition to doing a Google search, prospective employers often check their social networking profiles. According to a study by Careerbuilder.com, 45% of hiring managers look at social media profiles (Junco & Chickering, 2010).

Smith and Kidder (2010) investigated Facebook-created online personas and concluded that students should be cautious about what they portray. Community norms may be incompatible with the typical employer's perception of an employee because of the lack of immediate social restrictions and a culture of self-expression. Facebook's social standards, such as profiles that boast about drinking or other vices, according to Smith and Kidder, "lead to projected identities that job applicants may not wish to be seen by potential employers; profiles may suggest the user lacks maturity and responsibility". "Be attentive to what your online profile says about you; focus on presenting the identity of someone who would make an excellent employee (Smith & Kidder, 2010).

Giving Away Data

Users can access social media platforms for free since they are frequently supported by online advertising and the sale of user data. Social media platforms gather a lot of information about users based on their interests, demographics, search terms, and visits to websites. When consumers visit websites, create online profiles, and "like," and "share" content, they voluntarily divulge a lot of information (Pierson, 2012). A complete profile of a person can be created by combining disparate data sets. Social networking websites "aggregate information from various Internet locations and comprise the virtual identity of the user in the process" (Sweeney, 2009). There are indications that consumers are becoming more conscious of social media privacy issues, though.

CONCEPTUAL FRAMEWORK

Based on previously completed review studies in the field of educational leadership and management (EDLM), the conceptual framework for this review was created. While earlier review studies (Hall & Southworth, 1997) primarily concentrated on Western nations, more recent reviews (Mertkan et al., 2017; Oplatka & Arar, 2017) have also given considerable attention to non-Western contexts. These review studies typically use three methodologies, though some research may combine several of them.

For this study, the authors developed a conceptual framework consisting of three main dimensions: topical foci, conceptual model, and methodology. Topical foci refer to the main topics or subjects addressed in the reviewed studies. To create a list of topics, the authors first identified those that commonly feature in other recent reviews of EDLM research, such as leadership, organizational behaviours, emotions, etc. By adding more topics as necessary in an iterative process, the list of topics was finalized at the end of the analysis. The second dimension of the author's framework concerns the conceptual models used in the reviewed studies. The final dimension of the author's conceptual framework is methodology, referring to the methodological approaches and tools used in empirical studies. This dimension includes three sub-dimensions: methodological approach (qualitative, quantitative, and mixed-method) and data collection tools (surveys, secondary data, interviews, observations, etc.).

METHOD

This study follows the steps for conducting systematic reviews within the field of EDLM proposed by Hallinger and Chen (2015). Using this framework, a systematic review study first identifies the main areas of interest, research questions, and objectives. It then uses a conceptual perspective to find, pick, assess, and interpret pertinent publications. It then defines the sources of the data used and how these data are analyzed and synthesized. Finally, it discusses the findings, limitations, and implications.

DATA COLLECTION AND ANALYSIS

Identification of sources

For this part, the authors decided to access the journal through Scopus and the Web of Science (WoS) database. The period of the review is not restricted; however, the authors focused on the articles within five years (2019–2023). The authors tried several search strings for the Scopus and WoS databases before settling on the below string, as it provided the most representative data set:

Scopus: TITLE-ABS-KEY (*media AND social* AND *academic* AND *management* AND *leadership*) AND (LIMIT-TO (SUBJAREA, "SOCI") OR LIMIT-TO (SUBJAREA , "BUSI")) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (LANGUAGE, "English")) AND (LIMIT-TO (EXACTKEYWORD , "Leadership") OR LIMIT-TO (EXACTKEYWORD, "Social Media") OR LIMIT-TO (EXACTKEYWORD , "Organization And Management"))

WoS: ALL= (social AND media AND management AND leadership)

This search produced a total of 94 research and review articles in Scopus and 1633 in WoS. All the articles were screened and analysed by researchers to eliminate those that did not fit the field. The articles outside the scope that were primarily concerned with a variety of other disciplines, such as business and company, were excluded from the data set. Only articles related to HEIs were selected. Consequently, the number of articles in the data set drawn from Scopus (17) and the WoS (477) databases was reduced to 494 in total. The authors then reviewed the titles and abstracts for each article to identify articles authored or co-authored by scholars from Malaysia during the same period. This process identified 1 (Scopus) and 26 (WoS) articles. The inclusion and exclusion criteria were applied to these 27 publications. The authors' inclusion criteria are based on research from Malaysian scholars, research on organizations in Malaysia, and research on media and social media. The exclusion criteria are research on other countries, research on business entrepreneurs abroad, and research on organizations engaged in agriculture or other non-HEI activities abroad. After combining the two data sets, no overlapping articles were eliminated, resulting in a total of 3 articles that were included in the review that were closely related to organizations, management, and leadership in organizations, considering the university as an organisation in Malaysia (Figure 2).

