

Utilization Of Web-Based Entertainment Stages For Instructive Purposes Among The Personnel Of Advanced Education

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Abstract

Virtual entertainment stages are generally utilized by people on a worldwide scale, and their predominance has seen a critical flood as of late. The essential goal of this study is to examine the use of web-based entertainment stages by employees in advanced education organizations fully intent on upgrading educational practices. The ebb and flow examination has utilized a subjective exploration approach, using semi-organized interviews as the essential information assortment technique. The review has accumulated information from a wide cluster of advanced education establishments, guaranteeing variety in the example. The discoveries show that employees utilize normally used systems administration stages to accomplish numerous scholastic objectives, including expanding understudy commitment, working with correspondence, sharing assets, and advancing proficient turn of events. In any case, various employees face hardships while using virtual entertainment stages, for the most part because of issues connected with security, lacking institutional help, and time constraints. The paper's discoveries recommend that establishments of advanced education ought to think about working on their help and preparing programs for employees. This would include giving them the necessary abilities to utilize person to person

communication stages appropriately. The example size of the review was 191 individuals. The information investigation was performed using factual procedures, explicitly utilizing the t-test and mean estimations.

Keywords: social media platforms, higher education, faculty members, instructional purposes, professional development.

Introduction

Social media platforms have become a crucial element of our daily lives, experiencing a rapid surge in usage in recent times. These technologies are utilised for a multitude of purposes, encompassing communication, entertainment, and education. Higher education institutions are also affected by this trend, leading many instructors to utilise these platforms for pedagogical purposes. These initiatives possess the capacity to enhance student engagement, communication, and educational achievements in subsequent advancement.

Staff members have the opportunity to utilise websites for social networking purposes, facilitating the exchange of materials, interaction with colleagues, and engagement in professional development programmes. In spite of the prospective advantages associated with the utilisation of such frameworks for the advancement of higher education, faculty members encounter a range of obstacles when it comes to effectively employing these platforms. Several challenges arise in this context, encompassing concerns over privacy, absence of institutional support, and temporal constraints. Consequently, it is imperative to investigate the utilisation of these platforms by faculty members for instructional purposes, as well as the challenges they encounter throughout their implementation.

The objective of this study is to examine the operational methods employed by faculty members at higher education institutions in utilising instructional frameworks. The research employed a qualitative methodology, utilising semi-structured interviews to collect data from a sample of 10 faculty members representing diverse higher education institutions. The conclusions of this study will provide insights into the use of contemporary networking platforms for educational objectives, encompassing the challenges

encountered by faculty members in their utilisation of these platforms. The recommendations of the study will aid higher education institutions in enhancing their support and training programmes for faculty members, with a focus on optimising the usage of these instruments.

Literature Review

Social media platforms have the potential to improve participation of students, communication, and learning outgrowth in education. These mechanisms can be employed to exchange materials, interact with colleagues, and engage in professional development initiatives. They may also be utilised to build online discussions and improve student-teacher relationships. According to research, online communication platforms that facilitate user-generated content and interaction may be useful instruments for increasing student engagement and learning outcomes. Junco and colleagues (2011) discovered, for example, that Twitter may be utilised to improve student engagement and foster a feeling of community among students. Manca and Ranieri (2016) discovered that Facebook may be utilised to improve student involvement and enhance communication among students and faculty members in another study.

Despite the possible advantages of utilising social media platforms for educational purposes some faculty members may be hesitant to do so. Some faculty members may be worried about the privacy and security risks that social media platforms raise. Furthermore, some faculty members may lack institutional support or training in terms of the more accurate engagement with social media platforms for educational objectives. Individual and environmental variables impact the aforementioned, according to research. Kirschner and Karpinski (2010) discovered, for instance, that faculty members who viewed social media platforms to be beneficial and easy to use were more inclined to use them for instructional reasons.

The utilisation of social media platforms by faculty members for educational purposes presents both challenges and prospects. One of the foremost challenges in this context pertains to the potentiality of privacy and security concerns. Academic caution is necessary for faculty members while disseminating instructional content on social media platforms, mostly due to concerns

regarding the privacy and security of their personal information. An additional concern pertains to the insufficiency of institutional backing and training provided to faculty members in effectively using these applications for instructional purposes. Numerous institutions of higher education fail to provide sufficient training and support to faculty members, hindering their ability to effectively utilise social media platforms.

Besides these obstacles, there are several potential links with faculty members' application of these modern networking platforms for instructional reasons. They can make use of such applications to interact with students, provide information, and cooperate with colleagues. They may also be employed to improve student engagement and learning results. Finally, research on this subject matter reveals that these platforms have the potential to improve student involvement, communication, and learning outcomes. However, there are drawbacks that exist too, such as concerns regarding confidentiality and safety, plus a lack of institutional support and training. In order to enable faculty members to utilise these programmes effectively for educational purposes, higher education institutions should offer appropriate guidance and assistance.

