Academic Social Media Platform(s) Resources and Services Use by the Faculties of the University of Mysore: A Study

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Abstract

This study aims to understand the academic, social media platform(s) resources and services among faculties of the University of Mysore.The data was gathered using the survey technique and a questionnaire as the instrument. The survey questionnaires were randomly distributed directly to the university faculty members. The properly completed surveys were examined using relevant statistical techniques like SPSS and Microsoft Excel, and the results were shown as tables and figures.Most respondents said they can use academic social media platforms (s)very well.Most responders strongly agreed that generating various strategies upon upgrading skills in academic, social media platform(s) will enhance teaching and learning.Most respondents strongly felt that academic social media platforms, while improving usage abilities, will improve teaching and learning.

Keywords

Academic Social Media Platform(s), Social Media Resources and Services, University of Mysore.

Introduction

Information and communication technologies (ICT) are defined by a number of writers, including Meadowcroft (2006) and Mejiuni and Obilade (2006),They has described ICT as the electronic and non-electronic tools, infrastructural systems, and methods for creating, storing, managing, retrieving, communicating, or disseminating information.Haghighi and Eskandari (2012) argue that using ICT in education has fundamentally altered the educational field and how knowledge gets transmitted from teachers to students. The use of ICT by teaching personnel has the potential to transform their daily activities. The similar opinion had been expressed by Hardin and Ellington (2005), who thought that higher education institutions (HEI) could not provide high quality education without incorporating ICT into their everyday activities.

Information and Communication Technologies (ICT) have provided enormous opportunity for many different aspects of our lives.The primary obstacle to keeping things interesting, particularly in teachinghas been gaining access to and mastering new technical innovations(Reis, 2008). The expanding usage of Information and Communication Technologies (ICT) in education, teaching and learning process has seen a significant transformation.An extensive amount of research has demonstrated the benefits for educational quality.The use of ICTs for educational purposes has gained widespread acceptanceway of information transmission because of the adaptability and standardisation of the overall educational process they provide.It is the use of ICTs to provide lifelong education from anywhere and at any time(Rozina, 2002).

Review of Literature

A literature review summarises previous writings on a particular subject or topic. Over the last decades, several studies on ICT have been conducted, studies highlighting issues with technology-based education in particular but, similar purpose statements were found in the research that came after them, and they tended to concentrate on figuring out what characteristics encouraged or prevented students from participating in technology-based learning activities.The society has come to understand how crucial technology is in today's environment. Technology can also stimulate the creation of fresh concepts and broaden the scope of academic programmes.

ICT has the potential and capabilities to improve and advance teaching and learning, as ICT provides teaching personnel with a lot of information and a variety of alternatives to aid in the learning process;so that students may improve their ability to be lifelong learners along with technology explore new learning experience (Ouzts and Palombo, 2004).The United Nations Development Program (2002), as they declared that ICT is a significant influence in determining the structure of the new society, which is changing quickly and continuously.ICT has already had a huge impact on how people communicate and carry out everyday tasks in a variety of industries, including education. ICT has also greatly altered how students and teachers interact with one another as well as how they teach and learn.Moreover, most organisations and businesses now depend heavily on ICT(Zhang and Aikman, 2007).ICT has the power to promote learning and teaching, and it can provide new, more effective approaches for completing necessary activities in ways that weren't previously possible(Dawes, 2001).

Objectives of the Study

- To know the academic social media platform(s) resources and services among faculties of the University of Mysore.
- To find outthe academic, social media platform(s) use by the faculty members.
- To find outthe academic social media skills and expertise of faculty members.
- To find outthe effects of academic social media platform(s) on teaching and research activity.

Methodology

The researcher has reviewed the literature on the particular topic related. Much research was witnessed involving ICT skills and academic social media platform(s). After reviewing the articles published by the previous researchers, it is decided to conduct a survey using a questionnaire.The questionnaire was created in order to accomplish the mentioned objectives. It consisted of various pre-coded questions to provide quick and simple quantitative data with high reliability.To select samples, the researcher used a random sampling technique.The surveys questionnaires were personally distributed among the faculties of University of Mysore.The

properly completed surveys questionnaires were analysed with the SPSS and Microsoft Excel, and the data were displayed in tables and charts.

