Social media use in academia

Towards topology development and investigation of dominant use motive

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Abstract

Purpose – The high rate of internet penetration has led to the proliferation of social media (SM) use, even at the workplace, including academia. This research attempts to develop a topology and thereby determine the dominant use motive for faculty's use of SM.

Design/methodology/approach – In this two-part study, a two-stage research design has been adopted for topology development based on the application of Uses and Gratifications Theory. In the second part, the Technology Acceptance Model is applied to discern the dominant motive for SM use in academia.

Findings – The work is able to develop a seven-item topology, conforming to the basic three use motives, namely, hedonic, utilitarian and social. The work shows faculty attach more value to the instrumental utility of SM, while the hedonic function is also significant.

Practical implications – Discerning dominant motive implies that SM use at the workplace should not be banned, rather effective regulated use will instil the faculty to enhance work outcomes. The conceptualisation of topology for SM use in academia at the workplace can aid in designing an effective organisation policy, and design of an internal SM platform.

Originality/value – The study is unique towards topology development for academic faculty and has many important implications for management and academia, especially towards policy design for SM use at the workplace.

Keywords Social media, SmartPLS, Social motivation, Intention to use, TAM model,
Hedonic and utilitarian motives, Uses and gratifications theory, Hedonic motivation, Academia

Paper type Research paper

1. Introduction

Social media (SM) is defined as Web-based services that allow individuals to construct a profile and connect with users in a bounded system (Boyd and Ellison, 2008). High rate of internet penetration (Bolton *et al.*, 2013) has made SM an integral part of individual lives such that a variety of reasons are cited for SM use at the workplace also, like distraction from work and monotony (Olmstead *et al.*, 2016), job-related or purely personal reasons (Landers and Goldberg, 2013; Landers and Callan, 2014). Although digital platforms distract employees roughly every three minutes from their work (Silverman, 2012), they also contribute to their productivity (Charoensukmongkol, 2014; Issa *et al.*, 2016).

Theories on motivation (Kanfer, 1990) and on consumption behaviour (Voss *et al.*, 2003) summarize that any (technological) product is consumed for two primary reasons – either hedonic or utilitarian, where the former results from sensations derived from product experience, and the latter results from functions performed by the product (Brecht *et al.*, 2012). Uses and Gratifications (U&G) theory, dominantly used to identify motives for a

particular media, also confirm the presence of above (Rubin and Perse, 1987), in addition to social motives (Sundar and Limperos, 2013).

SM finds widespread usage in academia as well, as academician use it as an effective coping mechanism against stress and burnout (Schultz and Peltier, 2013), for communication, education and learning (DeLima, 2004) and to build professional digital identities (Duffy and Pooley, 2017). SM also serves as professional communities (Jude-York *et al.*, 2000). Therefore, the purpose of this research work is to identify individual motives of SM use by faculty at the workplace, to develop a topology and determine their dominant use motive. The study population encompasses the faculty who teach professional postgraduate courses, primarily because they have increased responsibilities and longer working hours. Second, being in a knowledge-intensive field, they need continuous skill upgrade and round the clock access to information, for both of which SM is a good source (Baym, 2015; Di Micco *et al.*, 2008). Further, the social media studied in this work focus on general, primarily social discursive sites such as Facebook/Twitter/Instagram/Snapchat and excludes the professional social networking sites in use by academia like ResearchGate or LinkedIn. In this two-part study, first, a topology for SM use by faculty at the workplace would be developed, through the application of U&G theory and its conformance to the three basic motives would be tested through Exploratory Factor analysis (EFA) (Stafford *et al.*, 2004). In the second part, the Technology Acceptance Model (TAM) (Davis *et al.*, 1992) would be applied to identify the predominant SM use motive (Gu and Widen-Wulff, 2011).

The study has important and unique implications. First, to the best of the knowledge of the authors, this is a pioneering work to develop a topology for SM use by faculty. Prior research has only focused on the contribution of SM towards academics and SM specifically designed for academics (Daly *et al.*, 2010; DeLima, 2004). Second, understanding the dominant motive for SM use by faculty would aid in effective policy design and internal SM platform design.

2. Literature review

Motivation in most basic terms implies to be enthused to perform something or get involved (Ryan and Deci, 2000), to satiate unmet needs (Kanfer, 1990). Motives for a product use have been categorised as hedonic or utilitarian (Voss *et al.*, 2003); also mapped to intrinsic and extrinsic motives, respectively (Ryan and Deci, 2000; Van Der Heijden, 2004). "SM" is inclusive of collaborative projects, blogs, social networking sites (SNS), virtual gaming and virtual social worlds (Boyd and Ellison, 2008). These provide a significant advantage in academics (Scardamalia and Bereiter, 2008), by encouraging socio-emotional communication (Dascalua *et al.*, 2014) "scholarly communications" (Gu and Widen-Wulff, 2011), intrinsic utility (Toubia and Stephen, 2013) and supporting professional growth (Francis, 2013). Heightened competition in academia (Duffy and Pooley, 2017), the merging of the knowledge industry with academy and rising part-time/contractual faculty (Carrigan, 2015) has reinforced the need for self-promotion (Pooley, 2010) and 24 × 7 availability (Baym, 2015), effectively facilitated by SM (Van Zyl, 2009). Several other use motives have also been explored by other researchers (Davidson and Poor, 2015; van Dijck, 2013), all of which can be categorized as hedonic, utilitarian or social, aiding in topology development.

