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USE OF SOCIAL MEDIA FOR INFORMATION SEEKING OF THE FACULTY OF SPU

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ABSTRACT

Educating via social media has several options. Social media may help schools and university libraries sell and promote themselves. Since many instructors and students already use social media and other technologies, it's easier than ever to incorporate them into curriculum. Each social networking site has several classroom uses, from alerts to live lectures and more. First, social media networks allow students, educators, and parents to check in, ask questions, and obtain responses. Social media may boost e-learning. Social networking may help students work remotely. Training students to work remotely is becoming increasingly vital as online programs and jobs grow. Before using social media in the classroom, it's important to understand its effects, but we're certain it will help pupils learn technology. It's not how many people "like" your posts that's driving social media in the classroom. Social media encourages collaboration, open forums, and rapid information sharing, which helps students develop creative, critical thinking, and communication skills faster. Self-directed learning on social media helps students find answers and make decisions. Because social media gives students more freedom to communicate and collaborate outside the classroom, they experience the globally linked world before entering the workforce. Repeating these social media skills in a classroom context improves learning and critical thinking.

KEY WORDS: Social Media, Library, Teaching, e-classroom, Information, Technology

INTRODUCTION

Multicultural university students. University students may suffer in unfamiliar surroundings (Safahieh and Singh, 2006; Ward et al., 2005; Yi, 2007). University students learn differently than locals (Ishimura and Bartlett, 2014). Sin (2015) found university students lacked academic resources. (Ishimura and Bartlett, 2014; Liu and Winn, 2009). Students may encounter new mental health issues in college. (Liu, 2009; Ward and Kennedy, 1993b). Technology changed academic and medical research (Cerretani et al., 2016; Sezer, 2016). University students today find social networking simpler (Saw et al., 2013). Social media's impact on university students' information-seeking is understudied (Ishimura and Bartlett, 2014; Liu and Winn, 2009; Saw et al., 2013). Thus, college students' social media use must be evaluated. Social media information-seeking demands knowledge. Social networking can aid investigations. Second, social media may change university students' information search habits to meet their institutions' needs. Wilson (1999) thinks curiosity drives learning. Kuhlthau (1991) described Ellis's information-seeking steps. Start, narrowing, investigation, plan, data collecting, and conclusion (Kuhlthau, 1991, 2004). Realizing they don't know enough, searchers begin. Students choose a topic, study, define, gather data, and present their results (Kuhlthau, 1991). Wilson (1997) categorized information-seeking into passive attention, passive research, active research, and continuous research. Passive attention and passive research include inadvertent learning. Research is knowledge-seeking. Information-seeking studies agree (Ellis, 1989; Krikelas, 1983; Kuhlthau, 1991; Leckie et al., 1996; Wilson, 1981, 1997). Chen et al. (2014) say active social media information seekers develop emotional, ongoing, and normative commitments. Books, periodicals, and social media have different information-seeking behaviors. Offline books and journals (Balakrishnan and Gan, 2016; Borrego and Anglada, 2016; Khoo, 2014). Kim et al. (2013) and Tess (2013) claim social media's function in information-seeking is understudied and poorly understood. Despite thorough scrutiny. Few research have studied how university students learn via social media (Jansen et al., 2011; Li and Chen, 2014; Smith and Khawaja, 2011).

ELECTRONIC EQUIPMENTS USED IN CLASSROOMS FOR ACCESS TO SOCIAL MEDIA

Social media spreads information—personal, banal, dramatic, political, or ordinary (Osatuyi, 2013). Facebook and Twitter swiftly circulate information, so individuals typically locate the freshest and most relevant there. Students can use social media to find appropriate reviews and opinions (Balakrishnan and Gan, 2016; Kim et al., 2014). Kim et al. (2014) reported that 98% of users use SNSs, 95% use wikis, 73% use user ratings, 69% use media-sharing sites, and 49% learn from Q&A sites. Kim et al. (2014) found consumers seldom utilized blogs and microblogs for information. 25%-34% utilize blogs and microblogs to find information. Isari et al. (2016) solved a challenge utilizing Twitter and Skype with surprising results. The findings were consistent across social media platforms despite variances in message length, volume, subject, and frequency. Facebook, Twitter, and Instagram assist university students meet locals (Raymond and Wang, 2015). Few studies have examined university students' information-seeking and social media use. This science is young, therefore it can expand. Thus, this study examined how social media affects university students'

information-seeking and how successfully instructors use it to educate and communicate with students. To test our understanding, we review department professors' comments. A systematic literature review (SLR) on the themes should summarize existing research. Research methodologies first. Next, we'll review the results and sum up. We'll also note study flaws and urge more research.

IN-CLASS USE OF VARIOUS FORMS OF SOCIAL MEDIA

Let's start by discussing social media's many classroom uses. Social media networks provide instructional content for elementary, middle, and high school students.

