



The Impact of Social Media on Teaching- Learning: Evidence from Management Institutes in Bangalore

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Abstract

Understanding social media's involvement in teaching and learning processes, as well as the elements that affect such processes, is the goal of this research. It also looks at how social media platforms affect teaching and learning for Bangalore management students. The sample size consists of 100 faculty members from different Bangalore management institutes. Social networks offer chances for students and educational institutions to enhance the teaching and learning process, and as a result, social media facilitates teacher-student interaction outside the classroom. Social media can be used by professors to create communities where everyone can access relevant information. The use of social media to build relationships outside the classroom is growing in popularity, which will increase enrollment and improve the institute's reputation. It is impossible to deny the growing importance of social media in the teaching and learning process. Most people utilise social media sites like Facebook, LinkedIn, Twitter, YouTube, and Instagram. These social media platforms are focused on teamwork, networking, sharing, and creating information and content—all of which are extremely important in the context of education.

Keywords: *Social media, social media platforms, teaching, learning process, Educational Institutions*

Introduction

Although higher education's purpose has been constant for centuries, its surroundings are rapidly evolving. Teachers should therefore devise novel tactics that prepare for and welcome this transition. The digital revolution, which has altered many elements of teaching and learning, is the main force behind this development. It is becoming increasingly clear that the abilities needed to thrive in the knowledge society of today and tomorrow

are distinct from those that were previously necessary. Because of this, teachers must become familiar with contemporary social technologies if they are to be able to meet the demands of their pupils in terms of learning. Teachers who explore this shifting environment will also be able to see how social media has the power to fundamentally alter the pedagogical foundation of their teaching, providing them with the tools to give their students a learning experience that is truly adaptable and flexible and to enhance the calibre and accessibility of their course material. Numerous social media platforms, including wikis, blogs, Facebook, and Myspace, have grown quickly and are now interfering with the lives of millions of people worldwide. Despite this, there is significant skepticism within the education profession regarding the part that these websites ought to play in efficient teaching and learning. There seems to be a possible divide between the technology that today's students prefer and those that educators utilise when it comes to social networking sites (SNS). Because the SNS-capable kids are not learning in a setting they are familiar with and can relate to, this disconnect hinders student engagement and intentional learning. Higher education institutions and their staff are starting to acknowledge that the undergraduate students they now have enrolled are becoming increasingly skilled social networkers. As a result, they must think about how to accommodate their students' digital habits and behaviour.

The practice of using social media platforms to improve students' education is referred to as "social media in education." A series of Internet-based apps known as social media are described as "allowing the creation and exchange of user-generated content" and "building on the philosophical and technological foundations of Web 2.0." Some schools have fully embraced social media platforms and are using them to better students' education, as opposed to competing with them or restricting access to them. Higher education is using social media more and more. Numerous higher education institutions throughout the world have seen the trend. Online social media can be used in a variety of ways for teaching and learning. In this study, the usage of social media by teachers as a tool to improve teaching and learning was investigated. Teachers may utilise social media platforms for a variety of reasons, just like the general population. This study will differentiate between the impact of social media sites used for personal and educational purposes. We'll look into how social networking sites are used by teachers in the classroom and how much value they perceive they provide. Social media has undeniably and categorically taken over modern educators' and students' daily personal life.

This study illustrates the familiarity with the new trend among students and educators. Social media has spread like a wildfire in such a short amount of time, which is astounding yet real. According to the social constructivism hypothesis, children can build their own knowledge and unique learning processes through socialising and contact with others. The interactive learning module that is being introduced in new-age teaching and learning can be facilitated by social media as a collection of constructivist tools. Social media is being used by parents, kids, and teachers to connect and communicate both within and outside of the classroom. Platforms have been developed by programmes like Black Board, School Loop, Top Hat, and Moodle to improve learning by enhancing communication between all parties. Although these websites aren't necessarily social media platforms, their additional communication tools, including forums, produce a social media-like user experience. According to studies, 96% of students have access to the internet and at least one social media platform. To keep pupils' attention in class, teachers are abandoning the "no phones at school" policy and incorporating them into their

lessons. When using these sites, teachers run the danger of interacting with pupils outside the classroom. The teachers' union may not always provide protection for instructors using social media outside the classroom. When teachers choose to speak with kids in private on social media or in other settings outside the classroom, they are taking a risk. The secret to communicating with pupils is transparency. Because Twitter is a social media platform where posts and comments are public, teachers are opting to utilise it to communicate with their students in a secure and open manner. Colleges' student welfare offices are using social media to engage students by listening to their complaints. Additionally, it is being used to promote campus life and create powerful alumni networks.