3. Study I – topology development theory and research framework faculty

3.1 Uses and gratifications theory

U&G theory has found widespread application in the development of topology for different media uses (Sundar and Limperos, 2013; Rubin, 1981; Brecht *et al.*, 2012). This theory, conceived in the 1940s, has its roots in mass communications studies and media effects

research and is based on the premise that by media uses, users tend to fulfil their needs which lead to gratifications (Ruggiero, 2000). The gratifications that are fulfilled from media use are labelled as Gratifications Obtained (GO), while the others are Gratifications Sought (GS) (Rubin, 1981). Studies have applied U&G theory to determine why people use particular media, that is to identify the GS from the media (Xu *et al.*, 2012), which have been further categorised as "Ritualistic", "Content" or "Hedonic"; "Instrumental", "Process" or "Utilitarian"; and Social (Nabi *et al.*, 2006; Strizhakova and Krcmar, 2004; Stafford *et al.*, 2004; Song *et al.*, 2004; Rubin and Step, 2000; Papacharissi and Mendelson, 2007). U&G theory has been extensively applied to study social media use to develop a taxonomy (Whiting and Williams, 2013; Papacharissi and Rubin, 2000; Ko *et al.*, 2005; Landers and Callan, 2014), or simply list various uses of SM for a general audience (Koch *et al.*, 2013; Omar *et al.*, 2014; Di Micco *et al.*, 2008), and for faculty in academia (Veletsianos and Kimmons, 2012; Lupton, 2014). It is important to mention here that the primary focus of U&G theory is personal in nature, and cannot be applied to study organisation wide technology adoption and acceptance (Stafford *et al.*, 2004). Further, the theory can only be used to explain continued use of a technology, assuming adoption and acceptance of the same has already occurred. Therefore, this work also assumes that social media is in use by academic faculty at the workplace through their work or personal devices, and that an attempt would be made to uncover individual personal motives for SM use at the workplace, not accounting for or considering organisation wide adoption and acceptance. Hence, it is possible to apply U&G theory to build a typology for SM use by faculty in academia.

4. Research design

In a typical U&G topology development process for a given media, a two-stage research design is adopted (Pentina *et al.*, 2014; Stafford *et al.*, 2004; Rubin, 1983), starting with development of an exploratory list of U&Gs associated with it, followed by application of exploratory factor analysis (EFA) to obtain specific profiles of media uses and gratifications, depending on the sample population.

4.1 Exploratory list

An extensive literature review followed by administering an open-ended questionnaire (designed using Google forms) to all academic contacts of authors on SM, containing the following questions to elicit U&Gs sought from SM (Adopted from (Stafford *et al.*, 2004; Friedmann and Fox, 1989), was carried out:

Q1. Imagine the situations when you enjoy accessing SM the most. Which is the first thing that comes to your mind?

Q2. List the words that describe what you enjoy most about interacting with SM.

Q3. List in one or two easy-to-understand words, the many ways in which you use SM?

Q4. Which activities or features of SM are the most important and useful to you?

The link to the questionnaire was kept active for a week, and a total of 93 faculty responded with 123 descriptive items. Only 36 items (see Table I) were retained which were identified by at least 20 respondents (Stafford *et al.*, 2004), and were used further for application of EFA.

4.2 Exploratory factor analysis

Another questionnaire was similarly administered, to gauge the level of importance (on a five-point Likert scale) attached to each of these 36 items as gratifications sought from SM usage at the workplace, by the faculty. This link was kept active for a period of one month. A total of 693 usable responses, complete in all respects were received. The demographics of the sample were as under: approximately 61 per cent were females, while 39 per cent were males; 22 per cent were 24-30 years of age, 39 per cent were 30-40 years of age, 18 per cent were 40-50 years of age, and 21 per cent were older than 50 years of age (rounded to nearest decimal). EFA was applied using SPSS10 and Varimax rotation was used to identify the factors, with factor loadings, greater than or equal to 0.5 (Hair *et al.*, 1995).

The most relevant factors on examining the scree plot and rotated factors loadings (see Table II) confirmed to be three. Factor 1 contains items representing hedonic gratification since they seem to satisfy either fantasy, sensory or emotive aspects of SM use. Similarly, items in Factor 2 represent Utilitarian gratifications, while Factor 3 represents social gratification of SM use. This confirms the existence of hedonic, utilitarian and social gratifications for SM use by faculty at the workplace, consistent with the theoretical foundations (Stafford *et al.*, 2004; Sundar and Limperos, 2013).

4.3 Topology for social media use in academia

To suggest a topology, a labelling process (Poba-Nzaou *et al.*, 2016) was carried out for each construct of EFA. In the presence of academic experts, a group of researchers conducted a semantic analysis of the items falling under each construct and created categories and labels for the same. Two more researchers independently repeated this process, and on cross-comparison, items falling under each construct were finalised. Another researcher then randomly assigned more than half of the garnered items from the inventory list to the final list of categories. Intercoder reliability was determined through "Cohen Kappa" statistic, demonstrating fair agreement with the final categorisation. Additionally, these shortlisted categories were compared with the unique gratifications (Sundar and Limperos, 2013) associated with Web 2.0 technologies, which encompass SM (Wortham, 2011). The final categorisation is listed in Table III.