1. To disseminate notifications and updates, make use of a Facebook Page.

Facebook suits schools. Use a familiar UI for an online classroom dashboard instead of pushing teachers and students to learn something new. encourage students to follow the class Facebook page so the teacher may publish updates, homework, and conversation. Students can see these Pages without Facebook. Facebook Page posts are public and anybody with an account can remark.

2. Stream live lectures and facilitate conversation by using a Facebook Group as the venue.

Teachers may create Facebook Groups for each course, stream Facebook Live lectures, submit questions for class discussion, give assignments, and contact students. Snow day warnings and assignments keep pupils motivated. After class, pupils won't need to review. Instructors can establish a Facebook Group without inviting friends. Email parents and students Facebook Group links. An online class's "home base" makes communication simpler.

3. Make use of Twitter as a bulletin board for your classroom.

Twitter is helpful for class discussions. Teachers can use one Twitter account per class or establish one each year. By analyzing 280 characters, students learn to speak clearly. Teachers may tweet homework reminders, inspirational quotations, internet resources, and practice quizzes. Teachers can launch hashtagged Twitter conversations.

4. Establish a blog for the students to use for discussions.

Blog and post to classroom social media. WordPress, SquareSpace, Wix, Blogger, Tumblr, and Medium allow class blogs. Student profiles allow class discussions and comments on readings and activities. A blog can store course information, assignments, updates, and resources.

5. Consider the postings on your blog to be essays.

To include social media into school, students can blog. Blogs improve students' critical thinking and short-form writing. Weekly recommendations keep things flexible. Not just English and writing classrooms may use social media.

6. Make a Pinterest page that is dedicated to your class.

Pinterest lets educators construct course boards with relevant content. Pinterest helps teachers organize their lesson plans, worksheets, and course materials. Create sub-subject bulletin boards for weekly assignments and class or topic bulletin boards. Pinterest helps students build electronic bibliographies for research projects, articles, and group assignments. When writing, students can pin websites, books, and movies to the board.

7. Include connections to your school's social media accounts on the website.

To reach parents and kids, add social media links to your school's main menu. Create a school social media directory. Parents and kids usually visit a school's website first. Prospective students and parents may see campus life in fresh ways by following the school.

8. Discuss the recent occurrences at your school and provide images.

Share campus photographs and events to prepare prospective students and parents. Extra-curricular can distinguish a school. Social media is more creative and informal than academic websites.

9. Establish Facebook groups based on shared interests.

Alumni want to keep in contact. Current and alumni Facebook groups increase school spirit. Students can meet like-minded people through alumni, department, and extracurricular clubs. Private groups require an invitation or admin approval to view. Prospective students might observe open groups before joining.

10. Formulate a plan for handling a crisis via social media.

How would you alert campus of an emergency? In a fire, tornado, or other campus emergency, decide how your school will use social media. Inform parents and students, even if authorities are engaged. Parents and kids learn. Social media will spread school SMS warnings.

11. Consolidate all of your account management into a single location.

Social media should convince potential students and parents that your institution is the finest. To share material across your school's social media networks, you only need a social media management software. Sprout Social streamlines social media management for single and corporate marketers. Sprout allows people collaborate on content and schedule postings across networks.

RESEARCH METHOD

This study thoroughly and auditably evaluates relevant study topic replies. Sardar Patel University teachers from many areas answer a questionnaire (Carver et al., 2013; Kitchenham, 2004; Levy and Ellis, 2006). Self-prepared questionnaires examined university instructors' social media knowledge sharing. Research includes questionnaire preparation, answer collection, and report authoring. Systematic reviews must be consistent throughout. Planning guides review. Researcher will describe review procedures. Planning involves study subjects, search method, resource evaluation, inclusion and exclusion criteria, resource quality evaluation, and analytical technique. Report analysis follows implementation. Esfahani et al. (2015) influenced Kitchenham et al. (2008). "The Status Quo and the Promise of Green IT and Green IS: A Systematic Literature Review" by Esfahani et al. (2015) simplified the process. 2015 research. (2015) didn't utilize databases. (2015) describe study stages.

Phase 1: Questionnaire creation in the context of this study.

Phase 2: Response collection from the respondents (professors from various departments of Sardar Patel University).