This study aims to comprehend social media's contributions to the teaching and learning process as well as the elements that influence those processes. It also looks at how social media platforms affect teaching and learning for Bangalore management students. The use of social media to build relationships outside the classroom is growing in popularity, which will increase enrollment and improve the institute's reputation.

Literature Review

Social media has permeated every student's life with the development of internet technology. Social media has gained popularity as a venue for open information sharing during the past few years. Social media technologies are being used by educational institutions to improve the overall teaching and learning process (Kitekar, 2020). Social media is increasingly being used in education to foster students' creativity in addition to their interest and participation. "More than 90% of all teachers use social media in the courses they teach, and virtually all higher education teaching faculty are aware of the major social media sites." Social media promotes creativity as well as curiosity and involvement. The possibility for viral marketing, or the voluntary sharing of information among users, is one of the benefits of social media in the classroom from a marketing standpoint. Undergraduate and graduate classes have both used Twitter as a teaching tool (Delello et al., 2015).

Longtime proponents of web technologies in education claim that these tools enhance and enrich the extensively used traditional methods of teaching students. For instance, Vygotsky (1980), in reference to classical learning, claimed that human beings learn best when there is some kind of interaction. The aforementioned engagement and collaboration in teaching and learning are now carried out virtually without concern for time or place thanks to the social media era. Facebook comes into one of the following four categories, with some instances of overlap: identity creation, privacy concerns, social networking and social capital, and potential academic uses of Facebook (including use by librarians). Users can observe that Facebook (and other online social networks) permit extensive surveillance. While other studies examine Facebook's network structure, some investigate how it might be used to build and maintain social capital. (Bosch, 2016).

Social media, a programme that enables users to communicate and interact with one another as well as create, modify, and share new types of textual, visual, and audio information, gives pupils a fresh method for completing an old task. It gives students a direct means of publicly evaluating and commenting on their school's policies, their classes, their professors, the staff, and their fellow students in real time. Today's children use technology to communicate, so if you tell them they can't use Facebook or text, you're cutting off a crucial line of communication

with them. Social media enables a lot of content uploading, coping, sharing, and searchability through the use of simple internet search engines, which opens up new avenues for collaboration and conversation. Today's students are constantly using social media (Boateng & Amankwaa, 2016). promoting self-regulated learning for college students and learners through the use of social media platforms. Facebook was found to improve peer connections as students valued the dynamic discussions that took place in the online learning environment. By offering access to outside experts and expanding course material to a variety of topical topics that were not covered in their class, Facebook is really seen as the perfect medium for informal learning. The option of participation without any interaction requirements was also offered by thought leaders. Clinical and medical interview analysis uncovered extensive e-learning and e-teaching activities in an informal learning context. Social media is widely regarded as having a negative connotation, however it may also be used to get crucial information and social skills (McCarthy, 2017). The research starts out by outlining the rise in international students being accepted into US universities. Additionally, it alludes to the psychological issues that confront international students, such as disorientation, reminiscence-induced depression, and feelings of loneliness, alienation, and helplessness. International students, however, might not have as many coping mechanisms, which could result in stress-related disorders like anxiety or depression. As a result, these restrictions make it challenging for international students to adapt to new situations (Park et al., 2014; Raza et al., 2020).