The outcomes of Study 1 are generalizable to the study population as "use motives of social media in academia", and can be used as a basis for future investigations. For example, Internet use motives obtained by Stafford *et.al.* (2004) were used in the works of Tran *et al.* (2018) to demonstrate their effect on satisfaction derived by customer from using social networking sites and thereby explain continuance intention of customers' use of Social networking sites. Similarly, deriving from Stafford *et al.* (2014) internet uses, fatigue arising from social network use and its effect on continuance use intention of the respondents were

Item	Item	Item	Item
Friending	Education	Identity	Advertisements
Entertainment	Professional communities	Self-branding	Job opportunity
People surfing	Social communities	Learning	Networking
Social interaction	Escape	Sharing resources	Coordination
Chatting	Pastime	Ideas	Advice
Social reminders	Disclosure	Feedback	Freedom
Events	Relaxation	Crowd-sourcing	Communication
Social updates	Information	Crowd-funding	Groups
Academic updates	Social support	Surveillance	Career advancement

Table I.
Initial motive descriptor inventory for academician's SM use

	Factor 1: Hedonic gratifications	Factor 2: Utilitarian gratifications	Factor 3: Social gratifications
Friending	0.125	0.101	*0.589*
Entertainment	*0.681*	0.050	0.424
People surfing	0.187	0.012	*0.669*
Social interaction	0.030	0.110	*0.672*
Chatting	0.105	0.221	*0.584*
Social reminders	*0.564*	−0.040	−0.060
Events	0.081	0.553	0.260
Social updates	0.002	*0.261*	*0.557*
Academic updates	−0.021	*0.621*	0.138
Education	0.010	*0.542*	0.135
Professional communities	0.307	0.541	0.120
Social communities	0.023	0.080	*0.512*
Escape	*0.678*	0.010	0.246
Pastime	*0.591*	0.123	0.424
Disclosure	0.221	*0.522*	0.090
Relaxation	*0.562*	0.241	0.118
Information	0.060	*0.660*	0.012
Social support	0.071	−0.002	*0.542*
Identity	0.203	*0.709*	0.040
Self branding	0.060	*0.661*	0.212
Learning	0.070	*0.657*	0.157
Sharing resources	0.110	*0.553*	0.463
Ideas	0.187	*0.673*	0.445
Feedback	0.176	*0.618*	0.130
Crowd-sourcing	0.135	*0.568*	0.223
Crowd-funding	0.174	*0.543*	0.138
Surveillance	0.090	0.141	0.275
Advertisements	*0.532*	0.111	0.261
Job opportunity	−0.040	0.125	0.360
Networking	0.061	0.136	*0.644*
Coordination	0.135	*0.658*	0.050
Advice	0.130	0.040	0.111
Freedom	*0.666*	0.224	−0.020
Communication	0.070	0.080	0.141
Groups	0.060	0.121	*0.712*
Career advancement	0.122	0.040	0.111

studied by Zong *et al.* (2019), how use motives differ with following sports organisations of different social networks was studied by Li *et al.* (2019), and so on.

5. Study II – dominant use motive theory and research framework
5.1 Introduction to technology acceptance model
Adoption or use of a technology can be studied using either of the three approaches – the individualist, structuralist and interactive processes (Bogea and Brito, 2018). As this research investigates individual motives of using social media at workplace, it adopts individualist approach. TAM is also based on individualist approach as it has widely been deployed to study and explain technology adoption, acceptance and usage behavior by an individual user (Bolton *et al.*, 2013; Brecht *et al.*, 2012; Chau and Hu, 2001). Further, TAM has also been widely applied in studies focusing on on-job technology use motivation

Gratification	Description
Social gratification	
Social utility	Use of SM for communication and interaction with others for non-work tasks
Hedonic gratification	
Information utility	Use of SM to seek and share information, for non-work related tasks
Escape utility	Use of SM to escape work and kill idle time encompasses Pastime and Relaxation
Entertainment utility	Content gratification, where the content accessed, created and shared on SM provides a means of entertainment for the end-user
Utilitarian gratification	
Convenience Utility	Use of SM for facilitating one's tasks and for this study inculcates "Crowd-sourcing" and "Coordination"
Social status utility	Refers to the outcome of a feature of Web 2.0 applications which allows instant sharing of content or updates, allowing enhancement of one's identity
Connection utility	Use of SM for communication and interaction for work-related tasks
Information utility	Use of SM to seek and share information, for non-work related tasks

Table III.
Topology for SM use by academicians

(Stafford *et al.*, 2004). This work uses TAM and not UTAUT or other revised versions of TAM, based on the findings from the works of (Granić and Marangunić, 2019), which revealed that TAM dominated among research works focusing on technology adoption and acceptance in education, while most of the empirical studies focused on the original TAM itself. Additionally, a key limitation of UTAUT emerges from exclusion of individual characteristics or attitude as a core construct to explain variations in technology use behaviour (Dwivedi *et al.*, 2019), while this work primarily focuses on individual motives to use social media at workplace. Moreover, the variables used in TAM are also included in UTAUT, although labelled and organised differently (Venkatesh *et al.*, 2016).

Recent research works have extended the scope of applicability of TAM, to study technology adoption by different industrial or organisational contexts. For example, TAM has been used to study technology adoption specifically by B2B organisations (Siamagkaa *et al.*, 2015), in small and medium scale enterprises (AlSharji *et al.*, 2018), in travel and tourism industry. Its strength in terms of its applicability to diverse set of technologies and users has been confirmed (Venkatesh *et al.*, 2003). Despite numerous works on use of TAM in education, limited works focus on variety of learning technologies and types of users, such that only 6 per cent of the works under review had faculty members or teachers as sample (Granić and Marangunić, 2019). This work would therefore address this limitation and investigate motives explaining continued use intention of social media at workplace in education domain, by faculty members or teachers.

