Social Media and Management Education:
A Study of Business School Choice, Learning and Social Capital

A thesis submitted to the University of Hyderabad in partial

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DOCTOR OF PHILOSOPHY

in

MANAGEMENT

by

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14MBPH10

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DECLARATION

I, Nagapavan Chintalapati, hereby declare that this thesis entitled "**Social Media and Management Education: A Study of Business School Choice, Learning and Social Capital**" in fulfilment of the requirements for the award of Degree of Doctor of Philosophy in Management Studies, is the outcome of original study, free of plagiarism, undertaken by me under the supervision of **Dr. D. V. Srinivas Kumar.**

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Parts of this thesis have been:

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ACRONYMS AND ABBREVIATIONS

S. No	Acronym / Abbreviations	Full Form / Meaning
1.	AICTE	All India Council for Technical Education
2.	AMOS	Analysis of Moment Structures
3.	ANOVA	Analysis of Variance
4.	B School	Business School
5.	CFA	Confirmatory Factor Analysis
6.	DM	Decision Making
7.	Duncan	Duncan Multiple Range Test
8.	EFA	Exploratory Factor Analysis
9.	IIM	Indian Institute of Management
10.	IISc	Indian Institute of Science
11.	IIT	Indian Institute of Technology
12.	MBA	Master of Business Administration
13.	NIT	National Institution of Technology
14.	PGDM	Post Graduate Diploma in Management
15.	SC	Social Capital
16.	SEM	Structural Equation Modeling
17.	SM	Social Media
18.	SPSS	Statistical Package for Social Sciences
19.	TRAI	Telecom Regulatory Authority of India
20.	U&G	User and Gratification Theory
21.	U.G.C	University Grants Commission
22.	UGC	User Generated Content
23.	Univ.	University

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Chapter 1

Introduction

1.1 Introduction

The ability of an organization or an individual to optimize the results of the use of Information Technology is dependent on their understanding of the various dimensions of the technology. It is also dependent on their ability to think of creative means of using the technology for their productive tasks. Social Media (SM) is one such arena of Information Technology which is pervasive in all aspects of human activity and has economic, social and cultural impact. This thesis is aimed at improving the awareness and understanding with relation to the use of Social Media by the students of Management Education Programs in India. This chapter will introduce the concept of Social Media, a status report on Management Education in India and the interface of the technology and activities of management education institutions (MEI).

SM has two aspects Social aspect and media aspect. Social refers to "the interaction of the individual and the group" (Merriam-Webster, 2017b) and Media means " the system and organizations of communication through which information is spread to a large number of people" (Merriam-Webster, 2017a). Social Media, a term coined in 2004 means "forms of electronic communication (such as Web sites) through which people create online communities to share information, ideas, personal messages, etc." (Merriam-Webster, 2017)

A study on Social Media needs to examine three perspectives – technology, functionality and impact. SM is based on advances in the Information Technology area and hence technology has to be studied. The functionality or benefits of SM is dependents on the robustness of the technology used. In this research, the focus is on the benefits or uses of SM and the resultant outcome measures. However, the technology framework has to be appreciated to identify the challenges in accessing and using SM.

Functionality refers to the expected benefits of using different SM alternatives with variety of features. The user will interact with the technology platform of a SM alternative based on popularity, ease of use, convenience and usefulness or contribution towards the expected goals. The types of SM is discussed in Section 1.5.

The use of any technology or media is for a definite need of the user. Therefore, outcomes of the use have to be studied. This may be termed as impact of social media. The impact of use will be influenced by the age group, social and economic back ground, language capabilities, customization possibilities available in SM alternative and frequency of use. Any study on SM needs to define the age group or generation cohort for a more definite research, especially for individuals using for personal purposes. We have to evaluate whether the individual is helped or distracted because of SM in reaching their personal and professional goals. Similarly, organizations should ask whether their goals are met through SM or not.

The merits and demerits of use of social media by different generational cohorts for varied purposes is determined by the type of social media used and the resultant impact on the quality of personal and professional life. Impact measurement is possible only if suitable metrics are available. The metrics should also be objective, timely, complete, robust and easy to use. However, impact of specific use is not a focus area of current research. We focus on the outcome measure of use over a period of time as measured by the respondent feedback. We also examine whether the uses of SM for different SM alternatives is similar or different.

This chapter is organized to provide foundation to the concept of Social Media. It therefore summarizes definitions and provides characteristics of SM. The various types of SM as identified by previous researchers is also discussed to capture the variety of SM that makes research on this topic difficult. The literature review, presented in Chapter 2, addresses the basis for the research carried out and reported in this thesis through a synthesis of ideas identified from review of research on social media.

1.2 What is Social Media?

Concepts are defined for specific research agenda by different researchers. Our objective in this section is to report the key definitions which contributed to the growth of literature on Social Media and analyze the definitions. The various definitions of Social Media used in literature are given in Table 1.1.

SM is decade old concept starting around 2004. It was considered as a domain by itself (van Osch & Coursaris, 2014) or an hybrid element in the promotional mix of the organizations (Mangold & Faulds, 2009). Social media uses technological framework classified as Web 2.0 (Kaplan & Haenlein, 2010) enabling use of User Generated Content (UGC) (Ouirdi, El Ouirdi, Segers, & Henderickx, 2014). Therefore, all definition of SM includes digital UGC,

and use of Web 2.0 functionality (Davis III, Deil-amen, Rios-aguilar, Sacramento, & Canche, 2012). The increasing popularity of SM may be attributed to economic and social phenomenon amplified by technological drivers (Kaplan & Haenlein, 2010). The availability of computations capabilities access to Internet with higher bandwidth has contributed to the growth of SM. The increased disposable incomes coupled with reduced prices of technology are economic phenomenon. The exposure to computers in everyday life is a social phenomenon drive the use of SM. The availability of free software capable of generating content of professional standards has propelled the availability of UGC on the Internet.

Table 1.1: Definitions of Social Media

Author(s)	Definition
(Kaplan & Haenlein, 2010, p. 61)	"Social Media is group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content"
(Kietzmann, Hermkens, McCarthy, & Silvestre, 2011, p. 241)	"Social media employ mobile and web-based technologies to create highly interactive platforms via which individuals and communities share, co-create, discuss, and modify user-generated content."
(Davis III et al., 2012)	"Social media technology refers to web-based and/or mobile applications that allows individuals and organizations to create, engage and share new user-generated or existing content, in digital environments through multi-way communication".
(Andzulis, Panagopoulos, & Rapp, 2012, p. 308)	"the technological component of the communication, transaction and relationship building function of a business which leverages the network of customers and prospects to promote value co-creation"
(Bolton et al., 2013, p. 248)	"any online service through which users can create and share a variety of content"

The access to SM alternatives is popularly through two modes – browser based web services and mobile applications. The access methods, viewing of the content and convenience of access of these two modes are different. Comparable advantages in terms of perceived ease of use, interaction speeds, expected benefits and user skills required determine the preferred mode of the user for accessing SM alternatives. .

1.3 Technology dimensions of SM

The technology foundation of SM is the telecommunication networks and the private compter networks of organizations. The hardware available to the user and the access rights to the network will determine the use of specific SM alternative. Since, the organizational networks or Intranet are plenty, we only consider SM available to general public through the Internet as part of this research. The common access devices are desktop, laptop, tablet and smart phones. Internet may be wired or wireless and speeds of Internet access are increasing every day in India.

The second aspect to technology is the ability to develop content (text, audio, video, graphics, animation, etc) and share the same for collaborative work. The ability of the SM alternative to enable participation of the users in the content creation and dissemination influences the popularity of the SM alternative. Hence, we may say that the participatory web or Web 2.0 is a technological precondition for SM. .

The evolution of SM starts from Usenet created in 1979 for posting public messages. A early social networking platform in developed in 1990 called Open Diary. The weblog or blog also came into existence at this time. The creation of online social networking sites MySpace (2003) and Facebook (2004) contributed to the coining of the word "Social Media" around 2004 (Kaplan & Haenlein, 2010).

Web 2.0 is defined as "a platform whereby content and applications are no longer created and published by individuals, but instead are continuously modified by all users in a participatory and collaborative fashion" (Kaplan & Haenlein, 2010, p. 61). Web 2.0 refers to those features of World Wide Web (WWW) providing capability to users to share content without access to the web servers and is considered foundation for the growth of Social Media (Kaplan & Haenlein, 2010).

1.4 Functionality of SM

Another issue concerning SM is whether content may be termed as User Generated content or not. User Generated Content (UGC) is created by the users. The type of content preferred by different SM alternatives is different. Facebook provides users ability to post status updates and share photos and videos. Videos may be posted on YouTube and documents may be

shared on Scribd. Specialized sites such as research gate and Academia.edu are available for academicians and researchers to collaborate.. .

Content should fulfil three criteria to be termed as UGC. It should be creative content available publicly over the Internet to select or all users created outside professional responsibilities of the user (Kaplan & Haenlein, 2010; OECD, 2007). The creativity condition differentiates between technology or human aggregators and users who add value to the content. The functionality determines feasibility of using a particular type of content. YouTube is a video site in which users will be able to access content for entertainment, learning, time pass, relaxation, knowledge, etc. It also provides advertisement facility to business organizations.

1.5 Classification of SM

The SM alternatives available currently are rich and diverse (Kietzmann et al., 2011) and the choices are different from country to country (Chiu, Ip, & Silverman, 2012). Researchers have classified SM into blogs, review and rating sites, video sharing sites, social networking & online community sites, etc with UGC being a key ingredient based on the platform and psychological motivation of the users for engaging with other users (Krishnamurthy & Dou, 2008).

Kaplan and Haenlein (2010) classified the social media into six types – Social Networking Sites, Content Communities, collaborative projects, Blogs & Microblogs, Virtual Games and Social Worlds – based on media research and social process theories. Kietzmann et al (2011) have proposed a categorization of social media using seven building blocks – identity, presence, relationships, reputation, conversations, groups, and sharing. This categorization method is useful to explore new social media applications which will prioritize functionality on one of the building blocks. The most popular of SM alternatives are Social Networking Sites, which permit users to have a public profile and interact with other users with whom they share connection (Boyd & Ellison, 2008).

1.6 Characteristics of SM

All SM alternatives enable social behavior through dialogue (Solis, 2008) the content for which is user generated harnessing pervasive online connectivity (Davis III et al., 2012). SM is interactive and accessible to public. It promotes dialogues and is scalable. It is in digital or electronic form and builds on social nature of relationships.

1.7 Impact of Social Media

SM has different uses determining the impact in different situations. (Davis III et al., 2012). The popularity of SM alternative is determined by the value addition to the users. The value addition to users is a result of both technology and content on the SM alternative. The generational cohort or age of the user also influences the impact felt due to use of SM. Another factor influencing the impact is the users confidence in using technology. The millennial generation has lived with Internet technology from their childhood (at least in the western context). The increasing penetration levels of smart phones adoption is increase SM adoption and has impacted the achievement of users purpose in using SM.

The SM usage by individuals affects their self identify. It influence business as customer expectation from services are redefined and engagement with brands is affected. The firm valuation is also impacted since co-creation of products becomes more and more sought after value by customers (Bolton et al., 2013). The social web tools help businesses in creating sustainable user engagement online (Cromity, 2012). The influence on social networking on customer loyalty has been studied using social exchange theory (Shin & Hall, 2012).

Murdough (2009) in a foundation paper has suggested three broad parameters for measuring impact of SM. They are the reach of social media in terms of quantity and quality; discussions in terms of topics and sentiment and outcomes in terms of site traffic and purchase intent. The measurement has to be planned at the time of initializing the use of social media by organizations and will determine the long term use of social media. A framework for return of investment of social media has been proposed using business process and performance management concepts (Gilfoil & Jobs, 2012).

1.8 Users of Social Media

Generational cohorts or age of the individual users determine their usage behaviour on technology based SM. Researchers have used different terms to name the generations of users. Gunter, Rowlands, & Nicholas (2009) have termed individuals born after 1994 as ‘Google Generation’ whereas Bolton et al (2013) have used Generation Y for as all people born between 1981 and 1999. They observe that availability of Information and Communication Technology has changed their information seeking behaviour. The use of SM in a highly developed economy will be different from less developed countries (Bolton et al., 2013).

> *Effective and advance use of the Internet for information purposes can only be achieved once users have reached a certain level of competence. Despite reports that young people are adopting Web 2.0 applications enthusiastically and in large numbers, there is evidence that casts doubts on the web literacy of many users, young and old alike* (Gunter et al., 2009, p. 14)

The generational cohorts termed as Google generation or Generation Y do not use technology in the same way as older generations. There is a huge competency gap between generations is use of technology. However as technology matures the gap is reducing (Gunter et al., 2009).

1.9 Factors Influencing Popularity of SM

Bolton et al (2013) have identified two antecedent factors influencing the intensity of SM use They are environmental (economic, technological, cultural, legal /political) and individual (socio-economic status, personal values, age/lifecycle stage, norms/identity, etc) factors. The use of SM is for contributing, sharing, consuming, searching, participating and playing. The intensity of SM use is measured is in terms of frequency and duration of use. The technology factors in terms of telecommunication and mobile telephony as well as Internet penetration are discussed below.

1.9.1 Telecommunication and Mobile Telephony in India

There are many telecom service providers in India. The market leaders are Airtel, Reliance, BSNL, Idea, etc. The report on telecom users released by Telecom Regulatory Authority of India (TRAI) in January 2017 has captured the trends of users shifting from wireline connections to wireless connections. The Table 1.2 presents telecom subscription data as on 30th September, 2016.

As we may see there is a huge market for the wireless segment of the India telecommunication market. The Internet user through wireline as well as mobile data has become popular. With a teledensity of 84.09 percent primarily because of heavy presence in the Urban segment, Indian telecommunication industry reaches to majority of the population. The Internet subscribers are 367.48 million with 61 percent of urban population and 14 percent of the rural population having access to Internet. The mobile data use among GSM

and CDMA users is 235.91 MB and 385.00 MB respectively, which is a highly respectable usage.

Table 1.2 Snapshot of Indian Telecom Industry

(As on Quarter Ended 30 Sept 2016)

Telecom subscribers (Wireless and Wireline)	
Total Subscribers	1074.24 million
Urban Subscribers	624.38 million
Rural Subscribers	449.86 million
Teledensity	84.09
Urban teledensity	156.24
Rural teledensity	51.24
Wireless Subscribers	
Total Wireless subscribers	1049.74 million
Urban Subscribers	603.80 million
Rural Subscribers	445.94 million
GSM subscribers	1032.77 million
CDMA subscribers	16.97 million
Teledensity	82.17
Urban teledensity	151.10
Rural teledensity	50.80
Wireline Subscribers	
Total Wireline subscribers	24.49 million
Urban Subscribers	20.57 million
Rural Subscribers	3.92 million
Teledensity	1.92
Urban teledensity	5.15
Rural teledensity	0.45
Internet / Broadband services	
Total Internet Subscribers	367.48 million
Narrowband Subscribers	175.18 million
Broadband Subscribers	192.30 million
Wired Internet Subscribers	21.26 million
Wireless Internet Subscribers	346.22 million
Urban Internet Subscribers	247.69 million
Rural Internet Subscribers	119.79 million
Total Internet subscribers for 100 population	28.77
Urban Internet Subscription for 100 population	61.98
Rural Internet subscription for 100 population	13.65
Data Usage of Mobile Users	
Data usage per subscriber per month – GSM	235.91 MB
Data usage per subscriber per month – CDMA	385.00 MB

Source: (Telecom Regulatory Authority of India (TRAI), 2016)

1.9.2 Internet Penetration in India

Table 1.3: Internet Penetration in India (2000 – 2016)

Year	Internet Users	Penetration (% of Pop)	Total Population	1Y User Change	1Y User Change	Population Change
2016*	**462,124,989**	34.8 %	1,326,801,576	30.5 %	108,010,242	1.2 %
2015*	**354,114,747**	27 %	1,311,050,527	51.9 %	120,962,270	1.22 %
2014	**233,152,478**	18 %	1,295,291,543	20.7 %	39,948,148	1.23 %
2013	**193,204,330**	15.1 %	1,279,498,874	21.5 %	34,243,984	1.26 %
2012	**158,960,346**	12.6 %	1,263,589,639	26.5 %	33,342,533	1.29 %
2011	**125,617,813**	10.1 %	1,247,446,011	36.1 %	33,293,976	1.34 %
2010	**92,323,838**	7.5 %	1,230,984,504	48.5 %	30,157,710	1.38 %
2009	**62,166,128**	5.1 %	1,214,182,182	18.6 %	9,734,457	1.43 %
2008	**52,431,671**	4.4 %	1,197,070,109	12.5 %	5,834,088	1.47 %
2007	**46,597,582**	4 %	1,179,685,631	42.9 %	13,995,197	1.51 %
2006	**32,602,386**	2.8 %	1,162,088,305	19.3 %	5,275,016	1.55 %
2005	**27,327,370**	2.4 %	1,144,326,293	22.8 %	5,067,787	1.59 %
2004	**22,259,583**	2 %	1,126,419,321	19.1 %	3,567,041	1.63 %
2003	**18,692,542**	1.7 %	1,108,369,577	11.5 %	1,926,786	1.67 %
2002	**16,765,756**	1.5 %	1,090,189,358	136.9 %	9,689,725	1.71 %
2001	**7,076,031**	0.7 %	1,071,888,190	27.3 %	1,518,576	1.75 %
2000	**5,557,455**	0.5 %	1,053,481,072	96.5 %	2,729,647	1.79 %

* estimate for July 1, 2016

Source: http://www.internetlivestats.com/internet-users/india/ accessed on October 31,2016

The Internet usage in India is increasing year on year at a very fast pace and in 2016 it is estimated that 34.8% of the Indian population of around 132 crores are Internet users. The penetration in India in 2014 is at 18 percent which is estimated to increase to 27% in 2015 and 34.8% in 2016. The abnormal aggregate increase may be attributed to the decreasing costs of smart phones, increased access to Internet in the rural areas, and the focus on digital solutions to governance issues through Digital India programs. It is estimated that the

Internet users in India will be 720 million by the year 2020. The Table 1.3 gives the increasing in Internet Penetration in India from 2000 – 2016.

FICCI – KPMG Indian Media and Entertainment Industry Report (2015) has estimated that the number of Internet users in India at 210 million for 2014 and has projected that by 2019 the number will reach 528 million. The mobile Internet users are estimated at 173 million in 2014 and are projected to increase to 457 million in 2019. The Internet bandwidth availability is also a 29 percent increase and has reached an average speed of 2 Mbps in the country. Most of the Internet users are on the 2G network, but are expected to shift to 3G, and 4G as more and more companies rollout data services on these telecom networks. The revenues from data services for 2G, 3G and 4G is estimated to be distributed in the ratio of 38%, 55% and 6% in 2016-17, but is projected to change to 21%, 58% and 20% by 2018 – 19 (Vamsi, 2016). The internet penetration in India is supported by the technology giants such as Google which launched Project Loom; Microsoft with Project 'White Space'; and Facebook experimenting with Drones. The Digital India initiative is expected to bring broadband connectivity to 2.5 lakh villages thereby providing Internet access to the rural areas.

1.10 Higher Education in India

India has many challenges in educating the young of the country. It has a very low Gross Enrolment Ratio (GER) in higher education. Table 1.4 provides the GER in Higher Education in various states and Union Territories of India for the year 204-15. The number of students taking admission is considerably less compared to the number of students who qualify for higher education. This may be attributed to two reasons: access to higher education and desire to study.

Access to higher education has two aspects: availability of institutions in the geographical area and income to pay for the study in those institutions. The desire to study may be influenced by the requirement to study for employment. Many students of vocational training would stop their study since they are now able to find employment. Many students take up join family business to become productive earlier than going for higher education.

Table 1.4: GER in Higher Education 2014 -15

STATES/UTs	MALE	FEMALE	TOTAL
Andaman & Nicobar Islands	21.9	24.6	23.2
Andhra Pradesh	35.2	27.3	31.2
Arunachal Pradesh	28.6	27.9	28.3
Assam	15.4	14.3	14.8
Bihar	15.2	12.4	13.9
Chandigarh	48.6	66.4	56.1
Chhatisgarh	15.3	14.0	14.6
Dadra & Nagar Haveli	7.7	9.5	8.3
Daman & Diu	4.5	9.5	5.7
Delhi	42.0	45.4	43.5
Goa	25.2	30.7	27.7
Gujarat	22.2	17.5	20.0
Haryana	27.6	27.5	27.6
Himachal Pradesh	29.2	33.3	31.2
Jammu and Kashmir	24.1	25.5	24.8
Jharkhand	16.0	14.8	15.4
Karnataka	26.7	26.0	26.4
Kerala	24.1	33.3	28.7
Lakshadweep	2.0	6.2	4.0
Madhya Pradesh	21.6	17.3	19.6
Maharashtra	30.0	25.6	27.9
Manipur	37.1	34.8	35.9
Meghalaya	19.8	21.2	20.5
Mizoram	23.5	23.0	23.3
Nagaland	15.2	16.1	15.6
Odisha	19.6	15.9	17.7
Puducherry	47.7	44.2	46.0
Punjab	26.0	28.4	27.1
Rajasthan	21.9	17.9	20.0
Sikkim	28.4	32.4	30.3
Tamil Nadu	47.0	43.4	45.2
Telangana	39.2	33.0	36.1
Tripura	20.2	13.5	16.8
Uttar Pradesh	24.5	25.5	25.0
Uttrakhand	34.9	32.8	33.9
West Bengal	19.1	15.8	17.4
All India	**25.3**	**23.2**	**24.3**

Source: AISHE Report 2014 – 15 Downloaded from http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/AISHE2014-15F.xlsx on November 15, 2016

1.11 Management Education in India

Management Education trains students in the art and science of directing and controlling any organization, especially under resource constraint situations (Chowdhury, 1999). The organization may be business, industry, public systems or government. The Management Education in India is offered with different program titles and at different levels. The preferred nomenclature of the program is Master of Business Administration (MBA) but variations like Master of Business Management (MBM); Master of Business Studies (MBS) and specialized programs like Master of Marketing Management (MMM); Master of Human Resource Management (MHRM); etc are offered by some universities. The different levels of Management Education are provided in Table 1.5.

Table 1.5: Different Levels of Management Education

Level	Nomenclatures of Degrees	Duration in Years	Eligibility Requirement
UG	BBA	3	10+2
PG	MBA	2	Undergraduate Degree
Pre Doctoral	M. Phil.	1	Postgraduate Degree
Doctoral	Ph. D	3	Postgraduate Degree
Post Doctoral	D. Lit.	3	PhD
Advanced Diploma	Advanced Diploma	1	Undergraduate Degree
Diploma	Diploma	1	10+2+3
Certificate	Certificate	1	10+2+3

Other nomenclatures are also in Vogue: BBS, BIBF; BBM, BIBM, BIM, MBM, MBS, MIB, MMS
Related Professional Council: All India Council of Technical Education **(AICTE) www.aicte.ernet.in**

Source: (Chintalapati & Sinha, 2011)

The number of management graduates at Under Graduate level is 512345 out of which 324766 are male and 187579 are female students. The number of management graduates at the PG level qualifying for the Post Graduate degree is 597277 out of which 379863 are male and 217414 are female. The number of students for M.Phil and Ph. D. are 729 and 6224 respectively. The number of MBA students in distance mode is 148893 out of which 95070 are male and 53823 are female (Ministry of Human Resource Development, 2016).

The research carried out focused on the Post Graduate level programs (MBA) and the equivalent program namely the Post Graduate Diploma in Business Management (PGDBM)

offered by management education institutions established by the government or approved by AICTE.

1.11.1 Early Era of Management Education in India

The origin of the management education is a result of an expert committee established by the All India Council for Technical Education (AICTE) in 1952. The expert committee recommended programs on a part time basis for sponsored junior executives in Industrial Administration and Business Management. It further recommended the establishment of a Board of Management Studies to formulate a scheme for management studies. It also suggested establishment of an Administrative Staff College as well as National Institute of Management. The suggested National Institute of Management was to be established as a joint and cooperative enterprise of Government, Industry, Commerce and general public.

In 1953, the All India Board of Technical education in Management is established, which suggested that there will be three distinct types of courses: Business Management, Industrial Administration and General Management. The Delhi School of Economics of Delhi University; Mumbai University, Indian Institute of Social Welfare and Business Management (IISWBM), Calcutta University and Madras University were selected as centres for courses in Business Management. The Indian Institute of Technology, Kharagapur; Indian Institute of Science, Bengaluru and Victoria Jubilee Technical Institute Mumbai were named for the course in Industrial Administration.

Management Education started in Kolkata in 1953 with IISWBM. The part time Post Graduate Diploma in Business Management was started by Calcutta University in 1954 (Chowdhury, 1999). In the University system, Andhra University was the first to start full time two-year MBA Program in the year 1957 ("Department of Commerce & Management Studies Profile," 2007). A specialized institution for management similar to Indian Institute of Technology was started in Kolkata named as the Indian Institute of Management – Calcutta (IIM-C) in collaboration with Alfred P Sloan School of Management, USA with Dr B C Roy as Chairman and Mr K T Chandy as the Director in November 1961. Another Indian Institute of Management was started at Ahmedabad in June 1962 in collaboration with Harvard Business School, USA with Mr. Kasturbhai Lalbhai as the Chairman and Dr. Vikram Sarabhai as the Director. The third Indian Institute of Management was started in Bengaluru named as Indian Institute of Management Bangalore in the year 1972. The fourth IIM was established in the city of Lucknow in the year 1984. The next set of IIMs was announced in

1996 at Kozhikode and Indore, which commenced classes in 1997 and 1998 respectively. Currently there are 19 IIMs in Kolkata (Bengal), Ahmedabad (Gujarat), Bengaluru (Karnataka), Lucknow (Uttar Pradesh), Kozhikode (Kerala), Udaipur (Rajashtan), Ranchi (Jharkhand), Rohtak (Haryana), Thiruchirapalli (Tamil Nadu), Visakhapatnam (Andhra Pradesh), Bodh Gaya (Bihar), Raipur (Chattisgarh), Sirmaur (Himachal Pradesh), Indore (Madhya Pradesh), Nagpur (Maharastra), Amritsar (Punjab), Shillong (Meghalaya), Sambalpur (Odisha) and Kashipur (Uttarakhand).

Administrative Staff College of India (ASCI) was started in 1956 at Hyderabad as a joint and cooperative enterprise of Government of India and Private Industries & Commerce. It was established as an autonomous non-profit institution with an objective of developing professionalism in management. The major activities are training, institution building, funded research and consultancy.

The All India Management Association (AIMA) was started in 1957 as an apex body to pool in management thoughts in the country. It was established as a forum for developing national managerial ethos and to facilitate the promotion of management profession and its contribution to the society.

1.11.2 Models of Management Education

The first model of management education is a program offered under a University. This may or may not be the most popular focus area of the University and the support of the top management to innovate and change policies as required for the management programs may not be readily available. In some cases, the more traditional programs which are more established may constrain the top management from experimenting with academic policies to make them suitable for career oriented programs like MBA. The broader evaluation, academic and administrative guidelines are common to other programs offered by the University. Hence, the freedom of change and the scope of operations for the management department will be less. The Universities are of three types in India – central universities, state universities and deemed universities. The central universities are approved by an act of Parliament of India, where as the state universities are approved by the respective state governments. The deemed universities are approved by the Ministry of Human Resource Development, Government of India based on the recommendations of the University Grants Commission. The state universities and deemed universities may be established by societies

and trusts managed by private persons, where as the central universities till now are all started by the Government of India.

Another category of institution not termed as University but established under the Ministry of Human Resource Development, Government of India are the Indian Institutes of Technology which also offer MBA Programs. Similarly, National Institutes of Technology also offer MBA Programs. They are also considered under the model of Universities thought their focus is mostly on engineering and technology disciplines.

The second model is an autonomous institution approved by the AICTE under Ministry of HRD, Government of India. These institutions have freedom to undertake operations such as admissions, placements, academic programs, training sessions, evaluation and grant of PG Diploma certifications. These, in some cases, are not considered equivalent to the Post Graduate Programs offered by the Universities for recruitment / higher education in India. These are primarily professional programs offered for employability enhancement in the private sector.

The third model is premier management institutions established by the Government or its agencies. The very renowned of the specialized institutions are Indian Institute of Management (IIM). The operational structure of the second and third models seems similar, but the quality, rigor and acceptability vary due to the funding structure and the personnel involved.

The fourth model of management education are affiliated colleges which provide academic support and are governed by the rules and procedures of the University to which they are affiliated. The fifth model of institutions is private bodies offering a career oriented training and providing certification. These may not be recognized as degrees as per the statutes, but are taken up by students for better career prospects. The sixth model is institutions offering the management education programs through distance education. The Universities and institution may supplement their full time activities and short duration training programs with course material based distance and online learning programs.

1.11.3 Management Education Institutions Considered in Current Research

The classification of the management educations institutions on the basis of the promoters is into government and non-government or private institutions. Based on the variety of the program run by the institution, they may be classified as University (which offer multiple courses) and Business schools (which offer MBA/ PGDM Program) only. Based on the

degree offered they may be classified as institutions offering Masters, a constituent or affiliate of the University and Post Graduate Diploma, approved by AICTE. Based on the nature of delivery of the course, they may be classified as regular programs and distance and online education programs.

The current research will combine the public and private owned institutions with variety of programs (University and B-School) to develop a 2x2 matrix of public university, public b-school, private university and private b-school. Since most institutions classified as b-schools offer PGDM program, the third classification criteria is also considered as part of the study. The study therefore covers all the major types of the management educational institutions in India.

1.11.4 Environmental Analysis

The current scenario in management education can only be understood through use of the environment analysis. The external environment will provide us a glimpse of the possible opportunities and threats. Institutions have to address these opportunities and threats using their internal processes, resources and people. This section will provide a summary of the environment factors classified as political, legal and regulatory environment; economic environment; social and cultural environment and technological environment.

The political, legal and regulatory environment for management education in India is changing very fast. The primary regulator responsible for management education is the All India Council for Technical Education (AICTE), which will be evaluating institutions on their capability to offer Post Graduate Diploma in Management (PGDM) program. The political system in India is slowly supportive of the privatization of Higher Education. The increasing number of private Universities in various states across India and the consideration to the Private University legislation is a clear pointer to this trend in the political class. The process of establishment of private universities approved by the state legislatures has become easier and therefore many institutions are coming under the private university route. The Ministry of Human Resource Development (MHRD), Government of India based on the advice of University Grants Commission has approved establishment of deemed university under private management. This has shifted the momentum from PGDM Programs to the MBA Programs.

The Indian economy is one of the fastest growing economies in the world. It is therefore expected to face a short fall of managerial resources. Thus there is a huge market for management education institutions in India, irrespective of the delivery and operations model followed. The improving income and aspiration levels among middle class Indians who constitute around 30% – 40% (Saxena, 2010) in the population of around 120 crore provides an opportunity that can be exploited by the management education institutions in the country.