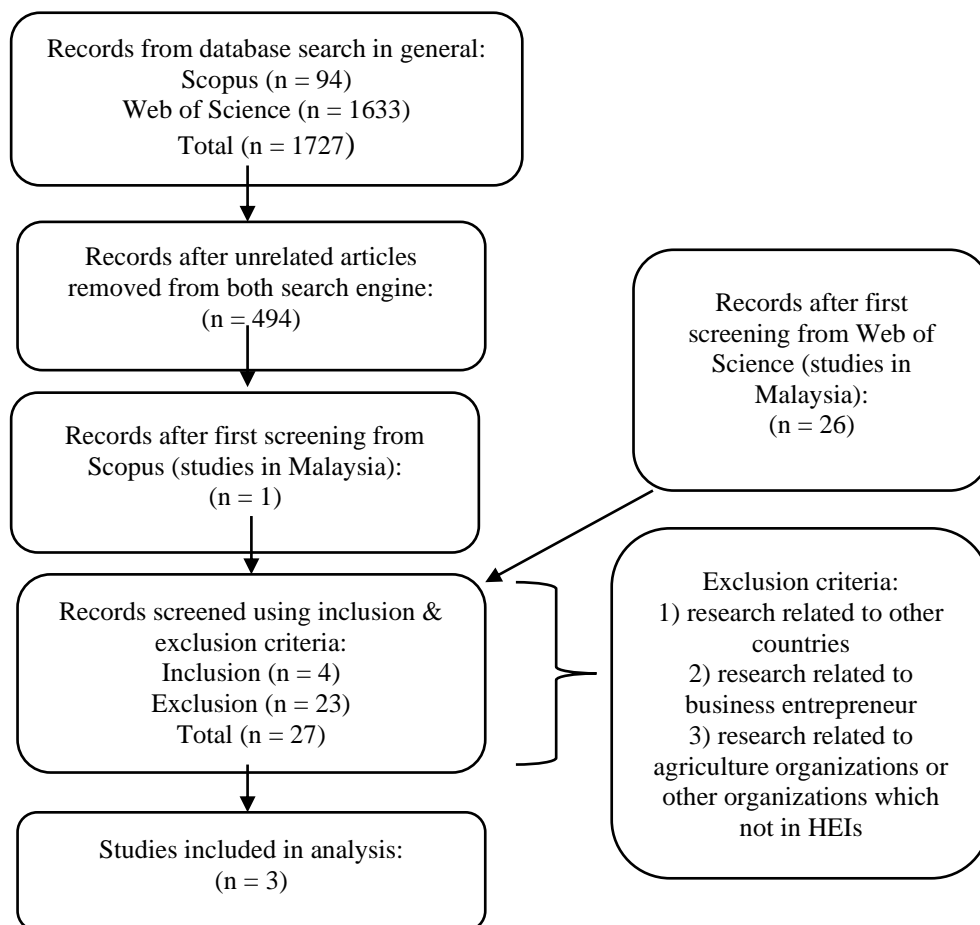


Figure 2: Research flow

Data extraction

In this step, the information relevant to the author's research questions was extracted from all articles (3). The data were extracted and compiled in a spreadsheet. For example, in the column under “research method,” quantitative studies were coded as 1, qualitative as 2, and mixed methods as 3. The researchers reviewed the content of every article and created separate lists of codes. These two lists were then compared, and differences were discussed. In cases of disagreement, the opinions of experts in the field were determined in order to generate the best category for each article prior to data analysis.

Data analysis

Excel was used to do the data analysis. Each study topic received a discussion of its findings. In order to hasten the development of guidelines for new academic leaders with the proper generation and historical context, data analysis was reviewed to find trends and patterns of knowledge production for the relevant studies from this developing region. Although the scope of this study was restricted to higher education institutions (HEIs) in Malaysia, we also compared it to other recent reviews of the relevant literature from other parts of the world.