Study 1 has applied U&G theory to discern GS (uses and gratifications) of social media use by academic faculty. The discrepancy or the relation between GS and GO for a social media affects the psychological process of an individual governing their initiation or continuation of that media use (Bae, 2018). Therefore, to offer an explanation for continued use of social media at workplace, it needs to be uncovered how GS and GO from social media by academic faculty, affects their intention to use the same at the workplace. TAM can be applied in this context, since TAM is primarily based on two beliefs – perceived usefulness (expected performance consequences) and Perceived Enjoyment (perception of being enjoyable) – which determine an individual's intention to use a technology, and consequently his attitude (Davis, 1989; Deci, 1971). Following from the previous section, GS (discerned from application of U&Gs) categorised into ritualistic (hedonic), instrumental

(utilitarian) and social gratifications, can be mapped to "Perceived Enjoyment" and "Perceived Usefulness" of TAM respectively (Nabi *et al.*, 2006; Strizhakova and Krcmar, 2004). As, both enjoyment and usefulness are important determinants of motivation to use SM at the workplace in academia; discerning the dominant use motive would explain the reason behind continued use of social media at the workplace by the academic faculty.

6. Development of hypothesis

Following from the TAM, we use "intention to use" as the dependent variable in our study (Chau and Hu, 2001; Chen and Chao, 2011). The hedonic and utilitarian motives have been operationalized through "Perceived Enjoyment" and "Perceived usefulness" dimensions of TAM (Van Der Heijden, 2004; Nabi *et al.*, 2006; Strizhakova and Krcmar, 2004), respectively, while the social motive has been mapped to either of the two, depending on the context of use (Stafford *et al.*, 2004). So, it is hypothesized:

H1. Both usefulness and enjoyment will have a significant effect on faculty' intention to use SM in the workplace.

6.1 Independent variables – social gratifications

"Social utility", classified as "social gratification", refers to the use of SM for the purpose of communication and interaction with others for non work tasks, classifying it as hedonic motive (Voss *et al.*, 2003), such as be-friending, chatting and connecting (Landers and Callan, 2014). This utility aids faculty to build their social capital and communities, and stay updated (Di Micco *et al.*, 2008; Ellison *et al.*, 2014; Duffy and Pooley, 2017; Rowlands *et al.*, 2011). Past works have termed similar constructs as social motivation, interpersonal utility and companionship (Korgaonkar and Wolin, 1999; Papacharissi and Rubin, 2000; Palmgreen and Rayburn, 1979). Therefore, it is hypothesized that:

H2. "Social Utility" will have a positive influence on "Perceived Enjoyment" from SM use by faculty.

6.2 Independent variables – hedonic gratifications

"Entertainment Utility", a content gratification, involves the use of content accessed, created and shared on SM as a means of entertainment for the end-user (Krcmar, 2017; Sundar and Limperos, 2013), like games, videos and humorous posts accessed on SM by faculty (Whiting and Williams, 2013; Landers and Callan, 2014). This utility has also been associated with internet (Papacharissi and Rubin, 2000) and Facebook (Joinson, 2008; Raacke and Jennifer, 2008), and is hedonic in nature (Nabi *et al.*, 2006).

"Escape Utility" encompasses Pastime and Relaxation taxonomy for SM use (Papacharissi and Rubin, 2000; Landers and Callan, 2014), and refers to use of SM as a relief from boredom (Whiting and Williams, 2013), and day-to-day stress (Raacke and Jennifer, 2008). The basic premise of use is to escape work, kill idle time, without any involvement of thought (Brecht *et al.*, 2012) and flee from reality (Joinson, 2008). The use is restricted to during idle time (Chen, 2011).

"Information Utility" as a hedonic gratification, encompasses SM use to seek non-work related information like social reminders, advertisements and personal events (Landers and Callan, 2014). Faculty also use SM at the workplace to share non-work related resources, offer advice (Veletsianos and Kimmons, 2012) and to stay updated on recent social events (Lupton, 2014).

Therefore, it can be sufficiently hypothesized that:

H3-H5. "Entertainment Utility", "Escape Utility" and "Information Utility" will have a positive influence on 'Perceived Enjoyment' from SM use by faculty.

6.3 Independent variables – utilitarian gratifications

"Information Utility" as a utilitarian gratification, involves SM use for work-related information, to self-educate and disseminate individual learning (Whiting and Williams, 2013) (Spector, 2016), and has a similar interpretation as internet usage (Papacharissi and Rubin, 2000) or information motivation (Korgaonkar and Wolin, 1999). Faculty use SM to share educational information and resources (Veletsianos and Kimmons, 2012), work-related developments (Lupton, 2014), identify research opportunities (Rowlands *et al.*, 2011) and receive conference alerts on SM "newsfeed" (Duffy and Pooley, 2017).

"Connection Utility" involves communication and interaction on SM for work-related tasks (Whiting and Williams, 2013), distinct from "Social Utility" (Sundar and Limperos, 2013), encompassing both intra and inter-office communication (Joinson, 2008). It enables faculty to be available round the clock (Baym, 2015), carry "scholarly communication" (Ponte and Simon, 2011), blogging, developing ideas, feedback and improvement in individual skills (Lupton, 2014).

"Convenience Utility" involves SM use for facilitating faculty' tasks, involving "Crowd-sourcing", "Coordination", "Surveillance", etc., for this study. Faculty use SM for rapid electronic access to scholarly content (Nández and Borrego, 2013), project campaigning and polling (Di Micco *et al.*, 2008; Landers and Callan, 2014) and gain influence, followers and funds (Davidson and Poor, 2015). "Group" feature allows them to coordinate and collaborate (Boyd and Ellison, 2008; Isaias *et al.*, 2018) and act as a continuous interactive feedback mechanism (Jena, 2015).

