SOCIAL MEDIA IN THE PROFESSIONAL DEVELOPMENT OF B-SCHOOL FACULTY

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Abstract— *Social media are computer mediated tools which is used for people to share or exchange information. Now-a-days most of the people are using social media for personal as well as for professional purpose. Information and Communication technology has made great impact on the Teaching learning process in B-schools. Faculties are able to network easily with others of same profession. The manner in which they collect information for their professional development have changed in recent days. Faculty at B-schools are developing relationship with students' through social media and sharing current information in academics. The class room delivery as well as the online exercises is improvised by using social media. The faculty use social media to clarify the doubts of students and make online interactions. Social media platforms can help to enhance communication skills and provide a 'back door' for shy learners. While many students struggle with speaking in front of their classmates, they feel more comfortable 'speaking' on social media. This provides an outlet for students who are too intimidated to raise their hands in class. It creates online discussion forum of classroom topics. Faculty post blog to keep parents in the loop about what their child is learning. The objective of the study is to understand the usage of different social media by B-school faculties and the impact made in their profession. Descriptive research study is adapted in which data was collected through a predetermined questionnaire from a sample of B-school faculty. The outcome will show the direction of how social media can be better used.*

Keywords— *Social media, B-school Faculty, Professional Development, Management, Pedagogy.*

INTRODUCTION

Social media are websites and applications that enable users to create and share content or to participate in social networking. Wikipedia states Social media as "media for social interaction, using highly accessible and scalable communication techniques. Social media is the use of web-based and mobile technologies to turn communication into interactive dialog. As defined by Heidi Cohen, "Social media is engage by creating real-time online events, extending online interactions offline, or argument live events online". It is fast growing in all fields. Recent days many college professors are using social media in their profession. Today's advancement in technologies paves way for students and professors to interact in social media sites. Students freely ask doubts and get it clarified by faculty and they push lectures and mentor students through social media. Faculties make links with parents of students. Students' activities and academic results are easily reaching the parents by using social media. Many sites give creative information and entertainment to students. So they don't get distracted and bored feelings by using social media. Both students' and professors' interactions are effective and gives information, not only for a particular person but to the group.

B-School Faculty development refers to planned activities designed to improve the knowledge, attitude and skills essential to the performance of the role of an instructor. McQuiggan and Ragan succinctly described the goal of faculty development to "develop and support a dedicated, skilled (competent) and confident faculty to address the instructional needs of learners". Many faculties are developing their knowledge and skills by attending workshops and seminars offered on campus and off campus. Some professors are using a "localized faculty-based approach" to deliver faculty development for online teaching, with staff in the college or department give peer support to faculty adopting technologies in their teaching. Best practices of faculty development for instructional technology suggest that the focus be pedagogy, and not simply technology skill acquisition. Such programs should include social and professional dialogue and be based on instructor work and experiences in the classroom. Well-balanced faculty development programs that increase knowledge of pedagogy, course design, presentation of content and skills in the appropriate use of technology encourage development of quality online content. Faculty development programs that build course

management, facilitation, and time management skills lead to a more positive online experience for faculty and students.

REVIEW OF LITERATURE

Dorit Maor (2003), says new technologies provide the opportunity for B-School faculties to make learning interactive and collaborative by using a social constructivist approach to teaching and learning. This involves creating a student-centred approach where the faculties take the role of the facilitator and the students engage in peer learning.

The findings of *Jeff Seaman and Hester Tinti-Kane (2013),* are more interesting that how individual sites has been chosen to use these new and evolving technologies. Online video, including YouTube, was and remains a social media site adopted and used broadly for personal, professional and teaching use.

Beatrice Avalos (2011), found factors influencing professional development, effectiveness of professional development and issues. Professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth. Teacher professional learning is a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change.

