

THE EFFECT OF FACEBOOK USE ON ACADEMIC JOB PERFORMANCE

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ABSTRACT

As an academic use of social networking sites (SNS) has been playing a vital role in the way of doing business in education industry. Therefore, the present study is to propose a concept of 'task characteristics' using task- technology fit model. In this regard, this paper extend knowledge from Lee and Lee (2018) model that examine the use of Facebook on office workers. However, there is still lack of study about the relationship between SNS use and job performance in the context of academic industry especially in hospitality and tourism faculty. Thus, this study has implications for academic industry that are concerned about formulating policies related to academic use of SNS.

Keywords: SNS, job performance, task equivocality, task interdependence

INTRODUCTION

The advancements in the internet in recent years have made new systems available to business especially social networking sites (SNS) is a good example as online communities. The availability of the internet has given the individuals the opportunity to use SNS from email to Twitter, Instagram and Facebook and to interact and without the need for physical meetings. With the rise and new advancement of Web 2.0 applications has transferred the internet to a social environment by introducing SNS, individuals can interact and generate content online. Today many people use SNSs worldwide (Hu, Lu, Huang & Jen, 2017) and the number is increasing (Leftheriotis & Giannakos, 2014).

According to MCMC (2018), 87.4% of internet users in Malaysia is increased from 24.5 million in 2016 to 28.7 million in 2018. It is possible that when individuals use SNS during work they are unable to concentrate on their jobs (Brooks, 2015; Moqbel, Nevo and Kock, 2013). Therefore, the effect of SNS use on job performance in academic industry is a matter of interest to academic industry. Other studies have suggested that SNS use in the workplace positively affects workers' job performance (Bennett, Owers, Pitt and Tucker, 2010; Leftheriotis and Giannakos, 2014; Moqbel, Nevo and Kock, 2013). Consequently, contradictory claims have been made about the effect of SNS use by office workers (Lee & Lee, 2018) and students (Abraham, Mir, Suhara & Sato, 2018) on academic use and performance. However, there is a lack of empirical studies of SNS use by academic workers and its effect on individual job performance. This current study examines what SNS factors

that affect academic job performance. Particularly to our knowledge, no study has verified whether the relationship between SNS use and academic job performance can vary by task characteristics.

RESEARCH MODEL AND HYPOTHESES

This study proposes a conceptual model, as shown in Figure 1, to examine the relationships between the SNS use and job performance on academic industry context. The proposed conceptual model was developed, in order to provide a comprehensive understanding on the factors that effect on academic job performance.

Relationship between SNS use and academic job performance

Previous empirical studies on the relationship between SNS use and job performance identified two independent variables affecting job performance: SNS use for work (Cao et al., 2012; Leftheriotis and Giannakos, 2014) and SNS daily use for personal purposes (Andreassen, Torsheim and Pallesen, 2014; Brooks, 2015; Charoensukmongkol, 2014). According to these studies, SNS use including for work had only a positive effect on job performance (Cao et al., 2012; Leftheriotis and Giannakos, 2014); however daily SNS use had positive (Charoensukmongkol, 2014; Moqbel, Nevo and Kock, 2013) or negative on job performance (Andreassen, Torsheim and Pallasen, 2014; Brooks, 2015). Therefore, this study used two separate variables to measure SNS use: time spent on Facebook use and Facebook use for work. The time spent on Facebook use is to measure daily Facebook use including its use for personal purposes. In addition, it has been found that more social media use (on the example of Facebook) is related to worse academic outcomes also, engaging with social distractors (social media with its functionalities could be considered as one) have shown to be related to poorer concentration and procrastination (Dewitt and Schouwenburg, 2002). Some studies have shown that higher levels of using Facebook are associated with poorer academic outcomes (Samaha and Hawi, 2016; Hawi and Samaha, 2016; Rozgonjuk and Taht, 2017; Jiang, 2014). However, it has not been studied in different levels of Facebook use related to academic job performance. Therefore, this study proposed that time spent on Facebook personal use has a positive effect on academic job performance.

SNS have completely transformed the way people interact, work, learn or communicate with each other both at professional and personal level. SNS have been utilized in learning and education field due to the simple website's accessibility, efficiency and ease of use, individual affordances and engagement (Alexander and Levine, 2008; Chenzi, Salehi and Yunus, 2012). These social networking sites (SNS) permit academic to discuss and share their educational knowledge, encourage them to ask for the help of other academic, increase their participation in online communication and encourage them to interact for active learning. Over the past few years, the use of Facebook has grown exponentially, especially among the younger population and students continue to be the core user of Facebook (Rambe, 2012; Thomson, 2013; Thongmak, 2014). Given the fact that social media (particularly Facebook) enables its users to present themselves in an online profile and provide an easy way access and interact with bilingual or multilingual speakers or native speakers of a language of interest. Therefore, this study proposed

P1: Time spent on personal Facebook use has a positive effect on academic job performance.