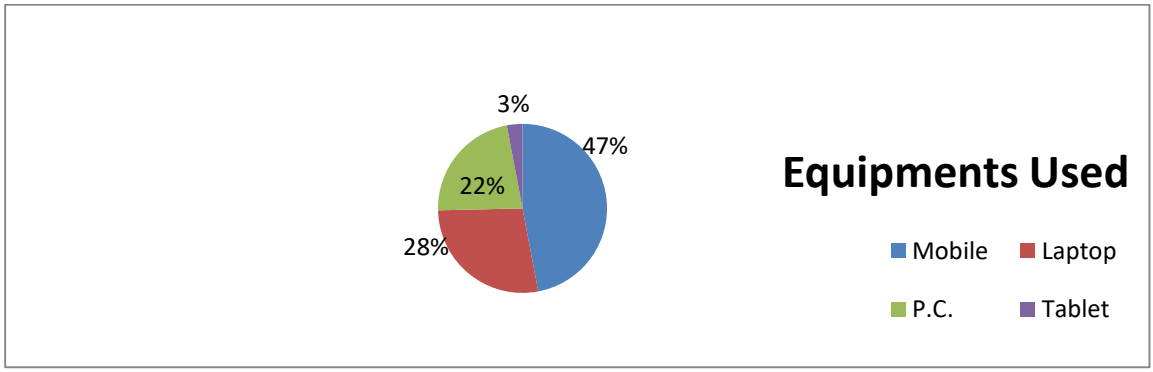
Phase 3: Data analysis of the collected data from respondents.

DATA COLLECTION AND ANALYSIS

Forms ease data analysis. This form collected respondents' key data. Tables display the data schema. After evaluating respondents' remarks, the researcher couldn't settle on a schema until he resolved all data difficulties. To assess responses, Dyb and Dingsyr (2008) employed several topic codes. Data were random. Respondents accepted findings. Appendix explains percentage analysis findings question-by-question. Phase 3 gives statistics and comments.

Q. Which Electronic equipment do you prefer to seek information from Social Media?

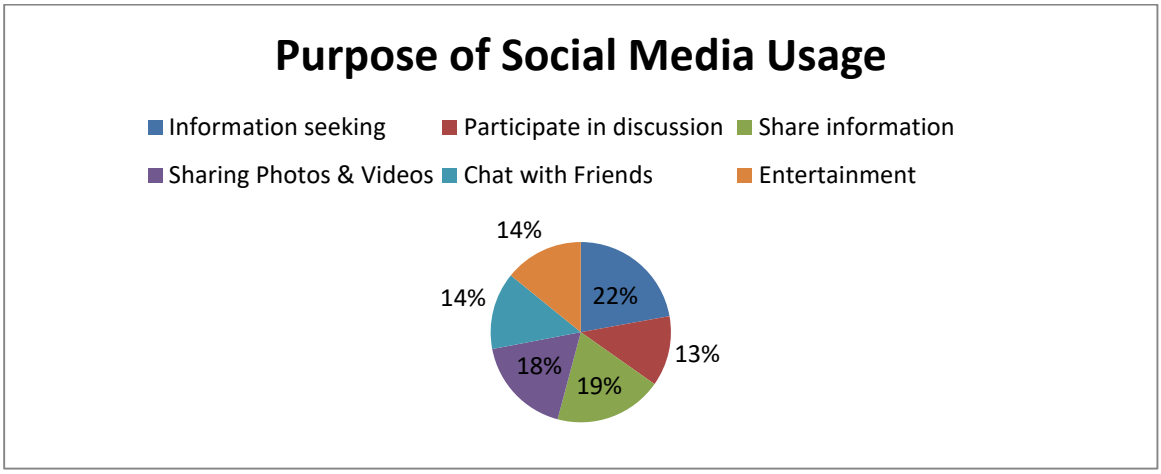
Table – 1 Electronic Equipments Used In Classrooms for Access to Social Media



Results: 63 users utilize mobile, 37 laptop, 30 PC, and 4 tablets. That's 81.82% mobile, 48.05% laptop, 38.96% PC, and 5.19% tablet.