RESULTS

According to the author's findings, there are no articles reported on social media influence on academic management and leadership in higher education institutions (HEIs) in Malaysia published in Scopus and Web of Science (WoS), specifically from Malaysia’s scholars. What the authors found from keyword searches in both search engines are articles focusing on social media, management, and leadership in companies or businesses in Malaysia and other countries from Malaysia’s scholars. Therefore, the authors discussed the findings for both sections; the first section is in response to the authors research question, and the second section is related to social media, leadership, and management in general around the world, which was published by Malaysia’s scholar. The authors believe that this review can offer a vital insight into the strengths and weaknesses of this research, which can help channel future efforts by leader scholars, both in Malaysia and higher education institutions where educational leadership and management (EDLM) is emerging as a field of research, in the right direction.

In response to the research question, “What are social media platform trends currently in Malaysia?”. the search identified 1,727 articles investigating the social media trends in Malaysia, reduced to 494 in total after unrelated articles were removed (type of publications, languages, field, year, etc). After an initial screening, 27 articles were examined against the inclusion/exclusion criteria that the authors can retrieve from the title and abstract, following which 4 empirical research studies remained which formed the focus of this review. However, after considering every detail of information in the articles, the authors can only choose 3 articles related to Malaysia’s social media applications, not specifically in education fields but with respective Malaysia scholar (Table 1).

Table 1: Current social media platform trends in Malaysia

Trends	References
Twitter	Koon and Ho, 2020
Instagram	Mustafa et al., 2022
Digital communications, cloud computing, mobile technologies especially smartphones, artificial intelligence, and machine learning (general)	Eng et al., 2022

From the table above, it can be seen that the social media platform trends in Malaysia as a whole began with Twitter (study in 2020), followed by Instagram (study in 2022), and other platforms that utilized all technologies (study in 2022) like digital communications, cloud computing, mobile technologies, especially smartphones, artificial intelligence, and machine learning.

According to the Koon and Ho (2020) study, the methodology used in the study is a quantitative approach with cross-sectional data. The source of data is the survey that they distributed to the participants located in Malaysia (Koon and Ho, 2020). On the other hand, Mustafa et al. (2022 reported on Malaysia's ministry’s social media during COVID-19 and found that the methodology used was content analysis with qualitative data. The source of data is analyzed from ministers' websites (Mustafa et al., 2022). Lastly is the study by Eng et al. (2022), where the study design is mixed-methods and the types of data are qualitative and quantitative. The source of data is the international data set (Eng et al., 2022).

In response to articles in general, the authors found that, according to Malaysian scholars, the social media platforms typically utilized by enterprises spanning many sectors worldwide are listed in Table 2.

Table 2: Current social media platform trends in general by Malaysia’ scholar

Trends	References
Facebook, Twitter, YouTube in healthcare	Jalal et al., 2019
E-Commerce in business	Lee and Yew, 2022
FinTech in Shari’ah crowdfunding	Nor and Hashim, 2020
Social media usage in SME	Yadegaridehkordi et al., 2023
Social CRM	Jalal et al. 2021
Social media in general	Hashem E et al., 2023
Social media in general	Muda et al., 2023
Facebook	Awais et al., 2022
LinkedIn, Twitter, Facebook, YouTube, University Websites and Google News	Angelos et al., 2023
Social media in general	Mahadzir et al., 2020
Facebook, WhatsApp, Instagram	Nalikant et al., 2023
Instagram, Facebook, YouTube, Twitter, WhatsApp	El-Gohary et al., 2023

To answer the next research question “What is the relationship between social media and leadership and management?”, it was found that workplace wellbeing is a fundamental concept guiding human connection on social media. This well-being is the only factor that can mediate between perceived authentic leadership and work engagement in organizations (Koon and Ho, 2020). A modern paradigm of leadership called "authentic leadership" aims to operate as a "moral compass," preventing the negative effects of unethical management, encouraging social responsibility, and guaranteeing the growth and well-being of workers (Nikolić et al., 2020).

For the third research question “How is the influence of social media platform trends on academic management and leadership in HEIs in Malaysia?”, data from social media platforms, for example, Twitter, has been utilised because any information or opinion regarding the word “well-being” is primarily grouped and disseminated through hashtags with the sign #. Hashtags are community-driven techniques to add additional elements and metadata to tweets. Many sentences on this social media site use hash tags to express sentiment. The sentiment is defined as "personal beliefs or judgments made without reference to evidence or definiteness, which may reflect the user's emotional state and reveal information about their wellbeing". From here, well-being is being hashtagged, and these hashtags are used to connect workers in organizations around the world (Koon and Ho, 2020).

