Role Of Social Media From The Perspective Of Management Students

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ABSTRACT:

Impact of social media is ever increasing. Students in particular are seen to be highly active on social media. Educational institutions have started to offer specialized social media management courses. In this paper we studied the role of social media from the view point of students of business management. Master's in Business Administration (MBA) and Post Graduate Diploma in Business Management (PGDBM) are popular business management courses in India. Large number of students are pursuing these and other management courses. It would be of interest to understand the role of social media in the personal and professional lives of management students. 100 management students were surveyed to explore this aspect. Findings suggest that social media has a significant role in both personal and professional lives of the management students. At the same time they are required to exercise some restraint while using social media to safeguard from the negative effects.

Keywords: Social media, Management students, MBA

INTRODUCTION

Of late, social networks and related media channels have achieved huge change in the communication world. Their quick development depends on the continually advancing innovation they use, which is making new difficulties for individuals hoping to stay up with new business patterns.

Social media are currently essential for pretty much every degree of communication, from private matters and building business methodologies to school test arrangements and creative college apparatuses. They assume a critical part in our exploration and are utilized for adding

knowledge to our ventures. Social media organizations have made a totally different reality where individuals openly share their considerations and thoughts, interface and connect, all drove by a particular reason; an existence where data is of the greatest worth and the speed of its flow more significant than any other time in recent memory.

Online media channels have additionally brought forth progressive new methodologies in the MBA world. In the beyond couple of years, numerous business colleges have come to understand the significance of the social media channels they use. By and large, enrollment accomplishment for a particular MBA program can be connected straightforwardly to the capacity of the school giving that program to stay up with the latest on the fast advancement of the internet based networks perceived by its future students. These quickly developing social media networks have likewise driven some business colleges to begin their own looks for devoted long range interpersonal communication experts. "Online media are not advertising toys to be taken care of by students however proficient interchanges channels that require comprehension of the innovation and the local area that utilizes it", reports The New York Times. Simultaneously, there is a sure interest for college courses committed to online media or worked with the assistance of these new stages. "To satisfy this need for training in web-based media technique, a few top business colleges are consolidating seminars on social media into their MBA educational programs. These incorporate Harvard Business School; London Business School; Insead, the worldwide business college situated in Fontainebleau, France; and the cole des Hautes tudes Commerciales, known as H.E.C., in Paris. MBA educational plans are designed for understudies with business insight, information on correspondence patterns and a style for advancement. Social media courses mean to expand on their current abilities to show a comprehension of web-based media, of how to construct showcasing methodologies inside interpersonal organizations and of how to follow their adequacy" writes Atansova (2017).

The fast advancement of online media didn't permit business colleges to plan extraordinary reading material for their courses; all things considered, they anticipate that students should be available to new wellsprings of data, following industry-explicit websites and locales like Mashable and Groundswell to stay aware of the most recent turns of events.

Simultaneously, imminent MBA aspirants ought to know that new MBA courses in social media are by all account not the only thing they ought to be thinking about. The web is presumably one of the most impressive hunt instruments as of now and applicants ought to be cautious with regards to what they distribute on the web, as it might turn out to be basically significant while applying for a business college. Individuals from school confirmation offices presumably will not look for your name on the web, yet almost certainly, your future partners and college companions will look there for additional insights regarding you. At some stage, social media might turn into an indispensable piece of your expert portfolio. In case you are not ready for such a new development, you might be trapped in a circumstance where you don't have similar communication capacities as your schoolmates.

In India a number of MBA colleges have introduced social media curriculum to attract students into this fast emerging communication network. In this study, we interviewed 100 MBA students to understand role of social media from their perspective. The objectives of the study were:

    a. To find out the opportunities for management students by using social media
    b. To find out the challenges posed by social media usage for the management students