The study's population was too large,making it challenging to cover it all within the time frame. The researcher purposely chose to conduct a sample study. 40% of the total population from university was randomly chosen to receive questionnaires from the faculty members. In this study total population was 438, of the population 175 (40%) questionnaires distributed to faculty members, 143 (81.52%) received back. The response rate was found to be 81.52%. In total, 143 questionnaires were coded, and analyzed.

Scope and Limitations of the Study

The scope of the current investigation was constrained to faculty members in the University of Mysore.The study considered Professors, Associate Professors, Assistant Professors, and Guest faculties.

Demographic Information

1. Gender Wise Distribution of Respondents

Table 1: Gender-Wise Distribution of Respondents

Gender	Faculty	Percentage
Male	88	61.54%
Female	55	38.46%
Total	**143**	**100%**

Table 1 presents data on the gender-wise distribution of respondents. Out of 143 respondents, (88; 61.54%) are male and (55; 38.46%) of them are female. It can be observed here that more respondents were male faculty.
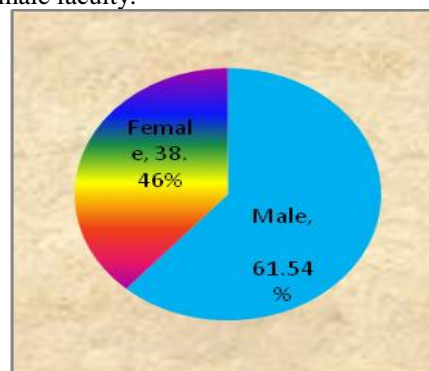

Fig.1*Gender Wise Distribution of Respondents*

2. Age Wise Distribution of Respondents

Table 2: Age-Wise Distribution of Respondents

Age in years	Frequency	Percentage	Mean	SD
Up to 25 years	7	4.90%		
26-35 years	68	47.55%		
36-45 years	33	23.08%		
46-55 years	32	22.38%	28.6	26.005
56 years & above	3	2.10%		76859
Total	**143**	**100%**		

As observed from the table 2, the respondents ranged from up to 25 years to above 55 years of age. Among 143 faculties surveyed, (7; 4.90%) come under the age of 'up to 25 years', (68; 47.55%) belong to '26-35 years', (33; 23.08%) come under '36-45 years', (32; 22.38%) of faculty members fall under '46-55 years' of age-group. The remaining (3;2.10%) of the sample represent 'Above 56& above years' of age group. The majority of the respondents (68; 47.55%) are between 26 and 35 years old.
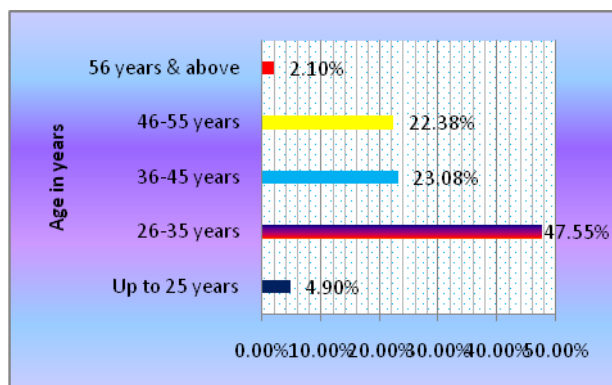

Fig.2*Age Wise Distribution of Respondents*

3. Education Qualifications of Respondents

Table 3: Education Qualifications of Respondents

Education Qualifications	Frequency	Percentage	Mean	SD
Post-graduation	78	54.55%		
M.Phil	26	18.18%		
Ph.D	28	19.58%	28.6	29.6445
Post-Doctorate	5	3.50%		6105
Others	6	4.20%		
Total	**143**	**100%**		

It is observed from the table 3 that (78; 54.55%) faculty members qualify Post-graduation., followed by (26; 18.18%) faculty members qualify M.Phil., (28; 19.58%) faculty members have of Ph.D.,(5; 3.50%) faculty members qualify Post-Doctorate., (6;