DISCUSSION

The review identified that Twitter was fully dominant in the organization in 2020. At this time, the three main themes defined by social media are the three dimensions of well-being mentioned in the organization. They were workplace themes, lifestyle themes, and psychological themes. The workplace theme is the central theme of well-being that was mentioned in research question 2. It is occupied with happiness, mental health, work from home, and employees. On the other hand, lifestyle, good luck, retweet, bud, and tags were dominated under lifestyle themes. Stress, inflicted, managers, and accountability were psychological themes. Additional information from the study shows that the workplace is a key principle of the definition of well-being, as Twitter users discuss more workplace issues using their social media. These results may explain why only the workplace well-being hypothesis is supported, except for other dimensions (Koon and Ho, 2020).

However, most studies accept that leadership styles that are employee-oriented motivate employees and produce positive work-related outcomes, but there are limited studies on employee engagement. Hence, the results of the current study can be deemed novel findings. Most organizational leaders view having authentic leadership

characteristics like promoting self-development, self-awareness, and trust in employees as a possible avenue for managers and supervisors to take note of (Koon and Ho, 2020).

Meanwhile, about 27 Instagram accounts of ministries in Malaysia were found in the study in 2022. They are the Ministry of Health, Ministry of Communication and Multimedia, Ministry of Education, Prime Minister's Department, Ministry of Youth and Sports, Ministry of Defence, Ministry of Home Affairs, Ministry of Domestic Trades and Consumer Affairs, Ministry of Higher Education, Ministry of Finance, Ministry of Foreign Affairs, Ministry of Housing and Local Government, Ministry of Development, Ministry of Federal Territories, Ministry of Science, Technology and Innovation, Ministry of International Trade and Industry, Ministry of Transport, Ministry of Environment and Water, Ministry of Tourism, Arts and Culture, Ministry of Women, Family and Community Development, Ministry of Agriculture and Food Industries, Ministry of Energy and Resources, Ministry of Entrepreneur and Cooperative Development, Ministry of Plantation Industries and Commodities, Ministry of Works, Ministry of National Unity and Ministry of Human Resource). This account can be found on the website www.kabinet.gov.my (Mustafa et al., 2022). The study is focusing on the engagement rate and the engagement rank through Instagram accounts. The total number of likes, posts, and comments on each of the ministries' Instagram accounts was counted in the study.

From all the ministry accounts, the Ministry of Health has the highest engagement with 6,234,354.3 posts (60.0%). Meanwhile, the Ministry of Human Resources had the lowest engagement by 0; that is equivalent to 0%. Through the data, the engagement rate measurement results showed that 21 accounts from the 27 ministry Instagram accounts received low engagement rate quality, which means 77.78% of the ministry Instagram accounts had not been able to optimize their Instagram accounts to get engagement from their followers. Increased social media activities on the Ministry of Health's Instagram account are expected to enhance people's general knowledge about COVID-19, allowing them to improve their compliance behaviour with the health protocol during the pandemic. Throughout the study, seven reasons contribute to the low engagement rate on social media. Among all the reasons, some users do not use the right social media networks, do not include calls to action, overpromote, and social media posts are not multi-dimensional (Mustafa et al., 2022).

However, from the authors' observation, social media platform trends that are mostly used for academic purposes or related to higher education institutions (HEIs) in Malaysia are YouTube, Facebook Live, TikTok, and so on. Searching on Google Scholar also showed similar trends related to social media platforms from outside countries, not related to Malaysia.

Limitation of Study

The review presented in the author's study has two main limitations. First, although the authors have a significant number of articles being reviewed, no study is related to the respective topics published in Scopus and Web of Science (WoS). So, the authors reviewed the articles closely related to the topic. The proposed topic is an ongoing study, and further study should be carried out to better understand the topic, especially using quantitative and qualitative approaches. Second, the author's article only includes articles and excludes papers from proceedings, books, conferences, theses, or dissertations. Nevertheless, the authors believe that the study has made a significant contribution to the development of new leaders in the current generation.

