Impact of Social Media Platforms as a Learning Tool on Management Students

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Abstract: *Social media usage is rapidly growing and influencing younger minds. The algorithms that they use for increasing the users' screen time give rise to a variety of content. This paper deals with the relation of usage of different social media platforms and how useful management students feel or use these social media platforms as a learning tool. The paper starts with how social media usage is increasing and connecting people. The paper is built on primary research in which a questionnaire was circulated through online sources to management students and graduates to find out their viewpoints on the impact of social media as a learning tool. The data collected was analyzed and interpreted that students are highly using social media platforms and the majority of the students are using these platforms as a learning tool for attaining different skill sets.*

Keywords: Social media, Digital learning, E-learning, Hybrid learning

I. INTRODUCTION

In this transformation phase when the whole world is transforming and changing rapidly due to technological advancement and the situations that are coming up frequently. It is generally said that the number of innovations and changes increases during a crisis or when the situations are bad, this has also given way to online learning mechanisms. Nowadays students are extensively using social media and due to the occurrence of a Covid 19 black swan event, the usage of social media has increased more in the field of education and learning as schools and colleges could not conduct offline classes. The COVID-19 pandemic has compelled decision-makers in higher education to look for alternatives to the conventionally based physical classroom as a place for learning. Social media introduction has had a big impact on how teachers teach and how students learn. The environment of communications is also quickly shifting due to social media platforms. (Wankel, 2009) Despite the physical distance, mobile devices, and social media offer students tremendous opportunities to collaborate academically, access course materials, and tutor (Gikas& Grant, 2013). Students can access course materials and communicate with peers and professionals through the use of social media and mobile devices, which can offer a wealth of future-focused learning opportunities.(Cavus& Ibrahim, 2009) According to the findings of a focus group discussion with students at three different American universities, using social media gave learners options for collaborative learning and encouraged them to participate in a variety of extracurricular activities (Gikas& Grant, 2013). This paper depicts the view of management students on how frequently they are using social media platforms and to what extent are these social media platforms useful for them as students or graduates.

II. LITERATURE REVIEW

The use of mobile phones and social media has certainly created the vast potential for the right kind of learning in India. According to a survey, there are over 27 million smartphone users in metropolitan India, and a significant number of young adults are added every year. This study highlighted a report by the Internet and Mobile Association of India, 66 percent of the 180 million internet users in urban India regularly access social media platforms which shows the high comfort levels of the present generation in India with digital technology, social networking, smartphones, and gaming. In a study of 568 undergraduate and graduate students, it was discovered that 81% of them used Facebook, while 70% used YouTube, 64% used LinkedIn, and 52% used Twitter. (Bharucha, 2018)

Connectivism theory which was proposed by Siemens and Downes relates to social learning incorporation with social media technologies. It focuses on how the use of the internet has given rise to varied chances for humans to attain

knowledge about different domains. The rise of social media has also given a platform for sharing content and learning in groups or through experts which has provided a new dimension to learning. As the information technology sector is growing at a much faster pace, it is creating a more lucid learning environment for students. (Bharucha, 2018)

Studies carried out in western nations have indicated that using online social media for collaborative learning greatly improves students' academic performance and satisfaction. (Zhu, 2012). The main objective of this study was to compare the current viewpoints on students' use of social media and mobile devices in learning and teaching activities. This study sought to determine how the use of mobile devices in sharing resources, interacting with co-workers, and evaluating students' academic performance affects learning and teaching activities in higher education institutions.