The development of the different states in India is not on similar lines. Hence, it is expected that the challenges faced by institutions based in different states will be different. The requirement of managerial talent (Saxena, 2010) is varied in different industries, spread in different parts of the country.

The Social and Cultural Environment in respect of management education would look at the preferences of the students for different career choices. The career choices are primarily classified into entrepreneurship and employment. The social system promotes entrepreneurship among certain social groups and employment among some social groups. For example, it is commonly believed that Marwari community is expected to become entrepreneurs. Some of the second and third generation business owners would like to train their wards in family business concepts and a domain of study on family business has evolved. These social and cultural phenomena have direct influence on the business of the management education institutions. The acceptance level of entrepreneurship in India is also varied, which makes most management education institutions focus on skills related to operations and tactical level, which correspond to the first and middle levels of management. The training for the conceptual and design skills, creativity, innovation, leadership, etc which are the cornerstone for a entrepreneur are seldom dealt with the seriousness it deserves in more than 90% of the institutions in India. The top few institutions which aim at developing the potential for innovation and entrepreneurship among their students have resulted in a new model of entrepreneurship known as 'campus entrepreneurship'. IIM – Ahmedabad has taken a lead in this matter by providing support mechanisms to encourage students to take risks. The National Entrepreneurship Network (NEN) is a key stakeholder promoting the growth of entrepreneurship in India.

The other social factors affecting the management education are the increased numbers of students from non-traditional business backgrounds coming into management education. This necessitates an institution which provides the support systems for training and

improving the business acumen of the students. The ability to take risks and the support system for risk taking which are essential for the entrepreneurial lifestyle has to be developed and kept in place to cater to the aspirations and social structures of the population. These social networks provide support to the students both for employment purposes and for entrepreneurial purpose. Internet and Social media helps in the creation and maintenance of the social networks across vast geographical distances.

The technological environment in case of management education institutions may be studied from two perspectives. The first one is the impact of technological changes in the way the operations of management education institutions is carried out. The second one is the impact of technology changes in the way the corporate demand for trained manpower is impacted. In the first perspective we take into consideration various activities such as admissions, training, placements, academics, evaluation, etc. The technology for delivering management education also has undergone changes in the recent years with the teaching aids becoming more technical, online learning and evaluation systems, and remote learning models becoming more and more common in the institutions of learning. The management education has also becoming more practice oriented with games, simulations and software becoming more and more proficient as training tools.

The challenges in management education arise from the technological changes to the information and communication technology. The information collection, storage, analysis and dissemination have become complex and faster and the resultant challenges require a trained human resource. These require the students to have very good technology skills. The technological environment thus has an impact on the quality of management education both in terms of delivery and end product requirements. The challenges posed by the technological environment are affecting both the operational parameters and the delivery parameters and final quality parameters of the management education institutions. The technology dimension specifically studied as part of the current research is the Social Media (SM) and the forthcoming sections discuss in details the influence of SM in the area of higher education.

1.12 Social Media and Higher Education

The use of social media, which include social networking sites, in higher education has been studied by various researchers. The research themes are varied and few significant themes are given below:

- Use of social media for teaching and learning (H.-L. Chen & Gilchrist, 2013; Dabbagh & Kitsantas, 2013; Moran, Seaman, & Tinti-kane, 2011; Murphy, 2012; Sullivan & Ulrey, 2013).
- Use of social media for student induction, mentoring and relationship building (Garrett & Cutting, 2012; Wohn, Ellison, Khan, Fewins-Bliss, & Gray, 2013)
- Use of social media for research (Adi & Scotte, 2013; Anonymous, 2011)
- Problems with excessive social media / digital media use (White, 2013)
- The use of website and social media for communication (Erskine, McDaniel, Fustos, & Watkins, 2014; Hao Yang, Yao, & Chen, 2011; Kietzmann et al., 2011)

1.13 Summary of the Chapter

In this chapter the researcher has introduced the concept of Social Media and defined Social Media for the purpose of this research. The various categorization criteria and the types of social media have been summarized followed by a description of the influence of various enabling factors for growth of social media.

The chapter also introduced the area of study i.e., management education institutions. It provided an historical perspective on the management education and has categorized the various models of management education. The intersection of social media, a technology, with management education, a part of higher education industry was summarized through past literature. The next chapter will provide detailed review of literature relevant to the proposed study of Use of Social Media by students of Management Education.

Chapter 2

Literature Review

2.1 Introduction

The evolution of media from the classical era to the information society has resulted in the globalization of information, explosion of knowledge and the creation of a knowledge society (European Commission, 2008). The convergence of the digital media and Internet with electronic media in a consumerist society has influenced the way individuals seeks information, disseminates ideas and interacts with other members of the society. The convergence of social interactions facilitated through digital technologies and Internet has led to the development of Social Media. The study of Social Media (SM) has to be based on the various perspectives for studying new media. It may be studied as a technology innovation with beneficial outcomes to the users. It may be looked at as another media source of information and it may also be seen as a source of data for business analytics related to consumer preferences & behavioural trends, employees, etc. The existing literature on SM has studied the concept from multiple perspectives using various theories and models. It further extends the discussion on the various theories for use of SM into the literature regarding Decision Making, behavioral intention to use SM for Learning and Social Capital.

Another area to be looked into for a domain of research is the arena of research – the targeted respondents. The use of SM by the Generation Y users is identified as a research area which is not explored in India (Bolton et al., 2013). The authors of the paper having reviewed the research into SM suggested a research agenda which forms the basis for determining the target respondents for the current study.

2.2 Research Approaches for Study of Social Media

Ngai, Tao & Moon (2015) have categorized the theories to study SM in to personal behavior theories, social behavior theories and mass communication theories. Studies of SM as a technology innovation used Technology Acceptance Model, Theory of Reasoned Action, Theory of Planned behavior, etc. Studies of SM as an source of information uses social capital theory, social cognitive theory, social power, uses and gratification theory, etc. In the current research we examine SM for Generation Y users using Technology Acceptance Model for learning and Social Capital theory for outcome measures. The Uses and

Gratification theory is used to identify the uses of five specific SM alternatives. The use of SM as information source is also looked at in terms rational decision making behaviour.

2.3 Research on Social Media Use by Generation Y

Bolton et al (2013) have carried out an extensive literature review and have suggested research agenda for use of SM by Generation Y. The authors in an extensive review have provided a categorization of the generations as used in the literature, followed by their social media use and the factors affecting the usage. The factors are categorized into environmental factors (economic, technological, cultural and political-legal) and individual factors (socio-economic status, age, life cycle stage, emotions and social norms). It also provided a conceptual framework for considering the antecedents and consequences of Generation Y use of SM.

Combining the various theories identified and listed with the research agenda regarding Generation Y use of SM, the researcher has proposed the current research. Since, Generation Y corresponds to the individuals born between 1981 and 1999, the students of MBA / PGDM Programs are selected as the suitable age group, which falls in this range. The most popular theories used in extant literature as identified by Ngai et al (2015) have suggested examination of the use of SM through Technology Acceptance Model and the Social Capital Theory. The research directions specified by the cited researchers is accepted as part of this research.

2.4 Theories of Mass Communication

Three theories of mass communication are used to explain the influence of SM on people behavior (Ngai et al., 2015). The media richness theory explains the ability of the media to reproduce the information sent. The influence of the communication media on task effectiveness is studied using this theory (Suh, 1999). The media richness theory argues that the performance of the team will improve as the information is available for better decision making (Dennis & Kinney, 1998) . Researchers have argued that the performance of an organization can be improved by matching the information needs for task fulfillment with the media characteristics. Tasks with uncertainty require detailed information and equivocal tasks require participants to arrive at a common meaning to the information which may be interpreted in many ways (R. Daft & Lengel, 1986).

There are four criteria for determining the hierarchy of media richness. They are the availability of instant feedback, capacity of the medium to transmit multiple cues, use of natural language and personal focus of the medium. The hierarchy of media richness has face to face communication on the higher side followed by telephone, personal documents, unaddressed documents such as fliers, bulletins, etc on the lower side and numeric documents as the less media rich communications (R. L. Daft, Lengel, & Trevino, 1987; R. Daft & Lengel, 1986). Face to face communication between members of the team use words, vocal cues, non-verbal communication and written communication. Other media may use parts of these varying modes of communication and therefore may influence the task performance. The media choice of the users may be influenced by factors other than richness (Dennis & Kinney, 1998; Pazos, Chung, & Micari, 2013) which is not considered by the media richness theory.

The telephone combined with computer has evolved into digital media which provide video conferencing similar to face to face communication. The email is similar to the personal documents. The social media permits for personal as well as mass communications with contents developed through a variety of media at different stages of richness. The use of video, audio, photos and textual content supported by emoticons, etc permit the users to communicate with greater levels of clarity to their message.

The para-social interaction originated as a psychology topic but was used as a mass communication theory to explain the relationship between users of media and media personalities (Giles, 2009). It explains a relationship where the user acts as if they are involved in a typical social relationship with the media personality. This perception or feeling of the users is attributable to the time spent with the media figure. The media user is a stranger to the media personality whereas the user is more aware of the media personality, where as in a normal social relationship, the strangeness will reduce as the interactions increase. Para social interaction has been identified as the reason for repeat use of websites. The parasocial relationships, between the media and the users, add value to the users, is identified as an important determinant of the usage rate of the media. The visits to websites is influenced by the parasocial relationships between the website visitors and the strong sense of personality displayed by the website (Eighmey & McCord, 1998). Para social Interactions has been used to study the relationship between consumer – brands in a social media environment (Labrecque, 2014).

The uses and gratification theory (Blumler & Katz, 1974; Papacharissi, 2009; Ruggiero, 2000) explains that users take an active part in the communication process and have specific goals for the media they are using. The user choice of media is driven by the needs of the user. Whatever media fulfills the felt needs is utilized more by the users. In other words, when the media has multiple features and benefits, the users will only use those features that are required for their need fulfillment. The theory proposes that the users have more free will; the usage is determined by the values of the user. This theory proposes a more humanistic approach to media usage and examines the media choice based on the expected gratification of the user.

The needs of the user may be classified into cognitive, affective, personal integrative, social integrative and tension free needs ("Communication Theory," 2015). Cognitive needs deal with information, knowledge, etc. Affective needs include emotions, pleasure and other moods of the users. Personal integrative needs deal with status and self esteem of the users. Social integrative needs address the socialization requirements of the users. Tension free needs are the reason for the user to relieve stress and escape from the day to day pressures.

Uses and gratification theory is criticized for being audience centric. It also does not consider the power of media to influence the users. It focuses the attending on a individual's use of media which is more a mass communication process. The theory focuses on answering the question - what do people do with media? (Katz, 1959) and posits how users select media based on its ability to satisfy identified specific needs. UGT has been used to study the use of new technological media such as mobile phones (L. Leung & Wei, 2000), Internet (Kaye & Johnson, 2004; LaRose, Mastro, & Eastin, 2001; Stafford, Stafford, & Schkade, 2004), World wide web (Correa, Hinsley, & de Zúñiga, 2010; Eighmey & McCord, 1998) and social media (Louis Leung, 2013; Z. Wang, Tchernev, & Solloway, 2012; Whiting & Williams, 2013; Zolkepli & Kamarulzaman, 2015). The various uses studied are text messaging (Grellhesl & Punyanunt-Carter, 2012), mobile content sharing and retrieval (Chua, Goh, & Lee, 2012). UGT has been used to study the use of Social media with specific gratification sought such as social networking - Facebook and Myspace (Bonds-Raacke & Raacke, 2010; Cheung, Chiu, & Lee, 2011; Park, Kee, & Valenzuela, 2009; Raacke & Bonds-Raacke, 2008), Twitter (G. M. Chen, 2011), social recommendation systems (Kim, 2014), social support for healthcare through Internet (Anderson, 2011), chatting (L. Leung, 2001), brand interactions (Apaolaza, Hartmann, He, Barrutia, & Echebarria, 2015), online marketing (Froget, Baghestan, & Asfaranjan, 2013), and news sharing (C. S. Lee & Ma,

2012). Shao (2009) has proposed that the appeal of user generated content, which is a key characteristic of Social Media, to the users may be studied using the UGT perspective. UGT has been found useful to identify how different users' prefer different features of the social networking site Facebook (Smock, Ellison, Lampe, & Wohn, 2011). Looking at the wide popularity and the congruence of the theory with the needs of the research to study the user's choice in case of social media UGT is selected as suitable theory for this research to examine the uses of social media by students of management education.

2.4.1 Uses of Social Media

The research in to various media by the researcher using UGT have suggested various uses and gratifications sought by the users. This section tabulates the various uses identified by different researchers for Social Media.

Table 2.1 Uses of Social Media

Feature of Social Media	Uses / Gratification sought	Source
Social Networking	Socializing, Entertainment, status seeking, Information	(Park et al., 2009)
Micro messaging	Camaraderie, relationship building	(G. M. Chen, 2011)
Instant Messaging	Relaxation, entertainment, fashion, inclusion, affection, escape, sociability	(L. Leung, 2001; Louis Leung, 2013)
Online Games	Achievement Enjoyment Social Interaction	(Wu, Wang, & Tsai, 2010)
Animated News	Social Interaction, Companionship, Relaxation, Information Seeking, Entertainment, Pass time, Interpersonal learning	(Cheng & Lo, 2012)

The outcomes suggested by different researchers are very broad depending on purpose of the SM use. It may provide individual benefits outcomes such as social capital, identity, physical, psychological and emotional well being. It may also result in firm level outcomes such as market intelligence, customer life time value, help during recruitment and selection decisions. It can also provide societal benefits such as engagement and privacy / safety. These outcomes are dependent on the types of use of social media and the intensity of use. The types of use have been classified by Bolton et al (2013) into contributing, sharing, consuming, searching, participating and playing. The intensity of use is measured through frequency and duration of the use of SM by the user. Whiting and Williams (2013) in an exploratory qualitative study has applied Uses and Gratification theory to social media to

identify ten uses of social media. The ten uses are social interaction, information seeking, pass time, entertainment, relaxation, communication utility, convenience utility, expression of opinion, information sharing, and surveillance / knowledge of others.

2.5 Decision Making

Decision making (DM) is a process of preferring an option from different alternatives available to the decision maker. The research on individual decision making has been a part of the research by economic theorists. The theory of consumer choice or the economic theory of consumer decision making has developed over the years (Edwards, 1954).

Decision Making models may be divided into two broad schools: analytic and experiential. The analytic school focuses on the data and processing of data to make available information relevant to the decision situation. This is a rational approach to decision making supported by logic, reasoning and data. The experiential school of decision making places importance on the knowledge and experience of the decision makers.

2.5.1 Theories of Decision Making

There are multiple theories on decision making developed to address multiple perspectives. The bounded rationality model of decision making assumes that the reality is complex and the human cognition is limited. The decision maker will not be doing an exhaustive review of the choices, but is searching for a satisfying solution (Simon, 1959, 1979; Simon et al., 1987). The decision makers solving problems under this method uses heuristics provided by social groups. The decision maker may emulate the behavior of the social group for making their choice (Hayakawa & Venieris, 2016). Herbert Simon (1959) has proposed a three stage process for DM – Intelligence, Design and Choice. Two more stages, Implementation and Monitoring, were added by Huber (1981). The decision maker have specific DM styles such as rational, dependent, intuitive and spontaneous as well as a role to play while using Social media such as adviser, seeker, observer (Sadovykh, Sundaram, & Piramuthu, 2015). In the bounded rationality model, the rational choice involves guess about uncertain future consequences (March, 1978). The approach to choice in bounded rationality model will take into consideration the costs of information gathering and processing by human beings (Radner, 1975).

Another view of decision making is that it is not a discrete event but is a step by step process. Lindblom (1959) argues that decision making is construed as a means – ends relationship.

The decision maker considers the means and makes choices based on the targeted goals (ends). The decision maker moves from status quo to problem solving and decision making is a evolutionary process. This is termed as incrementalist approach to decision making.

Another approach to decision making views it as a organizational activity. The output of processes followed by the organization will result in decision rather than a stand alone activity (March, 1978). The organization procedure view has been considered by some researchers as "avoidance mode" eliminating the thinking piece of decision making (Das & Teng, 1999)

Another model of decision making process has been identified as the meeting point of multiple actors, multiple goals and multiple views. (Cohen, March, & Olsen, 1972). They have used the term Garbage Can to refer to "collections of choices looking for problems, issues and feelings looking for decision situations in which they might be aired, solutions looking for issues to which they might be an answer, and decision makers looking for work." (Cohen et al., 1972).

We select the rational approach where information plays a key role in a individual decision making scenario supported by family and friends in the choice of the institution to pursue the MBA / PGDM program. The selected of the model proposed by Simon and expanded by Huber is used to evaluate the use of SM as a informational source by the students for the various sub tasks that form part of the admission process from application, written test, Group Discussion, Interview to final selection. The stages of DM as expanded by Huber is given in Table 2.2.

Table 2.2 Decision making stages and operational definition

Decision Making Stage	Definition	Source
Intelligence	understanding the problem	(Sadovykh et al., 2015)
Design	development of alternatives/ determination of consequences of various courses of action	
Choice	selection of an option/alternative/course of action and comparison of consequences to resolve the problem	
Implementation	identification of resources and implementing an alternative course-of-action to make a decision	
Monitoring	monitoring/evaluation of implemented decision	

The student has to be selected by the institute based on the defined process and the student has to join the institution with the most optimal prospects to culminate the decision making process. Thus every step in the choice of the institution requires a large amount of information for the students to make a informed choice not only to join an institution but also to become eligible for admission in to the institution of their choice. Alternatively, select an institution from among those institutions that have offered a seat in their program based on the relevant information about the institutions.

2.5.2 SM and Decision Making

Social learning and peer effect has a lot of influence in the evaluation of the choices by the individuals (Bursztyn, Ederer, Ferman, & Yuchtman, 2014). SM provides avenue for individual to seek and share information relevant to different decision areas. SM has been a source of word of mouth communication, supporting consumer buying decisions. The ability to interact without time and distance limitations permit users to seek and give advice regarding the various choices an individual makes as they journey towards their objective. In the context of current research, we will look at the theories and models explaining decision making and select a model which is most suitable for evaluating SM as a source of decision making. The specific decision that will be considered in this research is the *student's choice of the institution*, where the student has journeyed through the entire process and has finally joined a particular institution.

SM alternatives are useful source of information for decision making by users in various situations (Sadovykh et al., 2015). One of the tools using for decision making which analysis the choices using the information available is the comparison matrix (Haubl & Trifts, 2000). This may be developed using computer based decision tools as well as through manual lists provided by the experience peers, who are part of the social groups. Another technology based information driven aid to decision making is the recommendation agents. Social media has sites which are focused on this facility of being decision aids recommending possible alternative for the consideration of the users. The information provided by the users in terms of various important attributes for service locations, impressions of the place, ratings, etc are the foundation data based on which the social media sites will be able to shortlist the choices and make more pertinent recommendations to the users. Choice of the Institution to pursue MBA / PGDM may also follow the same mechanism and this is another decision aided through social media.

The information needs of the decision maker in the DM process include data regarding faculty profile, placement history, alumni information, brand identity, research exposure, curriculum standards, program acceptance, ranking of the institutions, etc.

2.6 Theories to Study SM as a Learning Resource

Learning is an activity that enables an individual to improve the ability to interact with the internal and external environment and helps to achieve the stated and unstated goals and objectives (Y. Wang, Gray, & Meister, 2014). The learning may be self-driven or under guidance. It may be through regular day to day living or through activities carried out for specific purpose of learning. In this research, we address the individuals who are undertaking specific activities with the goals of improving their understanding and ability towards specific task fulfillment purposes. They use different learning resources for this purpose. Learning resource is defined as a resource used for educational purposes in any format, real or virtual, that: (i) illustrates or supports one or more elements of a course or course of study; and (ii) may enrich the learning experience of the pupil or teacher.

It has been observed by the researcher that the students of management program have to learn concepts and apply knowledge in practical sense as part of their learning. The quality and age of material available for learning is different based on the source and type of material. The need to learn new concepts and understand the changing dynamics of the business environment is fulfilled through use of Internet resources, which include SM. However, there is no empirical evidence as to the factors influencing the use of an information source such as SM for the purpose of learning. This research was conducted to fill the gap in the theory regarding a model to explain the behavioral intentions of the users of SM for the purpose of information processing and learning. The extent literature has many models proposed to examine the adoption of innovations, adoption of information technology, etc. Based on the review of literature provided in section 2.6.1, the authors have decided to study the behavioral intention using the Technology Acceptance Model (TAM).

2.6.1 Models to Explain Technology Adoption

It has been an endeavor in research to study why individuals behave in a particular manner. The behavior of the users of different products has to be correctly predicted for the businesses to act in the optimal way. The predictability of adoption or popularity for a new technology will help organizations to spend their resources in a more effective fashion. Various theories have been used to study the adoption or use of different technology by individuals. Some of

the popular theories used to explain the adoption of different innovations are the Theory of Reasoned Action, Theory of Planned Behavior (Mathieson, 1991), Technology Acceptance Model (Davis, 1989; Davis & Venkatesh, 1996) and Unified Theory of Acceptance and Use of Technology (UTAUT) (Guo & Liu, 2013; Parameswaran, Kishore, & Li, 2015).

The rational choices of the individuals may be studied using Theory of Reasoned Action (TRA) (Fishbein, 1979). It proposes that the individual's actions may be predicted based on their pre-existing attitudes and behavioral intentions. The outcome expected from carrying out an activity is a determinant of the individual's decision to engage in that particular activity. TRA has provided the theoretical basis for study on the user acceptance of technology.

2.6.2 Reasons for Selecting TAM

Any theory that fulfills the following three characteristics will become popular method for understanding a complex situation: parsimony, verifiability and generalizability. Parsimony is the characteristics of being simple or less variables; verifiability is support of data; and generalizability is about the use of the theory in various fields. TAM fulfills these characteristics and has therefore become very popular (Y. Lee, Kozar, & Larsen, 2003). TAM is a model for studying acceptance of information systems based on the Theory of Reasoned Action (Davis et al., 1989). Davis (1989) has proposed two constructs perceived usefulness and perceived ease of use that have influence on the users acceptance of Information Technology. The relationship between these constructs is said to influence the users attitude which will in turn influence the actual usage behavior (Davis, 1993). It is found to be a model to better explain the behavior of the individuals who may be positively inclined towards a technology (Moon & Kim, 2001) and is therefore chosen as a basis of this study.

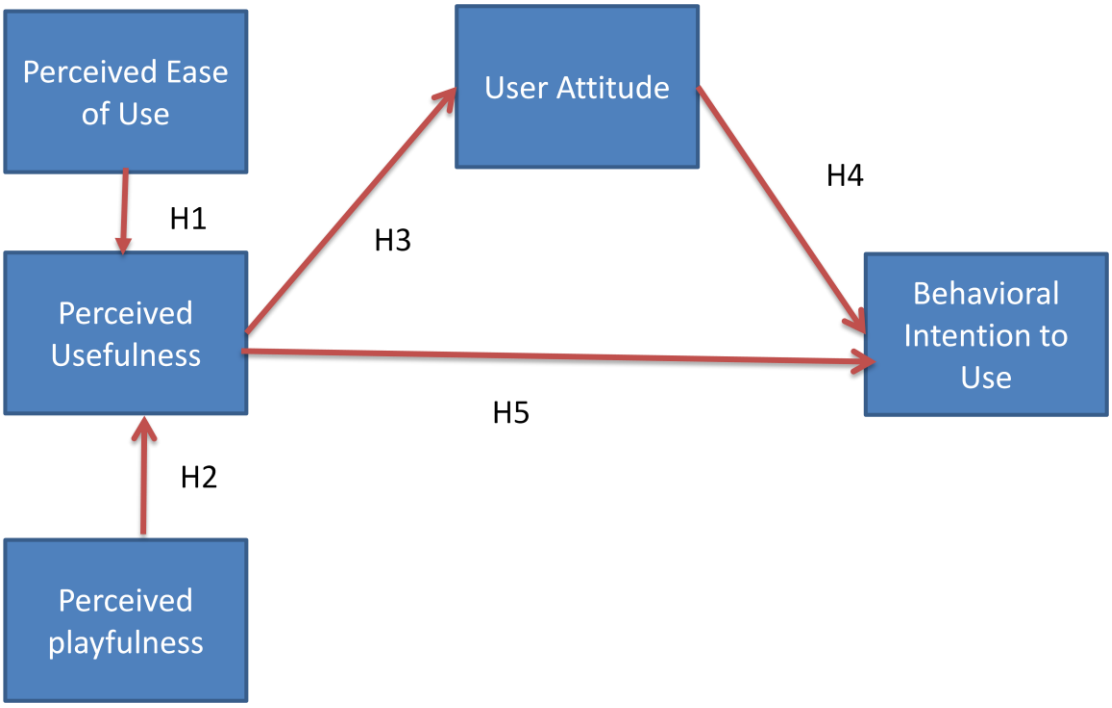
SM is a technology platform with facility for users to create, consume, and share content with other users. It therefore is a facilitator for self driven learning as well as collaborative learning among the management students. SM like Facebook, Twitter, YouTube, LinkedIn, WhatsApp, etc facilitates the users to fulfill their need for learning through various features and options available. Facebook permits users to create groups for collaboration and information dissemination. The technology adoption model has been used to study the user attitude and usage behavior of Facebook users (Rauniar, Rawski, Yang, & Johnson, 2014). Twitter is an excellent source for real time update of news and also provides access to content

required by the users based on who they follow. LinkedIn is a professional networking platform which also has facility to ask and answer questions. It is easy to build networks with individual of similar or diverse skills based on the requirements of the users. YouTube is a medium of video content which may have multiples uses, such as entertainment, news, discussions, learning, etc. YouTube as an informal learning resource has been examined as part of digital literacy challenges faced by organizations (Tan, 2013). The study has examined the questions on what constitutes learning in the digital space and how students engage with resources available for learning. The use of social networks for diffusion of UGC available on YouTube was studied in previous research and it had examined which content becomes popular (Susarla, Oh, & Tan, 2012). Another study examining the use of YouTube for learning purpose used case study methodology to undertake an in-depth study of a content provider and has provided descriptive statistics such as view counts, rating, etc (Saurabh & Sairam, 2013). Another research had studied the use of YouTube as a publishing platform for clinical skills training videos (Topps, Helmer, & Ellaway, 2013). The researchers have also studied about the popular content classified as higher education material on YouTube across domains in a longitudinal study and have posited the need for a more comprehensive study (H.-L. Chen & Gilchrist, 2013). A study on the role of YouTube in the continuum of media collections in academic libraries has identified exciting possibilities (Cho, 2013). The educational uses of YouTube had been studied for individual courses in classroom settings (Everson, Gundlach, & Miller, 2013). A study using interview techniques has identified that YouTube is used by college students for retrieving content for supporting collaborative learning (Hrastinski & Aghaee, 2012).

The Internet use as a medium compared to print and television is increasing continually. The reasons for the increased user adoption of this technology based platform of information sharing and dissemination for the purposes of entertainment, news, views and education has to be studied for an informed choice on popularizing content using this alternative by individual users and commercial or educational institutions. The use of social media for learning has been observed among the students of management education (Dhume, Pattanshetti, Kamble, & Prasad, 2012). However, user acceptance of social media as a learning tool has not been examined in detail by academic researchers. Previous research had looked into collaborative learning (Cochrane et al., 2013), however, no studies on the proposed research were noticed in the extensive literature search conducted.

Though varied focus areas were studied in the above studies, a user perspective of why SM is adopted as a learning resource was not studied in previous research and that need is filled by the current research. The need for a research empirically validating a model of technology adoption is therefore felt necessary. The intention to use social media for various activities and purposes by the users may therefore be determined using the Technology Acceptance Model (TAM). Since the respondent group are students pursuing professional education program, we would also like to examine the relationship between perceived usefulness and behavioral intention as a direct relationship not moderated through user attitude. We hypothesize that the user attitude may not have the full moderation influence between perceived usefulness and behavioral intention since the research scenario is not a choice to adopt, but a compulsory activity on the part of the respondents. The proposed research model is given as Figure 2.1.

Figure 2.1 Proposed Model to Evaluate SM as a Learning Resource



2.7 SM as a Resource for Social Capital

The concept of Social Capital (SC) was introduced by Bourdieu (1986) and Coleman (1988) as a form of capital that is distinct from others such as human capital and tangible (or physical) capital. The concept of social capital as a concept useful for finding answers in

varied research areas such as sociology, political science, economics, and organizational theory has been discussed by Adler and Kwon (2002). In a extensive review of literature, they have found varied areas where social capital is a relevant variable – career success, executive compensation, employment opportunities, better recruitment, facilitate inter unit resource exchange and product innovation, creates intellectual capital, reduce turnover rates, enhances supplier relationships, etc. The breadth of the concept of SC reflects the importance of underlying dimension of social life measured i.e., social ties, which may be used in myriad ways. Thus, we may say that SC resides in the connections between people and the potential for individuals to access resources embedded in their network of social ties.

The social relationships exchange favors and gifts among the members of the social structure. The terms of the exchanges are diffused i.e, a favor provided today by one member to another may be reciprocated at a later date which is indeterminate. The terms of the exchange are also implied or tacit, based on trust that favor done today will be reciprocated at a later date (Adler & Kwon, 2002). Thus we may say that SC assumes reciprocity, trust and cooperation among members.

The definitions of the SC has been summarized by Adler and Kwon (2002) under two broad classifications – external and internal ties. The definitions focus on substance, sources or effects of social capital. The focus is also varied – the relationship between different individuals and / or the structure of relationships. When the focus is on external linkages, it may be called as bridging form of SC and when the focus is on the internal ties with in the collectives, it may be termed as bonding form of SC. Some other authors have used the terms communal and linking social capital to reflect the form of social relationships being built and used for varied purposes.

SC may have an impact on human capital, which is access to people with certain skills and knowledge (Wohn et al., 2013). Social media is considered a good way to maintain existing social ties and build better networks of relations (Lin, Peng, Kim, Kim, & LaRose, 2012). Lin (1999, 2001) outlined three critical components of SC: the resources embedded in a social structure, the accessibility of these resources, and the ability to utilize or mobilize these resources (Wohn et al., 2013). Putnam (2000) in the book "Bowling alone: The collapse and revival of American community" have classified social capital into bridging and bonding social capital (cited in Wohn et al., 2013). Bridging social capital is between individuals who have weak social ties and interactions provide access to novel information, and

heterogeneous perspectives, where as bonding social capital is between individuals of strong social ties and is more useful for emotional support and huge favors (Wohn et al., 2013). The two classifications are compared in the context of social media to find whether SM is used for bridging purposes or bonding purposes.

The accessibility to the social ties may be traditional or technological media. The traditional method may be physical meeting, postal interactions or telephonic interactions, where as the technological medium include e-mail, online chat, message applications, social media sites, etc. The research examines whether there is any difference in terms of the use of online (technology driven) and offline (traditional) methods for various purposes of the individual. The social capital is measure in the online and offline context are measured and compared for the respondents as part of the current research.