"Social Status Utility" refers to the outcome of a feature of Web 2.0 applications which allows instant sharing of content and updates (Wortham, 2011). This utility allows the enhancement of one's identity (Sundar and Limperos, 2013), fulfilling academician's need for self-endorsement in a fiercely competitive market (Carrigan, 2015; Duffy and Pooley, 2017). SM promotes self-expression and builds social status (Pooley, 2010). Complementary to the traditional citation-based metrics used to assess performance of the faculty, academia is now moving towards "Altmetrics", acknowledging the massive role of SM, both at workplace and personal lives. Altmetrics attempts to quantify faculty performance on the basis of presence on SNS and the Internet, and may include number of wiki citations, discussions on research blogs, mentions on SNS, and so on (Sugimoto *et al.*, 2017). Therefore, SM use at the workplace also affects the performance rating of the faculty and hence their social status and convenience utility:

H6-H9. "Information Utility", "Connection Utility" and "Convenience Utility" and "Social Status Utility" will have a positive influence on "Perceived Usefulness" from SM use by faculty.

6.4 Control variables

The study incorporates four control variables – age, habit, perceived risk and facilitating conditions, as these may also account for some of the variation in target construct (Hair *et al.*, 2012), which is "Intention to Use". Although TAM assumes that behaviour and intention can be explained through a reasonable process (Fujii and Garling, 2003), some behaviours, scripted in individual's memory ("driven by habit"), are beyond individual control

(Verplanken and Aarts, 1999). Individuals have been seen to use technology habitually (Limayem *et al.*, 2001), displaying almost automated behaviour. Therefore, habit is posited as a control variable for faculty SM use as well.

In academia, age has been seen to negatively impact the frequency of SM usage (Nández and Borrego, 2013), strengthened by the fact that the rate of adoption of the internet is higher among youth, accounting for their major presence on SM, their familiarity and fluency of use (Bolton *et al.*, 2013). Therefore, age is used as a control variable.

Perceived risk, defined as "the potential for loss in the pursuit of the desired outcome of using an e-service" (Featherman and Pavlou, 2003), has also been included as a control variable since it induces a feeling of discomfort in individuals. Higher the perceived risk to use SM platforms, lower will be the intention to use it at the workplace.

Facilitating conditions includes the availability of necessary infrastructure and required abilities, fluency in use and 24-h access to technology, which can facilitate or inhibit SM use (Martins *et al.*, 2014). This has been used as a control variable following from UTAUT (Unified theory of acceptance and use of technology) theory (Venkatesh *et al.*, 2003). The final research work is depicted in Figure 1.

Based on the discussion on control variables, the hypothesis has been framed as under:

H10, H13. Habit and Facilitating Conditions have a positive influence on the intention to use SM at the workplace.

H11-H12. Age and Perceived Risk have a negative effect on the intention to use SM at the workplace.

7. Research methodology

7.1 Scales used in the study

The scale items for the endogenous variables "Perceived Usefulness", "Perceived Enjoyment" and "Intention to use" have been adopted from (Van Der Heijden, 2004). The scales for control variables Age, Experience, Facilitating Conditions, Perceived Risk and Habit have been adopted from Limayem *et al.* (2001); Martins *et al.* (2014); Venkatesh *et al.* (2003); Featherman and Pavlou (2003). For all other exogenous variables, scale has been developed based on the results of Study 1, containing items (EFA, Table II) corresponding to each utility of the topology (Table III).

7.2 Validity and reliability

To remove the redundant and ambiguous items from the questionnaire, to prepare it for conducting survey, it is required to establish validity and reliability of constructs in the pre-test stage, by using content validity and category shuffling technique (Brecht *et al.*, 2012; Nahm *et al.*, 2002). For category shuffling, all scale items (69 items) were randomly listed and construct titles was provided to a panel of eight experts, who then assigned items to the constructs as per their opinion. The experts in the panel were faculty and industry experts working in the field of Digital and Social Media Marketing, Digital Strategy, Media and Communication, and Digital Broadcasting. The hit ratio was computed as the number of correctly placed items divided by the total number of items (Landis and Koch, 1977), and came out to be 76 per cent for the study. The items not correctly placed after shuffling were either removed or refined. Further reliability and validity assessment were carried through results provided by SMART PLS software, applied on the structural and measurement model of the study.
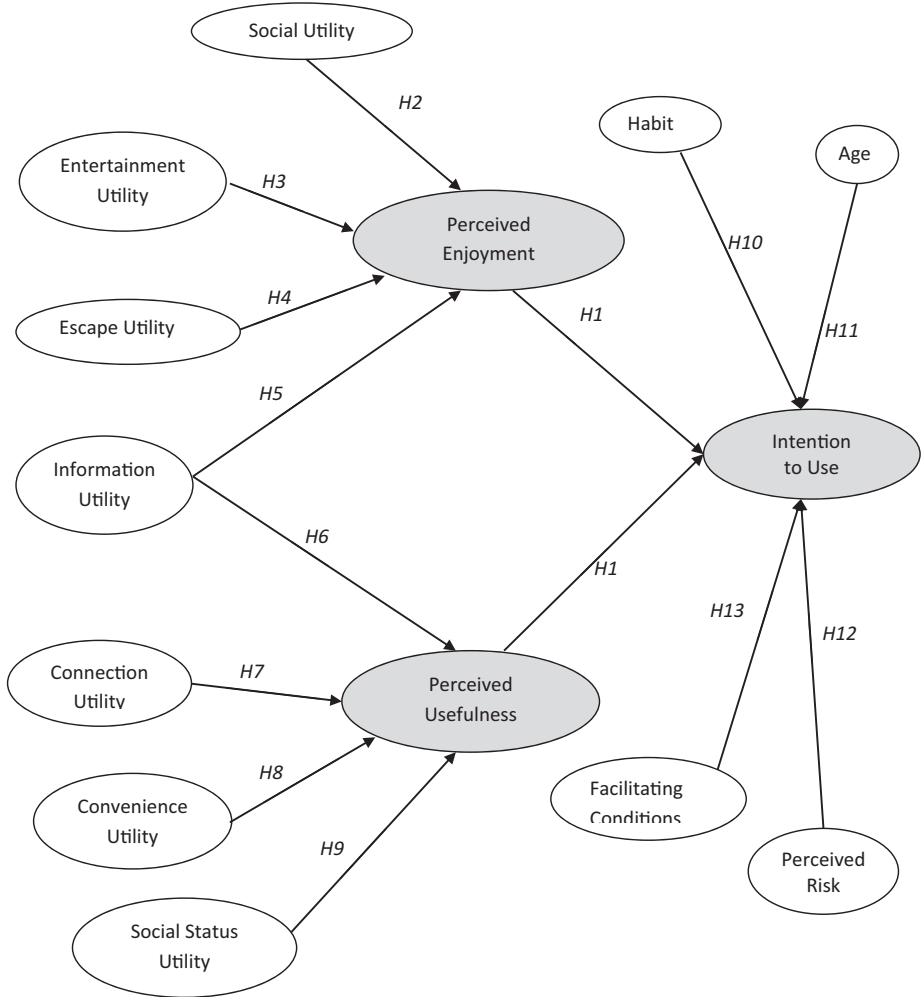
Figure 1.
Final research
framework

