SMART

Journal of Business Management Studies

(A Professional, Refereed, International and Indexed Journal)

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Founder - Publisher and Chief Editor

SCIENTIFIC MANAGEMENT AND ADVANCED RESEARCH TRUST (SMART)

TIRUCHIRAPPALLI (INDIA)
www.smartjournalbms.org

COLLEGE OF BUSINESS ADMINISTRATION'S ACADEMICIANS' PRODUCTIVITY AND SOCIAL MEDIA NETWORKS: EMPIRICAL INVESTIGATION

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Abstract

This study aims at exploring the impact of social media networks on academic productivity like teaching and learning, research, and community service. The results of this study indicated that social media networks did assist the teaching staff in academic practices related to teaching, research, and community services. Further, it was indicated that there was insignificant difference between males and females in the perception of the usage of social media networks, in the academic practices. The results of this study should be useful to policy makers in the ministry of education and at Prince Sattam bin Abdulaziz University, to obtain a deeper understanding on how the usage of social media networks could enhance the productivity of the teaching staff in the workplace and facilitate teaching, research and community service.

Keywords: *Social media, Academics, Productivity, Gender differences, PSAU and Saudi Arabia.*

JEL Code : *L82, A2 and I23*

Paper Received : *10-01-2022*   ***Revised :*** *07-02-2022*   ***Accepted :*** *10-03-2022*

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1. Introduction

Internet access and digital knowledge are now required in almost every job. There are varying opinions on social networking services, used by millions of individuals, throughout the world. **Baker and Demerouti (2008),** together with **Wellman et al., (2002),** assert that it is our nature to form alliances or networks to build communities for our families, religion, personal interests or jobs. **Brown (2002)** defined social media as a platform composed of an integrated, wide range of applications that allow users to create, comment, share, and discuss digital content. Internet users can join a slew of social networking sites for free and interact with other members on topics such as religion, hobbies, fashion, careers, politics, and current social issues, among others. In fact, social media platforms such as Facebook and Twitter are quickly overtaking traditional communication channels as the primary means through which individuals connect with one another. The users visit other members' profile pages, exchanging views and ideas, leaving comments, and even getting in touch with other members directly through their profiles. Sites like Facebook and Twitter are excellent tools for connecting like-minded individuals and fostering new friendships. The addictive nature of social media has been confirmed by the works of **Munene(2013); Tilahun (2016); Sultana et al., 2013; Asund, 2010; and Manca, et Al., (2016),** as they show that it is now nearly impossible to live without social media due to its quick spread and widespread use.

2. Review of Literature

Due to its ease of use, immediate availability, individual cost and network effects, social media can be an excellent teaching tool in higher education. According to **Jackson (2011),** the use of social media networking platforms in the classroom can benefit both students and lecturers. In his study, students felt less stressed if they were allowed to respond to questions using social media such as Twitter, even if their answer was incorrect. According to **Ajjan and Hartshorne (2008),** the majority of respondents were enthusiastic about incorporating social media into their classrooms. Social media networking platforms like Facebook and Twitter tend to emphasize group learning above individual achievement, **Brown (2012)** argues that students' learning experiences increase when they collaborate and study informally with their peers. Employees need social media because it provides online, virtual and social learning spaces for professional development, that must be the fourth pillar of academic life, the others being teaching, research, and service. Social media can be a transformative learning space for academic life. **Altany (2012)** suggested that staff should be exposed to new ideas as part of their professional development. Despite the enormous changes in the teaching and learning landscape brought about by technology advancements, many professors are still unaware of and unprepared to use IT effectively in the classroom.

Literature on the topic shows that employers are concerned about the popularity of social networks and the growth in their usage at work. There is strong evidence that employers will be unable to prohibit employees from using social networks while at work **(Cao et al., 2012)**. According to **Richards (2012); Pitt and Bennett (2008),** employees spend more time on social media and engage in activities unrelated to their jobs. From this perspective, the use of social media in teaching, research, and community service practices, by academic personnel, need to be emphasized.

3. Statement of the Problem

There is scarcity of research, on how academics use social media to pursue teaching, research and community service. This research could help in filling the gaps in the existing body of knowledge and therefore, aims to discover how academics at Prince Sattam bin Abdulaziz University use social media, during the academic year 2021-2022, for teaching, research, and community service practices.