CONCLUSION AND RECOMMENDATIONS

Social media is an interesting tool for today's social phenomenon and it has a significant impact on how most of us interact and communicate with others. Within the academic environment, to what extent its use can enhance its interaction with followers? In this study, from the three articles defined, social media platform trends have started with Twitter, followed by Instagram and other digital communications like smartphones, cloud computing and many others. As indicated by the authors' research, using social media as a learning tool has great potential to improve engagement and performance because it allows the followers to be more engaged agentically and behaviourally with their leader. This can be found in hashtags folksonomy that express the emotional state of workers. For example, workplace well-being through authentic leadership and work engagement. Such findings suggest that social media can be effectively integrated into higher education institutions for followers' benefit. However, a study by Dyson et al. (2015) has highlighted that integrating social media in some organisations is complex as the success of such integration depends on a variety of factors such as followers' own perspective of the use of such tools.

Hence, in this regard, educators and policymakers may want to embark on a careful study of the effectiveness of integrating social media as part of the engagement with followers in some institutions utilizing a qualitative and quantitative method with the appropriate respondents. Further study should be conducted by diversifying the source of articles for example specifically to certain publisher studies, extracting the information from

conferences/proceedings/books/theses as well as related to university policy related to social media. Some influencers also come from daily lectures and they engage with students or followers from different universities, not restricted to only one university study.

DECLARATION OF STATEMENT

The lead author attests to the manuscript's integrity, declaring that it presents a truthful, accurate, and open picture of the study that was described. There have been no significant omissions from the study, and any differences from the planned (and, if applicable, registered) study have been suitably justified.

ACKNOWLEDGEMENT

The authors would like to express their gratitude to Akademi Kepimpinan Pendidikan Tinggi (AKEPT) and Universiti Teknologi Malaysia (UTM) for their research support and we thank all our supporters.

CONFLICT OF INTEREST STATEMENT

The authors declare no conflict of interest. All co-authors have reviewed and approved the manuscript, and there are no financial interests to disclose.

REFERENCES

- Angelakis, A., Inwinkl, P., Berndt, A., Ozturkcan, S., Zelenajova, A., & Rozkopal, V. (2023, August 14). Gender differences in leaders' crisis communication: a sentiment-based analysis of German higher education leaderships' online posts. *Studies in Higher Education*, 1–14. <https://doi.org/10.1080/03075079.2023.2246505>
Link: <https://www.tandfonline.com/toc/cshe20/0/0?startPage=2>
- Awais, I. A., Awais, S. S., & Alhossary, A. Z. (2022, September 30). Media Framing of the Israeli Arabic-Speaking Social Media Pages Directed to the Palestinian Audience. *Jurnal Komunikasi: Malaysian Journal of Communication*, 38(3), 304–316. <https://doi.org/10.17576/jkmjc-2022-3803-19>
- Blankenship, M. (n.d.). *How Social Media Can and Should Impact Higher Education*. <https://eric.ed.gov/?id=EJ919052>
- Boyd, D. M., & Ellison, N. B. (2007, October). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210–230. <https://doi.org/10.1111/j.1083-6101.2007.00393.x>
- Bullas, J. (2020, December 15). *22 Social Media Facts and Statistics You Should Know in 2014*. Jeffbullas's Blog. <http://www.jeffbullas.com/2014/01/17/20-social-media-facts-and-statistics-you-should-know-in-2014/>.
- Careless, J. (2012). Social Media: It Does Have a Place in the Classroom. *Technology & Learning*, 32, 42-46.
- Daniells, K. (2013). *Infographic: Social Media Stats 2013*. Retrieved on September 7, 2023, from Digital Buzz Blog: <http://www.digitalbuzzblog.com/infographic-social-media-stats-2013/>.
- Dubose, C. (2011, Nov-Dec). The Social Media Revolution. *Radiologic Technology*, 83, 112-119. <https://pubmed.ncbi.nlm.nih.gov/22106386/>
- Dyson, B., Vickers, K., Turtle, J., Cowan, S., & Tassone, A. (2014, June 7). Evaluating the use of Facebook to increase student engagement and understanding in lecture-based classes. *Higher Education*, 69(2), 303–313. <https://doi.org/10.1007/s10734-014-9776-3>
- El-Gohary, H., Sultan, F., Alam, S., Abbas, M., & Muhammad, S. (2023, January 30). Shaping Sustainable Entrepreneurial Intentions among Business Graduates in Developing Countries through Social Media Adoption: A Moderating-Mediated Mechanism in Pakistan. *Sustainability*, 15(3), 2489. <https://doi.org/10.3390/su15032489>
- Eng, T. Y., Mohsen, K., & Wu, L. C. (2022, April 22). Wireless information technology competency and transformational leadership in supply chain management: implications for innovative capability. *Information Technology & People*, 36(3), 969–995. <https://doi.org/10.1108/itp-06-2021-0489>
- Farrington, E. L. (2011, July). Social Media: Here to Stay, So Get Into It. *Women in Higher Education*, 20(7), 18–19. <https://doi.org/10.1002/whe.10214>
- George, D. R., & Dellasega, C. (2011, September 21). Social media in medical education: two innovative pilot studies. *Medical Education*, 45(11), 1158–1159. <https://doi.org/10.1111/j.1365-2923.2011.04124.x>
- Haider, S., Yanru, Z., & Yunxin, F. (2016, October 19). Impact of Social Media on Public Leadership: A case study of Public Officials in Lanzhou, China. *International Journal of Business and Social Research*, 6(9), 39-???. <https://doi.org/10.18533/ijbsr.v6i9.964>
- Hallinger, P., & Chen, J. (2014, July 3). Review of research on educational leadership and management in Asia.