7.3 Sample size and data collection
A total of 200 faculty from the same population of the study, that is faulty who teach
postgraduate professional courses, at three major public and private universities in the state
of Punjab, India participated in the study. In total, 178 complete surveys were received, out
of which 46.62 per cent were females, while 53.40 per cent were males; 47.20 per cent of
respondents were in the age group of 35 to 50 years, 37.10 per cent in fewer than 35 years
while remaining 15.70 per cent in more than 50 years of age.

7.4 Analytical tool used
For the study, the hypothesis testing has been carried out using SmartPLS software (Ringle
et al., 2005), based on the PLS (partial least squares) approach. It is most useful when the
sample size is small and little theoretical background or correct model is available (Henseler
et al., 2009).

8. Results and discussion

The PLS analysis converged in ten iterations and the data is free from multicollinearity and outliers (Garson, 2016a, 2016b, 2016c). Application of CTA (confirmatory tetrad analysis) confirms that the model is reflective (Bollen and Ting, 2005; Gudergan *et al.*, 2008). The result outcomes of SmartPLS are shown in Figure 2.

8.1 Explanation of variance in "intention to use"

The coefficient of determination R^2 for "Intention to Use" is 0.778, implying that Perceived Enjoyment and Perceived Usefulness account for 77.8 per cent variance in it, offering
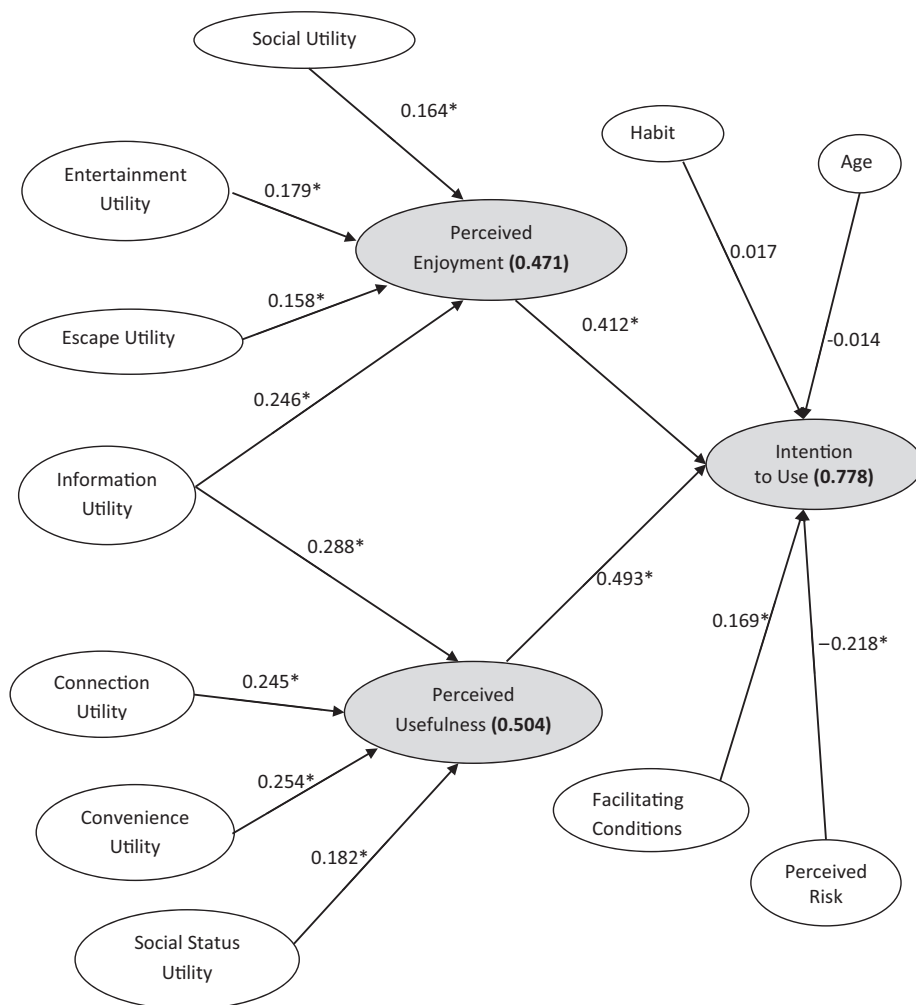

Figure 2.
Inner model with path coefficients and coefficient of determination R^2

Note: Values marked with * are significant at 0.05 level of significance

"substantial explanation", while R^2 for "Perceived enjoyment" and "Perceived usefulness" are 0.471 and 0.504, respectively, implying moderate explanation (Chin, 1998).