4.20%) faculty members qualify for other courses such as Postgraduate Diploma Courses and Professional Courses. The analysis shows that many respondents had post-graduate credentials across all qualifications.
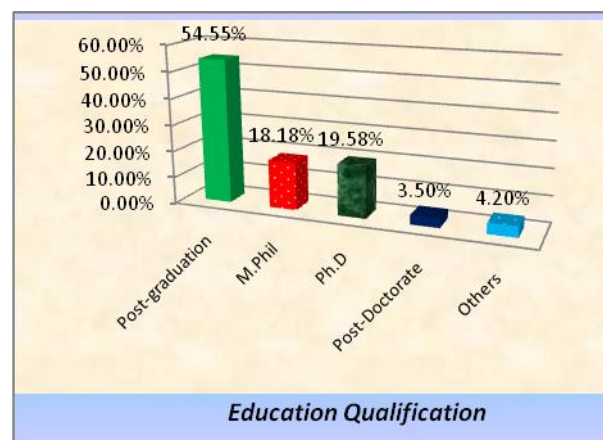

Fig.3*Education Qualification of Respondents*

4. Discipline Wise Distribution of Respondents

Table4: Discipline Wise Distribution of Respondents

Discipline	Frequency	Percentage	Mean	SD
Arts & Humanities	79	55.24%		
Science & Technology	51	35.66%	47.67	33.12 6022
Commerce & Management	13	9.09%		
Total	**143**	**100%**		

Table 4 shows the discipline-wise distribution of respondents. It is observed from the study that, (79; 55.24%) faculties are from Arts & Humanities, followed by (51; 35.66%)faculties are from Science& Technology, (13; 9.09%)faculties are from Commerce & Management. The survey demonstrates that many faculties have backgrounds in the Arts and Humanities.
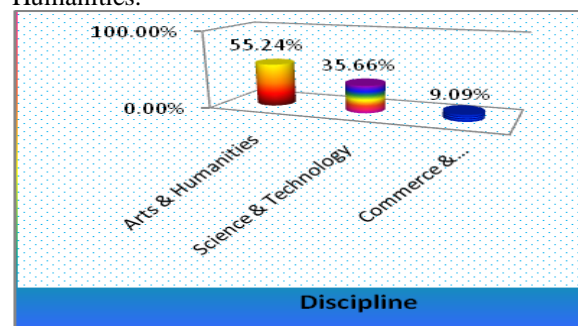

Fig.4*Discipline Wise Distribution of Respondents*

5. Designation Wise Distribution of Respondents

Table 5: Designation Wise Distribution of Respondents

Designation	Frequency	Percentage	Mean	SD
Assistant Professors	66	46.15%	35.75	20.205 19735
Associate Professors	27	18.88%		
Professors	26	18.18%		
Guest Lecturers	24	16.78%		
Total	**143**	**100%**		

Table 5 shows the designation of respondents. It is observed from study that, (66; 46.15%) faculties are Assistant Professors, followed by (27; 18.88%) faculties are Associate Professors, (26; 18.18%)faculties are Professors. And remains(24; 16.78%) faculties areGuest Lecturers.The survey reveals that, large numbers of faculties are Assistant Professors.
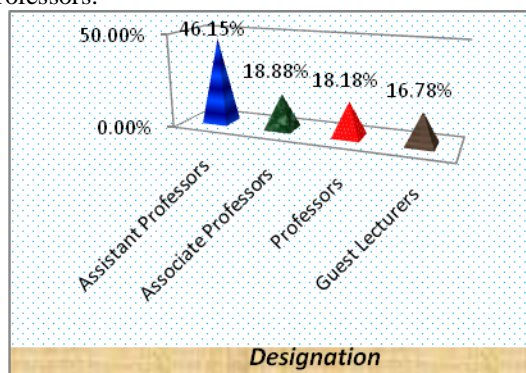

Fig. 5*Designation Wise Distribution of Respondents*

6. Job type Wise Distribution of Respondents

Table 6: Job type Wise Distribution of Respondents

Job type	Frequency	Percentage	Mean	SD
Permanent Faculty	52	36.36%	71.5	27.57 716447
Temporary Faculty	91	63.64%		
Total	**143**	**100%**		