2.8 Proposed Research

User needs in terms of information use, socializing and status seeking may be studied using U&G. Uses and Gratification Theory (U&G) is suggested by Bolton et al (2013) as a relevant framework for studying Social media and understand the uses of social media by different groups of users. UGT theorizes that audience / users are responsible for selecting the appropriate media for obtaining the gratifications sought. Critics of U&G say it is more a framework for data collection and analysis rather than a theory. Uses and gratification framework is used to study media from the perspective of the active users. It answers the question: Why do people use media and what do they use them for? The six uses of social media identified by Bolton et al (2013) have been listed in the previous sections. A qualitative study of Social Media using U&G have identified 10 themes: social interaction, information seeking, pass time, entertainment, relaxation, expression of opinions, communication utility, convenience utility, information sharing, surveillance or knowledge about others (Whiting & Williams, 2013).

This necessitates a study on the use of Internet technologies and Social media in various contexts to identify the preferred uses of social media for different user groups. A specific context of study will help us to conceptualize action plan for the identified trends in the research. The context of study selected for the current research is students of management education, who are part of Generation Y, and their use of technological solution, Social Media, for their specific gratifications. A set of qualitative questions are asked to the respondents to get their opinions on the uses of Social Media alternatives – Facebook,

Twitter, YouTube, LinkedIn and WhatsApp. Further different theoretical frameworks are used to study the specific uses of social media for this respondent group. Three uses for which social media may be considered by the students of management education are identified and used for the proposed study.

- **Choice of the Institution:** Choice of the Institution is a specific decision already taken by a student and use of social media as an information source in this decision making process is studied
- **Social Media as a Learning resource:** The intention to use Social media as a Learning source by students of management education is studied
- **Social Capital** The score of students of management education in various types of social capital will be studied and comparison is done between the online and offline sources of social capital

The choice regarding institution will be studied using the theories of Decision Making Process. Herbert Simon (1959) has proposed a three stage process for DM – Intelligence, Design and Choice. Two more stages, Implementation and Monitoring, were added by Huber (1981). These five stages will be evaluated for the choice of the students and whether social media has played a role in the decision making process. The DM Process for choice of the institution will be studied adapting an instrument used by Sadovykh et al (2015) for study DM process and Online Social Networks. This research used statements for the different stages with multiple choice form of answers. The current research examined the literature and after qualitative research has formulated statements which are used to capture the respondents opinions in Likert scale. Statements are developed for two constructs SM_Use and SM_Help. SM_Use is defined as the use of Social Media for the students decision to join a particular institution for management program. This is based on historical facts as recollected by the respondent. The SM_Help is defined as the use of Social Media to provide help and guidance to other individual who are in the process of making their own choice regarding management program and institutions. This is on going activity and the responses are more real time activity based.

The second use of social media as a learning resource is a study of the behavioral intention of the users. Technology Acceptance Model (TAM) is considered the most suitable model for studying the technology adoption for innovations in information systems (Legris, Ingham, &

Collerette, 2003). The variables considered by Moon and Kim (2001) for studying World Wide Web will be adapted for Social Media for Learning. The proposed extended TAM model is given as Figure 2.1 with the possible hypothesis relationships that may be examined.

The third area of the study is an outcome measure due to use of the social media. The bridging and bonding social capital in the offline and online context will be studied using the 40 item ISCS scale developed by Williams (2006). We examine the social capital scores between offline and SM sources on both bridging and bonding social capital for the respondents of the study. The scores on all types of Social Capital will be evaluated for significant difference between sample groups based on Gender, expertise with computers, location, type of funding for the institutions, type of institution, category of institution, etc.

2.9 Operational Definitions for Proposed Research

The operational definitions used in the current research are provided in Table 2.3.

Table 2.3: Operational definition of the concepts / variables / Constructs

Variable / Concept	Definition
Social Media	Social Media is any interactive platform (website or mobile app) which enable individuals to share, co-create, discuss, and modify user generated content useful as informational sources for news, views, knowledge, guidance, emotional support and for entertainment purposes.
User Generated Content (UGC)	Content freely shared on SM to collaborate, comment or rate by individual users.
Intelligence	Involves searching or scanning the environment about conditions influencing choice for studying MBA / PGDM from a particular institution
Design	Involves inventing, developing, analyzing a set of possible decision alternatives for the choice of a particular institution to study MBA / PGDM
Choice	Involves selecting a particular decision alternative from those available
Implementation	When a decision is put into effect. Includes the information access at various stages of the admission process (test, GD, PI, admission, class commencement)
Monitoring	Comprises the activities that evaluate the implementation of the decision. Includes feedback and adjustments to decision.
Used SM for DM (SM_Use)	Information was sought / availed from SM for the purpose of choice of institution
Help others DM through SM (SM_Help)	Information was provided to help in choice of institution through SM
Learning	The acquisition of knowledge or skills through study, experience or being taught
Learning	a resource used for educational purposes in any format, real or virtual, that:

Resource	(i) illustrates or supports one or more elements of a course or course of study; and (ii) may enrich the learning experience of the pupil or teacher;
Perceived Ease of Use	The strength of one's belief that interacting with Social Media would be free of effort
Perceived Usefulness	The strength of one's belief that using Social Media will enhance his or her learning
Perceived Playfulness	The strength of one's belief that interacting with Social Media will fulfill his or her intrinsic motives
User Attitude	The strength of one's feeling towards favorableness or unfavorableness towards Social Media use
Behavioral Intention to Use	The strength of one's willingness to use Social Media
Social Capital	Social capital is the goodwill available to individuals or groups. Its source lies in the structure and content of the actor's social relations. Its effects flow from information, influence and solidarity it makes available to the actor
Offline Social Capital	Offline social capital is the social ties that are built in the social network accessed and utilized through traditional means of face – to – face, postal or telephonic conversations with out using Internet technologies
Online Social Capital	Online social capital is the social ties that are built in the social network accessed and utilized through social media resources
Bridging Social Capital	Bridging social capital is between individuals who have weak social ties and interactions provide access to novel information, and heterogeneous perspectives
Bonding Social Capital	bonding social capital is between individuals of strong social ties and is more useful for emotional support and huge favors

2.10 Research Questions

The following research questions can be identified from the gap identified above.

- What are the uses of social media for students of management education and how they use social media for specific task fulfillment?
    - What are the purposes for use of Social Media?
    - Is social media used for decision making regarding choice of the institution?
    - Is SM used in learning processes?
    - What the Social Capital of respondents through offline and Online medium for bridging and bonding purposes?

2.11 Research Objectives

The principal objective of the research is to understand from the students of MBA/PGDM Program their purpose in using social media and then examine various theoretical constructs

to theorize on the use of social media for specific use by these students. The main objective and the various sub objectives are listed below:

- **To identify the various categories of uses of social media for students of management education and to examine how social media is used for specific task fulfillment**
    - To identify the preferred Uses of Social Media
    - To examine whether there is any digital divide in term of gender, location, institution type, etc.
    - Use of social media in making choices regarding the institution to pursue the MBA/PGDM course
    - Use of social media as a information source for learning
    - Compare the bridging and bonding social capital between offline and online contexts

2.12 Research Hypotheses

The current study examines the uses of Social Media and then compares whether the expected use and observed uses are similar or significantly different in terms of three parameters – Gender, source funding of the institution and type of the institution. The proposed hypotheses are as follows:

- The uses of SM on different SM alternatives are significantly different for to male and female respondents.
- The uses of SM on different SM alternatives are significantly different for respondents from public and private institutions male and female respondents.
- The uses of SM on different SM alternatives are significantly different for respondents from Business Schools and Universities.

The study examines two constructs (SM_Use, SM_Help) for the use of SM as a tool in DM process. We examine the respondents behavior in term of SM use for Decision making regarding choice of the institution and compare and contrast on various categorical variables such as Gender, Year of study, work experience, expertise with computers, graduation back ground, family Income, admission test, location of the institution, type of institution, funding

source and categories of institution. Two sets of hypothesis are possible for all these categorical variables.

One set is "The use of SM for DM regarding choice of institution is significantly different for respondents based on the *categorical variable"* and another set is "The help through SM for DM regarding choice of institution is significantly different based on categorical variable." We have a total of 22 hypothesis based on the 11 categorical variable considered in the study.

The study answers the question on Whether SM is used for learning through model testing and validation of the TAM model. There are five hypotheses which explain the relationships between the various variables considered in the study. They are as follows:

- There is a positive relationship between Perceived Ease of Use and Perceived Usefulness
- There is a positive relationship between Perceived Playfulness and Perceived Usefulness
- There is a positive relationship between Perceived Usefulness and User Attitude
- There is a positive relationship between User Attitude and Behavioral Intention
- There is a positive relationship between Perceived Usefulness and behavioural intention to use

The study of Social Capital has a total of 8 types of measures – Online social capital, offline social capital, bonding social capital, bridging social capital, online bridging social capital, online bonding social capital, offline bridging social capital and offline bonding social capital. These measures are compared across various categorical variables to see the significance of difference between different sample groups of respondents for various social capital measures.

2.13 Summary of the Chapter

The prospective students or customers use Internet and SM for information search for their decisions (Bolton et al., 2013; Gunter et al., 2009; Sadovykh et al., 2015). The students form their opinions / perceptions regarding higher education through SM (Efthymios Constantinides, n.d.; Efthymios Constantinides & Stagno, 2012). This chapter also discussed the research gap and identified the research questions and research objectives. The proposed research into SM is categorized into four areas – Uses of SM, SM as a information source for DM, SM as a Learning resource and SM as a source of Social Capital.

Chapter 3

Research Methodology

3.1 Introduction

The research study carried out is cross sectional, exploratory and descriptive in nature. It is exploratory since variables are not completely defined and tested empirically by previous research. It is descriptive since it seeks to describe the current scenario in the use of social media by students of the management education. It is cross sectional since different demographical characteristics of the respondents and the study is conducted in a single time period at various locations. The research uses factorial design to segregate and quantify the number of respondents needed to study the direct affect and interaction affects among the groups. The use of factorial design also ensures that the data is collected from respondents who are representative of the entire focus area of research i.e., the management education institutions.

3.2 Research Design

The design of the research should address all factors which have a bearing of the effectiveness of the research. It should provide clarity on the scope of the research, the probable respondents whose responses will provide data for the underlying theories to be tested, data collection tools and the data analysis required. This section will provide answers to these questions regarding the current research.

3.2.1 Scope of the Research

The current research is aimed at finding out the uses of Social Media (SM) by the students of management education in India. It further seeks to address the specific uses in three areas – choice of institution , learning and Social Capital. Since the domain of study is technological media and the probable respondents are students currently pursuing management education in India. The scope has to be precise in the theories examined as part of the study area and the probable respondents for whom the data will be collected.

3.2.1.1 Social Media Studied

It also will examine the use of social media in generic terms or specifically in terms of the 5 social media alternatives Facebook, Twitter, LinkedIn, YouTube and WhatsApp. This may be a limitation as new social media alternatives are evolving continuously and becoming popular among this generation of students we are selecting as respondents.

3.2.2 Probable Respondents and Sample Size

The study targeted to collect data from the students of management education program. The majority of students of management education are pursuing PG level programs and hence PG students are targeted. The full time campus based education is popular in India and therefore full time campus based programs are chosen. Majority of the students are in University department or autonomous institutions. Factorial design is used to ensure that we cover majority of the categories of institutions offering management education. Factorial design simultaneously studies multiple factors / variables at multiple levels. The 2 level factorial designs are where each factor is studied at two discrete levels. In the current study we are using a 2x2 factorial design. The first factor i.e., funding of the institution may be government or non government. The second factor is the top management focus on management education. It is assumed that in Universities, the focus of the Vice Chancellor, who may be from sciences or social sciences will be less compared to the Director of management education institutions who is a professional in the same domain and therefore has knowledge power also. In the first instance the power to influence is more due to authority of th position, where as in the second instance, the positional authority is supplemented by expert power also. The factorial design is replicated in four different zones.

The institutions offering management education may be classified based on the funding in two: public funded and self financed. Based on the type of programs offered the institutions may be classified into two: only management education, many programs. Thus we have a 2x2 factorial design.

The sample size is a determinant of the funds available for research and the requirements of the statistical tests. The proposed statistical techniques include factor analysis and therefore the sample has be around 400 for sufficiently large sample. (Hair, Black, Babin, Anderson, & Tatham, 2006) . Since we have exploratory factor analysis and confirmatory factor analysis, we double the target sample and arrive at 800 as the minimum sample size. The other statistical tests will be Chi Square tests, Independent sample t tests and Analysis of Variance (ANOVA), where more than 30 sample is considered a large sample. Therefore, we go by the requirements of factor analysis to determine the sample size. The next question is the representativeness of the sample across various demographic criteria. This can be taken care during the data collection phase by ensuring that the sampled students are as per the population distribution. Cost of the data collection is a restriction on sample size. For a

doctoral research self funded by the researcher, 800 is considered a sufficient sample size for an across the India study.

The minimum targeted sample of respondents is distributed based on the criteria for classification of the management education institutions. The funding source i.e., public and private, will have half each (400) of the targeted minimum sample. The public business school and public university will contribute 200 each and the private business school and private university will have 200 respondents each. The location of the management education institution may be classified into four zones in India – East, West, North and South. To ensure all India nature of the research the sample is further divided into four parts. This further division of the sample size will result in 50 respondents from each category. The breakup is summarized in Table 3.1.

Table 3.1 Probable Respondents and Sample Size

Zone	**North**				**East**				**West**				**South**			
Funding	Public		Private		Public		Private		Public		Private		Public		Private	
Program	BS	Uni	BS	Uni	BS	Uni	BS	Uni	BS	Uni	BS	Uni	BS	Uni	BS	Uni
Number	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50

BS– Business School Uni – University

3.2.2.1 Sampling Frame

Purposive sampling is used for selection of the institutions and the individual respondents in the institutions are selected through convenience sampling in physical data collection and snowball in online survey. The criteria for purposive sampling are given below:

- The institutions should have provision to admit students through All India entrance examinations like CAT, MAT, etc. The admissions through Institutional tests are also possible especially in case of Private Universities and Business Schools.
- The management program of the selected institutions should be ranked among the best Business schools. The Business India (December 8-21, 2014) study of 2014 is considered for the purpose of the population of the Business Schools. For example, The Business India has studied about social media while ranking India's Best Business Schools in its issue have categorized institutions into Top 10, Next 40, A+++ (14), A++ (60), A+(123), B++(20) and B+ (6).

- The researchers' choice of the institution is also guided by the access available to the students for the purpose of data collection.

Table 3.2: Institutions from where Respondents are Chosen

Public Business Schools	Public Universities	Private Business Schools	Private Universities
IIM – Rohtak	IIT – Delhi	MDI, Gurgoan	Amity Business School, Amity University, Noida
IIM Ranchi	ISM Dhanbad	XLRI, Jamshedpur	BIT Mesra, Ranchi
IIM-Ahmedabad	FMS, Baroda	Adani Institute of Infrastructure Management, Ahmedabad	Nirma University, Ahmedabad
IIM-Bangalore	Indian Institute of Science, Bengaluru	Indus Business School, Bangalore	ICFAI University, Jharkhand
IIM – Trichy	FMS, Delhi	International Management Institute, New Delhi	ITM University, Gwalior
NIPER, Hyderabad	University of Kalyani, West Bengal	Vignana Jyothi Institute of Management, Hyderabad	KL University, Vijayawada
	Banaras Hindu University, Varanasi	ICBM School of Business Excellence, Hyderabad	Christ University, Bangalore
	University of Hyderabad, Hyderabad		
	Maulana Azad National Urdu University, Hyderabad		
	NIT Rourkela		
	Pondicherry University, Pondicherry		

3.3 Instrument Design

The data collection instrument is a structure questionnaire. The questionnaire is divided into five parts – demographic profile of the respondents, uses of SM, Use of SM for Decision making regarding choice of institution , use of SM for learning and Use of SM for social capital.

The demographic profile of the respondents include age, gender, family income, experience with computers, and institution details. The uses of SM are identified through qualitative open ended questions with suggestions on different uses. The open ended questions focused on five SM applications – Facebook, Twitter, LinkedIn, YouTube and WhatsApp.

The remaining theories tested are empirically examined using various scales. The scale development process as specified in research is followed for different measurement purposes (Churchill, 1979; Spector, 1992). The process of scale development proposed by Churchill (1979) is followed for the measurement of various latent constructs related to the Technology Acceptance Model. The proposed process has the following steps: specify domain of the construct, generate sample of items, collect data, purify measure, collect data, assess reliability, assess validity and develop norms. The domain of the constructs has been detailed in the chapter on Literature review, which has presented the theoretical basis .for the scale development for testing use of SM for DM regarding choice of institution as well as the Social Capital. The steps followed are similar to those proposed by Churchill. It starts with defining the construct, the scale development and piloting followed by item analysis, validation and assessment. The minimum number of responses required for an item is five (Spector, 1992)and hence Likert scale with five options is used in the research instrument. The reliability of the scale is tested using cronbach apha (Gliem & Gliem, 2003). Most of the stages of the DM process is evaluated through single items and therefore are not considered reliable for the inferences due to measurement error (Nunnally & Bernstein, 1994).

The section on Use of SM for Decision Making regarding Choice of institution has used closed ended statements measured using Likert scale to evaluate the use of SM as an information source for the extended Herbert Simon Model of Decision Making. The five stages defined are converted into statements that are used to capture the responses on a five point Likert scale through literature review as well as qualitative research. Experience of the researcher have also been used to understand the various stages in the decision making (DM) process and the activities which are part of the specific stage. Two aspects are tested – use for their own decision and help others in their decision.

The section on Social Media as a Learning Resource used the latent constructs proposed in literature for study of Technology Acceptance Model (TAM) with the scale items adapted for the current research. The section on Social Capital has adapted the scale items used for study

of Social Capital in the online to the SM. Since the Internet has mostly shifted to Web 2.0 with social characteristics most of Internet based communications are considered as SM.

3.3.1 Construct Definition

The definition of the latent constructs is a very important step in empirical research. The constructs are defined for the various steps in DM, Use of SM as a Learning Resource and Social Capital. In this section we will provide the operational definition of the different concepts which are measured and tested statistically.

The second part focused on the use of SM as an informational source for decision making. Herbert Simon (1959) has proposed a three stage process for DM – Intelligence, Design and Choice. Two more stages, Implementation and Monitoring, were added by Huber (1981). These five stages will be evaluated for the choice of institution of the students and whether social media has played a role in the decision making process. Two constructs are defined for the purpose of the current research – use of SM for the DM regarding choice of institution and help others DM for choosing the institution on SM.

Table 3.3 Decision Making Constructs

Decision Making Constructs	Definition
Used SM for DM (SM_Use)	Information was sought / availed from SM for the purpose of choice of institution
Help others DM through SM (SM_Help)	Information was provided to help in choice of institution through SM

In the third part of the current research TAM model is used to study the use of SM as a Learning Resource. The constructs finally arrived after EFA and their operational definitions are given in Table 3.4.

Table 3.4: Operational definition of the Variables of TAM model

Variable	Operational Definition
Perceived Usefulness (PU)	The strength of one's belief that using Social Media will enhance his or her learning
Perceived Playfulness (PP)	The strength of one's belief that interacting with Social Media will fulfill his or her intrinsic motives
Perceived Ease of Use (PEU)	The strength of one's belief that interacting with Social Media would be free of effort
User Attitude (UA)	The strength of one's feeling towards favorableness or unfavorableness towards Social Media use
Behavioral Intention (BI)	The strength of one's willingness to use Social Media for learning

The social capital is categorized in to bridging and bonding social capital. Social capital may be a result of online interactions and offline interactions. Thus we have a matrix with four resultant cells – bridging online social capital, bonding online social capital, bridging offline social capital and bonding offline social capital. The online social capital is studied in this current research as a result of the respondent's use of SM. The operational definitions are given in Table 3.4.

Table 3.5: Operational Definition of the Variables of Social Capital

Variable	Operational Definition
Online Social Capital	Online social capital is the social ties that are built in the social network accessed and utilized through social media resources
Offline Social Capital	Offline social capital is the social ties that are built in the social network accessed and utilized through traditional means of face – to – face, postal or telephonic conversations with out using Internet technologies
Bridging Social Capital	Bridging social capital is between individuals who have weak social ties and interactions provide access to novel information, and heterogeneous perspectives (Wohn et al., 2013)
Bonding Social Capital	bonding social capital is between individuals of strong social ties and is more useful for emotional support and huge favors (Wohn et al., 2013)

3.3.2 Item pooling, Item selection and Scale development

One of the challenges in the design of the questionnaire is the identification of items that would reflect the proposed measurement variable. The identification of items that will measure the different variables considered under the research will be through literature review and qualitative research.

In case of the Decision making model the study was focused on the perception of users of SM as an informational source for a specific cause. The DM Process for Choice of institution will be studied adapting an instrument used by Sadovykh et al (2015) for study DM process and Online Social Networks. This study used multiple choice options for each question to measure the use of SM for different stages of DM. The analysis was presented using percentages of preference for SM during different stages. These were converted to statements measured using Likert scale. Statements for each stage seek the opinion of the respondent on whether they have used SM and whether they help others through SM for a decision regarding choice of institution.

The research had to address another challenge in empirical evaluation of the TAM model for the current purpose of study: there are no scales available to measure the use of YouTube as a learning resource. Though different studies have examined the adoption of information technology products using TAM (Al-Rahimi, Othman, & Musa, 2013; King & He, 2006; Rauniar et al., 2014), the items used are specific to the study purpose, though the variables are common. The scale development process proposed by Churchill (1979) is followed for this purpose of identifying the items to measure the variables used in TAM. In the course of the qualitative research to identify the items for the study, various perspectives were observed, which were used in the scale development process to evaluate whether any valid additional constructs are also possible which will help explain the behavioral intentions better. Exploratory Factor Analysis (EFA) is used to identify the possible new factors that may explain the intention to use YouTube as a learning resource. The items are grouped and the factors are named as per the variables defined under previous TAM research. The confirmatory factor analysis (CFA) is used to confirm the multi-item scale for the variables and test the model fit of the measurement model. This constructs are tested for reliability and validity. The structural model is then tested for model fit and the proposed model is a result of these series of qualitative and quantitative research studies carried out.

Similar approach is followed in case of the study of Social Capital. Items were identified to measure the offline and SM based Social Capital. The bridging and bonding social capital in the offline and online context will be studied using the 40 item ISCS scale developed by Williams (2006). The reliability of the scales are given in the brackets next to the various scales - Offline Social Capital (.889), Online Social Capital (.900), Online Bridging Social Capital (.841), Online Bonding Social Capital (.896), Offline Bridging Social Capital (.848), Offline Bonding Social Capital (.859). These scales are adapted to change online into Social media based statement. Web 2.0, the current form of Internet used is mostly social in nature and therefore, the change in the statement wording is not considered major (Hea, 2011; Preedip Balaji & Kumar, 2011).

3.3.3 Reliability of the Scale

The reliability of the scale is very important for the replication of the research. The finalized scale for the different constructs, addressing the hypothesis of different theoretical frameworks has been examined for reliability using Cronbach alpha (α). The higher the Cronbach alpha the better is the scale in measuring the latent construct. The reliability of the

various scale measures is provided in the Chapter 4 while presenting the data analysis for the current research.

3.4 Data Collection

Data is collected through self administered structured questionnaire. The instrument was distributed to the students of different institutions and completed questionnaires were collected back. Care has been taken to ensure that the questionnaires were complete in all aspects to ensure higher percentage of acceptance. However, many cases the questionnaires were distributed but could not be collected as the respondents did not return the questionnaire.

Data was collected online through Google Docs to supplement the field data collection. The offline data collection however was unable to fulfill the requirements of the factorial design, whereas, in some cases exceeded the required minimum numbers. In such cases, email messages were sent for online data collection to the students of different institutions. The questionnaires which were incomplete for the purpose of analysis of different theories were dropped in the data processing and analysis stage.

3.5 Demographics of Data

The study is an all India study with India divided into four zones – North, South, East and West.

Table 3.5.1 Zone wise distribution of the valid samples

Zone	Frequency	Percent
West	201	22.4
East	212	23.7
North	219	24.4
South	264	29.5
Total	**896**	**100.0**

The Business Schools were classified into four categories for the purpose of the study. The distribution of respondents in the four categories is tabulated in Table 3.5.2.

Table 3.5.2 Four categories of institutions

	Frequency	Percent
Public B School	203	22.7
Public University	220	24.6
Private University	228	25.4
Private B School	245	27.3
Total	**896**	**100.0**

The students who responded to the survey were born between 1980 and 1996, with 9 respondents preferring not to provide the answer. The mean of the year of birth is 1991.92 and the median and mode is 1992. The standard deviation is 2.22 with a range of 16 years in the respondent's age. There are 322 female respondents and 573 male respondents with 1 respondent not answering the question. The same is provided in Table 3.5.3.

Table 3.5.3 Gender of the Respondents

Gender	**Number of Respondents**	**Percentage**
Female	322	35.94
Male	573	63.96
No Response	1	0.1
Total	**896**	**100**

The respondents have studied various programs during their graduation before joining MBA /PGDM Program. Table 3.5.4 provides the details of graduation of respondents.

Table 3.5.4 Graduation studied by the respondents

Graduation	**Frequency**	Percent
B Com	174	19.4
B Sc	100	11.2
BA	72	8.0
BBA	142	15.8
BTech	375	41.9
Others	33	3.7
Total	**896**	**100.0**

The most preferred program is B Tech followed by B Com, BBA and B Sc. B A and Others constitute only 3.7 and 8.0 percent respectively. The students belong to different economic strata as measured by their family income and is tabulated in Table 3.5.5.

Table 3.5.5 Family Income of the Respondents

Family Income	Frequency	Percent
Less than 1.5 lakhs	89	9.9
more than 10 lakhs	219	24.4
1.5 lakhs to 5 lakhs	286	31.9
5 to 10 lakhs	293	32.7
No Response	9	1.0
Total	**896**	**100.0**

9 respondents have not provided answer for their family income. Most of the remaining belong to 5 to 10 lakhs (293) followed by 1.5 lakhs to 5 lakhs (286) and more than 10 lakhs (219). The least number belong to less than 1.5 lakhs (89)

MBA students may also have work experience before pursuing their professional program. The distribution of the respondents based on work experience is given in Table 3.5.6. Majority of the respondents have no work experience (563) followed by less than one year experience (163) and 1 to 3 years experience (129) and 3to 5 years (33). More than 5 years experience is observed in case of 6 respondents. 2 respondents have not ans5ered this question. This reflects what see in most management admissions today, where students joining are freshers with a sprinkling of experience persons.

Table 3.5.6 Work Experience of the Respondents

	Frequency	**Percent**
more than 5 years	6	.7
3 to 5 years	33	3.7
1 to 3 years	129	14.4
Less than one year	163	18.2
No Work Experience	563	62.8
No Response	2	.2
Total	**896**	**100.0**

520 respondents were pursuing their first year of study, where as 375 respondents were pursuing their second year of study. One respondent has not answered this question. The higher percentage of first year student compared to second year is due to the time period when data collection is carried out. The year II students were busy in placements in many institutions. However, sine the year of study is not a major factor in the study, proportional representation was not considered a requirement in the sample of respondents of current research.

Table 3.5.7 Admission Test taken for current admission

	Frequency	Percent
GMAT	42	4.7
MAT	91	10.2
Others	242	27.0
CAT	521	58.1
Total	**896**	**100.0**

Students take admission into PGDM /MBA through various admission tests. The most preferred admission test for the respondents is CAT (521) followed by own institutional test, state level tests and others (242), MAT (91). GMAT was least preferred with only 42 respondents opting for the same.

Funding for the higher education is always a matter of concern. The respondents of this survey mostly used personal / family fund (605) followed by Bank loans (254). Fee reimbursement, Scholarships and Others constitute a very small percentage of the respondents. 3 respondents have not answered this question.

Table 3.5.8 Funding for the Program

	Frequency	Percent
Scholarship	11	1.2
Others	11	1.2
Fee Reimbursement	12	1.3
Bank Loans	254	28.3
personal/family funds	605	67.5
No Response	3	.3
Total	**896**	**100.0**

Majority of the respondents have opted for or interested in Marketing (432), followed by finance (197) and HR (169) as their specialization in the MBA/PGDM Program. Operations, Systems and Others were opted by a very less percentage of the respondents in the survey.

Table 3.5.9 Specialization Opted or Interested for Respondents

Specialization Opted / Interested	**Frequency**	**Percent**
Finance	197	22.0
HR	169	18.9
Marketing	432	48.2
Operations/Systems	59	6.6
Others	38	4.2
No Response	1	.1
Total	**896**	**100.0**

The use of computers and smartphone is a important characteristic in a study of technology medium such as social media. Most of the respondents have been using computer for more than five years (676), followed by 3 to 5 years (128). Only 7 respondents have answered that they have no prior exposure to the computers.

Table 3.5.10 Experience in Use of Computers

	Frequency	Percent
No Experience	7	.8
Less than one year	29	3.2
one to three years	55	6.1
three to five years	128	14.3
more than five years	676	75.4
No Response	1	.1
Total	**896**	**100.0**

Similar question was asked among use of smart phone / tablet and the responses are tabulated below. The respondents have been using smart phone / table with only 7 respondents having no experience and 52 respondents having less than 1 year experience with smart phone / tablet.

Table 3.5.11 Experience in Use of Smart phone / Tablet

	Frequency	Percent
No experience	7	.8
Less than one year	52	5.8
one to three years	180	20.1
three to five years	278	31.0
more than five years	375	41.9
No Response	4	.4
Total	**896**	**100.0**

The respondents were asked to rate their expertise with computers. Majority of have expressed competence to help others and 4 respondents have not answered this question. 33 percent have rated themselves as users capable of working with computers without any help. Only 51 respondents have stated that they use it for a few routine tasks and 118 respondents have accepted help for some tasks. None of the respondents have stated that they avoid use of computers.

Table 3.5.12 Expertise with computers

	Frequency	Percent
use it for few routine tasks	51	5.7
may seek help sometimes	118	13.2
can use without help	298	33.3
can help others	425	47.4
No Response	4	.4
Total	**896**	**100.0**

3.6 Analysis Tools Used and Rationale

The current research may be divided into four parts, each analyzed independent of other. The first part is the uses of SM by the target respondents. The preference for different uses by users of various SM will be calculated using frequency tables. Chi-square test of independence will be used to examine whether the observed values are as per the expected values or not. The second, third and fourth parts are focused on the responses of the users to use of SM for a specific purpose. The use of SM for decision making has two dimensions – use for decision making and help others in decision making. The summated scales developed, combining items reflecting the use of SM in different stages of DM, is used to calculate the scores of each respondent group and comparisons are made between various sample groups. The tests of hypothesis will be used to identify and interpret the important factors where differences between the various sample groups are observed. In cases with two sample groups, Independent samples t test will be used and in cases with more than two sample groups one way Analysis of Variance (ANOVA) will be used. Post Hoc test, Duncan Multiple Range Test (Duncan) will be used to draw inference as to which group is different from other groups in case of a significant result in ANOVA.