4. Need of the Study

Studies on how to create a balance between social media use and its consequences on higher educational institutions are needed due to the explosion of the social media phenomena becoming part of many people's everyday lives.

5. Objectives of the Study

The objective of this study was to discover how academics at Prince Sattam bin Abdulaziz University use social media, during the academic year 2021-2022, for teaching, research, and community service practices.

6. Hypotheses of the Study

H-1: Significant association exists between the usage of social media and academic practices.

H-2: Significant differences exist between males and females, in the usage of social media, in the academic practices.

7. Research Methodology

7.1 Sample Selection

Population of this study was the academic staff in accounting, HRM, MIS and finance departments in College of Business Administration at Prince Sattam bin Abdulaziz University, during the study period of 2021-2022. This study used the simple random sampling and the survey questionnaire was developed and designed by using Google Forms. The final sample consisted of 55 teaching staff.

7.2 Sources of Data

Data were gathered through the self-administrated survey process, using a five-point Likert scale, required to test the hypotheses. Additional secondary data were acquired from journals and many other sources. To be specific, this study was a survey-based methodology in which its questions were quantitative nature. This survey was adapted from **Dzogbenuku, Doe (2021) and Esimokha (2021).** The study survey was divided into two sections. **Section-A** collected demographical information such as gender, age, academic qualification, professional qualification, work experience, and ICT knowledge and skills. **Section-B** of the questionnaire focused on collecting data concerning the research questions.

7.3 Period of the Study

The survey instrument was administered between September 2021 and October 2021, by the researchers themselves.

7.4 Tools used in the Study

This study used descriptive statistics and t-test, to report the results of this study, with the help of SPSS.

8. Data analysis

8.1 Profile of Respondents

Table-1 illustrates that the majority of respondents (71%) were male, aged between 33-36 (41%), possessed (47%) PhD degree, with 29% holding a Certified Public Accountant (CPA), with 24% having a work experience between 9-10 years at PSAU and with 29% having a very good ICT knowledge and skills.

8.2 Social Media Platforms/Networks used

100% of the respondents regularly used WhatsApp, 76% regularly used Youtube, 59% regularly used Twitter, 53% regularly used Snapchat, 53% regularly used Telegram, 41%

regularly used Facebook, 41% regularly used LinkedIn, 35% regularly used Instagram, 29% regularly used Google +, 29% regularly used Skype, 24% regularly used Facebook Messenger, 12% regularly used TikTok, 12% regularly used Line, 6% regularly used Viber, and 12% used other social media networks, as presented in **Table-2.**

8.3 Time spent on Social Media for Academic Purposes

As per the **Table-3,** the majority of respondents (35%) spent, from one hour to less than two hours a day, accessing the social media networks, for teaching and learning, 35% for research, and 22% for community services.

8.4 Devices frequently used to access Social Media Networks

According to **Table-4**, the majority of respondents (94%) used mobile phones to access the social media networks.

8.5 Purpose of Using Social Media Networks in the Workplace

Table-5 illustrates that the majority of respondents at 71%, employed the social media networks to keep in touch with their families and friends, 53% to search for work-related information, 53% for sharing work information, 24% to build business contacts, 18% for finding personal networks, 12% of the respondents for other purposes than those indicated in the survey, 6% to entertain themselves and pass time and 6% of the respondents did not use the social media networks in the workplace.

8.6 Time spent on Social Media for Non-Academic Purposes in the Workplace

As illustrated by **Table-6**, 29% of respondents spared less than half an hour, 29% from one hour to less than two hours, 18% from 30 minutes to less than one hour, 6% from two hours to less than three hours, and 6% spent five hours and above for accessing social media networks for non-academic purposes in the workplace. It is interesting to record that 12% of respondents did not access social media for non-academic purposes in the workplace.