- Educational Management Administration & Leadership*, 43(1), 5–27.
<https://doi.org/10.1177/1741143214535744>
- Hall, V., & Southworth, G. (1997, June). Headship. *School Leadership & Management*, 17(2), 151–170.
<https://doi.org/10.1080/13632439770005>
- Hashem E, A. R., Md Salleh, N. Z., Abdullah, M., Ali, A., Faisal, F., & Nor, R. M. (2023, January). Research trends, developments, and future perspectives in brand attitude: A bibliometric analysis utilizing the Scopus database (1944–2021). *Heliyon*, 9(1), e12765. <https://doi.org/10.1016/j.heliyon.2022.e12765>
- Hrastinski, S., & Dennen, V. (2012, January). Social media in higher education: Introduction to the special issue. *The Internet and Higher Education*, 15(1), 1–2. <https://doi.org/10.1016/j.iheduc.2011.11.004>
- Jalal, A. N., Bahari, M., Tarofder, A. K., & Wan Musa, W. M. N. M. (2019, June). Factors Influencing Social Customer Relationship Management Implementation and its Benefits in Healthcare Industry. *Polish Journal of Management Studies*, 19(2), 196–205. <https://doi.org/10.17512/pjms.2019.19.2.16>
- Jalal, A. N., Bahari, M., & Tarofder, A. K. (2021, May). Transforming traditional CRM into social CRM: An empirical investigation in Iraqi healthcare industry. *Heliyon*, 7(5), e06913.
<https://doi.org/10.1016/j.heliyon.2021.e06913>
- Junco, R., & Chickering, A. W. (2010, September). Civil Discourse in the Age of Social Media. *About Campus: Enriching the Student Learning Experience*, 15(4), 12–18. <https://doi.org/10.1002/abc.20030>
- Koon, V. Y., & Ho, T. S. (2021, February 9). Authentic leadership and employee engagement: The role of employee well-being. *Human Systems Management*, 40(1), 81–92. <https://doi.org/10.3233/hsm-200943>
- Lee, C. S., & Yew, L. Y. (2022, March 26). Enhancing customer satisfaction through open innovation communities: A comparison of knowledge management approaches. *Knowledge Management & E-Learning*, 14; 81–102. <https://doi.org/10.34105/j.kmel.2022.14.006>
- Lunden, I. 2013. *73% Of U.S. Adults Use Social Networks, Pinterest Passes Twitter in Popularity, Facebook Stays On Top*. Retrieved from TechCrunch: <http://techcrunch.com/2013/12/30/pew-social-networking/>.
- Mahadzir, M. D. A., Quek, K. F., & Ramadas, A. (2020, April 12). Process Evaluation of a Nutrition and Lifestyle Behaviour Peer Support Program for Adults with Metabolic Syndrome. *International Journal of Environmental Research and Public Health*, 17(8), 2641. <https://doi.org/10.3390/ijerph17082641>
- Mazman, S. G., & Usluel, Y. K. (2010, September). Modeling educational usage of Facebook. *Computers & Education*, 55(2), 444–453. <https://doi.org/10.1016/j.compedu.2010.02.008>
- Mertkan, S., Arsan, N., Inal Cavlan, G., & Onurkan Aliusta, G. (2016, March 4). Diversity and equality in academic publishing: the case of educational leadership. *Compare: A Journal of Comparative and International Education*, 47(1), 46–61. <https://doi.org/10.1080/03057925.2015.1136924>
- Muda, K., Mohd Tohar, S. N. A., Johari Mastor, K. A., Muslim, N., Idris, F., & Yacob, S. N. B. (2023, March 17). Pembangunan dan Pengesahan Instrumen Pengetahuan, Sikap dan Penghayatan Terhadap Unsur Tradisi Dalam Perlembagaan Persekutuan. *Pertanika Journal of Social Sciences and Humanities*, 31(1), 183–202. <https://doi.org/10.47836/pjssh.31.1.10>
- Mustafa, M. Z., Mohd Ariffin, M. Y., & Mohd Sofian, M. R. (2022, September 30). Exploring Practice and Engagement of Instagram by Malaysia Ministries During Covid-19. *Jurnal Komunikasi: Malaysian Journal of Communication*, 38(3), 258–271. <https://doi.org/10.17576/jkmjc-2022-3803-16>
- Nalikant, M.B., Syed-Mohamad, S. M., Husin, M. H., Abdullah, N. A., Mohamad Saleh, M. S., & Abdul Rahim, A. (2023, February 6). A Zero-Waste Campus Framework: Perceptions and Practices of University Campus Community in Malaysia. *Recycling*, 8(1), 21. <https://doi.org/10.3390/recycling8010021>
- Nikolić, G., Kvasić, S. G., & Grbić, L. (August 2020). *Conference: PAR International Scientific and Professional Conference "High Impact Leadership"*.
https://www.researchgate.net/publication/343915712_The_Development_of_Authentic_Leadership_Theory
- Nor, S. M., & Hashim, N. A. (2020, May 30). Trust motivates funders to participate in Shari'ah crowdfunding. *Malaysian Journal of Society and Space*, 16(2). <https://doi.org/10.17576/geo-2020-1602-18>
- Oplatka, I., & Arar, K. (2017, April 24). The research on educational leadership and management in the Arab world since the 1990s: A systematic review. *Review of Education*, 5(3), 267–307.
<https://doi.org/10.1002/rev3.3095>
- Parry, M., & Young, J. R. (2010). *New social software tries to make studying feel like Facebook*. Retrieved from The Chronicle for Higher Education: chronicle.com/article/New-Social-Software-Tries-to/125542/.
- Pierson, J. (2012, December 15). *Online Privacy in Social Media: A Conceptual Exploration of Empowerment and Vulnerability*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2374376
- Roblyer, M., McDaniel, M., Webb, M., Herman, J., & Witty, J. V. (2010, June). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *The Internet and Higher Education*, 13(3), 134–140. <https://doi.org/10.1016/j.iheduc.2010.03.002>
- Smith, W. P., & Kidder, D. L. (2010, September). You've been tagged! (Then again, maybe not): *Employers and Facebook*. *Business Horizons*, 53(5), 491–499. <https://doi.org/10.1016/j.bushor.2010.04.004>