George Veletsianos, Royce Kimmons (2012), findings highlight the synergies and tensions between online social networks and faculty identity: While social networking sites can be used for professional purposes, faculty members may resist or reject the values embedded in such tools, which they feel may impact the ways that they perceive themselves, their teaching, and their research. Research into faculty members' use of technology and social networking sites has largely focused upon pedagogical practice, at the expense of understanding user experiences with these technologies.

M.D. Roblyer, Michelle, McDaniel, Marsena, Webb, James, Herman, James Vince Witty (2013), asserted that a comparison of faculty and student responses indicate that students are much more likely than faculty to use Facebook and are significantly more open to the possibility of using Facebook and similar technologies to support classroom work.

William R. Penuel, Min Sun, Kenneth A. Frank, H.Alix Gallagher (2012), found that social network analysis can help illuminate the professional development of faculties by collegial interactions. The study illustrates the potential for using data on teachers' social networks to investigate indirect effects of professional development and the variation in professional development effects associated with different initial levels of expertise. Specifically, research has found that professional development can enhance teacher knowledge and improve instructional practice when it is sustained over time, focuses on enhancing the knowledge and skill needed to teach in specific content areas, employs active learning strategies in which teachers practice new pedagogical skills and receive feedback from others, and creates opportunities for collaborative learning from peers.

Professional development with these characteristics can also support better curriculum implementation *(Penuel et al. 2007)*.

Pamela D. Sherer, Timothy P. Shea, and Eric Kristensen (2003) found that the usage of Community of Practice approach and Faculty Learning Community approach, COP approach is made up of individuals who are informally bound to one another through exposure to a similar set of problems and a common pursuit of solutions. In college and university settings, "faculty learning communities" (FLCs) provide excellent examples of communities of practice. It create and support a "community" of instructors who meet together fairly regularly to discuss a specific "domain"—teaching and learning. More specifically, these faculty learning groups provide a forum for meeting colleagues, participating in peer-to-peer co-learning activities, and sharing "best practices." They may also serve as catalysts for new ideas and projects *(Wenger & Snyder, 2000)*.

Shea, Sherer, and Kristensen (2002) describe ten different categories of online sources and providers of faculty development:

- University and college centre online workshops,
- Virtual teaching and learning technology centres,
- Online teaching and learning courses,

- Technology product companies,
- Publishing companies,
- Professional associations,
- Teaching and learning journals and magazines online,
- Online newsletters,
- Online international resources.

The online discussion forum is the main important factor for student, faculty interaction medium now-a-days. Sharing knowledge and asking queries in social media websites. *William T. Alpert,William T. Alpert,Joseph Histen (2013)*, in their paper how to use online discussion forums to complement lecture presentations. The increased student participation in online discussion forums will increase learner engagement and learning outcomes.

Marie-Anne Mundy, Lori Kupczynski, Joanetta D. Ellis, Robina L. Salgado (2004), said that the ongoing professional development of B-school faculty, many have never taken a course or studied theories involving pedagogy or andragogy, thus relegating numbers of students under their tutelage to long lectures, unrelated assignments, and boring classes.

Jeff Seaman, Hester Tinti-Kane (2013) suggested on the Open-class platform, instructors and students can engage and interact just as they would in Facebook, Twitter, Google+, and other social networking applications.

George Veletsianos, Royce Kimm (2012), said that research into faculty members' use of technology and social networking sites has largely focused upon pedagogical practice, at the expense of understanding user experiences with these technologies.

Joanne Gikas, Michael M. Grant (2013), found that Mobile computing devices and the use of social media created opportunities for interaction, provided opportunities for collaboration, as well as allowed students to engage in content creation and communication using social media and Web 2.0 tools with the assistance of constant connectivity.

Broadly, social media encompasses

a) Social networking sites, such as Facebook, Twitter, and LinkedIn,

b) Media sharing sites, such as YouTube and Flickr,

c) Creation and publishing tools, such as wikis and blogs,

d) Aggregation and republishing through RSS feeds, and

e) Remixing of content and republishing tools.