The behavioral intention to use SM for the purpose of learning will be examined using the Technology Acceptance Model. Since, the scales need to be developed and the model has to be validated, factor analysis is used. Factor analysis is a technique of dimension reduction to consolidate the items into factors or variables. Structural Equation Modeling (SEM) is used to examine the model fit and the significance of relationships among various variable used in the study.

The Social capital scores of the respondents on the eight different variables defined above will be compared across various parameters of the sample. In cases with two sample groups, Independent samples t test will be used and in cases with more than two sample groups one way Analysis of Variance (ANOVA) will be used. Post Hoc test (Duncan) will be used to draw inference as to which group is different from other groups in case of a significant result in ANOVA.

We interpret the findings from the research to understand the uses of SM by the Generation Y in India, the primary research gap identified for the current research.

3.7 Summary of the Chapter

The current chapter focuses on the research methodology followed for the current research. It has discussed the research design followed, sample size and probable respondents for the study, research instruments and planned analysis. The process of scale development, including the construct definition is discussed. The profile of the respondents for the study and their statistical distribution on various parameters is provided. The respondent profile confirmed the representativeness of the sample to the population.

Chapter 4

Data Analysis, Interpretation and Findings

4.1 Introduction

The chapter of Data Analysis, Interpretation and Findings provides the quantification of the results of the research. It discusses the data analysis issues, techniques followed, inferences drawn leading to the findings of the research. The techniques used are selected to address the research objectives and hypotheses are tested for the same. Therefore, this chapter will provide the data summary as well as test the hypothesis using different hypothesis tests. The findings are observation linking the data results with the theoretical framework of the research. These findings will be relevant to the theory and / or practice in the domain of study. The conclusions of the research, contribution to theory and practice and suggestions for future research will be discussed in Chapter 5 of the report.

4.2 Data Tabulation, Coding and Purification

The data was entered in the Microsoft Excel software. The various columns had the data details and each row is the data for a respondent. The data was imported in to SPSS 20.0 for purification and finalization.

Coding of data is an important step in the data entry. Data coding was done prior to data entry for the close ended questions with categorical data and Likert Scale data. For example, Female is taken as 1 and Male is taken as 2 in the data entry. In cases open ended questions with multiple options available to the respondents, especially in case of Uses of Social Media, actual response is captured at the stage of data entry. Coding is done after data entry for the purpose of data analysis and interpretation. All the code values are entered in the values tab of SPSS 20.0 for easy reference and for display in the results table.

Data purification is an important step in the data analysis. The data has to be complete for each respondent for the specific theory to be studied. It should also have a normal distribution for use of normality tests such as Independent samples t test and ANOVA. The normality of the data is tested using Skewness and Kurtosis for the specific data item. A skewness and Kurtosis range between -2 and +2 is considered sufficient for the test of normality of the data (Field, 2013). Outliers in the data for each construct studied in case of different theories were identified and the concerned respondents were deleted for the study. Missing value analysis is undertaken to verify for missing values. All cases of missing values for the different scale items were dropped for that particular theory. Missing values in case

of demographic characteristics were ignored. There was no need to make changes in data to address outliers as well as missing values, since the valid respondents were more than the minimum target sample size. All the data items as well as the constructs had normality as required.

4.2.1 Software Used

The data analysis for the current research used Microsoft Excel 2007, IBM Statistical Package for Social Sciences 20.0, and IBM Analysis of a Moment Structures (AMOS) 20.0. The stats package developed by Gaskin (2016) is used to test the convergent and discriminant validity of the factors derived from Exploratory Factor Analysis and confirmed by Confirmatory Factor Analysis.

4.3 Data Analysis

The data analysis carried out for the current research has four different parts. The first part is the identification of the uses of different SM alternatives and comparison between different categories of sample respondents. The second part is the use of SM for choice of institution . It has developed summated scale for two constructs – SM_Use and SM_Help. These variables are tested for similarity between various sample groups formed based on different demographic criteria. The third part is examining the behavioral intention to use SM for learning. Technology Acceptance Model forms the theoretical basis for this part. Exploratory and Confirmatory Factor Analysis is conducted followed a model validation using Structural Equation Modeling (SEM). The fourth part of the analysis involved the comparison of various social capital measures between different sample groups. We use Independent samples t test and the ANOVA with Post Hoc tests for this purpose. The remaining chapter will provide the data analysis, finding and conclusion for each part of the study. The overall conclusions of the research will form the Chapter 5. Contribution to theory, contribution to practice and suggestion for future research will be the final cap for the research report.

4.4 Uses of Social media

The data for the respondent's purpose for using different SM application – Facebook, Twitter, LinkedIn, YouTube and WhatsApp is collected through open ended questions. The users are asked to list two uses of the different SM applications. The open ended options were coded using automatic recode function of SPSS. The recoded values are summarized

for similar sentences, words into groups of options. The analysis provided the most preferred options (first and second choice inclusive) for each of the Social Media Applications

Table 4.4.1: Summary of respondents using Social Media Application

Social Media Application	No. of Users (Total 896)	Percentage
Facebook	827	92.30
Twitter	455	50.78
LinkedIn	554	61.83
YouTube	667	74.44
WhatsApp	822	91.74

As per the respondent's answers, we may conclude that Facebook is the most used Social Media followed by WhatsApp, YouTube, LinkedIn and finally Twitter. Almost all the respondents have Facebook and WhatsApp. Twitter is only used by 50% of the users. YouTube is used by every ¾th of the respondents. LinkedIn is used only by 61percent of the respondents

The uses of SM for the users are collected through open ended questions. For each of the alternatives, two uses are sought to be collected from the respondents. The answers given by the respondents were automatically coded using SPPS 20.0. 940 automatic codes are generated with an additional code for missing values. These codes are associated with a descriptive statement as entered by the respondents. These statements were coded manually into fourteen different purposes for SM use. The summary of the uses for the five selected Social Media alternatives is provided as Table 4.4.2. This is used for the interpretation regarding which is the most preferred use for SM and also the usage preference for the different SM alternatives. We may also identify the most preferred SM alternative for different gratifications sought by the respondents.

Table 4.4.2: Uses/Purpose / Gratification Sought for Five select Social Media

Use / Purpose / Gratification Sought	Facebook	Twitter	LinkedIn	YouTube	WhatsApp	Total
Career	7	9	193	0	2	**211**
Communication	71	7	6	0	229	**313**
Convenience	0	3	0	1	0	**4**
Entertainment	226	68	9	475	221	**999**
Expressing Opinions	19	60	13	15	13	**120**

Information Seeking	153	182	82	227	57	**701**
Information Sharing	29	6	3	1	27	**66**
Learning	59	38	13	152	22	**284**
Networking	46	12	65	0	61	**184**
Professional Networking	8	22	278	2	14	**324**
Social Interaction	124	61	33	21	87	**326**
Social Networking	165	12	30	4	164	**375**
Surveillance / Knowledge of Others	278	22	18	4	204	**526**
Time Pass	74	97	14	60	88	**333**
Total	**1259**	**599**	**757**	**962**	**1189**	**4766**

The inferences are listed below:

- The most common Social Media use is for Entertainment purposes followed by updates about others activities and time pass.
- Facebook is used primarily for the purpose of keeping track of what out others are doing, followed by entertainment and building social networks
- Twitter is used a source for information and time pass.
- LinkedIn is used for Professional Networking and Career related purposes.
- YouTube is used for Entertainment, Information seeking activities and for learning purposes.
- WhatsApp is used for communication, entertainment purposes and to keep track of others
- The SM alternative preferred for different uses is provide in the bracket next to the use. Career (LinkedIn), Communication (WhatsApp), Convenience (Twitter), Entertainment (YouTube), Expressing Opinions (Twitter), Information Seeking (YouTube), Information Sharing (Facebook), Learning (YouTube), Networking (LinkedIn), Professional Networking (LinkedIn), Social Interaction (Facebook), Social Networking (Facebook and WhatsApp), Surveillance / Knowledge of Others (Facebook) and Time Pass (Twitter).

We examine the uses of specific SM alternative for various sample groups based on Gender, Type of Institution and Funding of the Institution to test whether there is any difference in the

observed frequency of uses and the expected frequency through a Chi-Square test of independence. Though Chi-Square test requires each cell to have a value more than 5, we combine the uses under a category "others" where any cell under the sample group has a frequency less than 30. The table provided for each alternative provides the frequency for all the 14 uses identified. The p value of the Chi-Square test is calculated through MS-Excel function Chitest. The hypothesis is examined based on the p-value given as outcome of the Chitest function in Excel.

4.4.1 Gender

The gender wise distribution of the uses of SM on different SM alternatives is captured from Table 4.4.3 to Table 4.4.7 for Facebook, Twitter, LinkedIn, YouTube and WhatsApp respectively.

Table 4.4.3 Gender wise distribution of uses for Facebook

Use / Purpose / Gratification Sought	Female	Male	Total
Career	2	5	7
Communication	20	51	71
Entertainment	86	139	225
Expressing opinions	6	13	19
Information seeking	62	91	153
Information Sharing	8	21	29
Learning	25	34	59
Networking	21	25	46
Professional Networking	1	7	8
Social Interaction	41	83	124
Social Networking	68	97	165
Knowledge of Others	88	190	278
Time Pass	27	47	74
Total	**455**	**803**	**1258**

We need to test the hypothesis that the uses of Facebook are different for Gender. Since, the comparison is on the observed frequency of users, Chi-Square test of independence is used. The p-value for the test is 0.274801, which is more than 0.05 and hence the research hypothesis is rejected. We therefore conclude that the uses of Facebook are not influenced by the Gender of the respondent.

Table 4.4.4 Gender wise distribution of uses for Twitter

Use / Purpose / Gratification Sought	Female	Male	Total
Career	1	8	9
Communication	4	3	7
Convenience	0	3	3
Entertainment	23	45	68
Expressing opinions	18	42	60
Information seeking	64	118	182
Information Sharing	4	2	6
Learning	18	20	38
Networking	4	8	12
Professional Networking	7	15	22
Social Interaction	14	47	61
Social Networking	7	17	24
Knowledge of Others	12	10	22
Time Pass	34	62	96
Total	**210**	**400**	**610**

We need to test the hypothesis that the uses of Twitter are influenced by Gender. Since, the comparison is on the observed frequency of users, Chi-Square test of independence is used. The number of uses is reduced since individual cell values are less than 5. We have combine all value less than 30 into one group called others for the purpose of the calculation. The p-value for the test is 0.924974, which is more than 0.05 and hence the research hypothesis is rejected. We therefore conclude that the uses of Twitter are not influenced by the Gender of the respondent.

Table 4.4.5 Gender wise distribution of uses for LinkedIn

Use / Purpose / Gratification Sought	Female	Male	Total
Career	62	130	192
Communication	1	5	6
Entertainment	3	6	9
Expressing opinions	2	11	13
Information seeking	27	55	82
Information Sharing	1	2	3
Learning	4	9	13
Networking	17	48	65
Professional Networking	96	181	277
Social Interaction	14	19	33
Social Networking	10	20	30
Knowledge of Others	5	13	18
Time Pass	8	6	14
Total	**250**	**505**	**755**

Similar calculation for uses of Linked has given a p-value of 0.789779. Hence we conclude that the use of LinkedIn is also not influenced by Gender.

Table 4.4.6 Gender wise distribution of uses for YouTube

Use / Purpose / Gratification Sought	Female	Male	Total
Convenience	0	1	1
Entertainment	160	314	474
Expressing opinions	2	13	15
Information seeking	85	142	227
Information Sharing	1	0	1
Learning	63	89	152
Professional Networking	2	0	2
Social Interaction	5	16	21
Social Networking	1	3	4
Knowledge of Others	0	4	4
Time Pass	26	34	60
Total	**345**	**616**	**961**

The p-value for YouTube is 0.34185. We conclude that the use of YouTube is similar for both genders.

Table 4.4.7 Gender wise distribution of uses for WhatsApp

Use / Purpose / Gratification Sought	Female	Male	Total
Career	0	2	2
Communication	85	144	229
Entertainment	71	149	220
Expressing opinions	4	9	13
Information seeking	18	39	57
Information Sharing	12	15	27
Learning	8	14	22
Networking	21	40	61
Professional Networking	4	10	14
Social Interaction	34	53	87
Social Networking	61	102	163
Knowledge of Others	86	119	205
Time Pass	41	47	88
Total	**445**	**743**	**1188**

The p-value for WhatsApp is 0.208203. We infer that the use of WhatsApp is independent of the Gender.

Conclusion: The uses of SM for different SM alternatives are similar for male and female respondents.

4.4.2 Private Vs Public Institutions

The second basis of comparison of usage preferences is in terms of respondents from public and private institutions. The tabulation and the p-value of Chi Square test of independence is given followed by inferences of the statistical test. The concluding remarks are given after the test is conducted for all five SM alternative studied in the current research. Table 4.4.8 to Table 4.4.12 provides the frequency distribution of the private and public institutions respondents for different uses and purposes for Facebook, Twitter, LinkedIn, YouTube and WhatsApp respectively. The p-value provided by excel formula chitest is used for inference on the significance of difference between the observed frequency and the expected frequency of the respondents. The cells with values less than 30 are combined to form others in terms of uses of SM.

Table 4.4.8 Distribution of use of Facebook by Private and Public institution respondents

Use / Purpose / Gratification Sought	Private	Public	Total
Career	6	1	7
Communication	44	22	66
Entertainment	119	106	225
Expressing opinions	8	11	19
Information seeking	86	66	152
Information Sharing	18	11	29
Learning	33	25	58
Networking	22	22	44
Professional Networking	3	5	8
Social Interaction	58	66	124
Social Networking	83	80	163
Knowledge of Others	149	127	276
Time Pass	38	34	72
Total	**667**	**576**	**1243**

The p value of Chi Square test of independence is 0.515651. Therefore, we may conclude that there is no difference in the usage preferences of Facebook for respondents from public and private institutions.

Table 4.4.9 Distribution of use of Twitter by Private and Public institution respondents

Use / Purpose / Gratification Sought	Private	Public	Total
Career	2	6	8
Communication	4	3	7
Convenience	2	1	3
Entertainment	37	29	66
Expressing opinions	23	37	60
Information seeking	99	83	182
Information Sharing	4	2	6
Learning	27	11	38
Networking	4	7	11
Professional Networking	12	10	22
Social Interaction	31	28	59
Social Networking	7	5	12
Knowledge of Others	9	13	22
Time Pass	45	52	97
Total	**306**	**287**	**593**

The p value of Chi Square test of independence is 0.444165. Therefore, we may conclude that there is no difference in the usage preferences of Twitter for respondents from public and private institutions.

Table 4.4.10 Distribution of use of LinkedIn by Private and Public institution respondents

Use / Purpose / Gratification Sought	Private	Public	Total
Career	94	98	192
Communication	1	4	5
Entertainment	7	2	9
Expressing opinions	5	8	13
Information seeking	44	38	82
Information Sharing	2	1	3
Learning	9	3	12
Networking	26	37	63
Professional Networking	157	115	272
Social Interaction	18	15	33
Social Networking	13	17	30
Knowledge of Others	8	10	18
Time Pass	7	7	14
Total	**391**	**355**	**746**

The p value of Chi Square test of independence is 0.132581. Therefore, we may conclude that there is no difference in the usage preferences of LinkedIn for respondents from public and private institutions.

Table 4.4.11 Distribution of use of YouTube by Private and Public institution respondents

Use / Purpose / Gratification Sought	Private	Public	Total
Convenience	0	1	1
Entertainment	265	202	467
Expressing opinions	2	13	15
Information seeking	112	114	226
Information Sharing	1	0	1
Learning	82	69	151
Professional Networking	1	1	2
Social Interaction	9	12	21
Social Networking	2	2	4
Knowledge of Others	1	3	4
Time Pass	32	27	59
Total	**507**	**444**	**951**

The p-value for the Chi Square test of independence is 0.084965. The groups are independent of the public or private status at 95% level of significance. However, if the significance level is taken at 90 percent, the difference between observed and expected frequency is significant. It means that the usage preferences between the respondents of public and private institutions are different at 90% level of significance.

Table 4.4.12 Distribution of use of WhatsApp by Private and Public institution respondents

Use / Purpose / Gratification Sought	Private	Public	Total
Career	2	0	2
Communication	111	111	222
Entertainment	106	114	220
Expressing opinions	5	8	13
Information seeking	26	31	57
Information Sharing	19	8	27
Learning	17	5	22
Networking	32	29	61
Professional Networking	13	1	14
Social Interaction	41	45	86
Social Networking	83	80	163
Knowledge of Others	123	81	204
Time Pass	50	38	88
Total	**628**	**551**	**1179**

The p-value for the Chi Square test of independence is 0.086588. The groups are independent of the public or private status at 95% level of significance but are dependent on the funding route at 90% level of significance.

Conclusion

We may infer from the tests that there is no difference in the usage preferences of the respondents from public and private institutions at 95% level of significance, but the usage preferences are significantly different at 90% level of significance for WhatsApp and YouTube.

4.4.3 Business School Vs University

The third basis of hypothesis testing is the type of the institution. We have two categories of institution in this research – Business School and University. We use chi square test of independence to verify if the observed frequency of the uses of SM are similar to the expected frequency for the respondents from business school and university. The statistical test is conducted for the five selected social media alternatives individually. The inferences are drawn based on the p-value output from the chitest function of the Microsoft Excel. The minimum cell value is taken as 30 and wherever the value is less, the uses are combined under others for the purpose of calculations, though the table gives the original usage preferences.

Table 4.4.13 Distribution of use of Facebook by Business School and University respondents

Use / Purpose / Gratification Sought	B School	University	Total
Career	3	4	7
Communication	34	32	66
Entertainment	123	102	225
Expressing opinions	12	7	19
Information seeking	76	76	152
Information Sharing	15	14	29
Learning	30	28	58
Networking	27	17	44
Professional Networking	5	3	8
Social Interaction	75	49	124
Social Networking	80	83	163
Knowledge of Others	151	125	276
Time Pass	29	43	72
Total	**660**	**583**	**1243**

The p-value of chi square test of independence is 0.501897. Hence, we may conclude that the use of Facebook is similar to respondents from Business School and Universities.

Table 4.4.14 Distribution of use of Twitter by Business School and University respondents

Use / Purpose / Gratification Sought	B School	University	Total
Career	3	5	8
Communication	5	2	7
Convenience	2	1	3
Entertainment	31	35	66
Expressing opinions	37	23	60
Information seeking	112	70	182
Information Sharing	3	3	6
Learning	19	19	38
Networking	6	5	11
Professional Networking	13	9	22
Social Interaction	29	30	59
Social Networking	6	6	12
Knowledge of Others	9	13	22
Time Pass	55	42	97
Total	**330**	**263**	**593**

The p-value of chi square test of independence is 0.157338. Hence, we may conclude that the use of Twitter is similar to respondents from Business School and Universities.

Table 4.4.15 Distribution of use of LinkedIn by Business School and University respondents

Use / Purpose / Gratification Sought	B School	University	Total
Career	102	90	192
Communication	1	4	5
Entertainment	3	6	9
Expressing opinions	10	3	13
Information seeking	48	34	82
Information Sharing	2	1	3
Learning	5	7	12
Networking	45	18	63
Professional Networking	163	109	272
Social Interaction	17	16	33
Social Networking	24	6	30
Knowledge of Others	11	7	18
Time Pass	5	9	14
Total	**436**	**310**	**746**

The p-value for Chi Square test of independence is 0.354364469. Hence, we may conclude that the use of LinkedIn is similar to respondents from Business School and Universities.

Table 4.4.16 Distribution of use of YouTube by Business School and University respondents

Use / Purpose / Gratification Sought	B School	University	Total
Convenience	1	0	1
Entertainment	245	222	467
Expressing opinions	14	1	15
Information seeking	118	108	226
Information Sharing	1	0	1
Learning	82	69	151
Professional Networking	0	2	2
Social Interaction	10	11	21
Social Networking	3	1	4
Knowledge of Others	3	1	4
Time Pass	26	33	59
Total	**503**	**448**	**951**

The p-value of chi-square test of independence is 0.965296179. Hence, we may conclude that the use of YouTube is similar to respondents from Business School and Universities.

Table 4.4.17 Distribution of use of WhatsApp by Business School and University respondents

Use / Purpose / Gratification Sought	B School	University	Total
Career	2	0	2
Communication	114	108	222
Entertainment	126	94	220
Expressing opinions	9	4	13
Information seeking	19	38	57
Information Sharing	8	19	27
Learning	9	13	22
Networking	41	20	61
Professional Networking	5	9	14
Social Interaction	44	42	86
Social Networking	92	71	163
Knowledge of Others	114	90	204
Time Pass	36	52	88
Total	**619**	**560**	**1179**

The p-value of chi-square test of independence is 0.091953876. Hence, we may conclude that the usage preference for WhatsApp is similar to respondents from Business School and Universities. However at 90% level of significance that is at 0.1, we may observe that the differences are considered statistically significant.

Conclusion: The usage preference of respondents from the business school and the university institutions is similar and no significant differences are noticed as per the results of the Chi square test of independence at 95% level of significance. However, in case of

WhatsApp there is a significant difference in the usage preference at 90% level of significance. .

4.5 Use of Social Media for Decision Making

In order to handle the analysis of data with respect to the concept of Decision Making (DM) regarding Choice of institution, some respondents who have not responded to the questions regarding DM have been removed. Therefore, the sample size for this section of the analysis is reduced to 884 from 896. The demographics are provide below for easy reference.

Table 4.5.1 provides the cross tabulation of the category of the institution with the location of the institution. The total valid sample is 884 with the minimum for each category of institution being achieved.

Table 4.5.1 Distribution of the valid sample respondents in different zones and categories

	Private B School	Private University	Public B School	Public University	Total
East	55	50	50	56	211
North	57	50	51	60	218
South	77	76	51	50	254
West	50	50	51	50	201
Total	**239**	**226**	**203**	**216**	**884**

Out of the 884 respondents, 319 are female (36.1 percent), 564 are male (63.8 percent) with one respondent (0.1 percent) not answering the question. The graduation of the respondents is B Com (166), BBA (142),B Sc (100), BA(71), BTech (373) and others (32). 510 respondents were in the first year and 373 were in second year of their MBA/PGDM Program.

The family income of the respondents is distributed into Less than 1.5 lakhs (86), 1.5 lakhs to 5 lakhs (282), 5 to 10 lakhs (291) and more than 10 lakhs (217) with 8 respondents preferring not to answer the question. 554 respondents have no experience where as 160 as experience of less than one year followed by 129 between 1 to 3 years and 33 between 3 to 5 years. Only 6 respondents have more than 5 years work experience. 2 respondents have answered the question.

Admission test is one of the most important stage in the admission process of the student in to any Business School. These admission tests may be conducted nationally, state wise or

institution wise. The most popular admission test in the targeted institutions is Common Admission Test (CAT) conducted by the Indian Institutes of Management. The score is acceptable to other institution due to the quality of students writing the test. Table 4.5.2 captures the breakup by the different admission tests. The others include institutional tests and state level tests.

Table 4.5.2 Admission Test taken by respondents

Admission Test	Frequency	Percent
CAT	520	58.8
GMAT	42	4.8
MAT	84	9.5
Others	238	26.9
Total	**884**	**100.0**

MBA / PGDM is considered a costly program to study. The source of funds is collected to see the percentage of students supported by bank loans or scholarships in their program. 597 respondents have funded their study through personal or family funds. 250 have availed bank loans. Only 11 student have got scholarship and 12 have been reimbursed fee while 11 respondents have made alternate arrangement. 3 students have not specified their response.

One of the most important attribute of the MBA / PGDM program is the specialization of the students. The most common specializations in our sample are marketing (428), Finance (190), HR (169), Operations and Systems (58) and other (38). The respondents have rated themselves on their expertise in computers. The summary is tabulated below in Table 4.5.3.

Table 4.5.3 Expertise with computers

	Frequency	Percent
can help others	421	47.6
can use without help	295	33.4
may seek help sometimes	117	13.2
use it for few routine tasks	48	5.4
No Response	3	.3
Total	**884**	**100.0**

Two scales were developed using the items for the various stages of the DM process. The Table 4.5.4 provides you the item and the DM stage related to the statement for a summated scale construct SM_Use.

Table 4.5.4 Items constituting the construct SM_Use for DM regarding Choice of institution

Item	DM Stage
I used social media to search information to support decision making regarding the institution I would like to take admission	Generic Use statement
Social media helped in identifying various institutions for pursuing my MBA / PGDM Program	Intelligence
I used social media to determine the consequences of choice favoring one institution over others	Design
I used information from Social media in selection of the particular institution where I have decided to pursue the MBA/PGDM program	Choice
Social media helped in identification of resources (individuals and training material) which helped me in preparation for written test, GD, PI and joining of the chosen institution.	Implementation
Social media provides information to implement the decision to join the institution selected by me	Implementation
After I have made a decision, I kept track of the institution and other developments related to our program through Social Media.	Monitoring

Table 4.5.5 Items constituting the construct SM_Help for DM regarding Choice of institution

Item	DM Stage
I provide information on social media to support decision making of others regarding the institution to take admission	Generic Support statement
I help others to identify institutions for pursuing MBA / PGDM Programs through the social media	Intelligence
I help others to determine the consequences of choice favoring one institution over others through social media	Design
I provide information on social media to help others in selection of the particular institution to pursue the MBA/PGDM program	Choice
I provide information on social media to help others to identify resources (individuals and training material) for joining of the chosen institution.	Implementation
I use social media to provide information to others to implement the decision to join the institution of their choice	Implementation
I help others to be aware of the institution and other developments related to the program through information shared on social media.	Monitoring

The Table 4.5.5 provides you the item and the DM stage related to the statement for a summated scale construct SM_Help. The items are similar to the SM_Use but capture the

opinions of the respondents on their helping others, facing a similar decision situation of selecting an institution to pursue MBA / PGDM program.

4.5.1 Reliability of the Scales

The reliability of the scale to measure the underlying construct has to be verified to ensure that the measurement is useful for the research. Cronbach Alpha is a reliability measure which will explains the internal consistency of the scale items. The construct SM_Use has reliability with a Cronbach alpha of 0.856 with 7 items and construct SM_Help has reliability with a Cronbach alpha of 0.878 with 7 items. Since the reliability score is more than 0.7, the scale is accepted as a reliable measure and therefore used in analysis. The alpha value is decreasing in case of item deletion, which is also to be looked at to verify the contribution of each item. The descriptive statistics for the two constructs are given below in Table 4.5.6. Based on the skewness and kurtosis values, we may infer that the data is normally distributed (Field, 2013).

Table 4.5.6 Descriptive for SM_Use and SM_Help

	SM_Use	SM_Help
Mean	23.94	22.71
Std. Deviation	6.132	6.371
Skewness	-.632	-.531
Std. Error of Skewness	.082	.082
Kurtosis	-.189	-.343
Std. Error of Kurtosis	.164	.164
Minimum	7	7
Maximum	35	35

4.5.2 Tests of Hypotheses

Different tests of hypotheses are used to examine the use of SM as well as Help on SM for the different sample groups formed through various criteria. The test of independent samples is used when the sample groups are two and the ANOVA is used when the sample groups are more than two groups. Post Hoc test (Duncan) is used to draw inferences in cases where the research hypotheses are not rejected.

4.5.2.1 Gender

The first criterion we verify in this analysis is the Gender of the respondents. An Independent samples t-test is carried out to verify the hypothesis as there are only two groups.

We compare the mean scores for SM_Use and SM_Help for the two groups of respondents – female and male. The higher mean score will infer which group uses Social Media more for the purpose of DM process during choice of institution.

Table 4.5.7 Independent Samples Test for Gender

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SM_Use	Equal variances assumed	.140	.709	-.092	881	.927	-.039	.430	-.883	.804
	Equal variances not assumed			-.091	655.312	.927	-.039	.431	-.886	.807
SM_Help	Equal variances assumed	1.474	.225	-1.110	881	.267	-.495	.447	-1.372	.381
	Equal variances not assumed			-1.098	639.812	.273	-.495	.451	-1.381	.390

The hypothesis and the results are tabulated in Table 4.5.8. We may infer that there is no difference in both the use of SM for self decision regarding institution as well helping others in their decision making for male and female respondents.

Table 4.5.8 Results of Hypothesis testing for Gender regarding Decision Making

Research Hypothesis	Sig	Decision
The use of SM for DM regarding Choice of institutions significantly different based on the Gender of the respondent	0.927	Rejected
The help through SM for DM regarding Choice of institutions significantly different based on the Gender of the respondent	0.267	Rejected

There is no difference in the way the SM is used for DM and Help others through SM for DM regarding Choice of institution based on the gender of the respondent.

4.5.2.2 Year of Study

We examine whether there is any significant difference in the scores of the two constructs based on the year of study the student is currently pursuing. An Independent Samples t-test is carried out since the number of groups is only two. The results of the t-test are tabulated in Table 4.5.9. The research hypothesis and the decision are tabulated at Table 4.5.10. There are no differences in the use of SM for choice of institution, but in terms of help provided to others, the year II students have a higher mean score than the year I students and the difference is statistically significant at 95% level of significance.

Table 4.5.9 Independent Samples Test for Year of Study

Independent Samples Test for Year of Study										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SM_Use	Equal variances assumed	.001	.975	-.980	881	.327	-.409	.418	-1.229	.410
	Equal variances not assumed			-.978	795.737	.328	-.409	.418	-1.231	.412
SM_Help	Equal variances assumed	.053	.818	-2.177	881	.030	-.943	.433	-1.794	-.093
	Equal variances not assumed			-2.175	800.031	.030	-.943	.434	-1.794	-.092

The students in both Year I and Year II have used the SM in their DM process of selecting the institution for their MBA / PGDM Program. However, students in Year II have advised and helped others in their DM process than their juniors with a mean score of 23.26 for Year II compared to 22.32 for Year I.

Table 4.5.10 Results of Hypothesis testing for Year of Study regarding Decision Making

Research Hypothesis	Sig	Decision
The use of SM for DM regarding Choice of institution is significantly different for students in Year I and Year II	0.327	Rejected
The help through SM for DM regarding Choice of institution is significantly different for students in Year I and Year II	0.030	**Not Rejected**

The students in both Year I and Year II have used the SM in their DM process of selecting the institution for their MBA / PGDM Program. However, students in Year II have advised and helped others in their DM process than their juniors with a mean score of 23.26 for Year II compared to 22.32 for Year I.