- Sweeny, R. W. (2009, December 1). There's no I in YouTube: social media, networked identity and art education. *International Journal of Education Through Art*, 5(2), 201–212.
<https://doi.org/10.1386/eta.5.2and3.201/1>
- Tay, E., & Allen, M. (2011, September). Designing social media into university learning: technology of collaboration or collaboration for technology? *Educational Media International*, 48(3), 151–163.
<https://doi.org/10.1080/09523987.2011.607319>
- Tess, P. A. (2013, September). The role of social media in higher education classes (real and virtual) – A literature review. *Computers in Human Behaviour*, 29(5), A60–A68. <https://doi.org/10.1016/j.chb.2012.12.032>
- Woodley, C., & Meredith, C. (2012, April). Supporting Student Transition Through Social Media. *American Journal of Distance Education*, 26(2), 86–95. <https://doi.org/10.1080/08923647.2012.655055>
- Yadegaridehkordi, E., Foroughi, B., Iranmanesh, M., Nilashi, M., & Ghobakhloo, M. (2023, January). Determinants of environmental, financial, and social sustainable performance of manufacturing SMEs in Malaysia. *Sustainable Production and Consumption*, 35, 129–140.
<https://doi.org/10.1016/j.spc.2022.10.026>
- Yarrow, L. (2012, January). Becoming Social Media Savvy. *Topics in Clinical Nutrition*, 27(1), 34–40.
<https://doi.org/10.1097/tin.0b013e31824622a7>