Greenhow (2011) summarizes that using social media tools in learning promotes a more student-centered course. These tools allow students to interact and collaborate with each other and instructors and "promotes personal choice, customization and student familiarity"

Janet Resop Reilly, Christine Vandenhouten, Susan Gallagher(2012), found strategy for strengthening faculty skills in online technology and to prepare faculty to be accomplished online instructors? Strategies found to be helpful in overcoming barriers to faculty development include offering faculty compensation and incentives for developing online courses, acknowledgment of the skills needed and developed in tenure and promotion processes, and allowing sufficient time to prepare (which can be 5-6 months) for online instruction.

Ian Macduff(2013) found that blogs help teach a course in negotiation and mediation. His aim in conducting that experiment was to take existing learning tools — especially student journals — and adapt the delivery of these to take account of the new social media.

Roberto Farneti (2010), said that the idea of an 'electronic forum' of discussion was meant to create a situation in which the debate on a variety of issues and it is enabling students. The forum was designed along the lines of a 'newsgroup,' where both students and instructors contributed entries on the more sensitive topics in current affairs.

Jonathan A. Obar, Amy Roth (2011), said that using Wikipedia as a classroom social networking tool. Students completing their academic works and project by using Wikipedia. His research paper found that are students becoming

engaged in a growing wiki-culture? These questions must be addressed if teachers are to continue using Wikipedia as a tool for innovative e-pedagogy.

Mike Moran, Jeff Seaman, Hester Tinti-Kane (2011), said that Faculty are big users of and believers in social media. Virtually all higher education teaching faculty are aware of the major social media sites; more than three-quarters visited a social media site within the past month for their personal use; and nearly one-half posted content. Even more impressive is their rate of adoption of social media in their professional lives: over 90% of all faculty are using social media in courses they're teaching or for their professional careers outside the classroom.

Gordon MacWalter, John McKay and Paul Bowie (2015), said that Participation in continuing professional development (CPD) is a professional and regulatory expectation of general practitioners and is easily undertaken compared to traditional face to face method.

Rakesh kumar gupta, J N Gautam, and V P Khare (2014), found that the social media technology refers to web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication.

Baiyun Chen and Thomas Bryer (2012), found that despite the high popularity of personal use of online social media, a low percentage of students and instructors use them for educational purposes. This qualitative study explored the use of social media among faculty in the discipline of public administration in the United States. Instructors perceive that informal learning using social media could be facilitated by instructors and integrated into formal learning environments for enriched discussions, increased engagement, and broad connections.

Fezile Ozdamli and Ezgi Pelin Yildiz (2014) suggested that mobile devices and internet connections are raising awareness of parents in order to increase academic success of the students.

Dr.Hala El Miniawi and AbdulHadi Brenjekjy (2015) found that the usage of advances in technology are fast growing in educational field particularly self – learning, far learning and implementation of technology in classrooms through smart boards and usage of online resources of social media networking it gives knowledge and high interactions between students and faculties.

Yeboah Solomon Tawiah and Horsu Emmanuel Nondzor (2015) discussed that the online social networking tools usages in classrooms and also found that the disadvantages of using social media in classrooms are privacy violation, cyber abuse, and distraction of students.

Muritala Ishola Akanbi and Aniyo Bahago Theophilus (2014) found that the influence of social media usage on self-image and academic performance among students using social media and professors should encourage students to expend some meaningful hours on social media sites for their classroom activities and homework.

Marsha Mims (2012) said that the importance of technology usages in classrooms, this new technological development will improve knowledge for both students and faculties.

Thomas Brush and John Saye (2014) found that technology may facilitate the integration of Problem Based Learning within teacher education programs and it supports faculties' Professional development.

Josef Lounek (2015) suggested developing creativity in teaching digital video courses for both faculties and students and upload videos regarding academics information.

Atiye Adak Ozdemir and Gulten Yildirim (2012) said that professional development of faculties includes teaching practice courses.