Research on 360 students at a university in eastern India found that interaction with peers, teachers, and online knowledge-sharing behavior was significantly impacted by the usage of online social media for collaborative learning. (Ansari & Khan, 2020)

According to a survey (Nasir, Khatoon, & Bharadwaj, 2018), college-going students make up most social media users in India. This report also predicted that India will have the highest number of internet users—370.77 million—in 2022. Despite the physical distance, mobile devices and social media offer students tremendous chances for academic collaboration, access to course materials, and tutoring (Gikas& Grant, 2013)

III. DATA ANALYSIS

A questionnaire was formed and circulated to management students and graduates for getting their views on social media usage and usefulness for them. It is a subjective thing as each respondent uses these platforms in a different manner and for different reasons. All 155 respondents were there and the data collected included their area of learning, the devices they use, the frequency of use of different social media platforms, the user rating of each platform, and the number of people they follow for learning through social media. A scale of 0 to 5 was provided for them to choose their frequency of use and to rate their usefulness. Zero was given for no usage of the platform and zero use of the platform for learning, and five for most frequently used and most useful for learning.
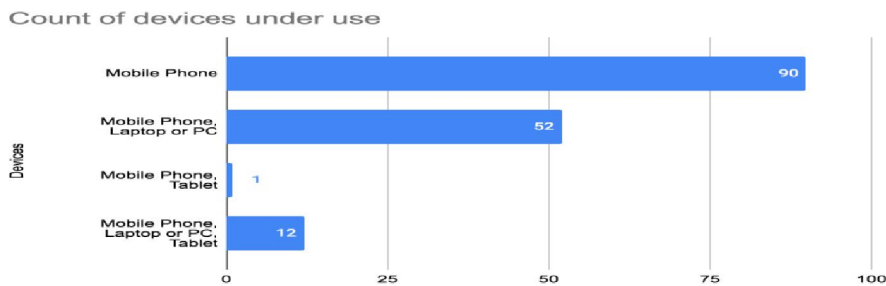

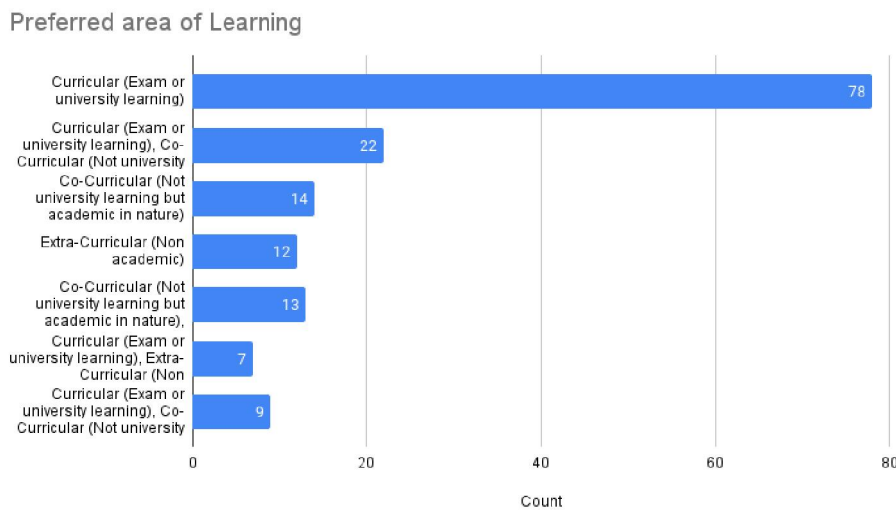**Figure 1:** Horizontal Bar chart for devices under use

Figure 2: Horizontal Bar chart for the preferred area of learning

The data showed that maximum respondents use social media platforms on their mobile phones and the major domain in which they prefer learning is curricular. It is also clear that most students quite frequently use social media platforms and also find social media as a useful learning tool.

Table 1: Different social media platforms and their frequency of use along with usefulness rating

Social Media Platforms	Frequency of use (Maximum Responses)	Usefulness Rating (Minimum Responses)	Usefulness Rating (Maximum Responses)
Instagram	Most	1	3
YouTube	Most	0	5
Twitter	Not under use	5	0
Facebook	Not under use	0	5
LinkedIn	Not Underuse	1	5
Snapchat	Most	4	0

Note: Rating scale 0 to 5. (0 rating means the platform is of no use for learning and 5 means it is of most use.) (Refer to Annexure)

Through the data analysis, most students are frequently using Instagram, YouTube, and Snapchat platforms daily. Most students prefer learning or think that platforms like YouTube, Facebook, and LinkedIn are useful as learning tools. Although students know or feel that Facebook and LinkedIn are the most useful platforms for learning yet as per their responses, the frequency of use of these platforms for most of the students is quite low. It can be said that they do not use these platforms at all. The data also depicts that most of the respondents follow not more than fifty people on social media for learning.