Table 6 shows the job type of the respondents, out of 143 total respondents, (52; 36.36%) respondents were permanent faculty members and (91; 63.64%)respondents were temporary faculty members. The survey discovered that temporary faculty members represented a larger percentage of respondents.
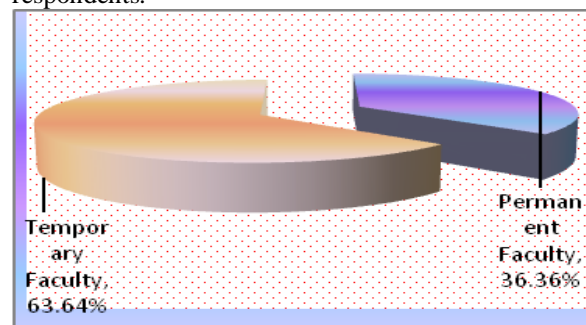

Fig. 6*Job type Wise Distribution of Respondents*

7. Total Teaching experience of Respondents

Table 7: Total Teaching Experience of Respondents

Teaching Experience	Frequency	Percentage	Mean	SD
Less than 1 Year	23	16.08%	20.43	10.26 088272
2-4 Years	24	16.78%		
5-7 Years	15	10.49%		
8-10 Years	17	11.89%		
11-19 Years	33	23.08%		
20-30 Years	29	20.28%		
31-40 Years & above	2	1.40%		
Total	**143**	**100%**		

Table 7 shows that (23; 16.08%) of the faculty members have less than a year of teaching experience. Followed by, (24; 16.78%) faculty members have 2-4 years of teaching experience., (15; 10.49%) faculty members have 5-7 years of teaching experience.,(17; 11.89%) faculty members have 8-10 years of teaching experience., (33; 23.08%); faculty members have 11-19 years of teaching experience.,(29; 20.28%) faculty members have 20-30 years of teaching experience. (2; 1.40%) have 31-40 years & above years of teaching experience. The study demonstrates that in all the ranges of teaching experience, more faculty members have having teaching experience11-19 years.
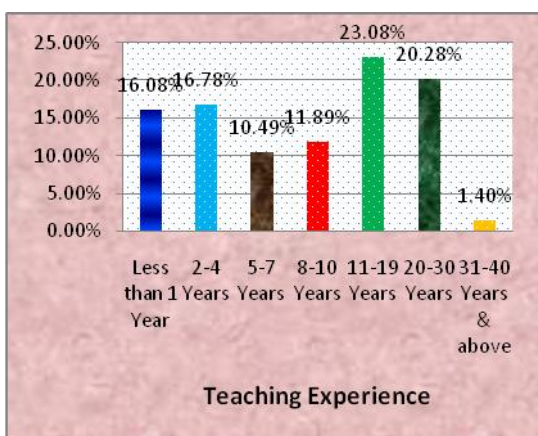
Fig.7*Total Teaching Experience of Respondents*

online				
Total	**143**	**100%**		

The course of action they are now doing to handle responses is shown in table 8. It is observed from study that, (94; 65.73%) respondents are handling traditional face-to-face course, followed by (21; 14.69%) respondents are completely online course, and remains(28; 19.58%)respondents are handling blended, where some components of the study are done online.The study shows that many respondents are handling traditional face-to-face courses.
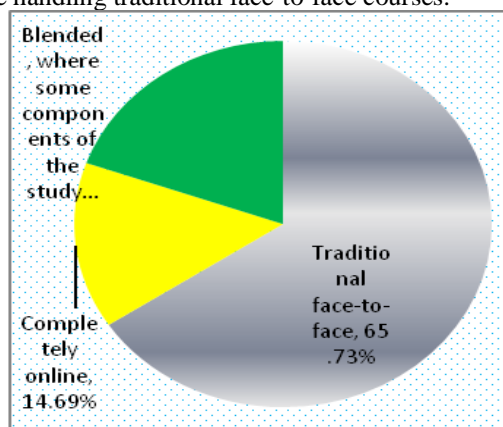
8. Mode of the courses are currently handling of Respondents

Table 8: Mode of the courses are currently handling of Respondents

Mode of the course	Frequency	Percentage	Mean	SD
Traditional face-to-face	94	65.73%		
Completely online	21	14.69%	47.67	40.27819923
Blended, where some components of the study are done	28	19.58%		