Maria Claudia Cuc (2014) said that the influence of media on formal and informal education focuses on practical application dimension through which the media is the one that develops new interests, leisure time skills, offers new options for entertainment to students.

Saleh Abdullah Alabdulkareem (2015) said that exploring the use and the impacts of social media on teaching and learning science they found that both the teachers and students are willing to use social media in educational purposes.

STATEMENT OF THE PROBLEM:

Recent days due to technological development people are highly involved in Social media. Students are becoming tech savvy and faculties are finding comfortable with technological products. Through technology both students and faculties are getting knowledge by using social media in reading, sharing information etc., Faculties are now using social media in their career development. The researcher is interested to study the reach, types of social media. The different ways and means in which the social media can be deployed in knowledge transfer needs to be studied. The study is to understand the usage of different social media by B-school faculties and the impact made in their profession. Not all sites are used with equal importance, which social media is popular and for what reason is also the main topic of discussion. Professors hesitate to use the social media sites publicly in classroom. The barriers in using and privacy control issues needs to be studied.

OBJECTIVES

- To study the usage of different ssocial media among B-school Faculties.
- To study the impact of Social media in class room teaching as well as off the class.
- To analyze various factors influencing the ssocial media usage by B-school faculties.
- To study the barriers in using ssocial media in classroom.

RESEARCH METHODOLOGY

Descriptive research using survey method was preferred for the study. The respondents are B-school faculties spread across Coimbatore district of Tamilnadu state in India. A predetermined structured questionnaire was prepared after pilot test. Convenient Sampling technique was adopted to select 153 respondents from whom data were collected.

Tools of Analysis

The collected data was analyzed by using Chi-square test, one way Anova and simple correlation tests. The descriptive statistics also revealed important understanding on the data.

Hypothesis

H1: There is no significant difference in time spent on social media among different age group of faculty.

H2:. There is no significant relationship among gender and usage of social media for the professional development.

H3: There is no significant relationship among age groups and usage of social media for the professional development.

RESULTS AND DISCUSSION

Time Spent on Social Media Vs. Age of Faculty

The amount of time spent on social media is also one of the indicator of faculty's utilization of social media towards their professional development. But then whether the time spent has any significance with the age of the faculty. The assumption here is faculty with young age spent more time on social media. The hypothesis was tested taking age and time spend into consideration.

Time spent on Social media vs. Age of faculty

Table 1: One Way Anova

	Sum of Squares	*df*	*Mean Square*	*F*	*Sig.*
Between Groups	2926.371	35	83.611	1.028	.440
Within Groups	9352.371	115	81.325		
Total	12278.742	150			

We reject null hypothesis. Thus, there is a significant difference in time spent on social media among different age group of faculty.

Influencing Factors to Join Social Media Sites

Weighted Average score is calculated for various factors which influences to go for Social media. Among them (1) Online advertisement (2) Colleagues at the work place (3) Friends influences the most. In some cases (4) students have influenced. (5) Off line advertisement and (6) college administration play a minor role and not an influencing factor.

"The more we know about effective uses of technologies for teaching and learning, the faster we can adopt these new practices, facilitate their proliferation across higher education, and increase student success," said Hester Tinti-Kane, Vice President of Marketing and Social Media Strategy, Pearson. "Pearson conducts these researches to help us better understand the use of social media for teaching, so we're able to incorporate more effective social capabilities across our learning technologies, providing students with a better learning experience."

Factors Responsible for Usage of Social Media

As far as usage is concerned majority (93%) use social media to network with people, to enhance their subject knowledge (65%), to search teaching aides (50%) and in their research activities (45%). Faculty also use to know about professional development programme such as seminar, workshop etc. (30%), Very less number of faculty use for their consultancy purpose (6%) and to read general news (5%).

Type of Materials You use from Social Media for Professional Development

B-school faculty to develop themselves 80% of the users read articles, 50% of the faculty watch videos, 40% of the faculty read news, 40% of the users share study materials.