Most of the respondents preferred social media platforms for learning curricular skills and extensively use YouTube to browse their respective content with the known fact or feeling that they can access learning content that they want from Facebook and LinkedIn also, still they prefer using YouTube for their content acquisition. Respondents highly use the Instagram platform and feel that it is moderately useful for their content needs Twitter Platform most of the respondents do not use this platform and also feel that it is not useful for them as a learning tool. For Snapchat, most of the respondents frequently use this platform but most of them feel that it is not useful as a learning tool. The platforms which are used and provide learning are YouTube and Instagram as per the respondents and if we compare these two platforms YouTube is used more frequently than Instagram and is also more useful for the respondents as a learning tool.

IV. CONCLUSION

The rate at which technology is growing and especially in the Information Technology sector like the developments in machine learning and artificial intelligence is giving rise to improved social media platforms. These platforms can attract or engage more participants and keeps them hooked for a longer period. In this kind of state, students are more active on such platforms and as a result these platforms also provide various good quality content which students can extract and absorb differently as it is different from traditional teaching methods. Students are highly using these platforms daily for learning new skills or for updating their current knowledge regarding the topics in their university curriculum which can be seen through their responses. The platform which most of the students use and feel has the most useful content for their requirements is YouTube, although they feel platforms like Facebook and LinkedIn are also very useful as learning tools most of them do not use these platforms and Instagram platform falls in the moderate level of usefulness and is highly used by students but as compared to YouTube, Instagram is used less frequently. It can be said after analyzing the responses that most of the students frequently use social media platforms and also feel that it is a useful learning tool.

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ANNEXURE
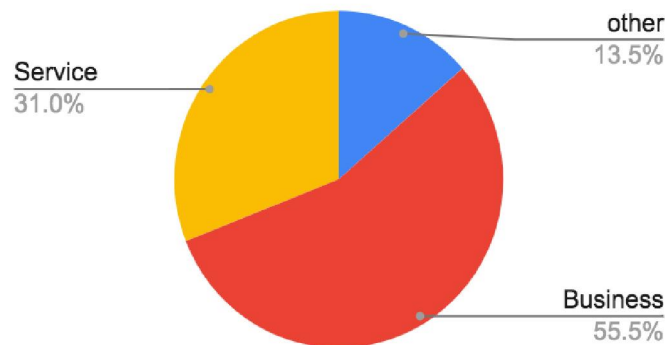
Figure 3: Pie chart showing the occupation of parents.
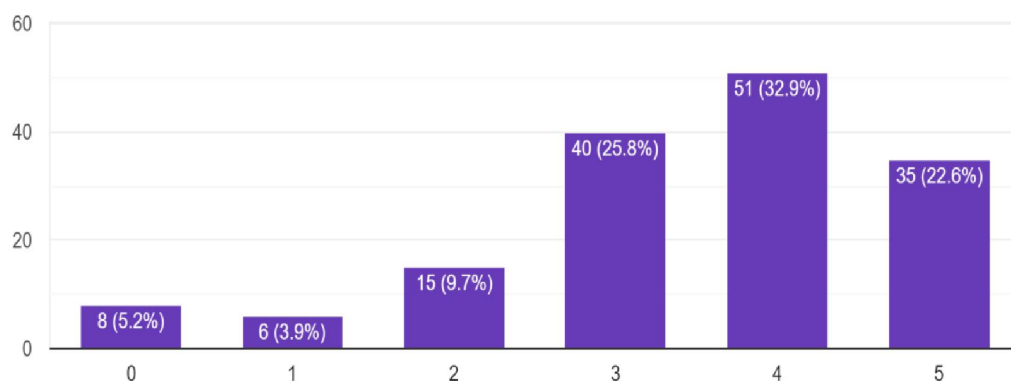
Figure 4: Bar chart showing students' preferences for curricula as a preferred area of learning.