Literature review

Greenhow and Lewin (2015) contend that social media can possibly span formal and informal learning through participatory computerized societies. Models of complex use by youngsters support this case, albeit most of youngsters embrace the job of shoppers rather than full members. Researchers have recommended the capability of web-based media for incorporating formal and informal learning, yet this work is ordinarily under-hypothesized. Friesen and Lowe (2011) write that Facebook and other social media have been hailed as conveying the guarantee of new, socially connected with instructive encounters for students in undergrad, self-coordinated, and other instructive areas. A hypothetical and authentic examination of these media in the light of prior media changes, notwithstanding, assists with arranging and qualify this guarantee. Davis et al. (2014) state that the limits between on-line and "genuine world" networks are quickly decaying, especially for the age of youngsters whose lives are swarmed by social media. For this age, social media trades are an essential method for correspondence, social

commitment, data chasing, and conceivably, a focal part of their personality and local area building. Given these real factors, postsecondary instructors should start to genuinely investigate the possibility to purposefully and deliberately tackle the force of these progressive changes in innovation use to more readily serve the requirements of students to upgrade their prosperity. Neier and Zayer (2015) are of the opinion that ongoing research has examined the chances related with the utilization of social media instruments in the study hall, yet has not inspected the discernments students themselves hold about its value in upgrading their educational experience. This research investigates students' view of social media as a powerful educational instrument. College students in a moderate sized, private college taking a marketing course were studied with regards to their social media utilization and inclinations just as their discernments in regards to the utilization of social media in higher education. Selwyn (2012) write that social media are web applications that depend on straightforwardly shared computerized content that is created, evaluated and yet again designed by a mass of users. Social media applications accordingly permit users to speak and associate with one another; to make, alter and share new types of literary, visual and sound substance; and to arrange, mark and suggest existing types of content. Maybe the critical quality of this large number of social media rehearses is that of 'mass socialization'— for example bridling the force of the aggregate activities of online client networks rather than individual users. Tess (2013) state that the pervasiveness of social media (e.g., Facebook, Twitter) is not any more clear than whatsoever college. Social media are progressively noticeable in higher education settings as teachers look to innovation to mediate and improve their guidance just as advance dynamic learning for students. Numerous scholars contend for the intentional mix of social media as an educational apparatus. Wankel (2012) posit that the millennial age of students are advanced locals coming to higher education with broad involvement with social media. Business and different associations are anticipating that their recruits should have high capability in these advances, as well. This article is an outline of the utilization of the really social media in educating. Facebook, websites, YouTube, Twitter, MySpace, and Second Life are examined with instances of how they can be utilized to encourage strong joint effort among students in management education. The development to more extravagant media, for example, video websites is evaluated. Provisos for executing the social

media in higher educational settings are noted. Bogdanov et al. (2012) in their paper provide details regarding the effective utilization of Graasp, a social media stage, by college students for their community work. Graasp highlights various developments, for example, chairman free formation of community spaces, a setting mindful proposal and protection the executives. With regards to an EU-subsidized undertaking including enormous proving grounds, we have had the option to broaden this stage with lightweight instruments (gadgets) pointed toward learning and skill improvement and to approve its convenience in a cooperative learning setting. Dubose (2011) state that the developing prevalence and utilization of social media instruments like Facebook, YouTube, Twitter, contributing to a blog, and wikis have prompted a social media transformation. Given this broad impact, it is significant for teachers, chairmen, and technologists to comprehend the dangers of utilizing social media in the homeroom and classroom environment. Hratiniski and Aghaee (2012) find that students view social media as one of three vital methods for the educational experience, close by eye to eye gatherings and utilizing the learning the board frameworks, and are chiefly utilized for brief inquiries and responds to, and to arrange bunch work. All in all, we contend that showing procedure assumes a vital part in supporting students in moving from utilizing social media to help coordination and data recovery to likewise utilizing such media for cooperative learning, when suitable.

Studies exploring role of social media from the perspective of management students are not seen.

Research design

Following methodology was designed for the study to collect primary data.

a. Identify a sample of 100 MBA students using convenience sampling.

b. Design and validate a questionnaire for finding out opportunities (Section I – 10 items) and challenges (Section II – 5 items) due to social media for management students.

c. Seek responses on a 5-point agree-disagree scale

d. Carry the survey

e. Summarize the responses

f. Apply a t-test at 95% confidence level

g. Analyze the results

The hypotheses set in this regard were as under:

Ho1: There are no significant opportunities for the management students due to social media

Ha1: There are significant opportunities for the management students due to social media

Ho2: There are no major threats for the management students due to social media

Ha2: There are major threats for the management students due to social media

The study was conducted in the city of Pune.