The use of social networking sites is frequently viewed as a single, homogeneous activity, with an impact that is the same for all users across time and space. The study compares one-on-one conversation, broadcasts to wider audiences, passive reading of social news, and user individual variations, such as social communication competence and self-esteem, to examine how Facebook influences social capital dependent on the type of site activity. Using 415 Facebook users as a sample, a survey was conducted for this study, and the results showed that getting messages from friends is linked to an increase in bridging social capital. The study's main objective was to examine the effects of various user behaviours on various user kinds' social capital on a sizable social networking site. Social capital refers to the actual or potential assets connected to a long-lasting web of more or less institutionalised bonds of familiarity or recognition. According to the study, social information seeking (using social networking sites to learn about people they have met offline) and expressive information seeking (feeling more empowered to build social capital) are what drive college students (Burke et al., 2011). In order to comprehend how college students use social networking sites, the writers used network externalities and motivation theory. Lin and Lu (2011) discovered that "enjoyment" was the most important element for college students' rising use of social networking sites after performing empirical research with 402 samples using the structural equation modelling (SEM) method (Lin & Lu, 2011). According to the study's findings, social networking sites' relative advantages, complexity, and observability have a negative impact on attitudes about utilising technology, although their interoperability with other platforms and ease of use have a favourable impact. The way that college students feel about social networking sites influences how likely they are to use technology. (Mahadi & Ubaidullah, 2010).

The study investigates how various university students use social networking platforms. He conducted research on three user groups at Yonsei University in Seoul, South Korea (undergraduates, graduates, and professors).

According to the analysis, each of the three user categories used social networking sites in a unique way. According to the survey, community service was used more frequently by graduates than by students, who preferred the profile service. However, few professors were regular users (Park, 2010). The majority of students using Facebook have their account information available to the public, and some user profiles have content of a dubious nature on their publicly viewable accounts, according to research on the use of social networking sites by undergraduate psychology majors. They contend that formal instruction about how to use these websites should be given to kids (Lack et al., 2009; Dennen et al., 2020). The survey found that there are several reasons why people utilise social networking sites, especially college students. By doing a quantitative content analysis on 1,200 qualitative replies from social networking site users, Brandtzaeg and Heim reach their results about people's subjective motivations for utilising social networking sites. Additionally, the study (2009) made various attempts to comprehend how college students choose, utilise, diffuse, adapt, and accept social networking services (Brandtzaeg & Heim, 2009). In order to investigate factors influencing college students' motivation for using social networking sites, it is rightly noted that today's college students use a variety of social networking sites to connect with their friends, find new "friends," and share user-created contents like photos, videos, blogs, etc (Eke & Odoh, 2014). According to "The Social Networks," the killer feature of all online social networking services is that people enjoy looking at photographs. Social networks offer a very subtle approach to eavesdrop on someone's life without actually doing so. The survey suggested that there is a significant gender gap in site usage. Men make up the largest usage category (Silverthorne, 2009). Social networking platforms offer a lot of fascinating insights. 85 percent of the respondents to this poll utilise one or more social networking sites. The scope of social networking site usage has significantly expanded over the last two years, and usage of these sites varies greatly by user age. Only 37% of respondents aged 30 and older utilise social networking sites, compared to 95% of respondents in the 18 to 19 age group. On these networks, the majority of users between the ages of 18 and 19 have more than 200 friends, compared to those aged 30 and above who have 25 or fewer. As a result, Facebook is the most used social networking platform, with Myspace coming in second. Additionally, it was shown that almost half of these individuals participate in one to five groups on social networking sites, utilise just one social networking site, and have just one profile. The majority of respondents changed their social networking profiles monthly or less frequently, making them quite stable. The majority of social networking site users log on for 5 hours or less every week. Respondents who are younger claim to have spent more time. It also highlighted the fact that the majority of students (87%) block access to their accounts (Owusu et al., 2015).

The following hypotheses were proposed:

H₀: Identified factors of social media has no impact on teaching-learning in Management Institutes in Bangalore

H₁: Identified factors of social media has impact on teaching- learning in Management Institutes in Bangalore

Methodology

The current study explores the impact of social media on teaching and learning in management institutes in Bangalore. The target population is the faculties of various management institutes in Bangalore. The sample size consists of 100 faculties. The sampling technique used for the study is convenience sampling. The data is collected

using primary data with the help of a questionnaire. The tools used for testing the hypothesis are descriptive analysis and regression. This study is based on management institutes in Bangalore and is aimed at various management institutes in Bangalore, Karnataka.