8.7 Perception of Academics towards Social Media Networks

Table-7 shows the perception towards the influence of social media networks on the productivity of academicians in the workplace, was measured by using the 5-point Likert scale, "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." The respondents' perception towards the productivity enhancement through the use of social media networks in their workplace, was ranked as very low (1 to 1.80), low (1.81 to 2.60), moderate (2.61 to 3.40), high (3.41 to 4.20), and very high (4.21 to 5). In general, the respondents' perception, towards the impact of the social media networks on their productivity in the workplace, was positive and high, with a mean of 3.81. The highest positive attitude was given to the statement; "social media networks help in promoting or sharing my ideas with colleagues and other administrative staff", with a mean of 4.02. The lowest positive attitude (3.64) was given to the statement, that "social media networks offer fresh opportunities". This result was in line with the previous theoretical and empirical studies, indicating that usage of the social media networks enhances the teaching staff's productivity (**Aknin, et al., 2013; Richards, 2012; Smith et. al., 2011; Tudu and Pathak, 2015; Asund, 2010**). Hence the hypothesis **H-1** was accepted.

8.8 Gender Differences with Social Media Networks' Usage

The difference in the mean scores of the respondents, in perceiving the usage of social media networks in the academic practices, was

examined by using the t-test. **Table-8** shows that there was insignificant difference (0.789) between the perception of males (3.79) and females (3.76) and both perceived highly and positively the usage of social media network in their academic practices. Therefore, hypothesis **H-2** was rejected.

9. Findings of the Study

This study investigated the usage of social media networks by academicians, in the College of Business Administration, at PSAU. The findings of this study revealed that academicians in the College of Business Administration, at PSAU, employed social media networks in their workplace to teach, conduct research and serve the community. In addition, they reported positive attitudes towards the benefit of the social media in enhancing their productivity. Further, there was insignificant difference between males and females, in the usage of social media networks.

10. Suggestions

Based on the findings of the analysis, this study suggests the following:

- Prince Sattam bin Abdulaziz University should encourage its academics to use social media networks in the workplace, for the purpose of enriching their academic activities such as teaching, research, community services, contacting their students and colleagues, searching and disseminating academic-related information, and finding new opportunities. This, in turn, enhance would the academics' productivity in the workplace.

- The PSAU may select the most popular networks and train the faculty members on how to use them and on the net-based facilities available concerning teaching, research, and serving the community.

11. Conclusion

Academicians use social media networks for performing activities, which are related to teaching, research, and community services. Academicians reported highly positive attitude towards the usage of social media networks in the workplace and experienced enhanced productivity. There was no difference between males and females, in the perception of the usage of social media networks, in the academic practices.

12. Limitations of the Study

In spite of the fact that this research has reported meaningful results, regarding to the usage of social media networks by academics for the teaching, research and community service activities, it is still subject to several limitations.

- The sample size of this study consisted of only accounting, HRM, MIS and finance teaching staff in the College of Business Administration

- This study was conducted only at Prince Sattam bin Abdualziz University.

13. Scope for Further Research

Owing to the limitations of this study, several opportunities for future research are available:

- The future line of research may consider other colleges at the university such as engineering, medicine, etc.

- Future studies may prefer a comparative study among the different departments within the College of Business Administration.

14. Acknowledgement

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Table-1: Results of Demographic Profile of Respondents

Demographic information	Frequency and (Percent %) ($n = 55$)	Demographic information	Frequency and (Percent %) ($n = 55$)
Gender		**Work experience with PSAU (years)**	
Male	39 (71%)	Less than a year	3 (6%)
Female	16 (29%)	1-2	7 (12%)
Age		3-4	7 (12%)
29-32	7 (12%)	5-6	10 (18%)
33-36	23 (41%)	7-8	7 (12%)
37-40	3 (6%)	9-10	13 (24%)
41-44	19 (35%)	More than 10 years	8 (18%)
Above 52	3 (6%)	**ICT knowledge/skill level**	
Academic qualification		Fair	10 (18%)
Bachelor degree	7 (12%)	Above average	7 (12%)
Master degree	23 (41%)	Good	13 (24%)
Ph.D.	25 (47%)	Very good	17 (29%)
Professional qualification		Excellent	8 (18%)
Certified Management Accountant (CMA)	7 (12%)		
Certified Public Accountant (CPA)	16 (29%)		
None	32 (59%)		