4.5.2.3 Graduation of the Respondent

We examine if the academic background of the student as measured through their graduation program has any influence on the two constructs SM_Use and SM_Help. Since, the number of groups is more than two, we use Analysis of Variance (ANOVA) as the statistical test to verify the hypothesis. The results of the ANOVA are tabulated in Table 4.5.11.

Table 4.5.11 ANOVA for Graduation of the Respondents

		Sum of Squares	df	Mean Square	F	Sig.
SM_Use	Between Groups	1007.830	5	201.566	5.498	.000
	Within Groups	32190.228	878	36.663		
	Total	33198.058	883			
SM_Help	Between Groups	1023.568	5	204.714	5.163	.000
	Within Groups	34815.024	878	39.653		
	Total	35838.592	883			

The research hypothesis and the results are tabulated in Table 4.5.12.

Table 4.5.12 Results of Hypothesis testing for Graduation of the Respondents regarding Decision Making

Research Hypothesis	Sig	Decision
The use of SM for DM regarding Choice of institution is significantly different for students with different graduation	0.000	**Not Rejected**
The help through SM for DM regarding Choice of institution is significantly different for students with different graduation	0.000	**Not Rejected**

The ANOVA results show that at least one group of students are different from other groups. We carry out Post Hoc test (Duncan) to verify which group is different and to draw inferences from the data. The results of the Post Hoc test are tabulated in Table 4.5.13 and Table 4.5.14.

Table 4.5.13 Post Hoc test results for Graduation of the Respondents regarding SM_Use

Graduation	N	Subset for alpha = 0.05		
		1	2	3
Others	32	22.03		
B Com	166	22.86	22.86	
BTech	373	23.57	23.57	
BBA	142		24.32	24.32
B Sc	100			25.68
BA	71			26.07
Sig.		.119	.138	.076

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 84.410.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The 6 samples are divided into 3 groups. The SM_Use is higher for BA and B Sc students and lower for students who pursued B Com and Others. B Tech and BBA students are in the middle of the scores in terms of usage.

Table 4.5.14 Post Hoc test results for Graduation of the Respondents regarding SM_Help

Graduation	N	Subset for alpha = 0.05	
		1	2
Others	32	21.44	
B Com	166	21.98	
BTech	373	22.07	
BBA	142	23.13	23.13
B Sc	100		24.47
BA	71		25.07
Sig.		.111	.058

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 84.410.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The respondents for the construct SM_Help are divided into two groups. B Sc and BA students have helped other students than B Com and B Tech students.

Conclusion: The availability of advisers in the physical environment with awareness and knowledge of the management programs is more in case of B Tech, B Com and BBA

students compared to B Sc and BA students. This may have resulted in their depending more on the SM compared to their counterparts.

4.5.2.4 Family Income

The economic status of the students is measured through the Family Income. The students are categorized in to four groups and therefore, we use ANOVA as a test for hypothesis. The results of the ANOVA are provided in table 4.5.15. The research hypotheses and decision is given in Table 4.5.16. The results of the post-hoc tests (Duncan) for SM_Use and SM_Help are given in Table 4.5.17 and Table 4.5.18 respectively.

Table 4.5.15 ANOVA for Family Income

		Sum of Squares	Df	Mean Square	F	Sig.
SM_Use	Between Groups	1483.572	3	494.524	13.777	.000
	Within Groups	31301.016	872	35.896		
	Total	32784.588	875			
SM_Help	Between Groups	1412.043	3	470.681	12.044	.000
	Within Groups	34078.134	872	39.080		
	Total	35490.177	875			

The research hypotheses and the results are tabulated Table 4.5.16.

Table 4.5.16 Results of Hypothesis testing for Family Income regarding Decision Making

Research Hypothesis	Sig	Decision
The use of SM for DM regarding Choice of institution is significantly different for students with different Family Income	0.000	**Not Rejected**
The help through SM for DM regarding Choice of institution is significantly different for students with different Family Income	0.000	**Not Rejected**

The ANOVA results show that at least one group of students are different from other groups for both variable SM_Use and SM_Help. We carry out Post Hoc test (Duncan) to verify which group is different and to draw inferences from the data.

Table 4.5.17 Post Hoc test results for Family Income regarding SM_Use

Family Income	N	Subset for alpha = 0.05		
		1	2	3
Less than 1.5 lakhs	86	20.43		
1.5 lakhs to 5 lakhs	282		23.66	
5 to 10 lakhs	291		24.45	24.45

more than 10 lakhs	217			25.17
Sig.		1.000	.223	.263

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 172.275.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The use of SM for the DM has increased with the family income levels of the students.

Table 4.5.18 Post Hoc test results for Family Income regarding SM_Help

Family Income	**N**	**Subset for alpha = 0.05**		
		1	**2**	**3**
Less than 1.5 lakhs	86	19.62		
1.5 lakhs to 5 lakhs	282		22.18	
5 to 10 lakhs	291		23.15	23.15
more than 10 lakhs	217			24.16
Sig.		1.000	.150	.136

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 172.275.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The help provided has significant difference between the students from the low income category to the students who are economically well off.

Conclusion: The use of SM for DM and Help in DM both show that the students with better economic status use SM more than the students with lower income levels. This may be because access to technology comes with an inherent cost as well as because of higher self awareness and self confidence.

4.5.2.5 Work Experience

The student with exposure to the corporate environment is supposed to have better awareness as to the requirement of the management program and why they are pursuing the same. The institutional awareness may also be higher. We may hypothesize that The SM_Use and SM_Help will be significantly different between students with no prior experience and with prior experience. Independent samples t test will be conducted to verify these hypotheses. Table 4.5.19 provides the results of the test followed by the research hypothesis in Table 4.5.20. The work experience may be categorized into different number of years. In this study

we categorized work experience in no experience, less than one year, one to three years, three to five years and more than five years. However, this is reduced to 4 since values for the five years and more are very less. ANOVA will be conducted to verify if any variance exists due to higher levels of work experience compared to lower levels of work experience.

Table 4.5.19 Independent Samples Test of Work Experience

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SM_Use	Equal variances assumed	12.839	.000	-2.924	880	.004	-1.245	.426	-2.081	-.409
	Equal variances not assumed			-3.045	772.986	.002	-1.245	.409	-2.048	-.442
SM_Help	Equal variances assumed	12.005	.001	-3.633	880	.000	-1.603	.441	-2.469	-.737
	Equal variances not assumed			-3.779	770.700	.000	-1.603	.424	-2.435	-.770

Table 4.5.20 Results of test of hypothesis for Work experience and Decision Making

Research Hypothesis	Sig	Decision
The use of SM for DM regarding Choice of institution is significantly different for students with work experience	0.409	Rejected
The help through SM for DM regarding Choice of institution is significantly different for students with work experience	0.424	Rejected

Inference: It is observed that the both the hypothesis need be rejected and no difference is observed between students with work experience and students without work experience in the use of SM and help through SM.

ANOVA is carried out to see if higher levels of work experience will make a difference in the usage habits for SM compared to no work experience and limited work experience. The results of the ANOVA are captured in Table 4.5.21 followed by the research hypothesis in Table 4.5.22. The post hoc tests for SM_Use and SM_Help are tabulated as Table 4.5.23 and Table 4.5.24 respectively.

Table 4.5.21 ANOVA for Work Experience

		Sum of Squares	df	Mean Square	F	Sig.
SM_Use	Between Groups	406.824	3	135.608	3.633	.013
	Within Groups	32775.671	878	37.330		
	Total	33182.495	881			
SM_Help	Between Groups	595.240	3	198.413	4.946	.002
	Within Groups	35224.456	878	40.119		
	Total	35819.696	881			

Table 4.5.22 Results of hypothesis testing for Work Experience and Decision Making

Research Hypothesis	**Sig**	**Decision**
The use of SM for DM regarding Choice of institution is significantly different for students with more years of work experience	0.013	**Not Rejected**
The help through SM for DM regarding Choice of institution is significantly different for students with more years of work experience	0.002	**Not Rejected**

ANOVA has shown that at least one group is different from other groups. Therefore, Post Hoc test (Duncan) is carried out to study which group is different from other groups. Post Hoc test will help us to compare the mean scores so that we may draw inference on which group is causing significant difference in the ANOVA test. We conduct post hoc test for two variable SM_Use and SM_Help.

Table 4.5.23 Post Hoc results for Work Experience and SM_Use

Work experience	N	Subset for alpha = 0.05	
		1	2
No work experience	554	23.48	
less than 1 year work ex	160	24.33	24.33
1 to 3 years	129	24.84	24.84
more than 3 years	39		25.97
Sig.		.145	.077

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 96.506.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The group with work experience of more than 3 years has used SM for DM more than the groups with lesser work experience and no work experience. We may consider 3

years as minimum experience for the behavior of the respondents to differ for individuals with no or less work experience.

Table 4.5.24 Post Hoc results for Work Experience and SM_Help

Work experience	N	Subset for alpha = 0.05	
		1	2
No work experience	554	22.11	
less than 1 year	160	23.49	23.49
1 to 3 years	129	23.64	23.64
more than 3 years	39		24.92
Sig.		.116	.138

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 96.506.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The group with work experience of more than 3 years has better scores on SM_Help than the groups with lesser work experience and no work experience. We may consider 3 years as minimum experience for the behavior of the respondents to differ for individuals with no or less work experience.

Conclusion: We may say that around 3 years, the individual is more aware and therefore uses SM in a better way for their purpose of DM. The results of t-test is may be because we considered even employees with less than one year work experience in the same group as 1 to 3 and more than 3 years. In conclusion, we support the hypothesis that individual with work experience use SM more but it is significant only after 3 years. This may be further investigated to find the relation between work experience and use of SM for purpose of DM.

4.5.2.6 Admission Test

The admission test taken by the student in the course of their admission in to the current institution is another categorical variable, which is verified for significance of difference in SM_Use and SM_Help. ANOVA is used since the admission tests are more than two. Table 4.5.25 captures the output of the ANOVA test and the Table 4.5.26 provides the research hypothesis tested and the decision inferred.

Table 4.5.25 ANOVA for Admission Test

		Sum of Squares	df	Mean Square	F	Sig.
SM_Use	Between Groups	1299.963	3	433.321	11.954	.000
	Within Groups	31898.095	880	36.248		
	Total	33198.058	883			
SM_Help	Between Groups	1556.166	3	518.722	13.315	.000
	Within Groups	34282.426	880	38.957		
	Total	35838.592	883			

Table 4.5.26 Results of hypothesis testing for Admission Test and Decision Making

Research Hypothesis	**Sig**	**Decision**
The use of SM for DM regarding Choice of institution is significantly different based on Admission Test	0.000	**Not Rejected**
The help through SM for DM regarding Choice of institution is significantly different based on Admission Test	0.000	**Not Rejected**

ANOVA has shown that at least one group is different from other groups. Therefore, Post Hoc test (Duncan) is carried out to study which group is different from other groups. Table 4.5.27 and Table 4.5.28 provide the results of the post hoc test for SM_Use and SM_Help respectively.

Table 4.5.27 Post Hoc results for Admission Test and SM_Use

Admission Test	**N**	**Subset for alpha = 0.05**		
		1	**2**	**3**
Others	238	22.23		
MAT	84	23.49	23.49	
CAT	520		24.56	
GMAT	42			26.98
Sig.		.148	.220	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 95.604.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The students who wrote GMAT as an admission test have used SM more than the students who wrote institutional and state tests. CAT is closer to GMAT in terms of SM_use scores.

Table 4.5.28 Post Hoc results for Admission Test and SM_Help

Admission Test	N	Subset for alpha = 0.05		
		1	2	3
Others	238	21.09		
MAT	84	21.64	21.64	
CAT	520		23.31	
GMAT	42			26.64
Sig.		.542	.065	1.000

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 95.604.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The students who wrote GMAT as an admission test have helped through SM more than the students who wrote institutional and state tests. CAT is closer to GMAT in terms of SM_Help scores.

Conclusion: The inference may be drawn that GMAT is a test conducted for admission in to foreign Business Schools, with availability of more content as well as advisers on Social Media. CAT, the most popular Indian admission test follows close second. Thus we may say that SM use for personal decision as well as helping others is more in case of popular admission tests with wide availability of content and forums to discuss and clarify queries.

4.5.2.7 Expertise with Computers

Another variable that we would like to study is the perceived expertise with the computers. We hypothesize that the students with higher levels of expertise will be more comfortable with SM for both SM_Use and SM_help. ANOVA is used as a test of hypothesis since the number of groups is more than two. Table 4.5.29 provides the ANOVA output and the results. The research hypotheses and the decision inferred is provided in Table 4.5.30 for influence of expertise with computers on decision making.

Table 4.5.29 ANOVA for Expertise with Computers

		Sum of Squares	df	Mean Square	F	Sig.
SM_Use	Between Groups	713.206	3	237.735	6.442	.000
	Within Groups	32362.842	877	36.902		
	Total	33076.048	880			

SM_Help	Between Groups	644.406	3	214.802	5.360	.001
	Within Groups	35146.786	877	40.076		
	Total	35791.192	880			

Table 4.5.30 Results of hypothesis testing for expertise with computers and Decision Making

Research Hypothesis	Sig	Decision
The use of SM for DM regarding Choice of institution is significantly different for students with expertise in using computers	0.000	**Not Rejected**
The help through SM for DM regarding Choice of institution is significantly different for students with expertise in using computers	0.001	**Not Rejected**

ANOVA has shown that at least one group is different from other groups. Therefore, Post Hoc test (Duncan) is carried out to study which group is different from other groups. The output of the post hoc test is provided in Table 4.5.31 and 4.5.32 for SM_Use and SM_Help respectively. The inferences were drawn based on which group has higher mean scores or lower mean score compared to the other groups.

Table 4.5.31 Post Hoc results for expertise with computers and SM_Use

Expertise with computers	N	Subset for alpha = 0.05	
		1	2
use it for few routine tasks	48	21.98	
may seek help sometimes	117	22.12	
can help others	421		24.29
can use without help	295		24.49
Sig.		.862	.794

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 113.813.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The results are inline with the expectations hypothesized. The students with better competence in computer use have higher scores than students who use it occasionally and who seek help of others. This also supports the ease of use with practice idea followed in technology innovation studies.

Table 4.5.32 Post Hoc results for expertise with computers and SM_Help

Expertise with computers	N	Subset for alpha = 0.05		
		1	2	3
may seek help sometimes	117	20.84		
use it for few routine tasks	48	21.42	21.42	
can help others	421		22.90	22.90
can use without help	295			23.40
Sig.		.490	.078	.552

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 113.813.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: As hypothesized the students with better competence in computer use have higher scores that students who seek help and use it occasionally for routine tasks. Since majority of the students have started using computers in the MBA / PGDM Program, the scores are more closer compared to the SM_Use which would have been before the admission into the MBA / PGDM Program.

Conclusion: The higher the competence in the use of computers, the higher the use of social media in terms of SM_Use and SM_Help. The competence is rating by the respondent reflecting their confidence with the use of technology. The higher percentage of individuals with higher levels of confidence is also indicative of probable use of social media for other decisions such as purchase and investment decisions also.

4.5.2.8 Geographical Location of the Institution

The institutions are divided in to four zones – North, South, East and West.

Table 4.5.33 ANOVA for Geographical Location (Zone)

		Sum of Squares	df	Mean Square	F	Sig.
SM_Use	Between Groups	4540.253	3	1513.418	46.473	.000
	Within Groups	28657.805	880	32.566		
	Total	33198.058	883			
SM_Help	Between Groups	6585.477	3	2195.159	66.035	.000
	Within Groups	29253.114	880	33.242		
	Total	35838.592	883			

We examine if there is any significant difference in the SM_Use and SM_Help for institutions spread in different locations. The results of the ANOVA test are provided in Table 4.5.33. Table 4.5.34 captures the research hypotheses and the decision inferred.

Table 4.5.34 Results of hypothesis testing for Geographical Location (Zone) and Decision Making

Research Hypothesis	Sig	Decision
The use of SM for DM regarding Choice of institution is significantly different for students studying in different zone	0.000	**Not Rejected**
The help through SM for DM regarding Choice of institution is significantly different for students studying in different zones	0.000	**Not Rejected**

ANOVA has shown that at least one group is different from other groups. Therefore, Post Hoc test (Duncan) is carried out to study which group is different from other groups. The results for the two variables SM_Use and SM_Help are provided in Table 4.5.35 and Table 4.5.36 respectively. The post hoc test is useful to interpret which group is significantly different from the other groups. In this case, we would like to infer which zone of respondents is different from the other zones in terms of use of SM for DM as well as help others through SM for DM.

Table 4.5.35 Post Hoc results for Geographical Location and SM_Use

Zone	N	Subset for alpha = 0.05	
		1	2
East	211	21.28	
South	254	22.28	
North	218		25.99
West	201		26.61
Sig.		.068	.255

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 219.315.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The scores of SM_Use for students studying in North and West Zones is more than the South and East zones.

Table 4.5.36 Post Hoc results for Geographical Location and SM_Help

Zone	N	Subset for alpha = 0.05		
		1	2	3
East	211	19.09		
South	254		21.20	
North	218			24.97
West	201			25.97
Sig.		1.000	1.000	.070

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 219.315.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The mean score of SM_Help for West and North zone students is more than south which is more that East Zone.

Conclusion: The prevalence of management education and popularity of MBA / PGDM Programs is more in the North and West Zones. North Zone consisting of Delhi and surrounding areas and West Zone consisting of Maharastra and Gujarat has higher numbers of established and reputed institutions. Thus we may conclude that students in more established institution use SM more than other locations. This may be further examined as part of further research.

4.5.2.9 Public and Private Institutions

The respondents may be divided into two groups based on the funding source for the institution where they are studying. Since, the sample groups are two we use Independent samples t test for testing of the research hypotheses. The results of the t test are provided in the Table 4.5.37. The research hypotheses and the decision inferred are provided in Table 4.5.38.

Table 4.5.37 Independent Samples Test of Public and Private Institutions

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SM_Use	Equal variances assumed	4.547	.033	-1.806	882	.071	-.745	.412	-1.554	.065
	Equal variances not assumed			-1.814	881.592	.070	-.745	.411	-1.551	.061
SM_Help	Equal variances assumed	7.718	.006	-1.884	882	.060	-.807	.429	-1.648	.034
	Equal variances not assumed			-1.893	881.961	.059	-.807	.426	-1.644	.030

There are two research hypotheses that are tested regarding the use of SM for DM (SM_Use) and the help others DM through SM (SM_Help).

Table 4.5.38 Results of hypothesis testing for Funding Source of Institution and Decision Making

Research Hypothesis	Sig	Decision
The use of SM for DM regarding Choice of institution is significantly different for students from public and private institutions	0.070	**Rejected**
The help through SM for DM regarding Choice of institution is significantly different for students from public and private institutions	0.059	**Rejected**

There is no difference in SM_Use and SM_Help are similar and no significant difference is observed.

4.5.2.10 Business Schools and Universities

The institutions where the respondents are studying may be classified into two - business schools and Universities). The hypotheses is tested using Independent samples t test and the results are provided in Table 4.5.39.

Table 4.5.39 Independent Samples Test for Type of Institution

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
SM_Use	Equal variances assumed	14.645	.000	4.792	882	.000	1.952	.407	1.153	2.752
	Equal variances not assumed			4.792	864.485	.000	1.952	.407	1.153	2.752
SM_Help	Equal variances assumed	18.658	.000	3.609	882	.000	1.536	.426	.701	2.372
	Equal variances not assumed			3.609	857.126	.000	1.536	.426	.701	2.372

The research hypotheses tested and the decision inferred are captured in the Table 4.5.40.

Table 4.5.40 Results of hypothesis testing for Type of Institution and Decision Making

Research Hypothesis	Sig	Decision
The use of SM for DM regarding Choice of institution is significantly different for students from public and private institutions	0.000	**Not Rejected**
The help through SM for DM regarding Choice of institution is significantly different for students from public and private institutions	0.000	**Not Rejected**

Inference: The Independent samples t test has resulted in significant difference between business school and Universities. The mean score for students in Business School in SM_Use (24.92) compared to University students (22.97) and SM_Help is 23.48 and 21.95 respectively. This infers that the business schools students have more use of Social Media for SM_Use as well as SM_Help compared to the students studying in University institutions.

4.5.2.11 Categories of Institutions

Another grouping of Business Schools is combining Public and Private with Business Schools and Universities. This will result in four groups. ANOVA is used to statistically test the hypotheses. Table 4.5.41 provides the ANOVA results for the category of institution.

Table 4.5.41 ANOVA for Categories of Institution

		Sum of Squares	df	Mean Square	F	Sig.
SM_Use	Between Groups	990.851	3	330.284	9.024	.000
	Within Groups	32207.206	880	36.599		
	Total	33198.058	883			
SM_Help	Between Groups	691.916	3	230.639	5.775	.001
	Within Groups	35146.676	880	39.939		
	Total	35838.592	883			

Two research hypotheses are framed and tested with regard to SM_Use and SM_Help for the different categories of institutions. Table 4.5.42 provides the research hypotheses and the decisions inferred.

Table 4.5.42 Results of hypothesis testing for Category of Institution and Decision Making

Research Hypothesis	Sig	Decision
The use of SM for DM regarding Choice of institution is significantly different for students studying in different categories of institutions	0.000	**Not Rejected**
The help through SM for DM regarding Choice of institution is significantly different for students studying in different categories of institutions	0.001	**Not Rejected**

ANOVA has shown that at least one group is different from other groups. Therefore, Post Hoc test (Duncan) is carried out to study which group is different from other groups. Table 4.5.43 and Table 4.5.44 provides the results of Post Hoc analysis for SM_Use and SM_Help respectively.

The students in Public B Schools have used SM more than the students of Private University. This may be because the respondents of Public B Schools are mostly IIM students, who belong to the top strata of business school students.

Table 4.5.43 Post Hoc results for Category of Institution and SM_Use

Category	N	Subset for alpha = 0.05	
		1	2
Private Univ	226	22.49	
Public Univ	216	23.46	
Private B school	239		24.63
Public B School	203		25.26
Sig.		.092	.272

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 220.208.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Table 4.5.44 Post Hoc results for Category of Institution and SM_Help

Category	N	Subset for alpha = 0.05		
		1	2	3
Private Univ	226	21.63		
Public Univ	216	22.27	22.27	
Private B School	239		22.99	22.99
Public B School	203			24.06
Sig.		.288	.233	.077

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 220.208.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The students of Public B Schools use SM for helping others compared to the students of Private Universities. This may be because the respondents of Public B Schools are mostly IIM students, who belong to the top strata of business school students.

Conclusion: We may conclude that the students of public business schools who belong to the top strata of students use SM more than other groups of students. The B schools students use SM more than the University students. We may conclude that students of top institutions use SM more than other students for the decision to join a particular institution as well as help others in their institutional choice.

4.6 Use of Social Media for Learning

The analysis for SM as a tool for learning involves scale development since no established scales were available. The total data with valid complete responses for the items identified for the questionnaire is divided into two sets based on the nature of funding for the institution. The first set of respondents who belong to private institutions, both Business School and Universities, is used to carry out the Exploratory Factor Analysis (EFA).

4.6.1 Exploratory Factor Analysis

The first step in identifying the items constituting a factor is to carry out an exploratory factor analysis. The data was collected through an instrument developed through literature review and face validity was checked before the data is collected. The section 4.6.1.1 provides the demographic profile of the data set used for exploratory factor analysis

4.6.1.1 Demographic Profile of the Respondents

In this section, the demographic profile of the valid respondents who have been considered for the Exploratory Factor Analysis. Out of the 434 valid respondents, 224 (51.6 percent) belong to private Business Schools and 210 (48.4 percent) belong to private University. There are 105 respondents from East Zone, 106 respondents from North Zone, 123 respondents from South Zone and 100 respondents from West Zone. 64.1 percent (278) have no work experience followed by 17.3 percent (75) with less than one year experience. 14.7 percent have 1 to 3 years work experience and 16 have more than 3 years work experience. 251 students are pursuing Year I and the remaining students are in Year II. The respondents with a family income of less than 1.5 laksh are 9.2 percent, 1.5 lakhs to 5 lakhs are 30.4 percent, 5 to 10 laksh are 32.9 percent and more than 10 lakhs are 25.8 percent with 1.6 percent preferring not to reveal their family income.

4.6.1.2 Exploratory Factor Analysis

Exploratory factor analysis is undertaken to group the items into the different variables empirically. Though few of the constructs and items are theoretically defined in literature, the need for EFA is felt as the scale for a specific purpose is being developed. The EFA is carried out using principal components approach and varimax with kaiser normalization rotation.

The KMO Bartlett's has a sample adequacy of 0.830, which is more than the required threshold with a significant level. The threshold for factor loading is kept at 0.1 since the number of respondents is above 400 (Hair et al., 2006). However, cross loading with a difference of 0.3 are ignored and for data visualization purposes, EFA was run hiding values below 0.4. The EFA is done for independent and intervening variables separately from the dependent variables. Four factors were extracted from the data for the independent and intervening variables. The Total Variance Explained is 59.617 percent.

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is .830 indicating that the sample size is adequate. The Bartlett's Test of Sphericity has a significance of .000 with a chi-square of 2490.229 at 136 degrees of freedom indicating that the factor analysis may carried out on this data set as it is less than .05 (Field, 2013)

The extraction method used for EFA is principal component analysis (PCA) and the rotation method used is Varimax. Since the items are expected not to correlate Varimax is chosen. The rotation normalized in 5 rotation giving 4 factors. The four factors are named Perceived Usefulness, Perceived Ease of Use, Perceived Playfulness and the User Attitude. Perceived Ease of Use has 4 items, Perceived Usefulness has 4 items, Perceived Playfulness has 5 items and the User Attitude has 4 items. The rotated Component Matrix is given as Table 4.6.1 followed by the table 4.6.2 detailing the Item descriptions along with the reliability scores for the variable.

Table 4.6.1 Rotated Component Matrix

	Component			
	1	2	3	4
EU1	.883			
EU2	.874			
EU3	.837			
EU4	.673			
Play1		.746		
Play2		.711		
Play3		.703		
Play4		.682		
Play5		.603		
A1			.781	
A2			.720	
A3			.673	
A4			.623	
U1				.763
U2				.734
U3				.701
U4				.696

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

The reliability measure for all the four factors is above 0.7 which is an acceptable threshold and therefore variable measured as considered reliable.

Table 4.6.2 Factors, Item Description and Reliability Measure

Item Code	Item Description	Cronbach Alpha
	Perceived Playfulness	0.767
Play1	Using social media gives enjoyment to me while learning	
Play2	Using social media for learning is a fun activity	
Play3	Using social media enables me to acquire high quality information	
Play4	Using social media enables me to accomplish learning more quickly	
Play5	Using social media improves my learning quality	
	Perceived Ease of Use	0.850
EU1	It takes too long a time to learn to use social media (R)	
EU2	It is impossible to use social media without expert help (R)	
EU3	It is difficult to learn how to use social media (R)	
EU4	Using social media for learning requires a lot of mental effort (R)	
	Perceived Usefulness	0.731
U1	My purpose for using social media is clear and understandable	
U2	Using social media enables me to access a lot of information	
U3	Using social media enables me to access the latest information	
U4	Learning to operate social media is easy for me	
	User Attitude	0.736
A1	Using social media for learning is a pleasant idea	
A2	Using social media for learning is a positive idea	
A3	Using social media keeps me happy while learning	
A4	Using Social Media for learning is a good idea	

The dependent variable is Behavioral Intention to use. It has 3 items and only factor is generated with a variance explained of 62.770. The reliability measure is 0.700. The description of the items and the reliability measure are given in Table 4.6.3

Table 4.6.3 Item Description and Reliability Measure for Behavioral Intention

Item Code	Item Description	Cronbach Alpha
	Behavioural Intention to Use	0.700
BI1	I will frequently use social media in the future for learning	
BI2	I will strongly recommend others to use social media for the purpose of learning	
BI3	I will use social media on a regular basis in the future	

A summary of different factors and their reliability measures are provided in Table 4.6.4.

Table 4.6.4 Reliability of the scales derived from EFA

Factor / Variable	Number of Items	Cronbach's Alpha
Perceived Usefulness	4	0.731
Perceived Playfulness	5	0.767
User Attitude	4	0.736
Perceived Ease of Use	4	0.850
Behavioral Intention	3	0.700

All the reliabilities are above 0.7 which is the threshold limit suggested in literature for scale development (Hair et al., 2006).

4.6.2 Confirmatory Factors Analysis

Confirmatory factor analysis was carried out using AMOS 20.0 for the second set of data containing respondents from public institutions. The confirmatory factor analysis helps us to verify the measurement model and test the validity of the constructs. The discriminant and the convergent validity is tested using the measurement model. The nomological validity is tested using the structural model explaining the relationships between different variables. The face validity is tested through expert opinions and has been done both at the time of instrument development as well as finalization of the scale. The measurement model for SM as a Learning Resource is given in Figure 4.6.1.

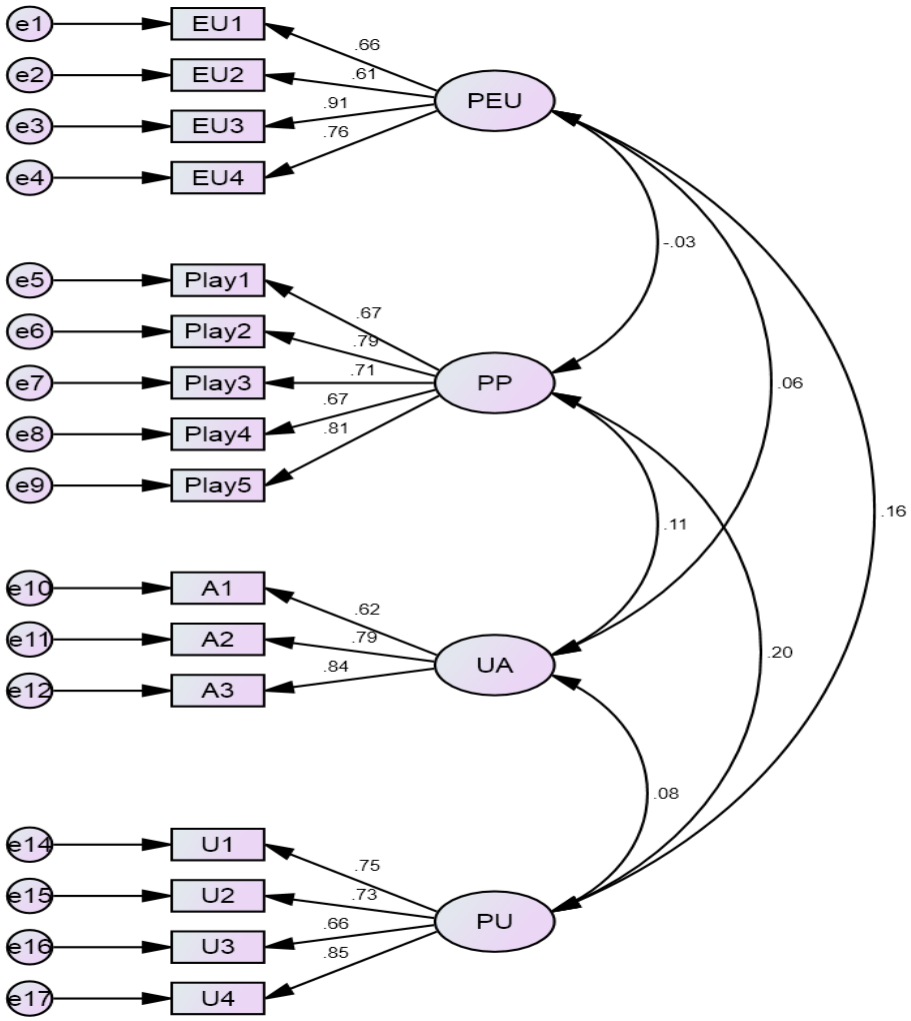
4.6.2.1 Model Fit Summary for Measurement Model

Model fit statistics of the measurement model for independent constructs will provide us with an empirical validation of the variables and the items falling under these constructs. Table 4.6.5 provides the model fit statistics for the measurement model.