In this study, various tools of social media are used in relation to teaching and learning through various management Institutes in Bangalore. Social media has been described as a form of participatory culture and this definition is expanded by using complexity thinking to better understand the reciprocal dynamics of teaching and learning. Learning art via social media can be defined as encountering difference, both in terms of ideas and contexts. As a result, the dynamics of attention shift and spread across collectives. The study's primary objectives are (i) to identify the factors that influence the effectiveness of social media in teaching and learning in management institutes in Bangalore. ii.) to investigate the factors influencing the effectiveness of social media in teaching and learning in Bangalore management institutes. The questionnaire was on a Likert scale from 1 to 5. 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

Data Analysis and Interpretation Table 1: Factors of social media for sharing resources

Objective for Using Social Media					
	Education	Research & Development	Enhance Public Relation	Others	Total
Frequency	54	20	26	0	100
Percentage	54 percent	20 percent	26 percent	0 percent	100
Cumulative percentage	54	74	100		
Significance of Social Media					
	Get more useful information	Connecting with expert on topic via Social Media	Institutions communication with student via you tube and Facebook	It help is Research	Total
Frequency	42	26	22	10	100
Percentage	42 percent	36 percent	12 percent	10 percent	100
Cumulative percentage	42	78	90	100	
Areas in social networking sites					
	Educational	Entertainment	Informational	Others	Total
Frequency	45	28	27	0	100
Percentage	45 percent	28 percent	27 percent	0	100
Cumulative percentage	45	73	100		
Use of social media					
	Let student learn from social networking	Continue teaching from anywhere and everywhere	Social media marketing for education	It helps in research	Total
Frequency	46	28	20	6	100
Percentage	46 percent	28 percent	20 percent	6 percent	100
Cumulative percentage	46	74	94	100	

From the above table, we can infer that 54 percent of the respondents' objective is using social media for education, 20 percent use it for research and development, and 26 percent use it to enhance public relations. Also, 42 percent of the respondents get more useful information from social media; 26 percent connect with experts via social media; 22 percent communicate via YouTube and Facebook; and 10 percent say it helps in research. Also, 45 percent of the respondents use social media as an educational tool, 28 percent use it for entertainment, and 27 percent use it for information. Also, we can infer that 46 percent of the respondents use social networking sites for learning, 28 percent continue their teaching anywhere and everywhere, 20 percent use social media as marketing for educators, and 6 percent use it for research.

Table 2: The use of social media in teaching and learning

Primary factor of social media					
	Downloading videos	Blogging	Communicate with class	Entertainment	Total
Frequency	36	10	42	12	100
Percentage	36 percent	10 percent	42 percent	12 percent	100
Cumulative percentage	36	46	88	100	
Platforms of use					
	Facebook	LinkedIn	Blog & Wikis	WhatsApp	Total
Frequency	34	42	14	10	100
Percentage	34 percent	42 percent	14 percent	10 percent	100
Cumulative frequency	34	76	90	100	
Social Media platform for sharing resources					
	Skype	Pinterest	Group tweet	Snap chat	Total
Frequency	35	29	24	12	100
Percentage	35 percent	29 percent	24 percent	12 percent	100
Cumulative percentage	35	64	88	100	
Using social media as learning platform					
	Create a Facebook group for your class	Use blogging for students homework assignments	Use twitter for bringing fun into the classroom	Use YouTube for the flipped classroom concepts	Total
Frequency	29	32	20	19	100
Percentage	29 percent	32 percent	20 percent	19 percent	100
Cumulative percentage	29	61	81	100	
Using social media as teaching and learning platform					
	Communication collaboration	Finding concrete information online	Improved literacy, communication	Distance learning opportunities	Total
Frequency	38	10	4	48	100
Percentage	38 percent	10 percent	4 percent	48 percent	100
Cumulative percentage	38	48	52	100	

From the above table, we can infer that 42 percent of the respondents use social media primarily to communicate with their class, 36 percent for downloading videos, 12 percent for entertainment, and 10 percent for blogging. Also, 42 percent of the respondents use LinkedIn for teaching and learning, 34 percent use Facebook, 14 percent use blogs and wikis, and 10 percent use WhatsApp. Also, 35 percent of the respondents use Skype for sharing resources, 29 percent use Pinterest, 24 percent use Group Tweet, and 12 percent use Snap Chat. Also, 32 percent of the respondents use blogging for their students' homework assignments, 29 percent use Facebook groups for class, 20 percent use Twitter, and 19 percent use YouTube videos for class. Also, we can infer that 48 percent of the respondents use social media in teaching-learning for distance learning, 38 percent for communication collaboration, 10 percent for finding information online, and 4 percent to improve literacy communication and reading skills.