According to research, it can result in beneficial consequences for students such as greater engagement, higher learning outcomes, and improved communication skills. According to Manca and Ranieri (2016), using Facebook for educational purposes can boost student engagement and communication between students and staff members. Similarly, Junco and colleagues (2011) discovered that Twitter may be used to increase student involvement and foster a feeling of collectivism and togetherness among students. Despite the potential advantages of using 'social media platforms' for educational reasons, some faculty members may be apprehensive to use them. Individual and environmental variables impact faculty members' use of these sites, according to research. Kirschner and Karpinski (2010) discovered, for example, that professionals who view these platforms to be beneficial and simple to use are more inclined to employ them for instructional reasons. Similarly, Manca and Ranieri (2016) discovered that institutional support and training are crucial variables affecting individuals' use of networking websites platforms for instructional grounds.

For advanced academic institutions, using these applications in academia brings both obstacles and potential. One of the most significant difficulties is the privacy and security concerns raised by social media sites. Faculty members may be cautious to offer instructional content on social media platforms due to worries about their personal information's privacy and security. Colleges must guarantee that privacy and security measures are in place to secure the personal information of faculty members. Another issue is a lack of institutional support and training for faculty members to properly use social media platforms for instructional objectives. Higher education institutions must give proper training and support for faculty members in order for them to efficiently engage with such popular applications. This includes the best practices for using them for educational reasons as well.

Research Objectives

1. The utilisation of social media platforms for educational purposes can be identified.
2. To investigate the utilisation of social media within the higher education system.

Research Methodology

The research methodology utilised in this study is qualitative, involving the collection of data through semi-structured interviews conducted with a total of 191 faculty members representing diverse higher education institutions. The selection of participants is contingent upon their educational background and use of social media platforms. The purpose of conducting semi-structured interviews is to obtain responses that address the study's specific research inquiries: To what extent do faculty members employ 'social media' for academic purposes? What are the educational objectives pursued by educators through their utilisation of social media platforms? What challenges do faculty members encounter when utilising these technologies for instructional and recreational purposes? What types of assistance and training are necessary for faculty members to effectively utilise social media platforms? Thematic analysis is a method employed to evaluate the data obtained from interviews, involving the identification and exploration of patterns and themes within the collected material.

The objective of this study is to shed light on the utilisation of social media platforms by faculty members in higher education institutions for instructional purposes. The findings of the study will additionally ascertain the challenges encountered by faculty members in using these platforms, along with the support and training necessary for their efficient use. The recommendations of the study would support higher education institutions in enhancing their provision of supplementary support and training to faculty members about the effective utilisation of contemporary platforms. In the realm of higher education, there exists the possibility for the enhancement of student engagement, interpersonal communication, and academic achievements. However, it is important to note that faculty members may encounter challenges when it comes to effectively utilising these platforms. Consequently, it is imperative to do research on the utilisation of these platforms among faculty members in higher education institutions, along with the challenges they encounter. The findings and recommendations of this study will provide valuable insights for higher education institutions seeking to effectively support and empower faculty members in using social media platforms for instructional objectives.

In contemporary times, there has been a discernible surge in the prevalence of these platforms, resulting in their extensive incorporation across diverse areas, including the realm of education. The concept of academic engagement has garnered attention relatively recently, resulting in a scarcity of available literature on the topic. This literature study offers a thorough analysis of the use of social media platforms for instructional purposes in advanced and university education, with a specific emphasis on instructors. Social media platforms refer to digital platforms that facilitate the participation of individuals in collaborative activities, content creation, relationship building, and the formation of virtual communities. Facebook, Twitter, Instagram, LinkedIn, and YouTube are widely recognised as prominent social networking platforms. These platforms possess a substantial user population, consisting of millions of active individuals and organisations, enabling meaningful exchanges and engagements among them.

The research is distinguished by its reliance on empirical evidence. The research encompassed a sample size of 191 participants. The questionnaire was systematically structured to collect data. In order to ascertain the results of the Mean and t-test analysis. Convenience sampling was utilised as the sampling approach in this investigation.

The result of the demographic analysis

Table 1 illustrates the gender distribution of participants, indicating that males comprise 53.93% of the sample, while females constitute 46.07%. The study's participants are distributed among several age groups as follows: A total of 35.08% of individuals are found within the age bracket of 23 to 26 years, while 30.89% of individuals fall into the age range of 26 to 29 years. The remaining 34.03% of individuals are classified as being above the age of 29 years. Regarding educational achievement, the percentage of individuals who have successfully obtained a bachelor's degree is at 27.75%, but those who have pursued further degrees, such as master's or doctoral degrees, make up 35.08% of the population. Additionally, it is worth noting that the proportion of individuals who have completed professional courses accounts for 37.71% of the overall population. After doing an analysis of the data pertaining to various regions, it becomes apparent that rural regions constitute 51.31% of the overall total, and urban regions account for the remaining 48.69%.