8.2 Inner model path coefficients sizes and significance
The path coefficients in decreasing order of effect on the dependent variable have been depicted in Table IV. Among control variables, Age and Habit do not have significant relation with Intention to use, while Perceived Risk has negative (−0.218), and Facilitating conditions have positive (0.169) significant relation with Intention to Use.

8.3 Reliability and validity
For all variables, indicator reliability is acceptable (Wong, 2013). Other measures used to establish construct validity and reliability meet acceptance criteria (Hair *et al.*, 2012) (Appendix 1). Discriminant validity too has also been established using Fornell–Larcker criteria (Fornell and Larcker, 1981) (Appendix 2).

8.4 Structural path significance in bootstrapping
The *T*-statistics are consistent with path coefficient findings and are significant for all paths (Henseler *et al.*, 2009), for both inner and outer model.

8.5 Effect sizes
The model has no indirect effect. The direct effects on "Intention to Use" (Table V) for the variables "Perceived Enjoyment" and "Perceived Usefulness", indicate a "medium" and "high" effect size, respectively (Cohen, 1992), consistent with previous findings.

8.6 Control variables
The control variables "Age" and "Habit" do not have a significant relationship with "Intention to Use", while "Perceived Risk" has a higher and negative controlling effect than "Facilitating conditions". Further analysis of the effect of control variables, is beyond the scope of this research as per findings of Hair *et al.* (2012).

Hypothesized path relation	Path coefficient
Perceived usefulness → Intention to use	0.493
Perceived enjoyment → Intention to use	0.412
Information utility → Perceived usefulness	0.288
Convenience utility → Perceived usefulness	0.254
Information utility → Perceived enjoyment	0.246
Connection utility → Perceived usefulness	0.245
Social status utility → Perceived usefulness	0.182
Entertainment utility → perceived enjoyment	0.179
Social utility → Perceived enjoyment	0.164
Escape utility → Perceived enjoyment	0.158

Table IV.
Significant path relationships (in decreasing order of effect)

	Perceived usefulness	Perceived enjoyment
f^2 (Intention to use)	0.348	0.240

Table V.
Effect sizes

9. Discussion and implications

9.1 Discussion

The analysis reveals that both usefulness and enjoyment have a significant effect on faculty' intentions to use SM in the workplace (Landers and Callan, 2014; Barker, 2008; Landers and Goldberg, 2013). Faculty use SM for different utilities, gratifying either hedonic or utilitarian motives (Daly *et al.*, 2010; Veletsianos and Kimmons, 2012; Lupton, 2014; Voss *et al.*, 2003). The dynamics of action approach and cognitive choice theories explain that faculty indulge in the use of SM to maximize overall utility derived from the usage of SM, depending on the motive they seek to satiate (Fischman, 1988; Kuhl and Atkinson, 1984). The proposition has also been confirmed by U&G theory, Intrinsic and Extrinsic motivation theories (Ruggiero, 2000).

The value of path coefficients for "Perceived Enjoyment" and "Perceived Usefulness" demonstrate that the predominant motive for SM use by faculty at the workplace is "usefulness" than "enjoyment", implying that they attach more value to the instrumental utility of SM than hedonic function. The antecedents of Perceived Usefulness as theorised by U&G theory, which is most significant and pertinent to the present research work are Information Utility, Convenience Utility, and Connection Utility, followed by Social Status Utility in the listed order of significance. In this lieu, *H6, H7, H8* and *H9* are accepted. The structural path coefficients reveal that the relationship between the U&Gs and "Perceived Usefulness" are weak to moderate in strength.

Although usefulness emerged as a dominant motive, enjoyment also has a significant impact on the intention to use. The dominant antecedents for Perceived Enjoyment from SM usage at the workplace are Information Utility, Entertainment Utility, Social Utility and Escape Utility, in the given order of importance. These U&Gs have a moderate to weak relationship with Perceived Enjoyment.

9.2 Implications

Academia, particularly the professional institutes, can benefit from conceptualisation of topology for SM use by faculty at the workplace. First, U&Gs listed in the topology in this work can be inculcated in policy design to regulate social media usage at the workplace and leverage on the benefits from these U&Gs to enhance work outcomes. An effective organisation policy should always cater to and meet the requirements of the employees (Broughton *et al.*, 2009). Since utilitarian gratifications of SM aid teachers to attain work-life balance (Jude-York *et al.*, 2000), job satisfaction and enhanced job performance (Rigano and Ritchie, 2003), through increased skill efficacy (Stoll and Seashore Louis, 2007), innovative capability and teamwork (Daly *et al.*, 2010), organisation policy should cultivate and reinforce the habit of participating in SM use for utilitarian purposes by "pushing" such features of SM which promote collaboration and learning. Additionally, SM use for hedonic purposes should not be completely restricted, as it promotes connectedness and hence enhanced organizational experiences among teachers (Cross *et al.*, 2002). At the same time, appropriate mechanisms to report any derogatory use and clear specification of risks associated with SM use should be included in the policy, to promote healthy SM use. Second, the topology can also be used by the management to develop a design of SM platform internal to the institute, which effectively leverages on the utilities derived by the faculty from SM use. For example, to enhance faculty' connection, information and convenience utility, features like messengers, bulletins, notice boards, blogs, content repositories, links to educational resources need to be included.