Table 4.6.5 Model fit statistics for Measurement model of SM as Learning Resource

Measure	Actual Value	Threshold	Source
Cmin/df	1.586	< 3.0	(Hair et al., 2006)
CFI	0.977	> 0.95 great	
GFI	0.956	>0.9 good	
AGFI	0.938	>0.80 good	
IFI	0.977	>0.9 good	
RMR	0.032	<0.09 good	
RMSEA	0.038	<0.05 good,	
Pclose	0.965	>0.05 good	

Figure 4.6.1 Measurement Model for SM as a Learning Resource



The convergent and the discriminant validity of the variables is examined factor loadings and the correlations among the variables. An useful excel macro developed by James Gaskin available on Statwiki is used for this purpose (Gaskin, 2016). Table 4.6.6 provides the validity and reliability of the constructs. The reliability is given again since the data set for confirmatory factor analysis is different.

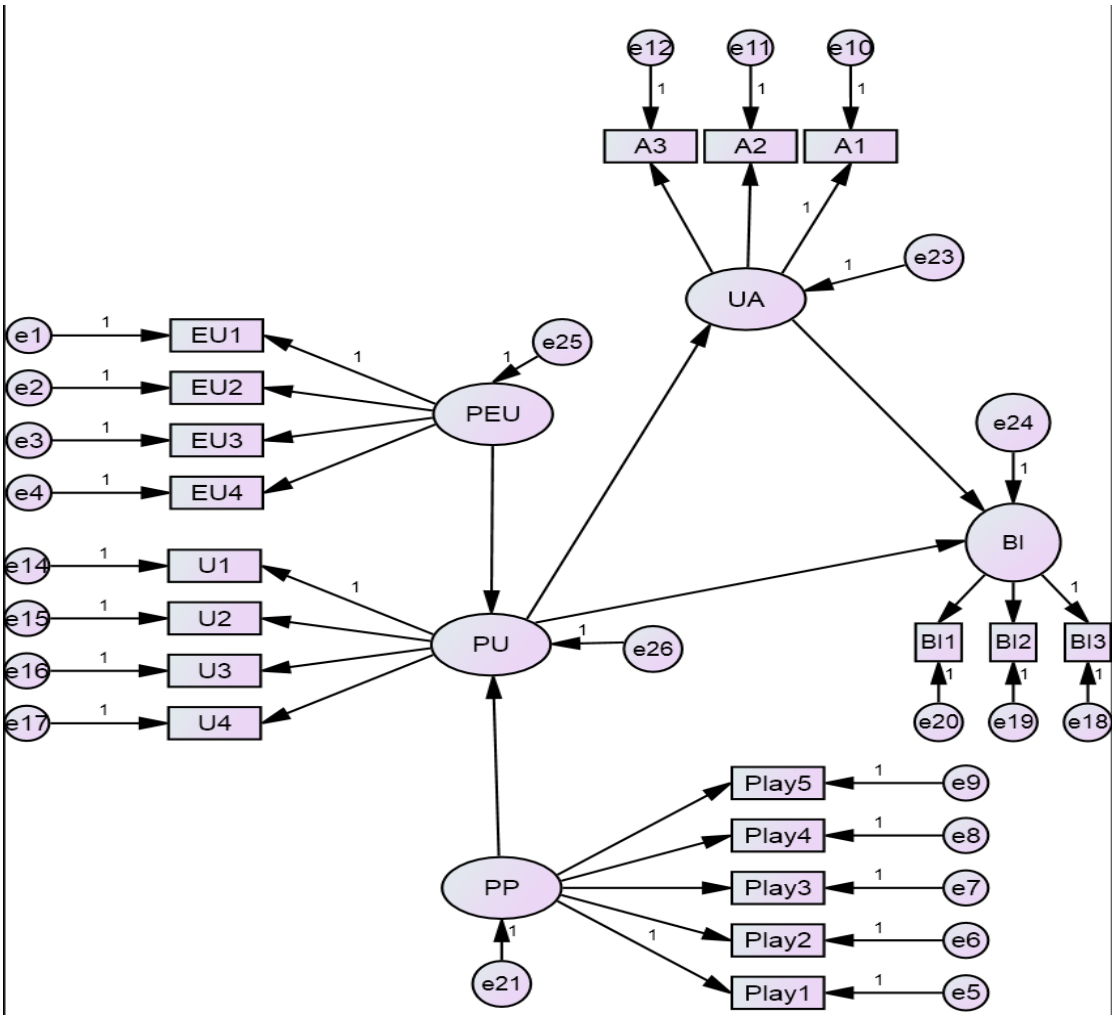
Table 4.6.6 Validity and Reliability of the constructs finalized for TAM model

	CR	AVE	MSV	MaxR(H)	UA	PEU	PP	PU	Reliability Measure
UA	0.799	0.573	0.011	0.826	**0.757**				**0.792**
PEU	0.827	0.550	0.027	0.923	0.059	**0.741**			**0.822**
PP	0.851	0.536	0.039	0.948	0.106	-0.028	**0.732**		**0.848**
PU	0.837	0.565	0.039	0.960	0.077	0.164	0.197	**0.751**	**0.832**
BI	0.760	0.520							**0.745**

The validity and reliability measures are calculated using the Stats Tools package of excel macro developed by Gaskin downloaded from Stat Wiki site maintained by the support of Doctor of Management Program at Case Western Reserve University and by Brigham Young University (Gaskin, 2016).

The next step in the factor analysis is to verify the structural model i.e., the relationships among the different variables. This is done through AMOS 20.0. The structure model for evaluating the respondents intention to use SM as a Learning Resource is provided as Figure 4.6.2.

Figure 4.6.2 Structural Model for SM as a Learning Resource (TAM Model)



The model fit statistics for the structural model, which is derived from the Technology Acceptance Model (TAM) literature is provided in Table 4.6.7.

Table 4.6.7 Model fit statistics for Structural Model (TAM model)

Measure	Actual Value	Threshold	Source
Cmin/df	1.870	< 3.0	(Hair et al., 2006)
CFI	0.955	> 0.95 great	
GFI	0.936	>0.85 good	
AGFI	0.916	>0.80 good	
IFI	0.956	>0.9 good	
RMR	0.058	<0.09 good	
RMSEA	0.046	<0.05 good,	
Pclose	0.756	>0.05 good	

4.6.2.2 Testing of Hypothesis

The significance of relationships can be obtained from the AMOS output which provides the estimates as well as a significance value or p-value. Table 4.6.8 provides the regression weights as well as the significance levels, which are used to test the hypothesis regarding relationship among variable. Table 4.6.9 provides the research hypothesis and the decision taken about the relationships.

Table 4.6.8 Regression Weights and the significance of relationship between constructs

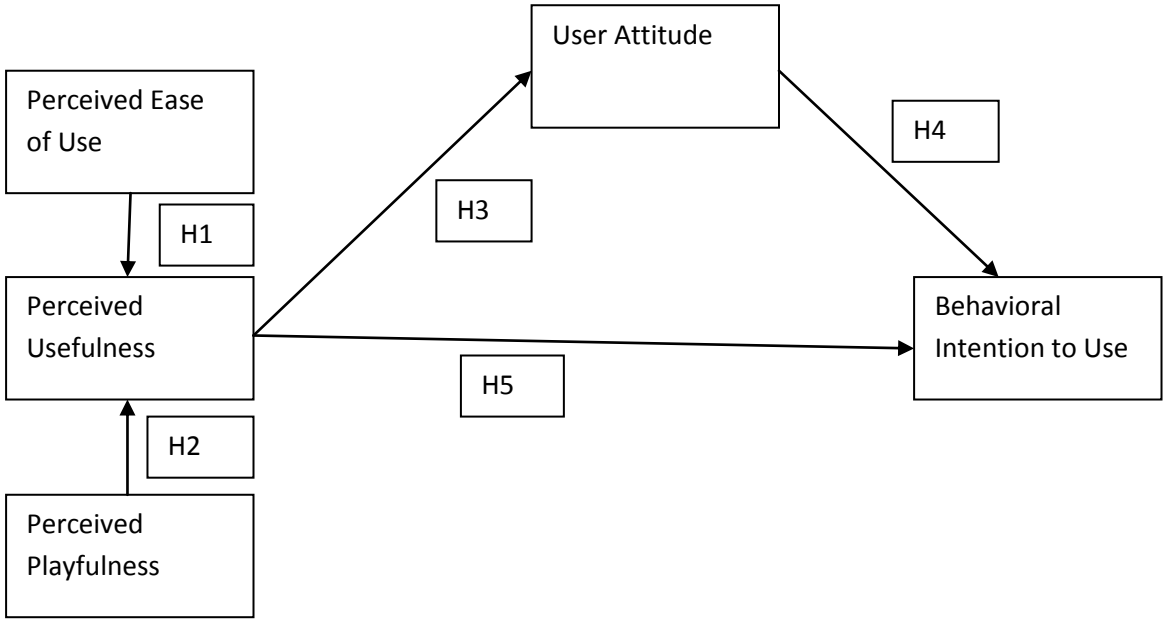
			Estimate	SE	CR	P
PU	<---	PEU	.169	.056	3.040	.002
PU	<---	PP	.215	.062	3.496	***
UA	<---	PU	.079	.058	1.379	.168
BI	<---	UA	.054	.053	1.021	.307
BI	<---	PU	.291	.056	5.208	***

Table 4.6.9 Summary of Hypothesis of TAM Model

Hypothesis at 95 percent level of significance	**Result**
H_1: There is a positive relationship between Perceived Ease of Use and Perceived Usefulness	**Not Rejected**
H_2: There is a positive relationship between Perceived Playfulness and Perceived Usefulness	**Not Rejected**
H_3: There is a positive relationship between Perceived Usefulness and User Attitude	Rejected
H_4: There is a positive relationship between User Attitude and Behavioral Intention	Rejected
H_5: There is a positive relationship between Perceived Usefulness and behavioral intention to use	**Not Rejected**

The final model is drawn below also depicting the hypothesis tested and is illustrated as Figure 4.6.3.

Figure 4.6.3 TAM model tested for SM as a Learning Resource



Conclusion: The use of SM as a learning resource is validated through the variables developed in the research on Technology Acceptance Model (TAM). We have found through SEM using AMOS that there is a significant relationship between Perceived Usefulness of Social Media and the Behavioral Intention to use SM as a learning resource. We may therefore conclude that the students of MBA / PGDM Program use SM for learning in case they find the content and format useful. Further research may be undertaken to examine what are the factors that influence the perceived usefulness of SM as learning resource to help develop better content by individual users, education institutions and commercial agencies.

4.7 Social Capital through Social Media

This research used the classification of Social Capital (SC) into two broad areas – bridging social capital and bonding social capital. There are two modes of creating value in social networking classified as Online and Offline. Therefore there is another classification of SC into Offline Social Capital and Online Social Capital. The table below gives you the sub divisions of SC.

Table 4.7.1: Classification of Social Capital

	Bridging SC	**Bonding SC**
Offline SC	Offline Bridging SC	Offline Bonding SC
Online SC	Online Bridging SC	Online Bonding SC

The first quantitative test for a developed scale is the test of reliability. Cronbach Alpha is a statistical measure for reliability of the scale. Since the scale is taken, we check for face validity and reliability measure before using for data analysis (Hair et al., 2006). The Cronbach Alpha for the various scales along with the number of items for each scale is tabulated below.

Table 4.7.2 Reliability of scales measures different types of Social Capital

Scale	No. of Items	Cronbach Alpha
Offline Social Capital	20	0.853
Online Social Capital	20	0.848
Bridging Social Capital	20	0.878
Bonding Social Capital	20	0.828
Online Bridging Social Capital	10	0.857
Online Bonding Social Capital	10	0.737
Offline Bridging Social Capital	10	0.824
Offline Bonding Social Capital	10	0.719

The reliability measure in all the case is above 0.7, and hence all the scales are reliable for measuring the various types of Social Capital.

The descriptive statistics of the different types of SC is given in the table 4.7.3. This gives the mean scores for the different measures which will be statistically tested for significant differences among various sample groups.

Table 4.7.3 Descriptive statistics for various types of Social Capital

	Offline Social Capital	Online Social Capital	Bridging Social Capital	Bonding Social Capital	Online Bridging SC	Online Bonding SC	Offline Bridging SC	Offline Bonding SC
Mean	70.96	71.50	72.38	70.14	36.90	34.64	35.58	35.29
Std. Deviation	11.25	11.49	11.84	11.07	7.07	6.46	6.74	5.88
Minimum	20.00	28.00	20.00	20.00	12.00	10.00	10.00	10.00
Maximum	100.00	100.00	100.00	100.00	62.00	59.00	50.00	50.00

As we may see, the maximum score for a 20 item Offline, Online, Bridging and Bonding scale is 100 and minimum score is 20. The respondents have a higher Bridging SC than bonding SC; higher Online SC than Offline SC. Based on the age group of the respondents, where they are building their own social networks, the results are as expected. The higher score of online SC compared to offline SC is also true for the technology driven Generation Y users, which may again be verified based on the self rating on the expertise with computers. Similarly, the maximum score for Online Bridging SC, Online Bonding SC, Offline Bridging SC and Offline Bonding SC is 50 and minimum score is 10. The means score of Online Bridging SC is the highest followed by Offline Bridging SC, Offline Bonding SC and Online Bonding SC. We may infer that the respondents prefer to maintain their strong ties (Bonding SC) through offline (face to face, personal) medium rather than the impersonal online medium.

The next stage of analysis will be testing for the significant differences in the mean scores of different types of SC for various categories of sample groups.

4.7.1 Gender

The first basis of comparison of SC is on the basis of Gender of the respondents. Gender is classified in to two groups – male and female in this study. Independent samples t test is used to verify whether the difference between the mean scores of different types of SC is statistically significant at 95% level of significance. The output of the Independent samples t test is shown in Table 4.7.4. The research hypothesis and decision are captured in Table 4.7.5.

Table 4.7.4 Independent Samples test of Gender on different types of SC

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Offline SC	Equal variances assumed	.365	.546	-.388	830	.698	-.31650	.81646	-1.9190	1.2860

Online Social Capital	Equal variances not assumed			-.381	574.75	.703	-.31650	.83114	-1.9489	1.3159
	Equal variances assumed	.971	.325	-.865	824	.387	-.72182	.83407	-2.3589	.91533
	Equal variances not assumed			-.860	602.64	.390	-.72182	.83899	-2.3695	.92587
Bridging Social Capital	Equal variances assumed	.673	.412	-.821	840	.412	-.69845	.85119	-2.3691	.97227
	Equal variances not assumed			-.816	615.12	.415	-.69845	.85617	-2.3798	.98293
Bonding SC	Equal variances assumed	1.599	.206	-.499	819	.618	-.40413	.80940	-1.9928	1.1846
	Equal variances not assumed			-.488	556.41	.626	-.40413	.82792	-2.03036	1.2221
Online Bridging SC	Equal variances assumed	.263	.608	-1.249	848	.212	-.63231	.50605	-1.6255	.36095
	Equal variances not assumed			-1.245	622.50	.214	-.63231	.50791	-1.6297	.36511
Online Bonding SC	Equal variances assumed	3.692	.055	-.587	840	.558	-.27243	.46437	-1.1838	.63902

	Equal variances not assumed			-.574	586.68	.566	-.27243	.47450	-1.2043	.65950
Offline Bridging SC	Equal variances assumed	.109	.742	-.121	857	.904	-.05791	.48009	-1.0002	.88439
	Equal variances not assumed			-.120	624.67	.905	-.05791	.48357	-1.0075	.89170
Offline Bonding SC	Equal variances assumed	.407	.524	-.624	842	.533	-.26473	.42435	-1.097	.56818
	Equal variances not assumed			-.612	576.67	.541	-.26473	.43278	-1.114	.58528

The various research hypothesis and the results are tabulated below in Table 4.7.5

Table 4.7.5 Test of Hypotheses of Gender on different types of SC

Research Hypothesis	**Sig**	**Decision**
There is a significant difference in the Offline Social Capital due to the Gender of the user	0.703	Rejected
There is a significant difference in the Online Social Capital due to the Gender of the user	0.390	Rejected
There is a significant difference in the Bridging Social Capital due to the Gender of the user	0.415	Rejected
There is a significant difference in the Bonding Social Capital due to the Gender of the user	0.626	Rejected
There is a significant difference in the Online Bridging Social Capital due to the Gender of the user	0.214	Rejected
There is a significant difference in the Online Bonding Social Capital due to the Gender of the user	0.566	Rejected
There is a significant difference in the Offline Bridging Social Capital due to the Gender of the user	0.905	Rejected
There is a significant difference in the Offline Bonding Social Capital due to the Gender of the user	0.541	Rejected

Conclusion: The social capital scores are not different for male and female respondents.

4.7.2 Year of Study

The second basis is the year of study of the respondent. The purpose is to verify whether the SC targeted or the medium will vary as they go to the second year of the program. An Independent samples t test at 95% confidence level is carried out to measure the significance of the Year of Study on the various forms of SC and the results are given below. The result of the Independent samples test for all eight types of SC is provided as Table 4.7.6. The research hypothesis and the decision is provided in Table 4.7.7. We observe that only in case of Online Bonding Social Capital is there a significant difference between sample groups of Year I and Year II students. Appropriate inference is drawn based on the mean score of the Year I and Year II students for Online Bonding Social Capital. The mean score has increased from Year I to Year II for online bonding. This may be attributed to the bonding among the batch mates of the program from Year I to Year II. Initially, they are forming relationships whereas in Year II they are bonding their relationships.

Table 4.7.6 Independent Samples Test for Year of Study on different types of SC

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Offline SC	Equal variances assumed	6.590	.010	-1.174	830	.241	-.92904	.79105	-2.48173	.62365
	Equal variances not assumed			-1.150	688.705	.251	-.92904	.80787	-2.51524	.65715
Online SC	Equal variances assumed	4.692	.031	-1.344	824	.179	-1.09072	.81157	-2.68370	.50226
	Equal variances not assumed			-1.324	695.924	.186	-1.09072	.82365	-2.70786	.52642

Bridging SC	Equal variances assumed	2.546	.111	-.739	840	.460	-.61243	.82923	-2.24004	1.01517
	Equal variances not assumed			-.731	722.882	.465	-.61243	.83726	-2.25618	1.03132
Bonding SC	Equal variances assumed	11.518	.001	-1.916	819	.056	-1.49848	.78225	-3.03394	.03697
	Equal variances not assumed			-1.865	663.884	.063	-1.49848	.80329	-3.07577	.07880
Online Bridging SC	Equal variances assumed	1.594	.207	-.361	848	.718	-.17796	.49274	-1.14509	.78916
	Equal variances not assumed			-.357	727.373	.721	-.17796	.49817	-1.15598	.80006
Online Bonding SC	Equal variances assumed	15.614	.000	-2.182	840	.029	-.98393	.45089	-1.86893	-.09893
	Equal variances not assumed			-2.113	659.253	.035	-.98393	.46575	-1.89846	-.06941
Offline Bridging SC	Equal variances assumed	3.888	.049	-.758	857	.449	-.35410	.46743	-1.27154	.56335
	Equal variances not assumed			-.745	720.333	.456	-.35410	.47504	-1.28672	.57852
Offline Bonding SC	Equal variances assumed	3.822	.051	-1.542	842	.123	-.63284	.41040	-1.43837	.17269
	Equal variances not assumed			-1.523	726.470	.128	-.63284	.41557	-1.44870	.18302

Table 4.7.7 Tests of Hypotheses for Year of Study on different types of SC

Research Hypothesis	Sig	Decision
There is a significant difference in the Offline Social Capital due to the Year of Study of the user	0.241	Rejected
There is a significant difference in the Online Social Capital due to the Year of Study of the user	0.179	Rejected
There is a significant difference in the Bridging Social Capital due to the Year of Study of the user	0.465	Rejected
There is a significant difference in the Bonding Social Capital due to the Year of Study of the user	0.063	Rejected
There is a significant difference in the Online Bridging Social Capital due to the Year of Study of the user	0.721	Rejected
There is a significant difference in the Online Bonding Social Capital due to the Year of Study of the user	0.029	**Not Rejected**
There is a significant difference in the Offline Bridging Social Capital due to the Year of Study of the user	0.449	Rejected
There is a significant difference in the Offline Bonding Social Capital due to the Year of Study of the user	0.128	Rejected

Inference: The type of SC and the medium of SC does not vary on the basis of the Year of study of the respondents, except in case of the Online Bonding SC.

Conclusion: There is a significant difference in the mean score of Online Bonding SC between first year and second year students. The mean score has increased from Year 1 to Year 2 and this may be because the friends with strong ties are also available online and it is more convenient to maintain the relationship online for the second year of the program.

4.7.3 Graduation of the respondents

The third basis of categorization of samples is the to measure if there is any significant difference in the means of various types of SC based on the graduation of the respondents. Analysis of Variance (ANOVA) is used as a test of hypothesis as the sample is categorized in to more than 2 groups. Duncan Post hoc test is carried out in cases where it is observed that a significant difference exist among the groups to identify which group is significantly different from the other sample groups and draw appropriate inferences. The results of the ANOVA are tabulated below.

Table 4.7.8 ANOVA on the Graduation of the Respondents

		Sum of Squares	df	Mean Square	F	Sig.
Offline Social Capital	Between Groups	6389.350	5	1277.870	10.671	.000
	Within Groups	99038.774	827	119.757		
	Total	105428.125	832			

Online Social Capital	Between Groups	6063.938	5	1212.788	9.659	.000
	Within Groups	103082.809	821	125.558		
	Total	109146.747	826			
Bridging Social Capital	Between Groups	4542.412	5	908.482	6.693	.000
	Within Groups	113617.968	837	135.744		
	Total	118160.380	842			
Bonding Social Capital	Between Groups	7775.918	5	1555.184	13.654	.000
	Within Groups	92944.429	816	113.902		
	Total	100720.347	821			
Online Bridging Social Capital	Between Groups	892.049	5	178.410	3.619	.003
	Within Groups	41657.241	845	49.299		
	Total	42549.290	850			
Online Bonding Social Capital	Between Groups	2236.551	5	447.310	11.374	.000
	Within Groups	32918.106	837	39.329		
	Total	35154.657	842			
Offline Bridging Social Capital	Between Groups	1538.572	5	307.714	6.997	.000
	Within Groups	37555.533	854	43.976		
	Total	39094.106	859			
Offline Bonding Social Capital	Between Groups	1818.288	5	363.658	11.117	.000
	Within Groups	27444.155	839	32.711		
	Total	29262.443	844			

The research hypothesis tested and the decision is tabulated in the table 4.7.9.

Table 4.7.9 Test of Hypotheses for Graduation and Types of SC

Research Hypothesis	Sig	Decision
There is a significant difference in the Offline Social Capital due to the Graduation of the Respondent	.000	**Not Rejected**
There is a significant difference in the Online Social Capital due to the Graduation of the Respondent	.000	**Not Rejected**
There is a significant difference in the Bridging Social Capital due to the Graduation of the Respondent	.000	**Not Rejected**
There is a significant difference in the Bonding Social Capital due to the Graduation of the Respondent	.000	**Not Rejected**
There is a significant difference in the Online Bridging Social Capital due to the Graduation of the Respondent	.003	**Not Rejected**
There is a significant difference in the Online Bonding Social Capital due to the Graduation of the Respondent	.000	**Not Rejected**
There is a significant difference in the Offline Bridging Social Capital due to the Graduation of the Respondent	.000	**Not Rejected**
There is a significant difference in the Offline Bonding Social Capital due to the Graduation of the Respondent	.000	**Not Rejected**

There is a significant difference in all types of Social Capital due to the graduation that the students have studied. We further would like to analyze the data to find out which group of graduates are performing better and therefore Post Hoc test (Ducan) is carried out. The post hoc tests for each type of social capital are provided in Table 4.7.10 to 4.7.17.

Table 4.7.10 Post Hoc Test of Offline Social Capital for Graduation of Respondents

Graduation	N	Subset for alpha = 0.05		
		1	2	3
Others	29	64.4828		
B Com	154		69.2403	
BTech	354		69.9492	
BBA	130		70.7308	
BA	70			75.5571
B Sc	96			76.4271
Sig.		1.000	.425	.618

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 78.744.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: There is a significant difference among groups, as the groups are divided into three. The B Tech, B Com, BBA group is different from the BA, BSc group in term of the medium for the Social Interaction and Social Networking.

Table 4.7.11 Post Hoc Test of Online Social Capital for Graduation of Respondents

Graduation	N	Subset for alpha = 0.05	
		1	2
Others	28	68.5714	
B Com	153	69.8824	
B Tech	350	69.9657	
BBA	134	71.5373	
BA	70		76.7000
B Sc	92		76.9239
Sig.		.136	.901

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 77.195.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: There is a significant difference among groups, as the groups are divided into two. The B Tech, B Com, BBA group is different from the BA, BSc group in term of the medium for the Social Interaction and Social Networking.

Conclusion: Based on the means scores for Offline Social Capital and Online Social Capital, it may be concluded that the **basic arts and science students are having more Social Capital, hence more socially inclined.**

Table 4.7.12 Post Hoc Test of Bridging Social Capital for Graduation of Respondents

Graduation	N	Subset for alpha = 0.05			
		1	2	3	4
Others	29	68.8276			
B Com	159	70.5723	70.5723		
B Tech	359	71.3008	71.3008		
BBA	131		72.8550	72.8550	
BA	70			76.2000	76.2000
B Sc	95				77.1789
Sig.		.211	.248	.072	.598

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 78.944.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The groups are divided into four groups. The bridging Social Capital for the B A and BSc based students is more than the B Com, B Tech students with BBA falling in the middle.

Table 4.7.13 Post Hoc Test of Bonding Social Capita for Graduation of Respondents

Graduation	N	Subset for alpha = 0.05		
		1	2	3
Others	28	63.8214		
B Tech	346		68.7081	
B Com	150		68.7333	
BBA	133		69.5639	
BA	71			75.9437
B Sc	94			75.9894
Sig.		1.000	.642	.979

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 77.407.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The groups are divided in to three. Here also, the B A and B Sc graduates have a higher mean score than the B Tech, B Com and BBA students. We may conclude that the higher SC of the BA and B Sc students is due to higher mean score in both Bonding and Bridging Social Capital compared to students from other graduation disciplines.

Table 4.7.14 Post Hoc Test of Online Bridging Social Capital for Graduation of Respondents

Graduation	N	Subset for alpha = 0.05	
		1	2
Others	29	35.4828	
B Com	163	36.0061	
BTech	359	36.4903	
BBA	135	36.9926	36.9926
BA	70		38.8571
B Sc	95		38.8842
Sig.		.222	.109

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 79.341.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The groups are divided in two. There is a negligible but significant difference between the groups. B A and B Sc students are scoring more than the BBA, B Tech students. The career focus of students of professional programs may also result in their scores on bonding being less than the students of arts and sciences.

Table 4.7.15 Post Hoc Test of Online Bonding Social Capital for Graduation of Respondents

Graduation	N	Subset for alpha = 0.05		
		1	2	3
Others	30	32.3333		
B Tech	354	33.7655	33.7655	
B Com	157	33.8217	33.8217	
BBA	137		34.5328	
B Sc	94			37.5851
BA	71			38.1690
Sig.		.157	.469	.555

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 80.483.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The groups are divided in three. There is a negligible but significant difference between the groups. B A and B Sc students are scoring more than the BBA, B Tech students. This may be attributed to the professional students more interested in quantity of relationships rather than having a deeper bond with their classmates and friends. The career focus of students of professional programs may also result in their scores on bonding being less than the students of arts and sciences.

Table 4.7.16 Post Hoc Test of Offline Bridging Social Capital for Graduation of Respondents

Graduation	N	Subset for alpha = 0.05		
		1	2	3
Others	31	32.5161		
B Com	163	34.4663	34.4663	
B Tech	366		35.1093	
BBA	132		36.0455	36.0455
BA	70			37.7429
B Sc	98			38.0714
Sig.		.060	.151	.064

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 81.977.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

The groups are divided in three. There is a negligible but significant difference between the groups. B A and B Sc students are scoring more than the BBA, BTech students.

Table 4.7.17 Post Hoc Test of Offline Bonding Social Capital for Graduation of Respondents

Graduation	N	Subset for alpha = 0.05		
		1	2	3
Others	29	32.1034		
B Com	158		34.5063	
BBA	134		34.7313	
B Tech	356		34.8146	
BA	71			37.7746
B Sc	97			38.2784
Sig.		1.000	.752	.579

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 79.494.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The groups are divided in three. There is a negligible but significant difference between the groups. B A and B Sc students are scoring more than the BBA, B Tech students.
Conclusion: We may conclude that the graduates with B A and B Sc background have better social interaction, networks and therefore have a higher SC than the graduates of B Com, BBA and B Tech.

4.7.4 Family Income

Table 4.7.18 ANOVA based on Family Income

		Sum of Squares	df	Mean Square	F	Sig.
Offline Social Capital	Between Groups	5312.955	3	1770.985	14.622	.000
	Within Groups	99557.608	822	121.116		
	Total	104870.563	825			
Online Social Capital	Between Groups	2338.297	3	779.432	6.117	.000
	Within Groups	103726.868	814	127.429		
	Total	106065.165	817			
Bridging Social Capital	Between Groups	4115.821	3	1371.940	10.192	.000
	Within Groups	111856.843	831	134.605		
	Total	115972.663	834			
Bonding Social Capital	Between Groups	3371.620	3	1123.873	9.438	.000
	Within Groups	96449.757	810	119.074		
	Total	99821.377	813			
Online Bridging Social Capital	Between Groups	640.416	3	213.472	4.357	.005
	Within Groups	41055.585	838	48.992		
	Total	41696.001	841			
Online Bonding Social Capital	Between Groups	731.912	3	243.971	6.015	.000
	Within Groups	33662.597	830	40.557		
	Total	34394.510	833			
Offline Bridging Social Capital	Between Groups	1637.993	3	545.998	12.529	.000
	Within Groups	36954.664	848	43.579		
	Total	38592.657	851			
Offline Bonding Social Capital	Between Groups	930.685	3	310.228	9.170	.000
	Within Groups	28179.862	833	33.829		
	Total	29110.547	836			

We would also like to see if there is any difference in the Social Capital score of the respondents due to the economic class they belong to based on the family income levels. ANOVA is used to test this hypothesis since the family income is measure in four groups. The output for ANOVA is given in Table 4.7.18. The research hypothesis tested using ANOVA and the decision is tabulated in the table 4.7.19

There is a significant difference in all types of Social Capital due to the economic status (family income) of the students. We further would like to analyze the data to find out which group of graduates are performing better and therefore Post Hoc test (Duncan) is carried out. The post hoc results for the various types of SC are provided in Table 4.7.20 to Table 4.7.27.