Correlation Among the Ways and Means of Professional Development of B-School Professors and Experienced using Social Media

Table 2

		I get knowledge for curriculum planning	I get knowledge for the class teaching	I get knowledge for my classroom management and framing pedogogy	I get knowledge to guide my project students	I get downloadable material for my class teaching	I am an active participant in forums to debate	I involve students in forums to make them learn subjects
I get knowledge for curriculum planning	Pearson Correlation	1	.299**	-.069	.226**	.270**	.009	.108
	Sig. (2-tailed)		.000	.397	.005	.001	.910	.184
	N	154	154	154	154	154	154	154
I get knowledge for the class teaching	Pearson Correlation	.299**	1	.160*	.033	.228**	.072	.276**
	Sig. (2-tailed)	.000		.047	.688	.005	.372	.001
	N	154	154	154	154	154	154	154
I get knowledge for my classroom management and framing pedogogy	Pearson Correlation	-.069	.160*	1	.270**	-.119	.035	.079
	Sig. (2-tailed)	.397	.047		.001	.141	.667	.327
	N	154	154	154	154	154	154	154
I get knowledge to guide my project students	Pearson Correlation	.226**	.033	.270**	1	.173*	-.090	.099
	Sig. (2-tailed)	.005	.688	.001		.032	.266	.222
	N	154	154	154	154	154	154	154
I get downloadable material for my class teaching	Pearson Correlation	.270**	.228**	-.119	.173*	1	.091	-.225**
	Sig. (2-tailed)	.001	.005	.141	.032		.261	.005
	N	154	154	154	154	154	154	154
I am an active participant in forums to debate	Pearson Correlation	.009	.072	.035	-.090	.091	1	.122
	Sig. (2-tailed)	.910	.372	.667	.266	.261		.132
	N	154	154	154	154	154	154	154
I involve students in forums to make them learn subjects	Pearson Correlation	.108	.276**	.079	.099	-.225**	.122	1
	Sig. (2-tailed)	.184	.001	.327	.222	.005	.132	
	N	154	154	154	154	154	154	154

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

From the above table there is significant correlation between Curriculum planning and knowledge for class teaching (value is 0.299), Again curriculum planning and down-loadable materials for their class teaching comparing these variables with correlation value is 0.270, There is also significant relationship between classroom management and framing pedagogy and knowledge to guide for their project students. Professors involve students in forums to make them learn subjects and they get knowledge for their class teaching.

Educational Qualification Vs. Time Spent on Social Media Per Week

Table 3

Educational Qualification * Total Crosstabulation

			Total									Total
			5 - 10	10 - 15	15 - 20	20 - 25	25 - 30	30 - 35	35 - 40	40 - 45	45 - 50	
Educational Qualification	Post Graduation	Count	6	18	23	14	8	5	3	2	1	80
		% within Educational Qualification	7.5%	22.5%	28.8%	17.5%	10.0%	6.3%	3.8%	2.5%	1.3%	100.0%
		% within Total	42.9%	62.1%	50.0%	48.3%	61.5%	55.6%	33.3%	66.7%	50.0%	51.9%
		% of Total	3.9%	11.7%	14.9%	9.1%	5.2%	3.2%	1.9%	1.3%	.6%	51.9%
	Doctorate	Count	8	11	23	15	5	4	6	1	1	74
		% within Educational Qualification	10.8%	14.9%	31.1%	20.3%	6.8%	5.4%	8.1%	1.4%	1.4%	100.0%
		% within Total	57.1%	37.9%	50.0%	51.7%	38.5%	44.4%	66.7%	33.3%	50.0%	48.1%
		% of Total	5.2%	7.1%	14.9%	9.7%	3.2%	2.6%	3.9%	.6%	.6%	48.1%
Total		Count	14	29	46	29	13	9	9	3	2	154
		% within Educational Qualification	9.1%	18.8%	29.9%	18.8%	8.4%	5.8%	5.8%	1.9%	1.3%	100.0%
		% within Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	9.1%	18.8%	29.9%	18.8%	8.4%	5.8%	5.8%	1.9%	1.3%	100.0%

The table shows number of faculty with different time slots and the average time spent on social media by a post graduate and doctorate members are not much different.