Q. What is the purpose to use the social media?

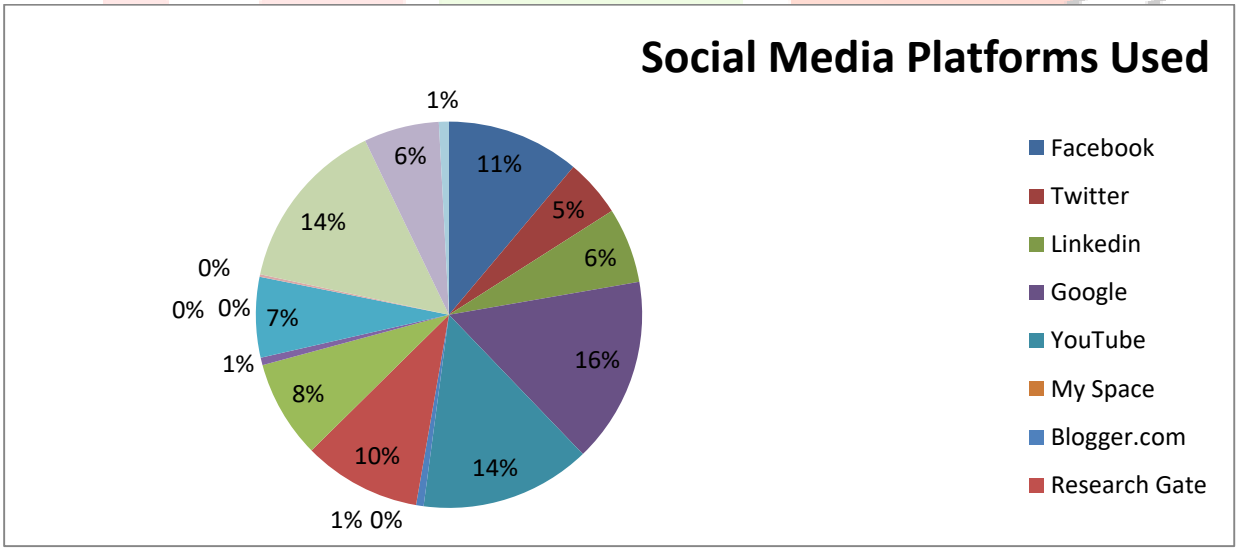
Table 2 - Purpose of Social Media Usage



Results: 72 use social media for information seeking, 41 for argument, 63 for sharing, 58 for sharing photos and videos, 45 for talking with friends, and 46 for fun. That means 93.51 % use social media to find information, 53.25 to discuss, 81.82 to share information, 75.32 to publish photos and videos, 58.44 to interact with friends, and 59.74 to enjoy.

Q. Which Social Media platforms are being used?

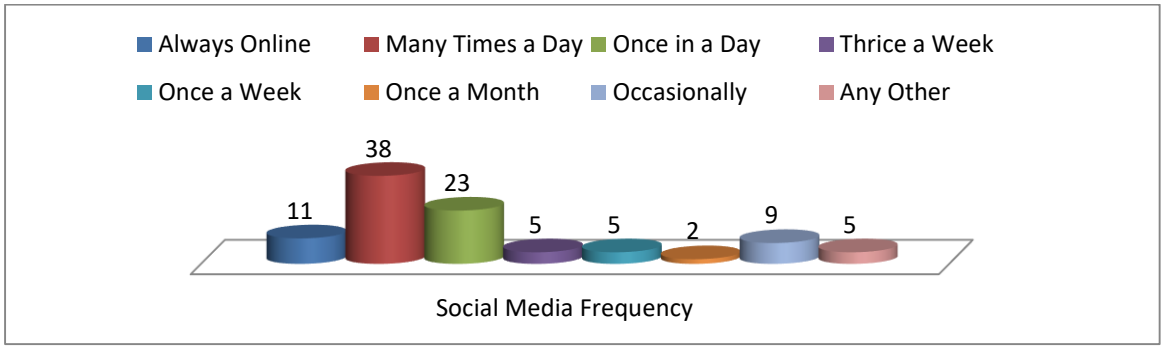
Table 3 – Social Media Platforms Used



53 individuals use Facebook, 23 Twitter, 30 LinkedIn, 74 Google, 68 YouTube, none use My Space, 3 Blogger.com, 47 Research Gate, 39 Academia.edu, 3 Snapchat, 32 Yahoo, none Flickr and Tumblr, 1 likes, 69 WhatsApp, 30 Instagram, and 4 other websites/apps. That means 68.83 percent use Facebook, 29.87 percent Twitter, 38.96 percent LinkedIn, 96.10 percent Google, 88.31 percent YouTube, none use My Space, 3.89 percent Blogger.com, 61.04 percent Research Gate, 50.65 percent Academia.edu, 3.89% Snapchat, 41.56 percent Yahoo, none Flickr and Tumblr, 1.30 percent Like, 89.61 percent WhatsApp, 38.