Rate co-curricular as preferred area of Learning?
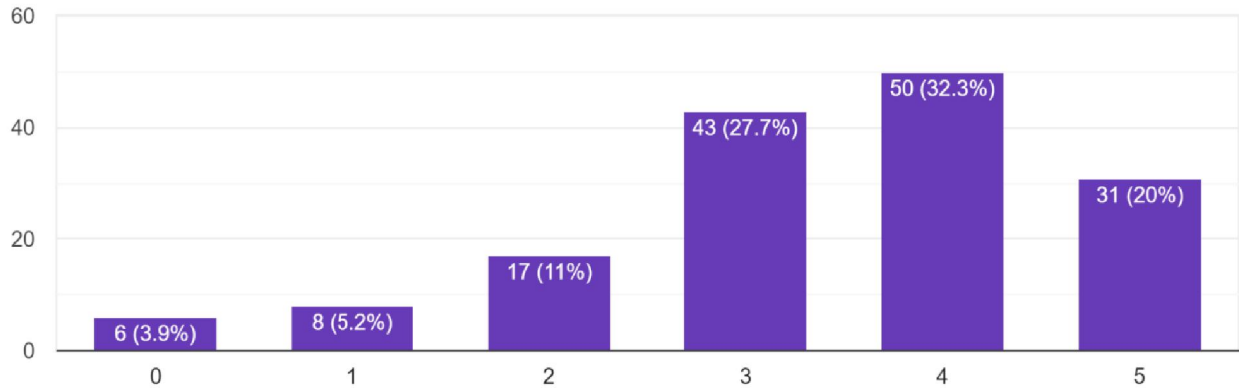
155 responses

Figure 5: Bar chart showing students' preferences for co-curricular as a preferred area of learning.

Rate Extra-curricular as preferred area of Learning?
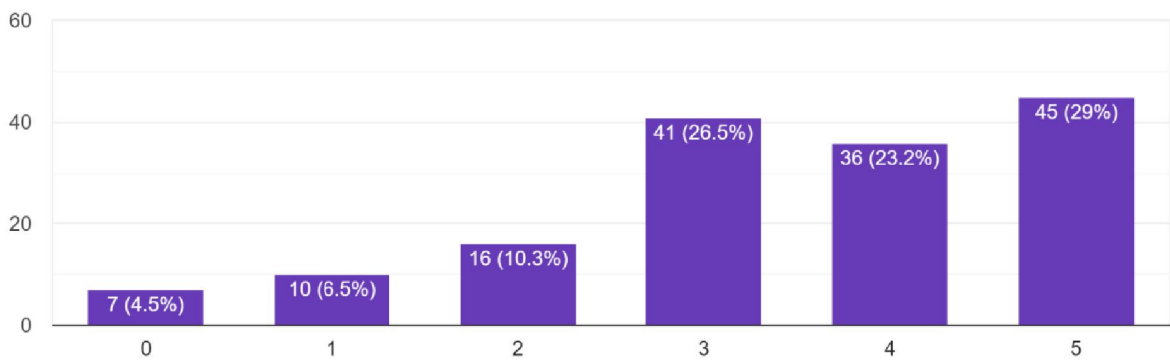
155 responses

Figure 6: Bar chart showing students' preferences for extra-curricular as their preferred area of learning.