Fig. 8*Mode of the courses are currently handling of Respondents.*

9. Academic Social media Platform(S)

Table 9:*Academic Social Media Platform(s)*

Social Media Platform(S)	Rating Response					Total	Mean	SD
	I can use it very well	I can use it well	I can use it comfortably	I can use it to a small extent	I can't use it			
WhatsApp	43 (30.07)	50 (34.97)	34 (23.78)	9 (6.29)	7 (4.90)	143 (100.00)		19.6545
Telegram	73 (51.05)	41 (28.67)	22 (15.38)	4 (2.80)	3 (2.10)	143 (100.00)		29.2797
Facebook	44 (30.77)	50 (34.97)	34 (23.78)	8 (5.59)	7 (4.90)	143 (100.00)		20.0948
Instagram	41 (28.67)	44 (30.77)	34 (23.78)	10 (6.99)	14 (9.79)	143 (100.00)		15.6461
Twitter	46 (32.17)	50 (34.97)	32 (22.38)	8 (5.59)	7 (4.90)	143 (100.00)		20.3912
Google+	46 (32.17)	50 (34.97)	34 (23.78)	6 (4.20)	7 (4.90)	143 (100.00)		21.0190
LinkedIn	52	45	30	10	6	143		20.4646

	(36.36)	(31.47)	(20.98)	(6.99)	(4.20)	(100.00)		
Open Diary	46 (32.17)	50 (34.97)	32 (22.38)	8 (5.59)	7 (4.90)	143 (100.00)	28.6	20.3916
MySpace	47 (32.87)	49 (34.27)	31 (21.68)	8 (5.59)	8 (5.59)	143 (100.00)		20.0574
Forums	43 (30.07)	53 (37.06)	32 (22.38)	6 (4.20)	9 (6.29)	143 (100.00)		20.6712
Wordpress or within institutional website/CMS	40 (27.97)	53 (37.06)	36 (25.17)	9 (6.29)	5 (3.50)	143 (100.00)		20.7437
Slideshare or similar presentation platform	48 (33.57)	50 (34.97)	31 (21.68)	8 (5.59)	6 (4.20)	143 (100.00)		21.0661
Flickr	40 (27.97)	57 (39.86)	32 (22.38)	5 (3.50)	9 (6.29)	143 (100.00)		21.7324
Picasaweb	45 (31.47)	59 (41.26)	29 (20.28)	3 (2.10)	7 (4.90)	143 (100.00)		24.0582
Video sharing	42 (29.37)	54 (37.76)	31 (21.68)	9 (6.29)	7 (4.90)	143 (100.00)		20.5012
Delicious	27 (18.88)	34 (23.78)	32 (22.38)	15 (10.49)	35 (24.48)	143 (100.00)		8.2036
ScoopIt	36 (25.17)	38 (26.57)	33 (23.08)	16 (11.19)	20 (13.99)	143 (100.00)		9.9398
Pinterest	28 (19.58)	29 (20.28)	27 (18.88)	21 (14.69)	38 (26.57)	143 (100.00)		6.10737
Goodreads.com	24 (16.78)	27 (18.88)	19 (13.29)	21 (14.69)	52 (36.36)	143 (100.00)		13.4275

The Table 9 depicts the respondents' usage of academic social media platform(s). Out of 143 respondents,(73; 51.05%) faculty members use Telegram very well, followed by (50; 34.97%) faculty members use WhatsApp, Facebook, Twitter well, (46; 32.17%) faculty members use Twitter very well, (44; 30.77%) faculty members use Facebook, Instagram, very well and well respectively, (43; 30.07%) faculty members use WhatsApp very well, (41; 28.67%) faculty members use Instagram, Telegram, very well and well respectively,(34; 23.78%) faculty members use WhatsApp, Facebook, and Instagram comfortably,(32; 22.38%) faculty members use Twitter comfortably,(22; 15.38%) faculty members use Telegram comfortably, (10; 6.99%) faculty members use Instagram to a small extent, (9; 6.29%) faculty members useWhatsApp to a small extent, (8; 5.59%) faculty members useFacebook, Twitter to a small extent,(4; 2.80%) faculty members useTelegramto a small extent, and remains(14; 9.79%) faculty members can't useInstagram, followed by (7; 4.90%) faculty members can't useWhatsApp, Facebook, Twitter, and (3; 2.10%) faculty members can't useTelegram.