Q. What is your frequency of using social media for information seeking?

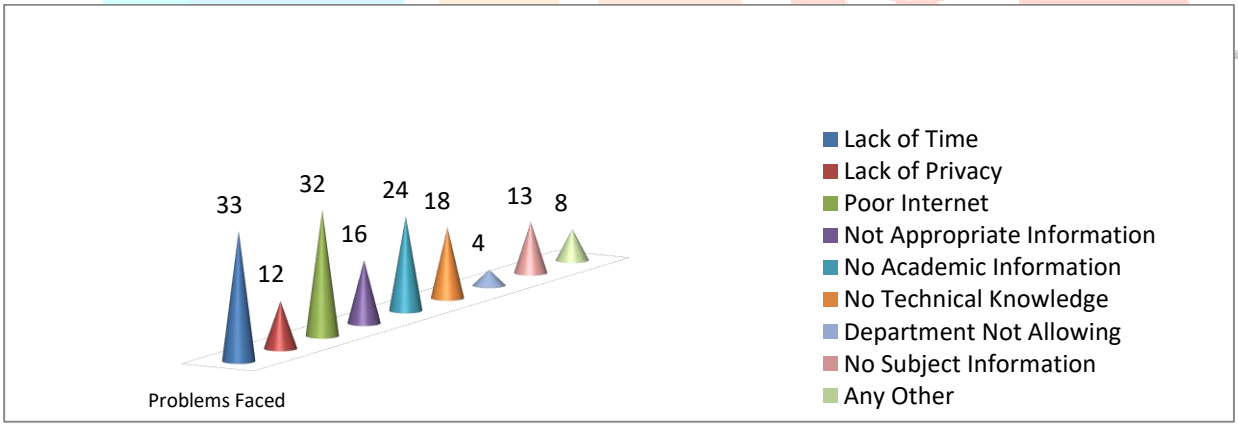
Table 4 - Social Media Usage Frequency



Results: 11 users are always online, 38 visit several times a day, 23 use once a day, 5 use thrice a week, 5 use weekly, 2 use monthly, 9 use sometimes, and 5 use whenever required. 14.28 % are always online, 49.35 % visit the site many times a day, 29.87 % use once a day, 6.49 % use once a week, 2.60 % use once a month, 11.69 % use sometimes, and 6.49 % use whenever required.

Q. Accordingly, which are the problems faced while seeking the information on the social media?

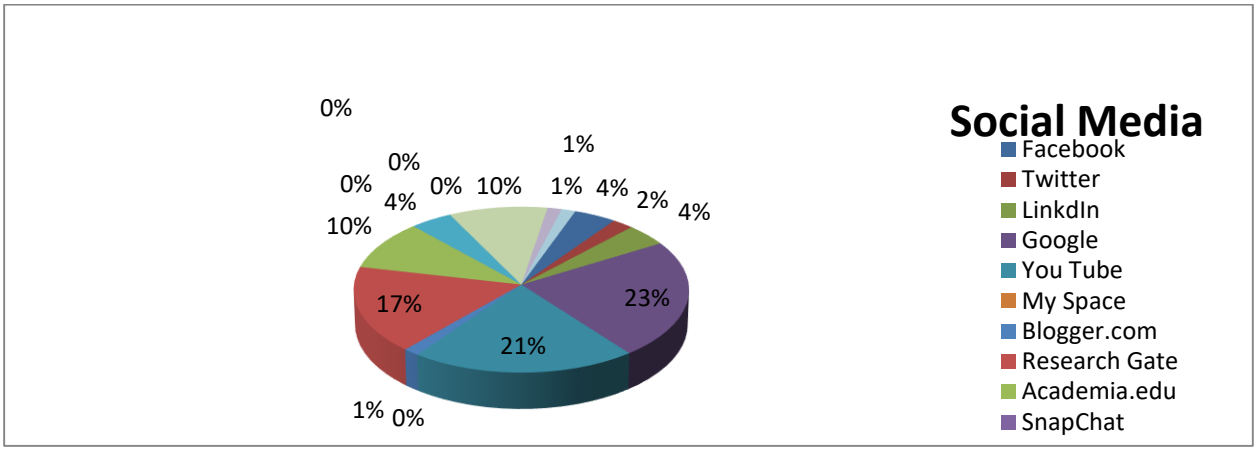
Table 5 - Problems Faced While Seeking Information on Social Media



Outcomes: Of all the users, 33 face the problem of lack of time, 18 face the problem of lack of technical knowledge, 32 face the problem of poor Internet frequency, 16 are unable to find the right information, 24 face the problem of information not being useful for academic purposes, 4 face the problem of Department not allowing to seek information in working time, 13 face the problem of not getting enough online information related to their subject, and 8 face the problem of That means 42.86 % lack time, 23.38 % lack technical skills, 41.56 % have inadequate Internet frequency, and 20.78 % cannot find the proper information. 31.17% struggle to find academic content. 5.19 % experienced concerns with the department not letting them look for material during work hours, 16.88 % had trouble obtaining adequate subject-related information online, and 10.39 % had other challenges.

Q. Which of these social media platforms did they found the most helpful for information seeking?

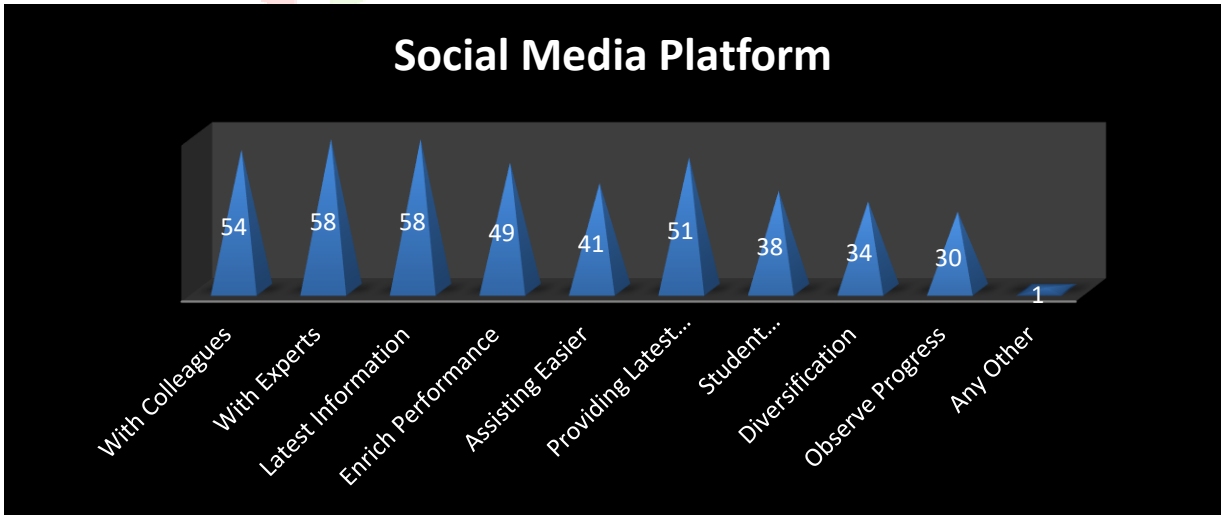
Table 6 - Social Media Usage for Information Seeking