Rate usefulness of social media as a learning tool
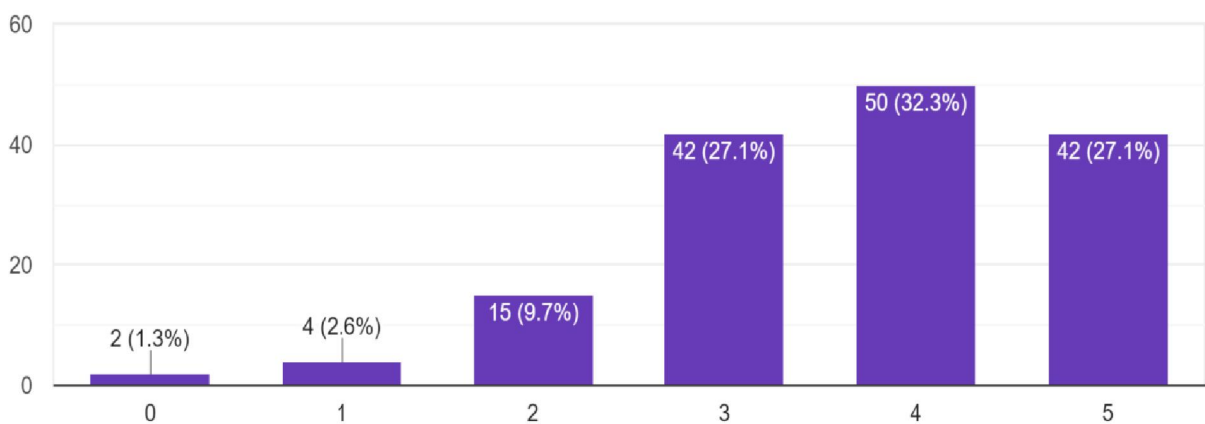
155 responses

Figure 7: Bar chart showing students' rating on the usefulness of social media as a learning tool.

Frequency of use of Instagram
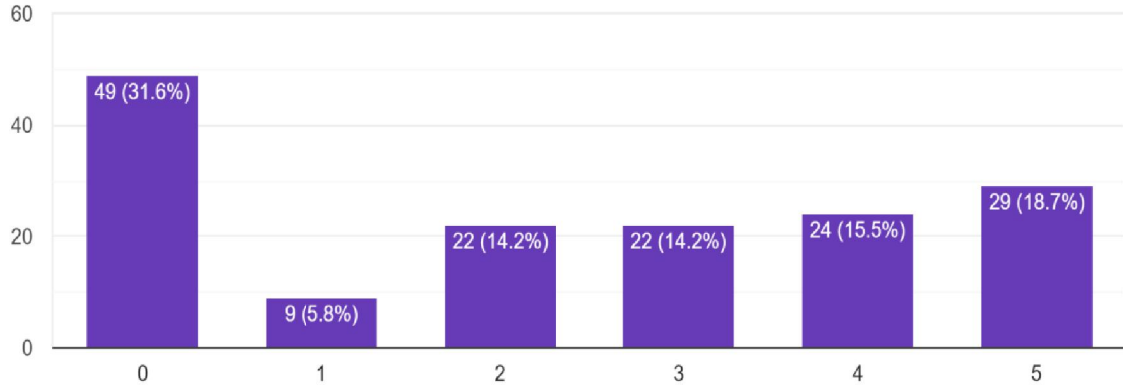
155 responses
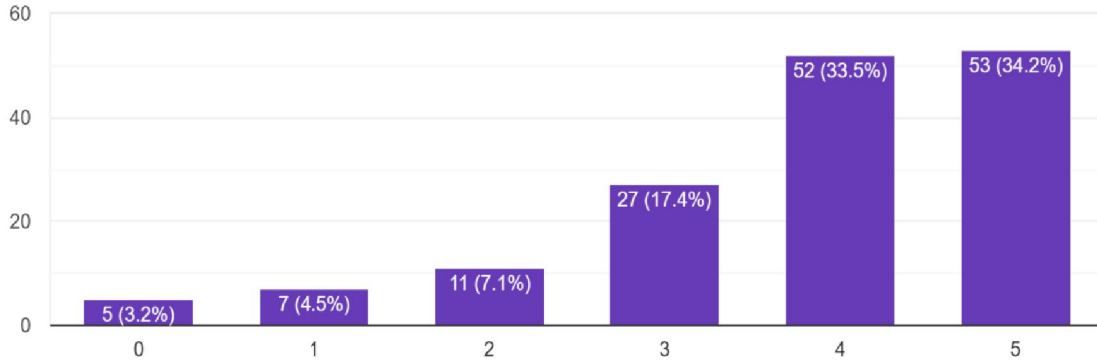
Figure 8: Bar chart showing students' frequency of the use of Instagram.