Source: Primary data computed using IBM SPSS 28.0

Table-2: Result of the Usage of Social Media Platforms/Networks by Population

Social media networks used	Frequency (Percent %) (*n* = 55)	Social media networks used	Frequency (Percent %) (*n* = 55)
WhatsApp	55 (100%)	Google +	16 (29%)
YouTube	42 (76%)	Skype	16 (29%)
Twitter	32 (59%)	Facebook Messenger	13 (24%)
Snapchat	29 (53%)	TikTok	7 (12%)
Telegram	29 (53%)	Line	7 (12%)
Facebook	23 (41%)	Others	7 (12%)
LinkedIn	23 (41%)	Viber	3 (6%)
Instagram	19 (35%)		

Source: Primary data computed using IBM SPSS 28.0

Table-3: Results of Time spent on Social Media for Academic Purposes

statements	Frequency and (Percentage %) (*n* = 55)				
	> 30 mins	30 mins->1 hr	1 hr - > 2 hrs	2 hrs +	Total
Teaching and learning purposes	16 (29%)	10 (18%)	19 (35%)	10 (18%)	55 (100%)
Scientific research purposes	10 (18%)	16 (29%)	19 (35%)	10 (18%)	55 (100%)
Community service purposes	3 (5%)	13 (24%)	27 (49%)	12 (22%)	55 (100%)

Source: Primary data computed using IBM SPSS 28.0

Table-4: Results of Devices frequently used by Participants to access Social Media Networks

Devices	Mobiles (*n* = 55)	Laptop (*n* = 55)	Desktop (*n* = 55)	Tablet (*n* = 55)	Others (*n* = 55)
Frequency and (Percentage %)	52 (94%)	32 (59%)	13 (24%)	7 (12%)	3 (6%)

Source: Primary data computed using IBM SPSS 28.0

Table-5 : Perception of using Social Media Networks in the Workplace for Non-Academic Purposes

Statements	Frequency (*n* = 55)	Percent %
To keep in touch with family and friends	39	71%
To find personal networks	10	18%
To build business contacts	13	24%
To search for work-related information	29	53%
To share work-related information with colleagues	29	53%
To entertain and pass time.	3	6%
Other purposes	6	12%
I do not use the social media networks	3	6%

Source: Primary data computed using IBM SPSS 28.0

Table-6: Results of Time spent on Social Media for Non-Academic Purposes in the Workplace

Statements	Frequency (*n* = 55)	Percent %
0 minutes	7	12
less than half an hour	16	29
30 minutes - less than 1 hour	10	18
1 hour - less than 2 hours	16	29
2 hours - less than 3 hours	3	6
5 hours and above	3	6
Total	55	100

Source: Primary data computed using IBM SPSS 28.0

Table-7: Perception of using Social Media Networks and Productivity in the Workplace

	Statements	Max	Min	Mean	St.Dev	Rank	Weighted mean
1	Social media networks enable me to achieve certain academic	5	2	3.96	0.719	2	High
2	Social media networks enhance my productivity as a teaching staff	5	2	3.71	0.685	4	High
3	Social media networks help me to gain more knowledge about my subject area	5	2	3.67	0.771	5	High
4	Social media networks help in promoting or sharing my ideas with colleagues and other administrative staff	5	3	4.02	0.490	1	High
5	Social media networks improve my image among my colleagues and networks	5	3	3.85	0.524	3	High
6	Social media networks offer fresh opportunities	5	2	3.64	0.847	6	High
Total		5	2.33	3.81	0.673		High

Source: Primary data computed using IBM SPSS 28.0

Table-8: Results of T-test showing the Differences between Males and Females in using Social Networks and Productivity

Rank	Mean score	Male			Female			T	p-value
		Mean	S.D	n	Mean	S.D	n		
2	3.94	3.95	0.724	39	4.00	0.730	16	-0.238	0.813
4	3.65	3.67	0.662	39	3.81	0.750	16	-0.714	0.479
5	3.65	3.64	0.743	39	3.75	0.856	16	-0.473	0.638
1	4.00	4.00	0.513	39	4.06	0.443	16	-0.426	0.672
3	4.00	3.85	0.489	39	3.88	0.619	16	-0.184	0.855
6	3.65	3.67	0.8378	39	3.563	0.892	16	0.411	0.683
Total	3.79	3.79	0.496	39	3.76	0.182	16	0.269	0.789

Source: Primary data computed using IBM SPSS 28.0