Results: 12 users found Facebook most helpful for information seeking, 6 found Twitter, 12 found LinkedIn, 64 found Google, 57 found YouTube, none found My Space, 4 found Blogger.com helpful, 47 found Research Gate helpful, 27 found Academia.edu helpful, none found Snapchat helpful, 12 found Yahoo helpful, none found Flickr, Tumblr, and Like helpful, 28 found WhatsApp helpful, 4 found Instagram helpful, and 4 found It means 15.58 % found Facebook helpful, 7.79 % found Twitter helpful, 15.58 % found LinkedIn helpful, 83.12 % found Google helpful, 74.02 % found YouTube helpful, none found My Space helpful, 5.19 % found Blogger.com helpful, 61.04 % found Research Gate helpful, 35.06 % found Academia.edu helpful, none found Snapchat helpful, 15.58 % found Yahoo helpful, none found Flickr, Tumblr, and Like helpful, 36.36 % found WhatsApp, 5.19 % found

Q. Accordingly, which are the benefits of seeking the information on the social media?

Table 7 - Social Media Platform Found more Relevant for Information Seeking

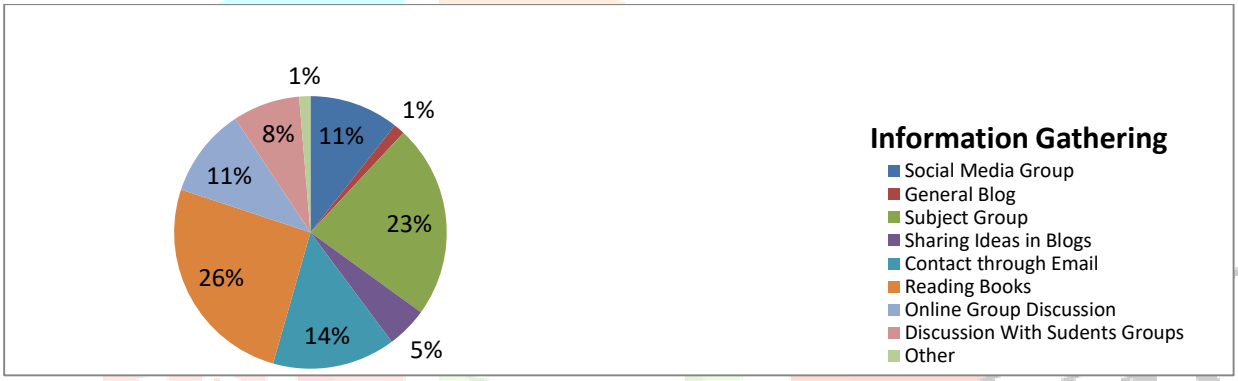


Results: 54 individuals found social media beneficial for communicating with colleagues and students. It keeps 58 connected to specialists and communities. 58 said it helped them learn new material, 49 said it improved

their technical skills, and 41 said it made teaching easier. 51 found it valuable since they provide the latest subject-related information. 38 found it beneficial since it expands student learning. 34 stated it diversified social media-based education. 30 found it beneficial since one can immediately track and monitor student development, One user found another benefit of social media information seeking. 70.13 percent of social media users kept in touch with co-workers and students. 75.32% used it to connect with experts and communities. 75.32% used it to find new subject-related knowledge. Technology boosts performance 63.64%. 53.25 percent streamlined student aid. Since they provide current subject-related material, 66.23 % found it beneficial. 49.35% liked it because students may study beyond their subject. 44.15% stated it diversified social media-based teaching methods. 38.96% considered it beneficial to monitor and assist student progress, while 1.30% recognized extra benefits of using social media for information searching.