Out of 143 respondents,(53; 37.06%) faculty members use Forums well, followed by (52; 36.36%) faculty members use LinkedIn very well, (50; 34.97%) faculty members use Google+, Open Diary well,(49; 34.27%) and (47; 32.87%) faculty members use MySpace well and very well respectively, (46; 32.17%) faculty members use Google+, Open Diary very well,(45; 31.47%) faculty members use LinkedIn well, (43; 30.07%) faculty members use Forums very well, (34; 23.78%) faculty members use Google+comfortably,(32; 22.38%) faculty members use Open Diary, Forums comfortably,(31; 21.68%) faculty members use MySpace comfortably, (30; 20.98%) faculty members use LinkedIn comfortably, and (10; 6.99%) faculty members use LinkedIn to a small extent, (8; 5.59%) faculty members useOpen Diary, MySpace to a small extent,(6; 4.20%) faculty members useGoogle+, Forums to a small extent, and remains(9; 6.29%) faculty members can't useForums, followed by (8; 5.9%) faculty members can't useMySpace, (7; 4.90%) faculty members can't useGoogle+,Open Diary, and (6; 4.20%) faculty members can't useLinkedIn.

Out of 143 respondents,(59; 41.26%) faculty members use Picasaweb well, followed by (57; 39.86%) faculty members use Flickr well, (54; 37.76%) faculty members use Video sharing well, (53; 37.06%) faculty members use Wordpress or within institutional website/CMS well,(50; 34.97%) and (48; 33.57%) faculty members use Slideshare or similar presentation platform well and very well respectively, (45; 31.47%) faculty members use Picasaweb very well,(42; 29.37%) faculty members use Video sharing very well, (40; 27.97%) faculty members use Flickr and Wordpress or within

institutional website/CMS very well,(36; 25.17%) faculty members use Wordpress or within institutional website/CMS comfortably,(32; 22.38%) faculty members use Flickr comfortably, (31; 21.68%) faculty members use Slideshare or similar presentation platform, Video sharing appscomfortably,(29; 20.28%) faculty members use Picasaweb comfortably, (9; 6.29%) faculty members use Video sharing and Wordpress or within institutional website/CMS to a small extent, (8; 5.59%) faculty members useSlideshare or similar presentation platform to a small extent, (5; 3.50%) faculty members useFlickr to a small extent, (3; 2.10%) faculty members usePicasaweb to a small extent, and remains(9; 6.29%) faculty members can't useFlickr, followed by (7; 4.90%) faculty members can't usePicasaweb, Video sharing apps, (6; 4.20%) faculty members can't useSlideshare or similar presentation platform and (5; 3.50%) faculty members can't useWordpress or within institutional website/CMS.

Out of 143 respondents,(38; 26.57%) and (36; 25.17%) faculty members use ScoopIt well and very well respectively, followed by (34; 23.78%) faculty members use Delicious well, (33; 23.08%) faculty members use ScoopIt comfortably, (32; 22.38%) faculty members use Delicious comfortably, (29; 20.28%), and (28; 19.58%) faculty members use Pinterest well and very well respectively, (27; 18.88%) faculty members use Delicious, Goodreads.com, Pinterest very well, well and comfortably respectively. (19; 13.29%) faculty members use Goodreads.com comfortably, (21; 14.69%) faculty members use Pinterest,Goodreads.com to a small extent, (16; 11.19%) faculty members useScoopIt to a small extent, (15; 10.49%) faculty members useDelicious to a small extent,and remains(52; 36.36%) faculty members can't useGoodreads.com, followed by (38; 26.57%) faculty members can't use Pinterest,(35; 24.48%) faculty members can't use Delicious, and (20; 13.99%) faculty members can't useScoopIt.
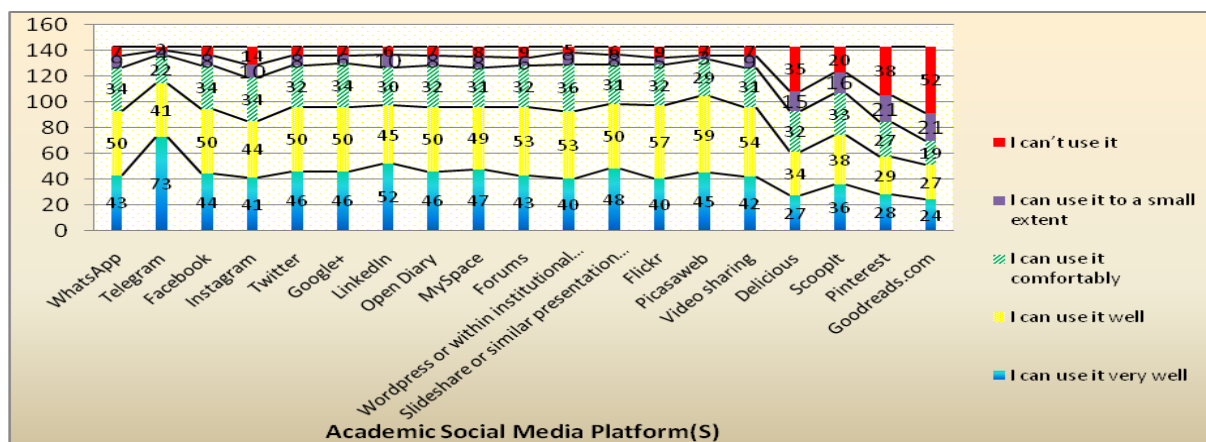