Rate the usefulness of Instagram as a learning tool
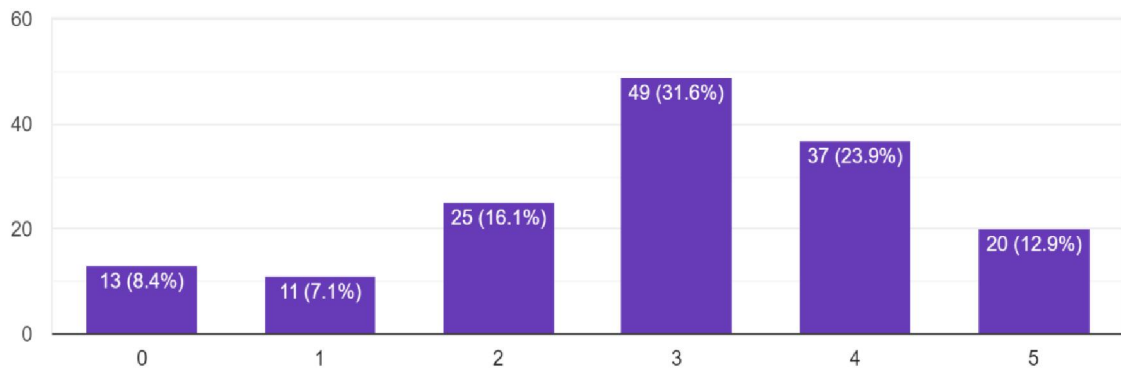
155 responses

Figure 9: Bar chart showing students' rating for the usefulness of Instagram as a learning tool.

Rate the usefulness of Youtube as a learning tool
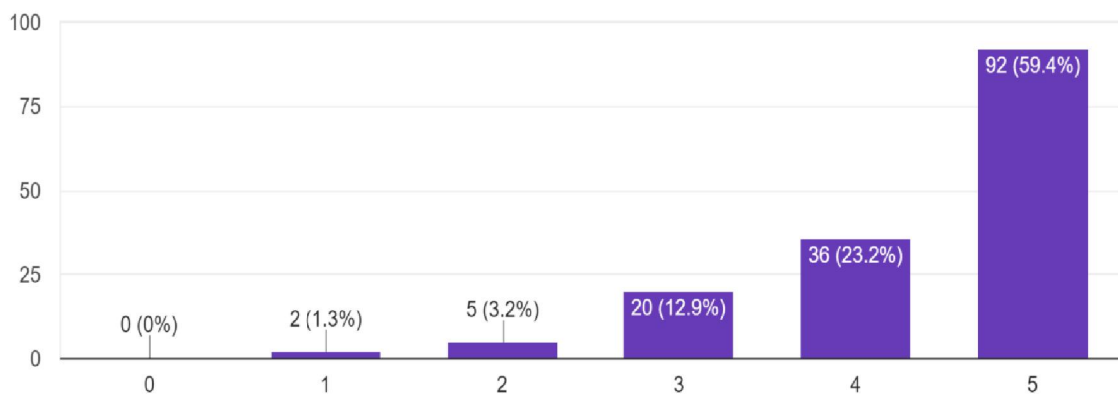
155 responses

Figure 10: Bar chart showing students' frequency for the use of YouTube.