Q. How is the information gathered?

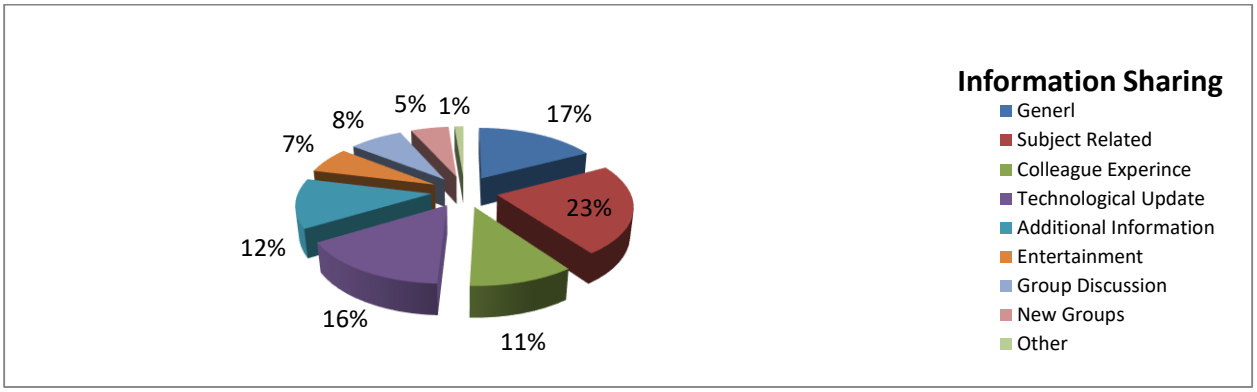
Table 8 – Information Gathering



Results: 24 users create social media groups, 52 join their subject-related group, 11 share their ideas on other blogs, 33 email people, 58 read related books, 24 do group discussions online or in person, 18 discuss this with various student groups, and 3 use other methods to gather information. 31.17 % create social media groups, 67.53 % join their subject-related group, 14.28 % share their ideas on other blogs, 42.86 % email various people, 75.32 % read related books, 31.17 % do group discussions online or in person, 23.38 % discuss this with various student groups, and 3.90 % use other methods.

Q. What is the information shared and seek through social media?

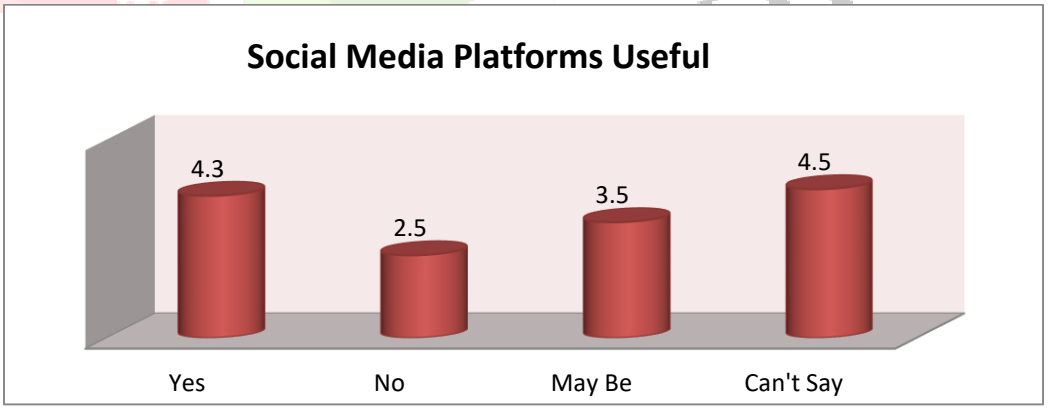
Table 9 – Information Sharing and Seeking through Social Media



Results: Of all users, 54 share and seek general information through social media, 71 share and seek subject-related information, 33 share and seek the experiences of colleagues and experts, 49 share and seek latest technological updates, 39 share and seek other information, 21 share and seek entertainment to the subject, 24 share and seek group discussion, and 17 share and seek by finding new groceries. 70.13 percent of social media users exchange and seek general knowledge, 92.21 percent subject-related information, and 42.86 percent colleague and expert experiences. 63.64% upgrading technology. 50.65% share and seek new knowledge, 27.27% share and seek relevant entertainment, 31.17% seek group chat, 22.08% seek new groups related to their subjects, and 5.19% seek other things through social media.

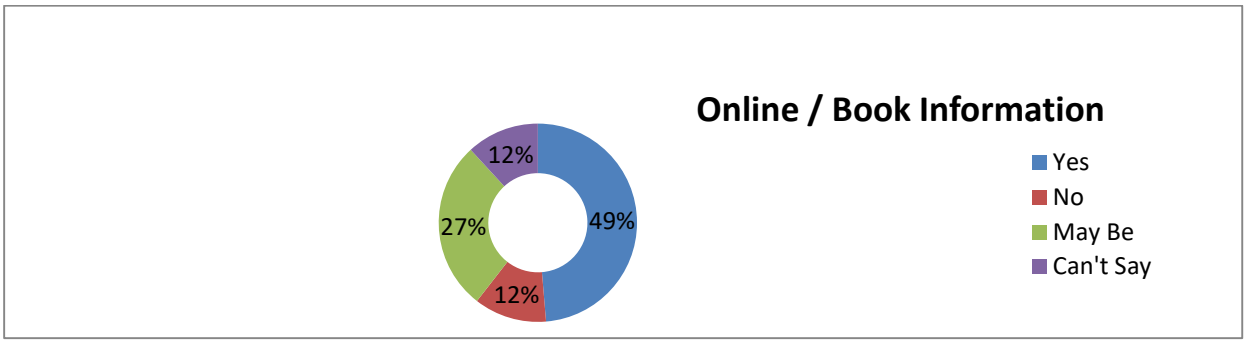
Q. Are social media platforms useful for information seeking?