Table 3: Regression of impact of social media on teaching learning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.938 ^a	.880	.874	.246	.663

Table 2 represents the regression results of the impact of student involvement on teaching, the impact of minimum time taken on teaching, the impact of student satisfaction on teaching, the impact of course structure on teaching, and the impact of social media on teaching. The R-squared value (coefficient of determination) is .880. Social media has an 88 percent impact on teaching and learning. The Durbin Watson value is 0.663.

Table 4: ANOVA of impact of social media on teaching learning

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.142	5	8.228	136.507	.003 ^b
	Residual	5.606	93	.060		
	Total	46.747	98			

The impact of student involvement on teaching, the impact of minimum time taken, the impact of student satisfaction on teaching, the impact of course structure on teaching, and the impact of social media on teaching and learning feedback, since the calculated p-value is 0.003, which is less than the significance value of 0.05, the calculated level of significance is less than the actual level of significance, so we reject the null hypothesis and accept the alternative hypothesis.

Discussion

Teachers and students can communicate in a new community created by social media instead of in the conventional face-to-face classroom setting. There are undoubtedly effects from the novel, evolving approach to setting up a teaching-learning environment (Kalasi, 2014). The teaching-learning styles, teacher-student roles, and affective-attitudinal effects of social media on teaching and learning are all reflected in these factors. Analytical research reveals that everyone—from students to teachers, bankers to clients, employers to employees, and so on—is using these networks to communicate with a virtual friend or partner. It's interesting how individuals hardly ever forget who their Facebook friends are, despite the fact that they may not know who lives next door. Social networking websites now have a significant impact on how well a person communicates. The users of these websites have a lot of room to establish and amend their profiles, participate in chat and video chat, write blogs, etc. By using the "trial and error approach," users of these websites can figure out for themselves how to upload images, make photo albums, delete undesired pictures, extract any data, manage privacy settings, share files, etc.

These websites have unquestionably developed into a useful tactic for enhancing both technical and communication skills. Before it developed into a more complex system, e-learning, social media, which originated in the realm of social networking, had already been included into an informal education system for decades, such as teleconferences and remote learning (Rennie & Morrison, 2013). The use of modern social media platforms like Facebook and web chat is likewise controversial. The issue has been fueled by several studies, but it is now time to reevaluate the place of social media in the classroom because it will soon or has already become an integral part of our daily life. Through online social media, online learning looks to be connected to learners. E-learning includes both on- and off-campus use of electronic media. Since the goal of the content of these educational resources is to serve as instructional media, evaluation is typically required to complete the course assignment.

The majority of respondents who were asked to identify the factors influencing the effectiveness of social media in teaching and learning in management institutes in Bangalore stated that they used social media in teaching and learning because it was simple to use, encouraged student participation, helped plan the course of action, helped to record students' feedback, and ensured that students were happy with social media teaching and learning.

Based on the outcomes of the regression analysis, the coefficient of determination (R^2) for the influence of social media on teaching and learning is 0.880. Teaching and learning are impacted by social media 88% of the time. A structured course structure, quick response times, gathering feedback from students, keeping track of their comments, and ensuring that they are happy with the teaching and learning all have an impact. Additionally, social media use in the classroom increases student engagement. We can draw the conclusion that social media has a major impact on teaching and learning and that the null hypothesis is rejected.

Conclusion

The majority of the respondents use social media in teaching and learning because of its ease of use as compared to other things. Social networks are applications that support enthusiasm in a common space around sharing

interests, collaboration, communications, and interactions. The evidence is growing that the use of social networking sites in education can be useful. The teachers can communicate instantly and directly with the students and compare notes on education curriculum, teaching methodology, and so on. Teachers, professors, and academics routinely used blogs to write about the world of education and invite comments from all over the world. The study is limited to a few management institutes, and in one region alone, all areas aren't covered. The sample size is limited to 89 business schools.

The impact of social media is radically changing the way education has been traditionally delivered. They use social media to increase the involvement of students in class. Students who used online networks to write their class assignments and included college-related student focused groups and social networks received higher grades overall. Social media plays an important role in teaching, so updating this platform is very important. The social media platform helps to record students' feedback, so it should have a proper security platform for the data recorded.

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