Frequency of use of Twitter
155 responses
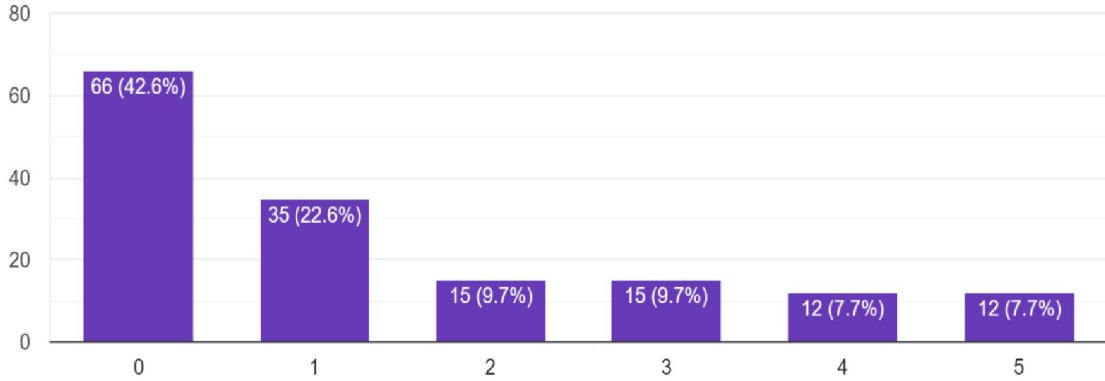
Figure 11: Bar chart showing students' frequency for the use of Twitter.

Frequency of use of Facebook
155 responses
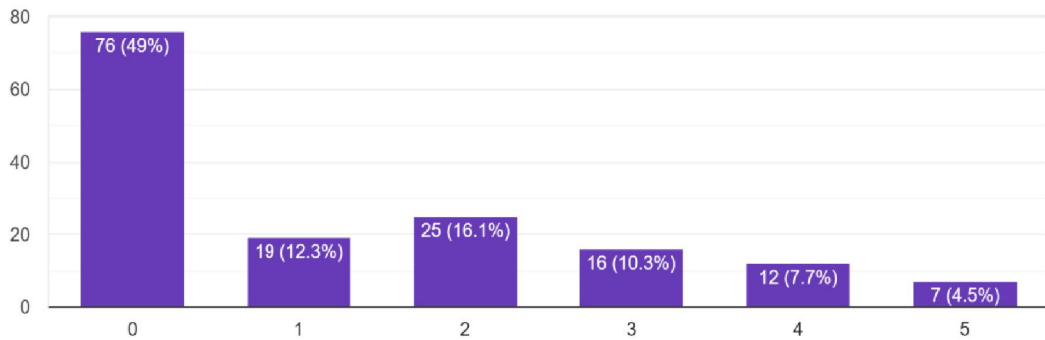
Figure 12: Bar chart showing student's frequency for the use of Facebook

Rate the usefulness of Facebook as a learning tool
155 responses
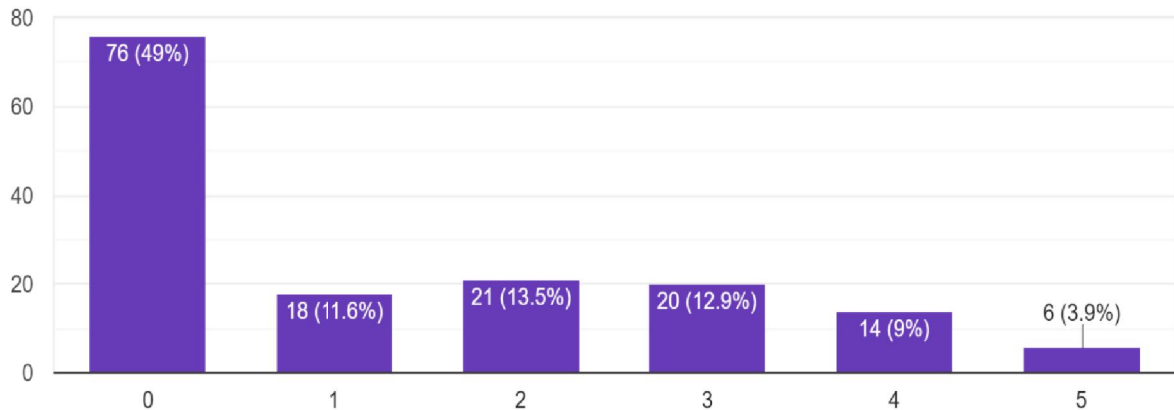
Figure 13: Bar chart showing students' rating for the usefulness of Facebook as a learning tool.

Figure 14: Bar chart showing students' frequency for the use of LinkedIn.