Table 4.7.19 Test of Hypothesis for different types of SC on Family Income

Research Hypothesis	Sig	Decision
There is a significant difference in the Offline Social Capital due to the economic status of the Respondent	.000	**Not Rejected**
There is a significant difference in the Online Social Capital due to the economic status of the Respondent	.000	**Not Rejected**
There is a significant difference in the Bridging Social Capital due to the economic status of the Respondent	.000	**Not Rejected**
There is a significant difference in the Bonding Social Capital due to the economic status of the Respondent	.000	**Not Rejected**
There is a significant difference in the Online Bridging Social Capital due to the economic status of the Respondent	.005	**Not Rejected**
There is a significant difference in the Online Bonding Social Capital due to the economic status of the Respondent	.000	**Not Rejected**
There is a significant difference in the Offline Bridging Social Capital due to the economic status of the Respondent	.000	**Not Rejected**
There is a significant difference in the Offline Bonding Social Capital due to the economic status of the Respondent	.000	**Not Rejected**

Table 4.7.20 Post Hoc Results of Offline Social Capital for Family Income

Family Income	N	Subset for alpha = 0.05		
		1	2	3
Less than 1.5 lakhs	72	64.5833		
1.5 lakhs to 5 lakhs	262		69.5573	
5 to 10 lakhs	283			72.0707
more than 10 lakhs	209			73.6603
Sig.		1.000	1.000	.206

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 153.705.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The offline social capital scores increased as the family income levels increase.

Table 4.7.21 Post Hoc Results of Online Social Capital for Family Income

Family Income	N	Subset for alpha = 0.05		
		1	2	3
Less than 1.5 lakhs	75	67.3467		
1.5 lakhs to 5 lakhs	258		70.8488	
5 to 10 lakhs	279		72.1290	72.1290
more than 10 lakhs	206			73.5194
Sig.		1.000	.317	.277

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 155.958.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The online social capital scores increase as the family income levels increase.

Table 4.7.22 Post Hoc Results of Bridging Social Capital for Family Income

Family Income	N	Subset for alpha = 0.05		
		1	2	3
Less than 1.5 lakhs	78	66.6667		
1.5 lakhs to 5 lakhs	266		71.5338	
5 to 10 lakhs	282		73.3759	73.3759
more than 10 lakhs	209			74.6842
Sig.		1.000	.155	.313

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 160.574.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The bridging social capital scores increase as the family income levels increase.

Table 4.7.23 Post Hoc Results of Bonding Social Capital for Family Income

Family Income	N	Subset for alpha = 0.05		
		1	2	3
Less than 1.5 lakhs	72	65.3056		
1.5 lakhs to 5 lakhs	257		68.9805	
5 to 10 lakhs	279		70.9032	70.9032
more than 10 lakhs	206			72.5388
Sig.		1.000	.124	.191

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 152.564.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The bonding social capital scores increase as the family income levels increase.

Table 4.7.24 Post Hoc Results of Online Bridging Social Capital for Family Income

Family Income	N	Subset for alpha = 0.05	
		1	2
Less than 1.5 lakhs	79	34.5696	
1.5 lakhs to 5 lakhs	271		36.6900
5 to 10 lakhs	282		37.3085
more than 10 lakhs	210		37.7619
Sig.		1.000	.195

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 162.231.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The online bridging social capital scores increase as the family income levels increase. There is a significant difference in the Less than 1.5 laksh annual income category and other income groups.

Table 4.7.25 Post Hoc Results of Online Bonding Social Capital for Family Income

Family Income	N	Subset for alpha = 0.05		
		1	2	3
Less than 1.5 lakhs	77	32.6234		
1.5 lakhs to 5 lakhs	265		34.0868	
5 to 10 lakhs	284		35.0458	35.0458
more than 10 lakhs	208			35.8317
Sig.		1.000	.179	.271

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 159.430.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The online bonding social capital scores increase as the family income levels increase.

Table 4.7.26 Post Hoc Results of Offline Bridging Social Capital for Family Income

Family Income	N	Subset for alpha = 0.05		
		1	2	3
Less than 1.5 lakhs	79	32.1013		
1.5 lakhs to 5 lakhs	273		34.9304	
5 to 10 lakhs	287		36.2718	36.2718
more than 10 lakhs	213			37.0047
Sig.		1.000	.067	.316

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 163.263.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The offline bridging social capital scores increase as the family income levels increase.

Table 4.7.27 Post Hoc Results of Offline Bonding Social Capital for Family Income

Family Income	N	Subset for alpha = 0.05		
		1	2	3
Less than 1.5 lakhs	78	32.8590		
1.5 lakhs to 5 lakhs	265		34.6528	
5 to 10 lakhs	283		35.7597	35.7597
more than 10 lakhs	211			36.4834
Sig.		1.000	.088	.265

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 160.856.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The offline bonding social capital scores increase as the family income levels increase.

Conclusion: We may conclude that the family income levels (economic status) of the student are a significant factor in the social capital of the students.

4.7.5 Work Experience

The work experience of the students before joining MBA / PGDM program is another basis for sample groups. We examine the Social Capital of the students in different groups using ANOVA. The work experience is divided in to four groups ranging from No experience to more than 5 years experience. The four groups are i) No experience ii) less than 1 year experience iii) 1 to 3 years experience and iv) combination of 3 to 5 years experience and more than 5 years experience. Since the group more than five years experience has only 6 respondents it is combined with the immediately preceding group. The output of ANOVA test for work experience is captured in Table 4.7.28.

Table 4.7.28 ANOVA for Work Experience

		Sum of Squares	df	Mean Square	F	Sig.
Offline Social Capital	Between Groups	1147.226	3	382.409	3.035	.029
	Within Groups	104216.385	827	126.017		
	Total	105363.610	830			
Online Social Capital	Between Groups	1912.208	3	637.403	4.881	.002
	Within Groups	107210.040	821	130.585		
	Total	109122.247	824			
Bridging Social Capital	Between Groups	1602.841	3	534.280	3.838	.010
	Within Groups	116518.919	837	139.210		
	Total	118121.760	840			
Bonding Social Capital	Between Groups	1342.382	3	447.461	3.678	.012
	Within Groups	99279.924	816	121.667		
	Total	100622.306	819			
Online Bridging Social Capital	Between Groups	777.623	3	259.208	5.244	.001
	Within Groups	41767.211	845	49.429		
	Total	42544.834	848			
Online Bonding Social Capital	Between Groups	559.714	3	186.571	4.516	.004
	Within Groups	34576.693	837	41.310		
	Total	35136.407	840			
Offline Bridging Social Capital	Between Groups	307.145	3	102.382	2.256	.080
	Within Groups	38752.935	854	45.378		
	Total	39060.079	857			
Offline Bonding Social Capital	Between Groups	321.576	3	107.192	3.111	.026
	Within Groups	28908.690	839	34.456		
	Total	29230.266	842			

Based on the output of the ANOVA, the research hypotheses formulated is tested and the decision is taken. The research hypotheses and the results are tabulated in Table 4.7.29.

Table 4.7.29 Test of Hypotheses for Work Experience on various Type of SC

Research Hypothesis	Sig	Decision
There is a significant difference in the Offline Social Capital due to the work experience of the Respondent	.029	**Not Rejected**
There is a significant difference in the Online Social Capital due to the work experience economic status of the Respondent	.002	**Not Rejected**
There is a significant difference in the Bridging Social Capital due to the work experience of the Respondent	.010	**Not Rejected**
There is a significant difference in the Bonding Social Capital due to the work experience of the Respondent	.012	**Not Rejected**
There is a significant difference in the Online Bridging Social Capital due to the work experience of the Respondent	.001	**Not Rejected**
There is a significant difference in the Online Bonding Social Capital due to the work experience of the Respondent	.004	**Not Rejected**
There is a significant difference in the Offline Bridging Social Capital due to the work experience of the Respondent	.080	Rejected
There is a significant difference in the Offline Bonding Social Capital due to the work experience of the Respondent	.026	**Not Rejected**

There is a significant difference in the scores of social capital based on the work experience of the respondent, except in case of Offline Bridging Social Capital. To identify the reason and to draw appropriate inferences Post Hoc Test (Duncan) is carried out only in cases where the ANOVA results are significant and the research hypotheses not rejected. The output of the Duncan MRT is captured in Table 4.7.30 to Table 4.7.36.

Table 4.7.30 Post Hoc Results of Offline Social Capital for Work Experience

Work experience	N	Subset for alpha = 0.05
		1
No Work Experience	516	70.0717
One to three years	126	72.1349
Less than One Year	151	72.5960
More than three years	38	73.0263
Sig.		.101

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 93.430.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: Though the significance levels in ANOVA show variance among groups, Post Hoc is not dividing the groups, may be due to the small sample size in one of the groups.

Hence, an Independent samples t-test between respondents with and without work experience is conducted.

Table 4.7.31 Post Hoc Results of Online Social Capital for Work Experience

Work experience	N	Subset for alpha = 0.05	
		1	2
No Work Experience	512	70.3809	
Less than One Year	155	72.9935	72.9935
One to three years	122	73.0902	73.0902
More than three years	36		75.6389
Sig.		.134	.143

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 90.132.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The social capital of the more experienced respondents is more than the others. We may also say that the Online Social Capital is increasing with work experience

Table 4.7.32 Post Hoc Results of Bridging Social Capital for Work Experience

Work experience	N	Subset for alpha = 0.05	
		1	2
No Work Experience	523	71.3461	
One to three years	126	73.9603	73.9603
Less than One Year	155	73.9677	73.9677
More than three years	37		75.4054
Sig.		.156	.437

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 92.321.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The bridging social capital of the experienced group is more than the other groups.

Table 4.7.33 Post Hoc Results of Bonding Social Capital for Work Experience

Work experience	N	Subset for alpha = 0.05	
		1	2
No Work Experience	507	69.1815	
One to three years	123	71.4228	71.4228
Less than One Year	153	71.5229	71.5229
More than three years	37		73.3514
Sig.		.177	.268

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 91.606.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The bonding social capital of the experienced group is more than the other groups.

Table 4.7.34 Post Hoc Results of Online Bridging Social Capital for Work Experience

Work experience	N	Subset for alpha = 0.05	
		1	2
No Work Experience	529	36.2268	
Less than One Year	157	37.7325	37.7325
One to three years	126	37.9048	37.9048
More than three years	37		39.7568
Sig.		.126	.064

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 92.543.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The online bridging social capital of the experienced group is more than the other groups.

Table 4.7.35 Post Hoc Results of Online Bonding Social Capital for Work Experience

Work experience	N	Subset for alpha = 0.05	
		1	2
No Work Experience	526	34.0589	
Less than One Year	155	35.4258	35.4258
One to three years	123	35.4715	35.4715
More than three years	37		36.9730
Sig.		.161	.124

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 91.933.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The online bonding social capital of the experienced group is more than other groups

Table 4.7.36 Post Hoc Results of Offline Bonding Social Capital for Work Experience

Work experience	N	Subset for alpha = 0.05
		1
No Work Experience	524	34.8244
One to three years	126	35.8810
Less than One Year	155	36.1355
More than three years	38	36.4737
Sig.		.079

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 93.870.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: Though the significance levels in ANOVA show variance among groups, Post Hoc is not dividing the groups, may be due to the small sample size in one of the groups. Hence, an Independent samples t-test between respondents with and without work experience is conducted.

4.7.5.1 Independent Samples t-test based on work experience

This is carried out since two of the tests have given significant difference among groups for different type of SC in ANOVA but Post Hoc test were inconclusive.

Table 4.7.37 Independent Samples Test for Work Experience

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Offline SC	Equal variances assumed	4.81	.029	-2.983	829	.003	-2.39179	.80181	-3.96560	-.81798
	Equal variances not assumed			-3.068	722.766	.002	-2.39179	.77959	-3.92231	-.86126
Online SC	Equal variances assumed	7.03	.008	-3.604	823	.000	-2.95460	.81974	-4.56363	-1.34558
	Equal variances not assumed			-3.700	714.490	.000	-2.95460	.79855	-4.52238	-1.38683
Bridging SC	Equal variances assumed	5.40	.020	-3.324	839	.001	-2.78600	.83826	-4.43132	-1.14067
	Equal variances not assumed			-3.412	725.346	.001	-2.78600	.81646	-4.38891	-1.18308
Bonding SC	Equal variances assumed	.576	.448	-3.178	818	.002	-2.51822	.79239	-4.07357	-.96287
	Equal variances not assumed			-3.202	676.930	.001	-2.51822	.78644	-4.06237	-.97408

Online Bridging SC	Equal variances assumed	13.0	.000	-3.629	847	.000	-1.80753	.49806	-2.78511	-.82995
	Equal variances not assumed			-3.748	741.252	.000	-1.80753	.48226	-2.75430	-.86077
Online Bonding SC	Equal variances assumed	.186	.667	-3.421	839	.001	-1.56646	.45787	-2.46516	-.66776
	Equal variances not assumed			-3.436	670.050	.001	-1.56646	.45587	-2.46157	-.67136
Offline Bridging SC	Equal variances assumed	1.72	.191	-2.595	856	.010	-1.23247	.47501	-2.16480	-.30014
	Equal variances not assumed			-2.659	721.817	.008	-1.23247	.46358	-2.14260	-.32234
Offline Bonding SC	Equal variances assumed	2.66	.103	-3.004	841	.003	-1.25081	.41644	-2.06819	-.43342
	Equal variances not assumed			-3.078	724.200	.002	-1.25081	.40632	-2.04852	-.45310

The research hypotheses and the decision are given in the table 4.7.38

Table 4.7.38 Test of Hypothesis of work experience and types of SC

Research Hypothesis	Sig	Decision
There is a significant difference in the Offline Social Capital due to the work experience of the Respondent	0.002	**Not Rejected**
There is a significant difference in the Online Social Capital due to the work experience economic status of the Respondent	0.000	**Not Rejected**
There is a significant difference in the Bridging Social Capital due to the work experience of the Respondent	0.001	**Not Rejected**
There is a significant difference in the Bonding Social Capital due to the work experience of the Respondent	0.002	**Not Rejected**
There is a significant difference in the Online Bridging Social Capital due to the work experience of the Respondent	0.000	**Not Rejected**
There is a significant difference in the Online Bonding Social Capital due to the work experience of the Respondent	0.001	**Not Rejected**
There is a significant difference in the Offline Bridging Social Capital due to the work experience of the Respondent	0.010	**Not Rejected**
There is a significant difference in the Offline Bonding Social Capital due to the work experience of the Respondent	0.003	**Not Rejected**

Inference: We may conclude that the students with work experience have better social networks as measured through their Social capital score than the students without work experience.

Conclusion: We may conclude that the social capital of the students will increase with their work experience. This may be because the students with work experience have a bigger professional circle compared to the students without work experience. The threshold limit is 3 years in terms of work experience when the social capital scores of students differ.

4.7.6 Specialization Opted / Interested

Another demographic variable that needs to be examined is the Specialization opted / Interested by the respondents. We examine whether students of a specific specialization are more socially networked that the students of other specializations. ANOVA is used to test the hypothesis since there are five groups of specializations. The ANOVA output is captured in Table 4.7.39.

Table 4.7.39 ANOVA based on the specialization opted / interested

		Sum of Squares	df	Mean Square	F	Sig.
Offline Social Capital	Between Groups	2853.365	4	713.341	5.751	.000
	Within Groups	102570.884	827	124.028		
	Total	105424.249	831			
Online Social Capital	Between Groups	1444.496	4	361.124	2.754	.027
	Within Groups	107645.906	821	131.116		
	Total	109090.402	825			
Bridging Social Capital	Between Groups	1950.074	4	487.519	3.512	.007
	Within Groups	116204.591	837	138.835		
	Total	118154.665	841			
Bonding Social Capital	Between Groups	1928.237	4	482.059	3.984	.003
	Within Groups	98741.035	816	121.006		
	Total	100669.272	820			
Online Bridging Social Capital	Between Groups	285.111	4	71.278	1.425	.224
	Within Groups	42255.732	845	50.007		
	Total	42540.842	849			
Online Bonding Social Capital	Between Groups	424.087	4	106.022	2.557	.038
	Within Groups	34708.954	837	41.468		
	Total	35133.042	841			
Offline Bridging Social Capital	Between Groups	920.937	4	230.234	5.151	.000
	Within Groups	38173.000	854	44.699		
	Total	39093.937	858			
Offline Bonding Social Capital	Between Groups	749.308	4	187.327	5.513	.000
	Within Groups	28507.852	839	33.978		
	Total	29257.160	843			

The various research hypotheses and the decision is presented below in Table 4.7.40.

Table 4.7.40 Test of Hypotheses on Specialization for various types of SC

Research Hypothesis	Sig	Decision
There is a significant difference in the Offline Social Capital for students with different specialization interests	0.000	**Not Rejected**
There is a significant difference in the Online Social Capital for students with different specialization interests	0.027	**Not Rejected**
There is a significant difference in the Bridging Social Capital for students with different specialization interests	0.007	**Not Rejected**
There is a significant difference in the Bonding Social Capital for students with different specialization interests	0.003	**Not Rejected**
There is a significant difference in the Online Bridging Social Capital for students with different specialization interests	0.224	Rejected
There is a significant difference in the Online Bonding Social Capital for students with different specialization interests	0.038	**Not Rejected**
There is a significant difference in the Offline Bridging Social Capital for students with different specialization interests	0.000	**Not Rejected**
There is a significant difference in the Offline Bonding Social Capital for students with different specialization interests	0.000	**Not Rejected**

At least one set of students specializing in a particular area are different from the students pursuing other specializations except in case of Online Bridging Social Capital. Post Hoc test (Duncan) is conducted to see which group is significant. The results are given in Table 4.7.41 to Table 4.7.47.

Table 4.7.41 Post Hoc Results of Offline Social Capital for Specialization

Specialization Opted /Interested	N	Subset for alpha = 0.05	
		1	2
Marketing	400	69.7050	
Finance	176	70.8182	
HR	167	71.5389	
Operations/Systems	56		75.7500
Others	33		76.1212
Sig.		.329	.833

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 80.218.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The student with interest in Operation / Systems and others have a higher offline social capital than other groups.

Table 4.7.42 Post Hoc Results of Online Social Capital for Specialization

Specialization Opted /Interested	N	Subset for alpha = 0.05
		1
Marketing	397	70.3955
Finance	178	71.2809
Operations/Systems	56	73.3571
HR	164	73.3720
Others	31	73.9355
Sig.		.087

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 77.701.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: Though the significance levels in ANOVA show variance among groups, Post Hoc is not dividing the groups, may be due to the small sample size in one of the groups. **Hence, the hypothesis may be rejected**

Table 4.7.43 Post Hoc Results of Bridging Social Capital for Specialization

Specialization Opted /Interested	N	Subset for alpha = 0.05		
		1	2	3
Marketing	407	71.4152		
Finance	181	72.0773		
HR	165	72.9515	72.9515	
Operations/Systems	56		76.1071	76.1071
Others	33			77.0606
Sig.		.440	.090	.608

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 80.382.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The student with interest in Operation / Systems and others have a higher bridging social capital than other groups.

Table 4.7.44 Post Hoc Results of Bonding Social Capital for Specialization

Specialization Opted /Interested	N	Subset for alpha = 0.05	
		1	2
Marketing	392	68.7449	
Finance	175	70.3257	70.3257
HR	167	71.7964	71.7964
Others	31		72.8387
Operations/Systems	56		73.0536
Sig.		.103	.162

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 77.678.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The marketing group has a lesser bonding social capital than other groups.

Table 4.7.45 Post Hoc Results of Online Bonding Social Capital for Specialization

Specialization Opted /Interested	N	Subset for alpha = 0.05
		1
Marketing	404	34.0718
Finance	182	34.4670
Others	32	35.5313
HR	167	35.7126
Operations/Systems	57	35.7544
Sig.		.145

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 79.679.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Though the significance levels in ANOVA show variance among groups, Post Hoc is not dividing the groups. **Hence, the hypothesis may be rejected.**

Table 4.7.46 Post Hoc Results of Offline Bridging Social Capital for Specialization

Specialization Opted /Interested	N	Subset for alpha = 0.05	
		1	2
Marketing	414	35.1208	
Finance	185	35.2919	
HR	168	35.4464	
Operations/Systems	57		38.4561
Others	35		38.7143
Sig.		.770	.803

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 83.488.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The offline bridging social capital of Operations and Systems is more than other groups.

Table 4.7.47 Post Hoc Results of Offline Bonding Social Capital for Specialization

Specialization Opted /Interested	N	Subset for alpha = 0.05	
		1	2
Marketing	407	34.4717	
Finance	180	35.4389	35.4389
HR	167	36.0838	36.0838
Others	34		37.2941
Operations/Systems	56		37.3214
Sig.		.095	.059

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 81.607.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The marketing group's mean score on offline bonding social capital is significantly different (less) from other groups.

Conclusion: We may conclude that the social relationships, networks especially in terms of Bonding Social Capital for the Marketing groups is less than the other groups, indicating a more transaction oriented relationship for the marketing students than other groups.

4.7.7 Expertise with Computers

Another variable to examine is the perceived experience of the respondents with computers.

Table 4.7.48 ANOVA based on expertise with computers

		Sum of Squares	df	Mean Square	F	Sig.
Offline Social Capital	Between Groups	2818.302	3	939.434	7.577	.000
	Within Groups	102416.688	826	123.991		
	Total	105234.989	829			
Online Social Capital	Between Groups	3125.589	3	1041.863	8.066	.000
	Within Groups	105912.236	820	129.161		
	Total	109037.825	823			
Bridging Social Capital	Between Groups	3345.313	3	1115.104	8.151	.000
	Within Groups	114373.676	836	136.811		
	Total	117718.989	839			
Bonding Social Capital	Between Groups	2771.820	3	923.940	7.719	.000
	Within Groups	97557.508	815	119.702		
	Total	100329.328	818			
Online Bridging Social Capital	Between Groups	948.457	3	316.152	6.428	.000
	Within Groups	41511.996	844	49.185		
	Total	42460.453	847			
Online Bonding Social Capital	Between Groups	883.676	3	294.559	7.198	.000
	Within Groups	34212.627	836	40.924		
	Total	35096.304	839			
Offline Bridging Social Capital	Between Groups	793.333	3	264.444	5.906	.001
	Within Groups	38194.585	853	44.777		
	Total	38987.918	856			
Offline Bonding Social Capital	Between Groups	668.599	3	222.866	6.636	.000
	Within Groups	28111.496	837	33.586		
	Total	28780.095	840			

The expertise with computers is categorized into four groups. Can help others, Can use without help, May seek help some times and Use it for a few routine tasks. The ANOVA result for different sample groups based on expertise with computers is given in Table 4.7.48. The research hypothesis and the decision are provided in the table 4.7.49.

Table 4.7.49 Test of Hypotheses on expertise with computers on various types of Social Capital

Research Hypothesis	Sig	Decision
There is a significant difference in the Offline Social Capital due to the expertise with computers	0.000	**Not Rejected**
There is a significant difference in the Online Social Capital due to the expertise with computers	0.000	**Not Rejected**
There is a significant difference in the Bridging Social Capital due to the expertise with computers	0.000	**Not Rejected**
There is a significant difference in the Bonding Social Capital due to the expertise with computers	0.000	**Not Rejected**
There is a significant difference in the Online Bridging Social Capital due to the expertise with computers	0.000	**Not Rejected**
There is a significant difference in the Online Bonding Social Capital due to the expertise with computers	0.000	**Not Rejected**
There is a significant difference in the Offline Bridging Social Capital due to the expertise with computers	0.001	**Not Rejected**
There is a significant difference in the Offline Bonding Social Capital due to the expertise with computers	0.000	**Not Rejected**

There is a significant different in the mean score of Social Capital due to the expertise with computers. The reasons for this significant difference is examined through Post Hoc test (Duncan) to see which group is significantly different from other groups. The results of the Post Hoc test is given in Table 4.7.50 to Table 4.7.57.

Table 4.7.50 Post Hoc Results of Offline Social Capital for computer expertise

Expertise with computers	N	Subset for alpha = 0.05	
		1	2
use it for few routine tasks	40	65.6000	
may seek help sometimes	111	67.7568	
can use without help	279		71.8029
can help others	400		71.8725
Sig.		.172	.965

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 99.767.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The mean score for offline social capital is increasing as the competence level with computers is increasing.

Table 4.7.51 Post Hoc Results of Online Social Capital for computer expertise

Expertise with computers	N	Subset for alpha = 0.05		
		1	2	3
use it for few routine tasks	38	64.6579		
may seek help sometimes	106		68.6509	
can help others	397			72.2997
can use without help	283			72.4064
Sig.		1.000	1.000	.948

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 95.689.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The mean score for online social capital is increasing as the competence level with computers is increasing.

Table 4.7.52 Post Hoc Results of Bridging Social Capital for computer expertise

Expertise with computers	N	Subset for alpha = 0.05	
		1	2
use it for few routine tasks	40	66.9000	
may seek help sometimes	112	68.6786	
can help others	404		73.3020
can use without help	284		73.3486
Sig.		.282	.978

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 100.188.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The mean score for bridging social capital is increasing as the competence level with computers is increasing.

Table 4.7.53 Post Hoc Results of Bonding Social Capital for computer expertise

Expertise with computers	N	Subset for alpha = 0.05		
		1	2	3
use it for few routine tasks	38	63.5000		
may seek help sometimes	106		67.6604	
can use without help	280			70.8464
can help others	395			71.0203
Sig.		1.000	1.000	.913

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 95.573.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The mean score for bonding social capital is increasing as the competence level with computers is increasing.

Table 4.7.54 Post Hoc Results of Online Bridging Social Capital for computer expertise

Expertise with computers	N	Subset for alpha = 0.05	
		1	2
use it for few routine tasks	41	34.1951	
may seek help sometimes	112	34.8393	
can help others	409		37.3863
can use without help	286		37.4161
Sig.		.512	.976

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 101.884.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The mean score for online bridging social capital is increasing as the competence level with computers is increasing.

Table 4.7.55 Post Hoc Results of Online Bonding Social Capital for computer expertise

Expertise with computers	N	Subset for alpha = 0.05	
		1	2
use it for few routine tasks	43	30.7674	
may seek help sometimes	109		33.6972
can help others	402		34.9030
can use without help	286		35.2727
Sig.		1.000	.093

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 104.128.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The mean score for online bonding social capital is very low for respondents with low level of competence with computers compared to other groups, which also is logical. The respondents who are not confident of the computer skills prefer to use other modes for their relationships with strong ties.

Table 4.7.56 Post Hoc Results of Offline Bridging Social Capital for computer expertise

Expertise with computers	N	Subset for alpha = 0.05	
		1	2
use it for few routine tasks	45	32.9333	
may seek help sometimes	114	33.9123	
can help others	411		35.9465
can use without help	287		36.1882
Sig.		.282	.790

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 108.367.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The mean score for offline bridging social capital is increasing as the competence level with computers is increasing.

Table 4.7.57 Post Hoc Results of Offline Bonding Social Capital for computer expertise

Expertise with computers	N	Subset for alpha = 0.05	
		1	2
use it for few routine tasks	42	32.5714	
may seek help sometimes	111	33.9189	
can use without help	284		35.5599
can help others	404		35.8589
Sig.		.095	.711

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 103.053.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The mean score for offline bonding social capital is increasing as the competence level with computers is increasing.

Conclusion: We may conclude that the confidence in using computers is an important variable influencing the use of technology for relationships with strong and weak ties i.e., bonding and bridging social capital respectively.

4.7.8 Geographical Location or Zone of the Institution

Location of the respondents is another demographic criterion which has to be tested to examine whether there is a significant difference in the social capital scores of the respondents based on the location of Business School. We are examining for the probable differences between the respondents in different zones of the country.

The research design has classified India into four zones – North, East, West and South. Since, the number of group is more than two ANOVA is used to examine the significance of location (zone). The results of the ANOVA for four groups is presented in Table 4.7.58. The research hypothesis tested with the decision is provided in Table 4.7.59. Post Hoc analysis is carried out in cases where the research hypothesis is not rejected and one of the groups is considered significantly different from other groups. The inferences to the post hoc test results and conclusions drawn from the inferences are given after the post hoc results are reported.

Table 4.7.58 ANOVA for Geographical Location (Zone)

		Sum of Squares	df	Mean Square	F	Sig.
Offline Social Capital	Between Groups	11822.255	3	3940.752	34.810	.000
	Within Groups	93170.744	823	113.209		
	Total	104992.999	826			
Online Social Capital	Between Groups	16062.146	3	5354.049	47.508	.000
	Within Groups	92074.497	817	112.698		
	Total	108136.643	820			
Bridging Social Capital	Between Groups	8252.334	3	2750.778	20.990	.000
	Within Groups	109036.139	832	131.053		
	Total	117288.472	835			
Bonding Social Capital	Between Groups	21032.530	3	7010.843	71.768	.000
	Within Groups	79420.163	813	97.688		
	Total	100452.693	816			
Online Bridging Social Capital	Between Groups	3131.375	3	1043.792	22.399	.000
	Within Groups	39098.115	839	46.601		
	Total	42229.490	842			
Online Bonding Social Capital	Between Groups	6201.915	3	2067.305	59.988	.000
	Within Groups	28706.988	833	34.462		
	Total	34908.903	836			
Offline Bridging Social Capital	Between Groups	2027.608	3	675.869	15.666	.000
	Within Groups	36585.053	848	43.143		
	Total	38612.661	851			
Offline Bonding Social Capital	Between Groups	4310.604	3	1436.868	48.727	.000
	Within Groups	24563.757	833	29.488		
	Total	28874.361	836			

Table 4.7.59 Test of Hypothesis of geographical location for various types of SC

Research Hypothesis	Sig	Decision
There is a significant difference in the Offline Social Capital among respondents from different zones	0.000	**Not Rejected**
There is a significant difference in the Online Social Capital among respondents from different zones	0.000	**Not Rejected**
There is a significant difference in the Bridging Social Capital among respondents from different zones	0.000	**Not Rejected**
There is a significant difference in the Bonding Social Capital among respondents from different zones	0.000	**Not Rejected**
There is a significant difference in the Online Bridging Social Capital among respondents from different zones	0.000	**Not Rejected**
There is a significant difference in the Online Bonding Social Capital among respondents from different zones	0.000	**Not Rejected**
There is a significant difference in the Offline Bridging Social Capital among respondents from different zones	0.000	**Not Rejected**
There is a significant difference in the Offline Bonding Social Capital among respondents from different zones	0.000	**Not Rejected**

The ANOVA has shown significance among respondents from different zones for all research hypotheses. Post Hoc test (Duncan) is carried out to identify which group is significantly

different from other groups. The output of the Post Hoc test is given in Table 4.7.60 to Table 4.7.67.