P2: Facebook use for work has a positive effect on academic job performance.

Relationship between task characteristic and academic job performance

According to task- technology fit model (Goodhue and Thompson, 1994), the model proposes that the fit between task characteristics and technology characteristics positively affects individual performance. The higher the level fit is associated with an increase in the use of technology and task performance. Thus, the effect of an information system on task performance varies in line with the task characteristics. Lu and Yang (2013) propose that the task technology fit model can also be applied to SNSs. Therefore, it can be concluded that the effect of SNS use on academic job performance can vary by task characteristics.

Task characteristics have been diversely classified (Goodhue and Thompson, 1995; Gebauer, Shaw and Gibbins, 2010; Liu and Li, 2012). Daft and Lengel (1986) divided task characteristics into uncertainty and equivocality. However, Goodhue and Thompson (1995), Kim, Park and Lee (2007) classified task characteristics into equivocality and interdependence. Therefore, in this study is to examine the task characteristics in term of equivocality and task interdependence. Dennis and Kinney, (1998) define task equivocality is the degree of multiple and conflicting interpretations about the situation related to a task. Task interdependence is referring to the degree to which individuals are dependent upon and receive direct support from others (i.e., co-workers and team leaders) in order to perform a task. Therefore, this study proposed:

P3: Task characteristic has a positive effect on academic job performance.

METHOD

This study will be carried out in the public university. The study will be conducted a survey technique to test three hypotheses of this study. Participants will be randomly selected to take part in the survey using convenience sampling technique where the academics were selected based on researchers' convenient accessibility and proximity to the academics (Gravetter & Forzano, 2009). In order to measure time spent on Facebook use, participants will be asked to state the average daily time they spent on Facebook use in hours and minutes. Meanwhile, Facebook use for work refers to the use of Facebook in expectation of beneficial effects on work. The measurement items for SNS use will be adopted from Cao, Vogel, Guo, Liu & Gu (2012) while items for SNS use for work will be adopted from Leftheriotis and Giannakos (2014). Meanwhile, for task characteristics will be measured by taking six items developed by Dennis and Kinney (1998) and modifying them to suit the present study. Items for dependent variables will be measured using six items from Leftheriotis and Giannakos (2014). Figure 1 illustrate the proposed model for this study.

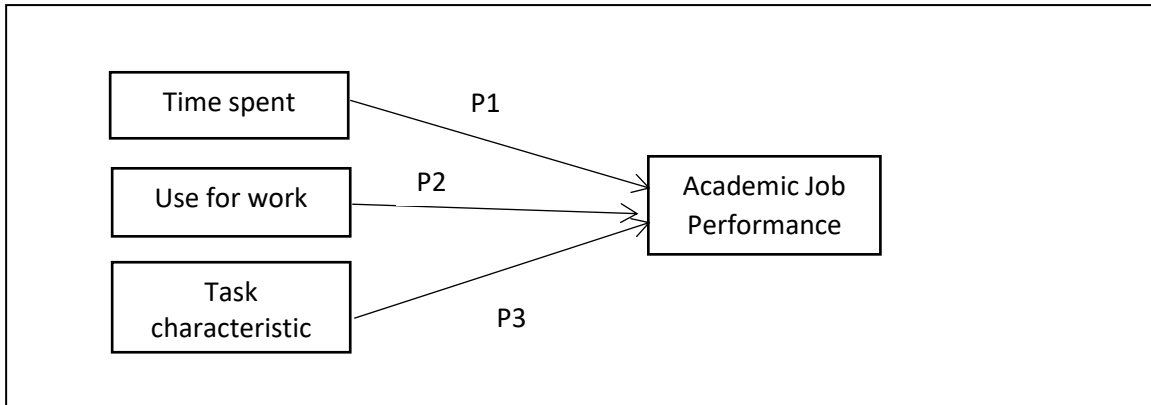


Figure 1: Proposed Model

CONCLUSION AND IMPLICATIONS

From an academic perspective, this study can explain why there have been conflicting results in previous research on the effect of SNS use on job performance (Cao et al., 2012; Moqbel, Nevo and Kock, 2013; Leftheriotis and Giannakos, 2014; Brooks, 2014). Therefore, this study will provide a new avenue an insights into attitudes and perceptions of public university academic use Facebook as a potential platform to learn and improve their job performance on education industry. Furthermore, this study will imply the task characteristics of an academic task need to be considered when exploring the relationship between Facebook use and job performance. From a practical perspective, this study will provide important implications for education industry in enhancing academic job performance by formulating policies related to academic use of SNS.

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