Figure 9 *Academic Social Media Platform(s)*

10.Frequently update of social media status.

Table 10: Frequently Update of Social Media Status

Social Media Status	Frequency	Percentage	Mean	SD
Several times in a day	22	15.38%		
Once in a day	27	18.88%		
Once in a week	16	11.19%		
Once in a fortnight	25	17.48%	28.6	14.25 83309
Not very frequently	53	37.06%		
Total	**143**	**100%**		

The frequency of social media status updates is seen in table 10. Among the 143 responders, (53; 37.06%) respondents said they update their social media status not very frequently. followed by,(22; 15.38%) respondents update their social media status several times in a day, (27; 18.88%) respondents update their social media status once in a day, (16; 11.89%) respondents update their social media status once in a week, (25; 17.48%) respondents update their social media status once in a fortnightly.
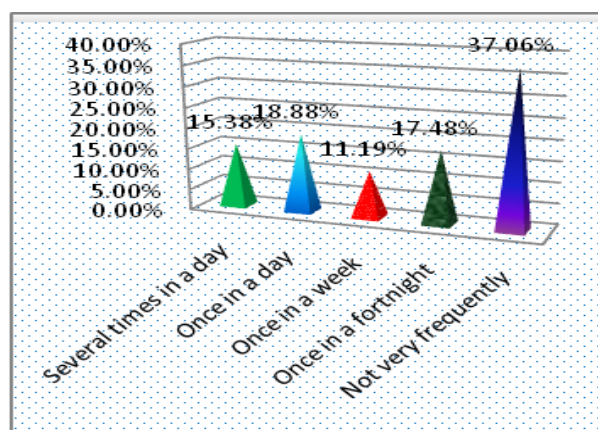
Fig.10*Frequently Update of Social Media Status*

11.AverageTime spent Daily on Use of Social Media.

Table 11: Average Time spent Daily on Use of Social Media.

Time spent	Frequency	Percentage	Mean	SD
<1hours	25	17.48%		
1-2hours	23	16.08%		
2-3 hours	20	13.99%	28.6	10.26 157883
>3hours	29	20.28%		
Donotusedaily	46	32.17%		
Total	**143**	**100%**		

Table 11 depicts the daily average amount of time spent on social media. Out of 143 respondents,(46; 32.17 %)said they do not use daily, followed by, (25; 17.48%) respondents spending less an hour using social media.(23; 16.08%) respondents spent 1-2 hours on social media, (20; 13.99%) 2-3 hours on social media, (29; 20.28%) respondents spent more than 3 hours on social media daily.
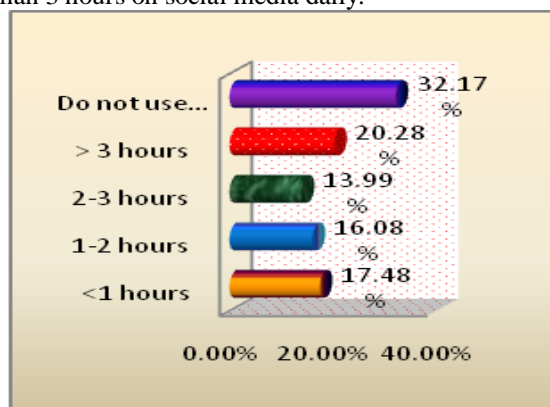

Fig.11 *Average Time spent Daily on Use of Social Media.*

12. Findings of the Study

- In this investigation, total population was 438 (Based on NIRF-2022), of the population 175 (40% of total population from the university) survey questionnaires were distributed among faculties of the University of Mysore, of which 143 filled-up questionnaires were received back. The response rate was found to be 81.52%.