Table1. Demographic Details of participants

Variable	No. of participants	%
Gender		
Males	103	53.93%
Females	88	46.07%
Total	191	100 %
Age		

23 - 26 years	67	35.08%
26 – 29 years	59	30.89%
Above 29 years	65	34.03%
Total	191	100 %
Educational Level		
Graduation	53	27.75%
Post Graduates	67	35.08%
Professional courses	71	37.17%
Total	191	100 %
Regions		
Rural regions	98	51.31%
Urban regions	93	48.69%
Total	191	100 %

Table2. Utilization of Social Media for Higher Education purpose

Sr. No.	Statement of Survey	Mean Values	T-Values	Significance.
1.	Social Media is more smoother way of communication between teachers and students	4.11	15.610	0.000
2.	Social media is a direct way of communication to provide education to students without any interference	4.03	14.577	0.000
3.	Social media is found to be quickest way of exchanging information and study material between teachers and learners	4.29	18.547	0.000
4.	Social media platforms have the potential to improve student involvement, communication, and learning outcomes in higher education	4.10	15.496	0.000
5.	These platforms are useful to interact with colleagues, and engage in professional development initiatives	4.21	17.326	0.000

6.	Social media platforms are utilised to build online discussions system and improve student-teacher relationships	4.13	15.908	0.000
7.	Social media platforms for learning purpose removes the obstacles of distance and time	4.07	15.206	0.000
8.	Social media improve teaching and learning results and prepare students for success in the digital era	3.19	2.712	0.004
9.	It also motivates students and teachers to have more interest in subject matters	3.33	4.654	0.000
10.	It is the best method of sharing knowledge and information	4.09	15.640	0.000

In recent years, there has been a noticeable increase in the popularity of these platforms, leading to their widespread integration in other domains, including the field of education. The notion of academic engagement has received considerable attention in more recent times, leading to a limited availability of scholarly literature pertaining to this subject matter. This scholarly investigation provides a comprehensive examination of the utilisation of social media platforms for instructional objectives in advanced and university education, with a particular focus on educators. Social media platforms encompass digital platforms that enable individuals to engage in collaborative activities, generate content, establish relationships, and form virtual communities. Facebook, Twitter, Instagram, LinkedIn, and YouTube are a collection of prominent social networking platforms. These platforms have a significant user base, comprising millions of active individuals and organisations, facilitating important interactions and collaborations among them. This study is characterised by its utilisation of empirical evidence. The study utilised a sample size comprising 191 people. The questionnaire was methodically designed to gather data in an organised manner. To determine the outcomes of the Mean and t-test analysis, it is necessary to do the appropriate statistical procedures. The sampling strategy employed in this experiment was convenience sampling.

The result of the demographic analysis.

The data in Table 1 illustrates the breakdown of participants by gender, indicating that males constitute 53.93% of the sample,

while females make up 46.07%. The study's participants are distributed among several age groups as follows: A total of 35.08% of individuals belong to the age group of 23 to 26 years, while 30.89% fall within the age range of 26 to 29 years. The remaining 34.03% of individuals are categorised as being above the age of 29 years. With regards to educational achievement, the percentage of individuals who have successfully obtained a bachelor's degree is at 27.75%, and those who have pursued advanced degrees at the post-graduate level make up 35.08% of the population. In addition, it is worth noting that a significant portion, specifically 37.71%, of the overall population comprises individuals who have completed professional courses. After a thorough analysis of the facts about various locations, it becomes apparent that rural regions constitute 51.31% of the overall total, and urban regions comprise the remaining 48.69%.

Conclusion

In recent times, there has been an increase in the utilisation of social media platforms by higher education instructors for instructional purposes. Based on empirical investigations, a diverse range of attributes has been identified that can be used for educational purposes. However, it is important to acknowledge the existence of certain challenges, including those pertaining to confidentiality and safety, as well as a dearth of institutional backing and adequate training. In order to address these challenges, it is imperative for esteemed academic institutions to allocate adequate resources for the training and support of professionals. This will enable them to proficiently utilise contemporary programmes and applications, while also ensuring the implementation of robust privacy and security measures to safeguard the personal information of faculty members. Future research might potentially focus on the establishment of optimal methodologies concerning this matter, as well as investigating the effects of utilising social media platforms on various student populations. In order to enhance educational outcomes and equip students for success in the digital age, it is imperative for higher education institutions to do research and acknowledge the potential of social media platforms for educational utilisation. The importance of the t-values for each statement within the context of utilising social media for higher education purposes is

noteworthy. This is due to the positive t-values observed and the significance level being less than 0.05.

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