Table 10 – If Social Media Platforms Useful for Information Seeking



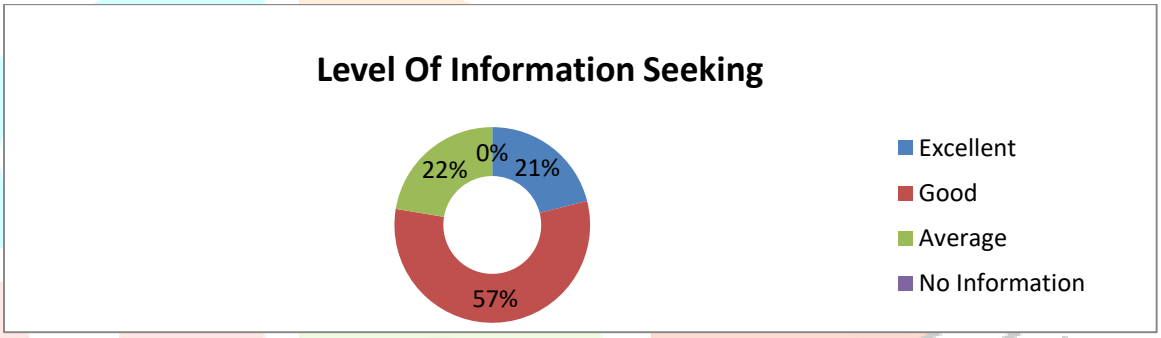
Results: 67 said social media is useful for information searching, 8 said maybe, and 1 said can't tell. 87.01 % agree, 10.39 % maybe, and 1.30 % can't answer that social media helps information search.

Q. Is information seeking through social media easier than to search through the books?



Results: 37 agreed that social media is simpler than books, 9 disagreed, 21 said maybe, and 9 said Can't say anything. 48.05 % stated social media is easier than books, 11.69 % disagreed, 27.27 % answered maybe, and 11.69 % couldn't say.

Q. What level of information seeking is being fetched through the social media?



16 said social media gives great knowledge, 43 said good, 17 said average, and none answered not much. 20.78% of users said social media delivers outstanding information, 55.84% said good, 22.08% said average, and none said no.

FINDINGS

The research findings are reported below:

- Majority respondents prefer mobile to seek information from Social Media.
- Majority respondents prefer social media for information sharing with the students.
- Most students exchange information on Google-supported social media.
- Professors consult social media many times a day to find knowledge.
- Most professors lack time to research social media.
- Most professors found Google social media most useful for knowledge searching.
- Most respondents stated social media helps them connect with experts and groups in their industry and acquire the latest information.
- Most respondents join subject-related social media communities for information.
- Majority respondents share and seek subject related information through social media.

- No one disagreed that social media is good for knowledge seeking.
- Social media was easier than books for most respondents.

From "excellent, good, average, and not able to find the appropriate information," most respondents indicated social media information seeking is good.

CONCLUSION & RESEARCH GAP

Past research supported current research. Next, SPU instructors' social media and information-seeking were assessed. Found goods. Curiosity drives students (Wilson, 1999). This study ignored academics' needs. Social media revealed academics' information needs. Science, education, money, social culture, health, etc. required information. Academic standards require people or machines. Social media-based student learning was explored. Social media links academics and students and spreads knowledge across all university disciplines. SPU lecturers face social media. Social media links instructors to students and co-workers. They help students relax and improve emotionally. SPU students use social media often. The essay claims social media information seekers have not been studied. Social media study is rare. Social media and information-seeking behaviour have been studied, but not how they aid students. Thus, teachers' issues must be studied to improve student services. Information-seeking and social media have been empirically studied, but not technically. Rare social and information network research. Despite extensive study on information-seeking and social media, academic internet usage technology research is needed. Study social media information-seeking. Libraries no longer require social media discovery. The paper's introduction advises studying professors and students' active and passive social media information-seeking.

Library and Information Science Abstracts, Technology Abstracts, Source, and Education Resources Information Centre were not investigated. Research may show more. Second, only SPU faculty replied. Incomplete entries were rejected & calculated percentages. The study indicated social media increases Sardar Patel University academics' information-seeking. Sardar Patel University instructors use these sources more. Sardar Patel University professors' social media information-seeking needs more study. Compare this study to Sardar Patel University students' social media use.

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