Scheme formed for testing of hypotheses

a. Responses would be collected under 2 sections (opportunities and challenges) of the questionnaire on a 5-point agree-disagree scale (Completely agree, Somewhat agree, Neutral, Somewhat disagree and Completely disagree),

b. Under each of the sections, the responses would be aggregated under two groups of agree and disagree,

c. In doing so for each of the extreme responses, a weight of 2 was assigned so as to distinguish them from the non-extreme responses,

d. For each of the question an average count were calculated in the two opposites,

e. Percentages to questions under a particular section of the questionnaire were averaged to get a single score for that section,

f. The section-wise average score percentage were compared with a hypothesized mean of the population of 50% score connoting an event by chance and not due to statistical significance,

g. P-values were calculated and the null hypotheses was checked for rejection or non-rejection. These calculations would be done at 95% confidence level using a t-test since standard deviation (SD) of the population is not known.

Cronbach's alpha score for the questionnaire was 0.85 and hence the questionnaire was considered as reliable.

Results and discussion

Out of the 100 respondents 58 were from the Ist year while 42 were from the IInd year. 54 out of the 100 respondents were male while 46 were female. 25 respondents were using social networking sites for less than 1 hour a day, 56 were using it for 1-2 hours a day while 19 were using it for more than 2 hours a day.

Table 1 shows the agreement percentages of the respondents for the ten statements under the 1st section of the questionnaire.

Table 1: Summary of agreement percentages to opportunities due to social media

Sr. No.	Statement	Agreement %
1	General Socialization	74%
2	Social media education	86%
3	Means of formal communication	77%
4	Means of informal communication	91%
5	Gathering information	76%
6	Sharing information	82%
7	Exploring job opportunities	74%
8	Creating network relationships	91%
9	Entertainment and amusement	84%
10	Communicating self-status to the society	89%

Table 2 shows the testing of the 1st hypotheses at 95% confidence level.

Table 2: Testing of H1

Parameter	Value
Average	82%
SD (Standard Deviation)	0.068183
H1 (Hypothesized Mean)	50%
Ho (Sample Mean)	82%

n (Sample size)	100
t-value	47.52
p-value	<0.0001

The 1st null hypothesis there are no significant opportunities for the management students due to social media was thus rejected given the p-value of <0.0001.

Table 3 shows the summary of disagreement percentages of the respondents for the five statements under the 2nd section of the questionnaire.

Table 3: Summary of disagreement percentages to effectiveness in implementation

Sr. No.	Statement	Agreement %
1	It has adversely affected my academics	85%
2	It has adversely affected my physical fitness	79%
3	My SNS usage has led me to addictive tendencies	74%
4	It has made me a lazy person	86%
5	It has impacted my face-to-face communication skills	91%

Table 4 shows the testing of the 2nd hypotheses at 95% confidence level.

Table 4: Testing of H2

Parameter	Value
Average	83%
SD (Standard Deviation)	0.065955
H1 (Hypothesized Mean)	50%
Ho (Sample Mean)	83%
n (Sample size)	100
t-value	50.03
p-value	<0.0001

The 2nd null hypothesis there are no major threats for the management students due to social media was thus rejected given the p-value of <0.0001.

The average agreement for the ten opportunities was found to be 82% and was found to be statistically significant. The agreement to various opportunities was quite high. At the same time the average disagreement to the threats posed by social media was found to be 83%. The agreement to various threats as listed in the questionnaire was quite high.

CONCLUSION

Social media has a significant role to play as far as management students are concerned. They see number of opportunities from the use of social media like socialization, gathering of information, strengthening of personal network and others. At the same time they are prone to threats like falling into addiction, negative impact on academics and physical fitness and others. Thus, the management students have a responsibility to handle social media responsibly. If they indulge in excessive usage of social media then it may prove to be disastrous. On the other hand, appropriate and controlled use of social media can be beneficial for them in both personal and professional lives. Management students can engage themselves into specialized learning of social media courses like social media marketing and enhance their professional values to seek better job opportunities. Some of them can also venture into imparting training of social media to others.

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