10. Limitations and future scope

Although, the present research work has successfully validated the theoretical base incorporated in the study, it is worth noting that U&G theory has been criticised on the grounds that both conscious and unconscious factors shape an individual's behaviour (Strizhakova and Krcmar, 2004), so, it is not completely accurate to assume that an individual is an active and motivated user of a medium (Nabi *et al.*, 2006). Self-report can also inhibit revelation of negative gratifications (LaRose and Eastin, 2004). Further, Perceived Ease of Use (PEOU) dimension of the TAM (Venkatesh and David, 1996) can also be included in addition to Perceived Enjoyment and Perceived Usefulness to explain Behavioural Intention.

Another limiting factor is the use of "Intention to use" and not "Actual Usage" in the study. Future research can include a second-order dependent variable "Use Behavior" and study the interaction effects and total effects of latent variables on the two levels of dependent variables. Analysis of significant control variables can also be carried out using techniques such as multi-group path analysis (Hair *et al.*, 2012).

Another interesting insight can be gained by comparing dominant U&Gs for SM internal to a firm and external SM like Facebook, Twitter, etc. It would be worth exploring that if the utilitarian SM functions illustrated in this work are completely fulfilled by internal networks of the institute, then, will the users switch to external SNS and which would be their predominant motive for use?

Aspects which can probably inhibit or aid the use of social media by the research population such as availability of interaction technology, network connectivity and usage skills, can also be included in the study as control variables. Further, some employers may impose restrictions on employee visibility such as limiting placing employee details such as contact number, email and phone on SM. In addition, sociability of the research population may vary by country, subject, ethnicity, which will consequently impact their use frequency and motives. These aspects also require further investigation.

The productivity paradox of social media use at the workplace is a much debated and researched issue (Mainiero and Jones, 2013; Leidner *et al.*, 2010). The emerging field of Altmetrics adds to this dilemma, as Altmetrics quantifies presence of the faculty on social media and the internet as a performance indicator (Sugimoto *et al.*, 2017). Therefore, future research may focus on uncovering how social media use at the workplace affects employee performance, in light of these dynamics of the field of SM use in academia (Cronin and Sugimoto, 2014) .

SM has become a widely adopted vehicle for information retrieval and dissemination in academia, despite of questionable credibility of the content on SM (Sugimoto *et al.*, 2017). Such advents radically change the dynamics of information management in the workplace, underpinning avenues for future research. Some of the pertinent issues requiring future research work are interrelationship of social systems and information management in context of use of digital media in workplace, issues strategic governance of information management and information management in digital workspaces (Bystorm *et al.*, 2019).

11. Conclusion

As social media finds widespread usage, even at the workplace, and many use motives have been discerned by previous works, this work set to discern the topology for SM use by faculty and their dominant use motive. In this two-part study, U&G theory and EFA were applied to develop the topology, while SmartPLS was applied to discern a dominant motive. The work has revealed that faculty attach more value to the instrumental utility of SM than hedonic function and cited many practical implications for both faculty and management,

and suggested some probable future research areas. The contributions of the study towards research in SM adoption and usage behaviour are many. This is the first of its kind study where the motivation to use SM by faculty is assessed. The discerning of dominant use motive demonstrates the increasing role of SM as a medium for official work coordination, decision-making, information seeking and official interactions. Institutes can ask teachers to create their accounts on SM to leverage on the benefits offered by the above-mentioned uses of SM by teachers. The institutes can take a cue from the above findings to develop their internal networks to leverage on the gratifications of SM for faculty.

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Appendix 1

	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Escape utility	0.846	0.897	0.745
Entertainment utility	0.873	0.912	0.777
Information utility	0.863	0.897	0.636
Connection utility	0.822	0.868	0.630
Convenience utility	0.858	0.892	0.623
Social utility	0.781	0.738	0.771
Social status utility	0.794	0.898	0.800
Perceived enjoyment	0.810	0.888	0.725
Perceived usefulness	0.815	0.878	0.644
Intention to use	0.829	0.898	0.746
Perceived risk	0.881	0.918	0.737
Facilitating conditions	0.846	0.897	0.687

Table AI.
Results summary

Appendix 2

	EU	SU	CU	CNVU	IU	SSU	ENTU	PE	PU	IU	PR	FC
EU	0.745											
SU	0.563	0.777										
CU	0.739	0.633	0.636									
CNVU	0.699	0.458	0.614	0.630								
IU	0.650	0.519	0.622	0.547	0.623							
SSU	0.293	0.159	0.266	0.324	0.212	0.771						
ENTU	0.623	0.412	0.617	0.610	0.613	0.107	0.800					
PE	0.641	0.502	0.616	0.619	0.603	0.330	0.557	0.635				
PU	0.611	0.371	0.619	0.609	0.518	0.410	0.598	0.629	0.728			
IU	0.328	0.300	0.350	0.434	0.319	0.115	0.351	0.517	0.442	0.749		
PR	0.183	0.165	0.143	0.105	0.162	0.130	0.168	0.111	0.161	0.255	0.725	
FC	0.106	0.109	0.102	0.125	0.161	0.180	0.119	0.127	0.109	0.237	0.808	0.644

Table AII.
Discriminant validity computations for each latent variable

Notes: Table cells contain the square root of AVE (diagonal elements) and the correlation between latent variables in other cells. (Latent variables are abbreviated as EU-Escape Utility, SU-Social Utility, CU-Connection Utility, CNVU-Convenience Utility, IU-Information Utility, SSU-Social Status Utility, ENTU-Entertainment Utility, PE-Perceived Enjoyment, PU-Perceived Usefulness, IU-Intention to Use, PR-Perceived Risk, FC-Facilitating Conditions)

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