Figure 15: Bar chart showing students' rating for the usefulness of LinkedIn as a learning tool.
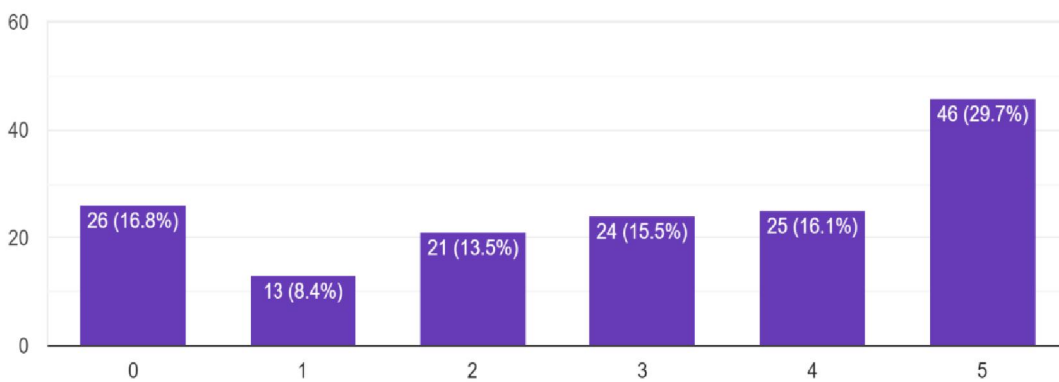

Figure 16: Bar chart showing students' frequency of the use of Snapchat.

Rate the usefulness of Snapchat as a learning tool
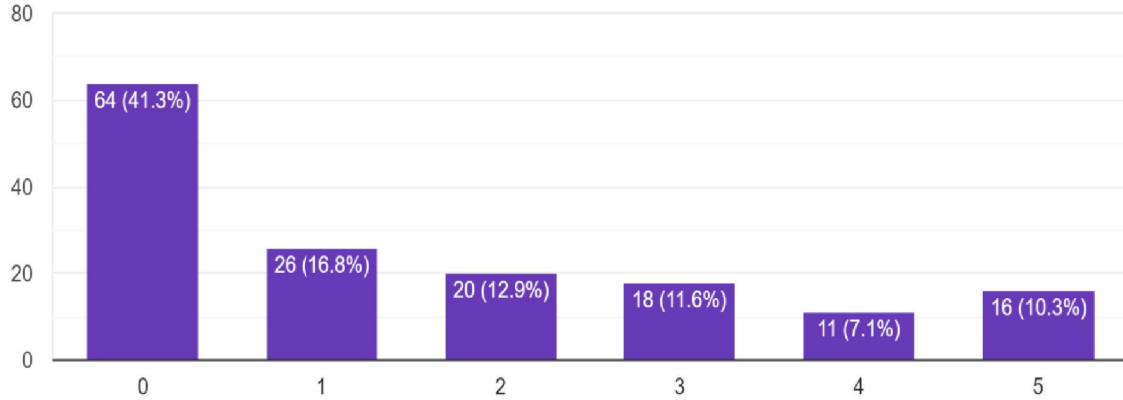
155 responses

Figure 17: Bar chart showing students' rating for the usefulness of Snapchat as a learning tool.

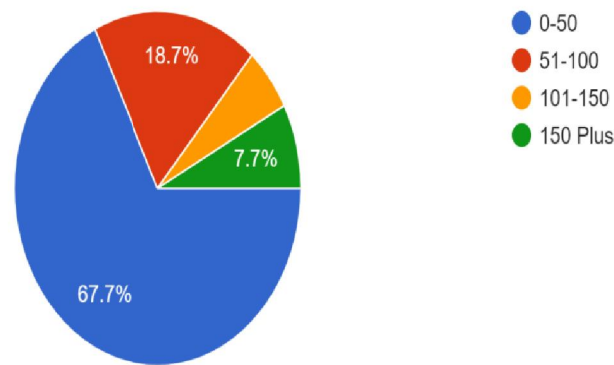How many people do you follow for learning

155 responses

Figure 18: Pie chart showing the percentage of people followed for learning by students.