- The study shows that,Out of a total of 143 respondents, the majority are male(88; 61.54%) and (55; 38.46%) are female.

- Among 610 faculty members surveyed, (68; 47.55%) are between 26 and 35 years old. (33; 23.08%) are at age between 36 and 45 years, (32; 22.38%) are at age between 46 and 55 years, (3; 2.10%) are at the age of 56 years and above, and (7; 4.90%) are at age up to 25 years.

- Regarding qualification, the majority (78; 54.55%) of them are Postgraduates, (26; 18.18%) are M.Phil., (28; 19.58%)are Ph.D., (5; 3.50%) are Post-Doctorate, and (6; 4.20%)are Others.

- Out of 143 respondents, the majority of the respondents(79; 55.24%)are from Arts & Humanities, (51; 35.66%)are from Science & Technology and (13; 9.09%)are from Commerce & Management.

- Among the respondents,(66; 46.15%) respondentsareAssistant Professors, (27; 18.88%)are Associate Professors, (26; 18.18%)are Professors and (24; 16.78%)are Guest lecturers.

- Out of 143 respondents, there are more temporary faculties (91; 63.64%) than permanent faculties (52; 36.36%).

- Out of 143 respondents, (33; 23.08%) have 11-19 years of teaching experience. (29; 20.28%)and (24; 16.78%) respondents have 20-30 years and 2-4 years of teaching experience, respectively. (15; 10.49%) and (2; 1.40%) respondents have 5-7 years and 31-40 years of teaching experience, respectively, and remains(23; 16.08%) respondents have less than one year of teaching experience.

- The majority of the respondents (94; 65.73%) are handling traditional face-to-face course, (28; 19.58%) are respondents are handling blended, where some components of the study are done online, and remains(21; 14.69%) respondents are completely handling online course.

- Out of 143 respondents, (73; 51.05%) respondents can use telegram very well. (50; 34.97%) faculty members use WhatsApp, Facebook, Twitter well. (22; 15.38%) faculty members use Telegram comfortably. (9; 6.29%)

faculty members use WhatsApp to a small extent. (14; 9.79%) faculty members can't use Instagram.

- Of 143 respondents, (52; 36.36%) can use LinkedIn well. (34; 23.78%) respondents can use Google+ comfortably. (8; 5.59)Open Diary, MySpace to a small extent.
- Out of 143 respondents, (59; 41.26%) respondents can use Picasaweb well. (42; 29.37%) respondents can use Video sharing very well. (5; 3.50%) said that they can use Flickr to a small extent.
- Out of 143 respondents, (34; 23.78%) respondents can use Delicious well and (35; 24.48%)respondents can't use it. (33; 23.08%) respondents can use ScoopIt comfortably. (52; 36.36%) respondents can't use Goodreads.com.
- Out of 143 respondents, (53; 37.06%) respondents update their social media status not very frequently. (27; 18.88%) respondents update social media status once a day, (22; 15.38%) update social media status several times a day.
- Out of 143 respondents, (46; 32.17%) do not spend time daily on social media, (25; 17.48%) respondents spent less than an hour using social media. (29; 20.28%) respondents spent more than 3 hours on social media daily.

13. Conclusion

In the current electronic age, rapid technological advancement and development have significantly influenced nearly all knowledge-related disciplines. Academic social media platforms are essential for rapidly disseminating knowledge in society. And it is a good platform for knowledge sharing and speedy communication has become a must for everyone. The present study provides current usage patterns of academic, social media platforms among university faculty members. This study highlights the many aspects of academic, social media platform(s) related resources and services among faculties of the University of Mysore. The findings indicate that most university faculties were satisfied with the resources and services related to academic, social media platforms (s). It helps them learn how to use the resources and services available on academic, social media platform(s) in a learning environment.

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