Designation Vs. Social Media Sites are Useful in their Profession

Table 4

Designation		*Linkedin, Google+ & Blogs*	*Faceboook & Blogs*
Assistant Professor	Count	10	14
	% with Designation	11.2%	15.7%
	% social media preferred	52.6%	77.8%
	% of Total	6.5%	9.1%
Associate Professor	Count	2	4
	% with Designation	9.5%	19%
	% social media preferred.	10.5%	11.1%
	% of Total	1.3%	2.6%
Professor	Count	5	3
	% with Designation	26.3%	15.8%
	% social media preferred.	26.3%	5.55%
	% of Total	3.2%	1.9%
Others	Count	4	5
	% with Designation	16.0%	20.0%
	% social media preferred.	10.6%	1.6%
	% of Total	16.0%	20.0%
Total	Count	21	26
	% with Designation	63%	70.5%
	% social media preferred.	100%	100%
	% of Total	41.7%	70.5%

From the above table Assistant Professor gave high responses in Facebook and Blogs social media sites. Associate Professors, Professors and Others gave comparatively low responses in Facebook and Blogs Social media sites. "Faculty are clearly becoming more comfortable leveraging social media in their personal, professional and instructional lives," said Jeff Seaman, Ph.D., co-director of the Babson Survey Research Group. "Social media is no longer seen as time-consuming to learn and use, which shows those faculties are more proficient and better, acquainted with the social media tools available to them." Most faculties agree that "the interactive nature of online and mobile technologies create better learning environments" and that digital communication has increased communication with students.

General Usage of Social Media in Updating Knowledge

Table 5

Statistics

		I use Social Media to develop my subject knowledge	I use Social media to enhance my research knowledge	I use Social media to know happenings across business world	I use Social media to read general news	I use Social media to enhance my consultancy work	Using Social media for Professional development like conference	Using Social media to know various teaching learning resources	Using Social media for networking with people
N	Valid	154	154	154	154	154	154	154	154
	Missing	0	0	0	0	0	0	0	0
Mean		3.4351	3.3571	2.9545	3.0390	2.9740	2.8052	2.8312	2.9091

From the above table, majority faculty (weighted score 3.44 out of 5.00) are using social media to develop their subject knowledge, followed by research knowledge and next is to read general news and networking with people.. Faculty use less to collect teaching materials.

Faculty Vs. Type of Material From Social Media

Table 6

Statistics

		I read articles in social media for professional development	I often watch video in social media for professioal development	I often read general news in social media	I often read corporate news items in social media	I often share materials
N	Valid	154	154	154	154	154
	Missing	0	0	0	0	0
Mean		3.0065	2.9286	2.9740	3.0065	2.7143

From the above table, it is understood that majority faculty read articles and watch corporate news items in social media (a weighted score of above 3.00 out of 5.00). Followed by video content and general news item.

CONCLUSION

All the respondents in this study i.e., all B-School Faculties are using Social Media. Time spent on social media by faculties are dependent by different age group of faculty. Faculty gender has significant relationship among usage and awareness of social media for their professional development. Faculties are updating their knowledge by using social media, particularly they are getting subject knowledge and they also enhance their research knowledge. Maximum Faculties are using social media to read general news and corporate news and it has close relationship among each other. On in average maximum number of post-graduation faculties are spending 20 hours in social media. Facebook and Blog social media sites are highly used by Assistant Professors. The popular social media sites are Twitter, Facebook, Google+, LinkedIn, Instagram, YouTube, and Blogs. They match different sites to their varying personal, professional, and teaching needs**.** Particularly in classroom professors and students are using social media. Instructors feel comfortable to work with these social media sites. Both Students and faculties are highly using social media now-a-days.

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