Table 4.7.60 Post Hoc Results of Offline Social Capital for location

Zone	N	Subset for alpha = 0.05			
		1	2	3	4
East	210	65.9000			
South	213		69.3239		
North	207			73.2464	
West	197				75.8934
Sig.		1.000	1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 206.571.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: All four groups are independent of other groups. The west zone has a higher mean score than the east zone in the offline Social capital. The mean scores are less for east zone followed by south, north and finally west. This may be because of the lower value assigned to offline relationships by the students in East Zone institutions compared to students in West.

Table 4.7.61 Post Hoc Results of Online Social Capital for location

Zone	N	Subset for alpha = 0.05			
		1	2	3	4
East	207	65.5507			
South	213		70.5258		
North	207			72.6280	
West	194				78.0309
Sig.		1.000	1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 205.009.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

All four groups are independent of other groups. The west zone has a higher mean score than the east zone in the Online Social capital. The mean scores are less for east zone followed by south, north and finally west. This may be because of the lower value assigned to online relationships by the students in East Zone institutions compared to students in West.

Table 4.7.62 Post Hoc Results of Bridging Social Capital for location

Zone	N	Subset for alpha = 0.05		
		1	2	3
East	208	67.8894		
South	223		72.1121	
North	210		73.3667	
West	195			76.8205
Sig.		1.000	.263	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 208.528.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The west zone has a higher mean score than the east zone in the Bridging Social capital with North and South zone respondents forming the middle group.

Table 4.7.63 Post Hoc Results of Bonding Social Capital for location

Zone	N	Subset for alpha = 0.05			
		1	2	3	4
East	209	63.6555			
South	207		67.5990		
North	205			72.7610	
West	196				77.1020
Sig.		1.000	1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 204.126.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: All four groups are independent of other groups. The west zone has a higher mean score than the east zone in the Bonding Social capital.

Table 4.7.64 Post Hoc Results of Online Bridging Social Capital for location

Zone	N	Subset for alpha = 0.05		
		1	2	3
East	208	34.4471		
South	229		36.7380	
North	211		36.8104	
West	195			40.0000
Sig.		1.000	.913	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 210.061.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The west zone has a higher mean score than the east zone in the Online Bridging Social capital with North and South zone respondents forming the middle group.

Table 4.7.65 Post Hoc Results of Online Bonding Social Capital for location

Zone	N	Subset for alpha = 0.05			
		1	2	3	4
East	209	31.1435			
South	224		33.3214		
North	208			36.1875	
West	196				38.3929
Sig.		1.000	1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 208.782.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: All four groups are independent of other groups. The west zone has a higher mean score than the east zone in the Online Bonding Social capital.

Table 4.7.66 Post Hoc Results of Offline Bridging Social Capital for location

Zone	N	Subset for alpha = 0.05		
		1	2	3
East	210	33.3524		
South	232		35.1681	
North	213			36.9296
West	197			37.2690
Sig.		1.000	1.000	.595

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 212.278.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The west and north zone has a higher mean score than the east zone and south zone in the Offline Bridging Social capital.

Table 4.7.67 Post Hoc Results of Offline Bonding Social Capital for location

Zone	N	Subset for alpha = 0.05			
		1	2	3	4
East	210	32.5476			
South	223		34.0762		
North	207			36.3043	
West	197				38.6244
Sig.		1.000	1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 208.842.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: All four groups are independent of each other. The west zone has a higher mean score than the east zone in the Bonding Social capital.

Conclusion: Since the institutions belonging to the different zones are comparable in terms of their reputation / ranking, this variation in Social Capital may be a result of factors not identified by the current research. This would require further study and may be considered as a suggestion for further research.

4.7.9 Funding source of Institution

The study categorized the institutions into four different categories – Public Business School, Public Universities, Private Business Schools and Private Universities. We need to examine three sets of hypothesis from this design. The first set of hypothesis is whether there is any significant difference between public and private institutions discussed in Section 4.7.9, the second set of hypothesis is regarding business schools and Universities discussed in Section 4.7.10 and third set of objectives is between the four categories of institution discussed in Section 4.7.11.

The difference between public and private institutions is tested using Independent samples test since there are only two sample groups. The results of the test are captured in Table 4.7.68.

Table 4.7.68 Independent Samples Test of Public and Private Funded Institutions

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Offline Social Capi	Equal variances assumed	9.813	.002	-.194	825	.846	-.15266	.78510	-1.69369	1.38837

tal	Equal variances not assumed			-.195	821.132	.845	-.15266	.78090	-1.68545	1.38013
Online Social Capital	Equal variances assumed	.760	.384	-1.466	819	.143	-1.17542	.80157	-2.74880	.39796
	Equal variances not assumed			-1.468	817.637	.142	-1.17542	.80052	-2.74674	.39589
Bridging Social Capital	Equal variances assumed	2.281	.131	-1.447	834	.148	-1.18677	.82012	-2.79651	.42297
	Equal variances not assumed			-1.451	833.360	.147	-1.18677	.81776	-2.79188	.41834
Bonding Social Capital	Equal variances assumed	8.067	.005	-.345	815	.730	-.26825	.77719	-1.79378	1.25728
	Equal variances not assumed			-.347	811.650	.729	-.26825	.77385	-1.78724	1.25074
Online Bridging Social Capital	Equal variances assumed	.193	.661	-1.941	841	.053	-.94602	.48750	-1.90288	.01084
	Equal variances not assumed			-1.937	827.365	.053	-.94602	.48837	-1.90461	.01256

Online Bonding Social Capital	Equal variances assumed	5.807	.016	-.425	835	.671	-.19018	.44742	-1.06839	.68802
	Equal variances not assumed			-.427	834.897	.669	-.19018	.44525	-1.06413	.68376
Offline Bridging Social Capital	Equal variances assumed	9.483	.002	.030	850	.976	.01374	.46237	-.89379	.92127
	Equal variances not assumed			.030	848.478	.976	.01374	.45918	-.88753	.91500
Offline Bonding Social Capital	Equal variances assumed	4.417	.036	-.463	835	.643	-.18841	.40675	-.98677	.60995
	Equal variances not assumed			-.465	834.787	.642	-.18841	.40539	-.98411	.60730

The research hypothesis for the public and private institutions and the results are given below in Table 4.7.69.

Table 4.7.69 Testing of hypothesis for funding source and various types of SC

Research Hypothesis	Sig	Decision
There is a significant difference in the Offline Social Capital among respondents from public and private funded institutions	0.845	Rejected
There is a significant difference in the Online Social Capital among respondents from public and private funded institutions	0.143	Rejected
There is a significant difference in the Bridging Social Capital among respondents from public and private funded institutions	0.148	Rejected
There is a significant difference in the Bonding Social Capital among from respondents public and private funded institutions	0.729	Rejected
There is a significant difference in the Online Bridging Social	0.053	Rejected

Capital among respondents from public and private funded institutions		
There is a significant difference in the Online Bonding Social Capital among respondents from public and private funded institutions	0.669	Rejected
There is a significant difference in the Offline Bridging Social Capital among respondents from public and private funded institutions	0.976	Rejected
There is a significant difference in the Offline Bonding Social Capital among respondents from public and private funded institutions	0.643	Rejected

Inference: There is no difference in the social capital scores of the respondents from public and private institutions.

4.7.10 Types of Institution

The second analysis is between Business Schools and University students in terms of their Social Capital. Independent samples t-test is used to test this hypothesis and the results are presented in Table 4.7.70.

Table 4.7.70 Independent Samples Test of Business Schools and Universities

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Offline Social Capital	Equal variances assumed	11.925	.001	3.601	825	.000	2.80433	.77868	1.27590	4.33275
	Equal variances not assumed			3.587	785.741	.000	2.80433	.78188	1.26951	4.33914
Online Social Capital	Equal variances assumed	26.196	.000	.114	819	.909	.09175	.80242	-1.48329	1.66679

	Equal variances not assumed			.114	763.173	.910	.09175	.80759	-1.49362	1.67712
Bridging Social Capital	Equal variances assumed	5.347	.021	2.128	834	.034	1.74143	.81831	.13524	3.34763
	Equal variances not assumed			2.123	818.494	.034	1.74143	.82008	.13173	3.35114
Bonding Social Capital	Equal variances assumed	15.674	.000	1.216	815	.224	.94439	.77637	-.57953	2.46832
	Equal variances not assumed			1.210	769.440	.226	.94439	.78024	-.58725	2.47604
Online Bridging Social Capital	Equal variances assumed	10.634	.001	.180	841	.858	.08765	.48821	-.87061	1.04590
	Equal variances not assumed			.179	817.689	.858	.08765	.48948	-.87314	1.04843
Online Bonding Social Capital	Equal variances assumed	12.030	.001	.001	835	.999	.00031	.44710	-.87726	.87788
	Equal variances not assumed			.001	805.650	.999	.00031	.44858	-.88022	.88084
Offline Bridging Social Capital	Equal variances assumed	4.010	.046	3.810	850	.000	1.74504	.45796	.84617	2.64391

	Equal variances not assumed			3.805	837.858	.000	1.74504	.45856	.84498	2.64510
Offline Bonding Social Capital	Equal variances assumed	13.109	.000	2.547	835	.011	1.03135	.40498	.23644	1.82625
	Equal variances not assumed			2.541	800.596	.011	1.03135	.40595	.23449	1.82820

The research hypothesis for the Business Schools and Universities and the results are given below in Table 4.7.71. The inferences are drawn and discussed for the research hypotheses which are not rejected at 95% level of significance.

Table 4.7.71 Test of Hypothesis for Type of Institution and various types of SC

Research Hypothesis	**Sig**	**Decision**
There is a significant difference in the Offline Social Capital among respondents from Business Schools and Universities	0.000	**Not Rejected**
There is a significant difference in the Online Social Capital among respondents from Business Schools and Universities	0.909	Rejected
There is a significant difference in the Bridging Social Capital among respondents from Business Schools and Universities	0.034	**Not Rejected**
There is a significant difference in the Bonding Social Capital among respondents from Business Schools and Universities	0.224	Rejected
There is a significant difference in the Online Bridging Social Capital among respondents from Business Schools and Universities	0.858	Rejected
There is a significant difference in the Online Bonding Social Capital among respondents from Business Schools and Universities	0.999	Rejected
There is a significant difference in the Offline Bridging Social Capital among respondents from Business Schools and Universities	0.000	**Not Rejected**
There is a significant difference in the Offline Bonding Social Capital among respondents from Business Schools and Universities	0.011	**Not Rejected**

Inference: The research hypothesis in respect of Business Schools and Universities is not rejected in a few cases and rejected in a few cases. The means scores are examined to find out the inferences we may draw based on the results of the hypothesis test. The mean scores for offline Social Capital, Bridging Social Capital, Offline Bridging Social Capital and Offline Bonding Social Capital of Business Schools is significantly more than the University.

Conclusion: We may conclude that the students of Business Schools actively look for relationships in the physical world as well as look for more relations with the external entities, with weak ties but helpful in the future, compared to the students of the University setup.

4.7.11 Categories of Institution

The third set of hypothesis is to see the impact of the public and private funded institutions with the Business School and University types of institutions. This will result in four categories and therefore tested using ANOVA. The output is given in Table 4.7.72.

Table 4.7.72 ANOVA of different Categories of Institutions

		Sum of Squares	df	Mean Square	F	Sig.
Offline Social Capital	Between Groups	1932.574	3	644.191	5.144	.002
	Within Groups	103060.425	823	125.225		
	Total	104992.999	826			
Online Social Capital	Between Groups	775.484	3	258.495	1.967	.117
	Within Groups	107361.160	817	131.409		
	Total	108136.643	820			
Bridging Social Capital	Between Groups	1726.130	3	575.377	4.142	.006
	Within Groups	115562.342	832	138.897		
	Total	117288.472	835			
Bonding Social Capital	Between Groups	308.397	3	102.799	.835	.475
	Within Groups	100144.296	813	123.179		
	Total	100452.693	816			
Online Bridging Social Capital	Between Groups	344.254	3	114.751	2.299	.076
	Within Groups	41885.236	839	49.923		
	Total	42229.490	842			
Online Bonding Social Capital	Between Groups	120.739	3	40.246	.964	.409
	Within Groups	34788.164	833	41.763		
	Total	34908.903	836			
Offline Bridging Social Capital	Between Groups	911.263	3	303.754	6.832	.000
	Within Groups	37701.397	848	44.459		
	Total	38612.661	851			
Offline Bonding Social Capital	Between Groups	232.996	3	77.665	2.259	.080
	Within Groups	28641.364	833	34.383		
	Total	28874.361	836			

Table 4.7.73 provides the research hypothesis tested and the decision. The research hypotheses and the decision in respect of the significant differences between students of various categories of institution are further analyzed through post hoc tests.

Table 4.7.73 Test of Hypothesis of various categories of institutions and various types of Social Capital

Research Hypothesis	Sig	Decision
There is a significant difference in the Offline Social Capital among respondents from different categories of institutions	0.002	**Not Rejected**
There is a significant difference in the Online Social Capital among respondents from different categories of institutions	0.117	Rejected
There is a significant difference in the Bridging Social Capital among respondents from different categories of institutions	0.006	**Not Rejected**
There is a significant difference in the Bonding Social Capital among respondents from different categories of institutions	0.475	Rejected
There is a significant difference in the Online Bridging Social Capital among respondents from different categories of institutions	0.076	Rejected
There is a significant difference in the Online Bonding Social Capital among respondents from different categories of institutions	0.409	Rejected
There is a significant difference in the Offline Bridging Social Capital among respondents from different categories of institutions	.0.000	**Not Rejected**
There is a significant difference in the Offline Bonding Social Capital among respondents from different categories of institutions	0.080	Rejected

For the research hypothesis not rejected through ANOVA, Post Hoc tests are carried out to identify the group which is different from other groups significantly.

Table 4.7.74 Post Hoc Results of Offline Social Capital for category of institution

Category	N	Subset for alpha = 0.05		
		1	2	3
Public University	196	69.0204		
Private University	208	70.0817	70.0817	
Private B School	221		71.7240	71.7240
Public B School	202			73.0792
Sig.		.336	.136	.219

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 206.344.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The Offline social capital score of Public B Schools is significantly different from Public Universities where as the difference between Private University and B Schools is not significant. It means that the students of private institution behave in similar manner in terms of their social networking through offline means.

Table 4.7.75 Post Hoc Results of Bridging Social Capital for category of institution

Category	N	Subset for alpha = 0.05	
		1	2
Public University	198	71.1869	
Private B School	227	71.8634	
Private University	210	71.9571	
Public B School	201		74.9751
Sig.		.534	1.000

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 208.411.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The bridging social capital score of Public Business Schools is significantly different from other groups of institutions.

Table 4.7.76 Post Hoc Results of Offline Bridging Social Capital for category of institution

Category	N	Subset for alpha = 0.05		
		1	2	3
Public University	203	34.1872		
Private University	217	35.2995	35.2995	
Private B School	230		35.9870	35.9870
Public B School	202			37.0990
Sig.		.086	.288	.086

Means for groups in homogeneous subsets are displayed.
a. Uses Harmonic Mean Sample Size = 212.396.
b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Inference: The Offline Bridging Social Capital of Public University is significantly different from Public B Schools where as the difference between private b schools and private universities is not significant.

Conclusion: We may therefore, conclude that there is not much of a difference between Private University and private B school in terms of Social Capital of the respondents, but in case of public B Schools there is a higher Social Capital than Public Universities. This may be attributed to higher levels of autonomy and better social networks in the public B Schools compared to Universities where networks may not necessarily relate to the management program.

4.8 Summary of the Chapter

This chapter has discussed the steps followed in data coding, tabulation, analysis and interpretation. The uses of Social Media for students of management education is categorized into 14 categories based on literature review and grouping of open ended responses. Chi Square test of independence is used to verify whether there is any digital divide in the various groups based on different criteria. It was found that there is no digital divide between male and female students. There is also no digital divide between students of public and private institutions as well as Business School and University students.

The hypothesis formulated for SM_Use and SM_Help for the purpose of Decision Making as well as the various types of Social Capital have been examined using Independent sample t test, ANOVA with Post Hoc analysis using Duncan Multiple Range Test (Duncan). The students have used Social Media in their decision making regarding the institution choice. The social capital measures are also influenced by different categories of sample groups. The social media based Social capital scores are comparable or higher than offline social capital scores especially bridging scores. For bonding offline social capital has preference among some sample groups.

Chapter 5

Conclusions and Suggestions for Further Research

The research undertaken has four broad objectives – Uses of Social Media, Use of Social Media for admission decision, Use of Social Media as a Learning Resource and Social Media as a source of Social Capital. This chapter is broadly divided in to these four sections. Each section will summarize the findings of the research and draw relevant conclusions regarding the findings. This is followed by the section on limitations of the research and observations on the contribution of the research to theory and practice. Suggestions for further research which draw from the current research are also provided to cap of the chapter.

5.1 Uses of Social Media

Social Media is used extensively for different purposes by the students pursuing management programs. This study has considered five popular social media alternatives – Facebook, Twitter, LinkedIn, WhatsApp and YouTube and has identified through open ended questions the preferred uses of these SM. Fourteen alternative uses are identified. The fourteen uses are Career, Communication, Convenience, Entertainment, Expressing Opinions, Information Seeking, Information Sharing, Learning, Networking, Professional Networking, Social Interaction, Social Networking, Surveillance / Knowledge of Others and Time Pass. The preferred uses for the five SM alternatives are as follows:

- Facebook is used primarily for the purpose of keeping track of what out others are doing, followed by entertainment and building social networks.
- Twitter is used a source for information and time pass.
- LinkedIn is used for Professional Networking and Career related purposes.
- YouTube is used for Entertainment, Information seeking activities and for learning purposes.
- WhatsApp is used for communication, entertainment purposes and to keep track of others

This is correlating with the stated objectives of the SM and the target market of their marketing efforts.

The SM alternative preferred for different uses is provide in the bracket next to the use. Career (LinkedIn), Communication (WhatsApp), Convenience (Twitter), Entertainment

(YouTube), Expressing Opinions (Twitter), Information Seeking (YouTube), Information Sharing (Facebook), Learning (YouTube), Networking (LinkedIn), Professional Networking (LinkedIn), Social Interaction (Facebook), Social Networking (Facebook and WhatsApp), Surveillance / Knowledge of Others (Facebook) and Time Pass (Twitter). .

The study has further analyzed if there is any difference in the usage preferences based on various categorical criteria such as Gender, Type of Institution and Funding Source using the Chi-Square test of independence. The uses of different SM alternatives is not different for male and female respondents. In other words, the usage preferences are similar. Similarly chi square test of independence was carried out for the type of institution (public and private) as well as the nature of institution (business school and university). We may infer from the tests that there is no difference in the usage preferences of the respondents from public and private institutions at 95% level of significance, but the usage preferences are significantly different at 90% level of significance for WhatsApp and YouTube.

The usage preference of respondents from the business school and the university institutions is similar and no significant differences are noticed as per the results of the Chi square test of independence at 95% level of significance. However, in case of WhatsApp there is a significant difference in the usage preference at 90% level of significance.

5.2 Use of SM for Business School Choice or Choice of the Institution

It has found relevance as a tool during the Decision Making Process by the students for selecting the institution and continues to be a medium to help others. In this study we measured two variables to quantify the use of Social Media as an information resource for decision regarding institution to pursue the MBA / PGDM Program. One variable measured the use of SM in the five stages of the extended Herbert Simon Model of Decision Making. Another measured the help provided through SM aiding the admission decision of others.

There is no difference in the way the SM is used for DM and Help others through SM for DM regarding Choice of institution based on the gender of the respondent. The students in both Year I and Year II have used the SM in their DM process of selecting the institution for their MBA / PGDM Program. However, students in Year II have advised and helped others in their DM process than their juniors. This may be because they are identified as probable experts since they have already taken the decision. The availability of advisers in the physical environment with awareness and knowledge of the management programs is more in

case of B Tech, B Com and BBA students compared to B Sc and BA students. This may have resulted in their depending more on the SM compared to their counterparts.

The use of SM for DM and Help in DM both show that the students with better economic status use SM more than the students with lower income levels. This may be because access to technology comes with an inherent cost as well as because of higher self awareness and self confidence. We may say that around 3 years, the individual is more aware and therefore uses SM in a better way for their purpose of DM. The results of t-test is may be because we considered even employees with less than one year work experience in the same group as 1 to 3 and more than 3 years. In conclusion, we support the hypothesis that individual with work experience use SM more but it is significant only after 3 years. This may be further investigated to find the relation between work experience and use of SM for purpose of DM.

The inference may be drawn that GMAT is a test conducted for admission in to foreign Business Schools, with availability of more content as well as advisers on Social Media. CAT, the most popular Indian admission test follows close second. Thus we may say that SM use for personal decision as well as helping others is more in case of popular admission tests with wide availability of content and forums to discuss and clarify queries. We may propose that the availability of User Generated Content will increase the use of Social Media for any decision situation. The higher the competence in the use of computers, the higher the use of social media in terms of SM_Use and SM_Help. The competence is rating by the respondent reflecting their confidence with the use of technology. The higher percentage of individuals with higher levels of confidence is also indicative of probable use of social media for other decisions such as purchase and investment decisions also.

The prevalence of management education and popularity of MBA / PGDM Programs is more in the North and West Zones. North Zone consisting of Delhi and surrounding areas and West Zone consisting of Maharastra and Gujarat has higher numbers of established and reputed institutions. Thus we may conclude that students in more established institution use SM more than other locations. There is no difference in SM_Use and SM_Help are similar and no significant difference is observed between respondents from privately funded and publicly funded institutions. This infers that the business schools students have more use of Social Media for SM_Use as well as SM_Help compared to the students studying in University institutions.

We may conclude that the students of public business schools who belong to the top strata of students use SM more than other groups of students. The B schools students use SM more than the University students. We may conclude that students of top institutions use SM more than other students for the decision to join a particular institution as well as help others in their institutional choice.

5.3 Use of Social Media for Learning

The TAM model communicates that SM is important technology medium for learning and the usage details shows the popularity of the SM as a learning resource among various respondents. The use of SM as a learning resource is validated through the variables developed in the research on Technology Acceptance Model (TAM). We have found through SEM using AMOS that there is a significant relationship between Perceived Usefulness of Social Media and the Behavioral Intention to use SM as a learning resource. We may therefore conclude that the students of MBA / PGDM Program use SM for learning in case they find the content and format useful. Further research may be undertaken to examine what are the factors that influence the perceived usefulness of SM as learning resource to help develop better content by individual users, education institutions and commercial agencies.

5.4 Use of Social Media for Social Capital

The comparison of Social Capital scores among the different groups show that online means of SC are as popular as the offline means of SC especially in case of bridging SC, where as for bonding offline is preferred to online. The social capital scores are not different for male and female respondents. There is a significant difference in the mean score of Online Bonding SC between first year and second year students. The mean score has increased from Year 1 to Year 2 and this may be because the friends with strong ties are also available online and it is more convenient to maintain the relationship online for the second year of the program. Based on the means scores for Offline Social Capital and Online Social Capital, it may be concluded that the basic arts and science students are having more Social Capital, hence more socially inclined. We may conclude that the graduates with B A and B Sc background have better social interaction, networks and therefore have a higher SC than the graduates of B Com, BBA and B Tech.

The family income levels (economic status) of the student are a significant factor in the social capital of the students. The students from better economic background have access to more

valuable social networks and also use technology better in building and strengthening their social networks i.e., social capital. For work experience, we may conclude that the social capital of the students will increase with their work experience. This may be because the students with work experience have a bigger professional circle compared to the students without work experience. The threshold limit is 3 years in terms of work experience when the social capital scores of students differ from students with less than 3 years work experience. We may conclude that the social relationships, networks especially in terms of Bonding Social Capital for the Marketing groups is less than the other groups, indicating a more transaction oriented relationship for the marketing students than other groups.

Confidence in using computers is an important variable influencing the use of technology for relationships with strong and weak ties i.e., bonding and bridging social capital respectively. The reasons for confidence are not studied in the current research and may be examined as part of further research. The west zone respondents have better scores on various types of SC compared to the East Zone which is the least. The south and west zone respondents have similar score and are in the middle of the ranking of scores across four zones. Since the institutions belonging to the different zones are comparable in terms of their reputation / ranking, this variation in Social Capital may be a result of factors not identified by the current research. This would require further study and may be considered as a suggestion for further research.

There is no difference in the social capital scores of the respondents from public and private institutions. We may conclude that the students of Business Schools actively look for relationships in the physical world as well as look for more relations with the external entities, with weak ties but helpful in the future, compared to the students of the University setup. We may therefore, conclude that there is not much of a difference between Private University and private B school in terms of Social Capital of the respondents, but in case of public B Schools there is a higher Social Capital than Public Universities. This may be attributed to higher levels of autonomy and better social networks in the public B Schools compared to Universities where networks may not necessarily relate to the management program.

5.5 Contribution to Theory

The study addressed the gap identified by Bolton et al on research on Generation Y use of Social Media (SM). The study used qualitative research to identify the uses of SM for 5 SM

alternatives. The uses of SM has been identified and tested for variance in use by different groups of respondents. The study has developed a scale for use of Informational source like SM for Decision Making using the process specified by Simon. The study has developed scales for SM as a learning resource and tested using TAM model. The study has compared the Social Capital scores of management students from offline and social media sources.

5.6 Contribution to Practice

Social Media is used by Generation Y (students) for their decision making and hence an important medium for marketing to consumers. The content on SM has to be perceived to be useful for the students for their learning purposes reflecting the importance of User Generation Content for the growth of SM. Institutions should work towards original, creative content. Building of strong ties on the SM takes time. This is an indicator for CRM managers to integrated SM to their communication mix.

5.7 Limitations of the Research

The limitations of the current research are related to the research design, respondents and scope of the study. The research is a cross sectional study and longitudinal study will be more useful for comparison of SM_Use and SM_Help for the same respondents. The same would help in Social Capital also to see how social capital scores are changing from Year I to Year II of the students. The study did not consider all models of management education. It has excluded the students of executive education program and students of affiliated colleges. Another limitation is the number of target institutions. It covers a very small part of the total number of institutions in India. Other stakeholders of Management Education – Faculty, Institution and corporate were not considered in this study. The uses of Social Media are collected for only five SM alternatives. Considering a broader range would give better understanding of the SM usage habits of the respondents. The study may also be more focussed on the use of one specific SM alternative for each of the uses examined. Since the topic and the technology is evolving continuously, huge research scope exists for future research.

5.8 Suggestions for Further Research

Further research possibilities are identified using these constructs in different contexts such as career development, purchase behavior, advertising effectiveness, social media metrics, etc. Another research proposition to be verified and tested is the influence of availability of User

Generated Content on the use of Social Media for any task / purpose. We hypothesize that as more UGC is available the more usage of SM will be observed. We observed that students studying more established institutions use SM more. We need further research to identify which characteristic of the established institutions is influencing this usage pattern among the students. This may be further examined as part of further research. In the current study, we found that respondents who are confident in the use of computers have used SM more effectively in terms of Social Capital. The reasons for the confident in use of computers need to be indentified to address the causality of relationship between confidence and use of SM for specific task / outcome.

5.9 Summary of the Chapter

This chapter summarized the findings and conclusion arrived through data analysis Chapter 4. The research has four broad objectives. The objective 1 is to identify the uses of SM by a specific respondent group belonging to Generation Y. We were able to identify 14 uses of SM preferred by the students of management education. The objective 2 is use of SM for the decision regarding institution to pursue MBA / PGDM. The research has found that students pursuing MBA / PGDM have used Social Media for obtaining information during different stages of the decision making process and are also helping other students through Social Media. We also find a significant relationship between perceived usefulness of Social Media and the behavioral intention to use Social Media among the respondents of the research addressing the third objective. The fourth objective is the use of Social Media for building and using social networks represented by social capital measures. The respondents belonging to Generation Y have preferred the online means for social interaction and networking compared offline means. The bridging relationships expanding the network is done through different social media applications which is also supported through the data of first research objective on uses of SM with respect to LinkedIn,, a professional networking site. The chapter also provides a short note on the contribution of the research to theory and practice, followed by limitations of the current research. The suggestions for further research are also listed to help future research in this domain.

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Questionnaire on
Social Media and Management Education:
A Study of Business School Choice, Learning and Social Capital

- The purpose of this survey is to study the student opinions regarding the use of social media in general and specific to three task fulfillment purposes: selection of Business School, Learning and increasing value of social networks
- This survey is anonymous and strictly confidential. There is no right or wrong answer. The only purpose is to find your perspective regarding different social media uses.
- All responses will be kept confidential and will be used only for purposes of academic research.
- Your cooperation in providing this information will be greatly appreciated.

Section A
Demographic Details

1. Name (Optional):

2. E- mail Id:

3. Gender: *(Please '√' option)*
Male [ ]
Female [ ]

4. Year of Birth: _____
(in YYYY format)

5. City / Town: _____
(Please specify your permanent address location)

6. Graduation: *(Please '√' option)*
B Com [ ]
BBA [ ]
BSc [ ]
BA [ ]
BTech [ ]
Others: [ ] _____
(please specify)

7. **Family Income (Per Year)**
(Please '√' option)
Less than 1.5 lacs [ ]
1.5 to 5 lacs [ ]
5 to 10 lacs [ ]
More than 10 lacs [ ]

8. **Work Experience** *(Please '√' option)*
No Work Experience [ ]
Less than 1 year [ ]
1 to 3 years [ ]
3 to 5 years [ ]
Above 5 years [ ]

Institution Details

9. Name of the Institution: ***(****Please write full name with location)*

10. Year of Study
(Please '√' option)
Year I [ ]
Year II [ ]

11. Admission Tests taken for current admission (*(Please '√' option)*
CAT [ ]
GMAT [ ]
MAT [ ]
Others [ ] _____

12. Funding for Program
(Please '√' option)
Personal/family Funds [ ]
Bank Loans [ ]
Scholarship [ ]
Fee Reimbursement [ ]

13. Specialization Opted / Interested in
(Please '√' option)
Marketing [ ]
Finance [ ]
HR [ ]
Operations / Systems [ ]
Others [ ] _____
(please specify)

Computer Literacy and Use

14. Using computer for the last
(Please '√' option)
Less than one year [ ]
One to three years [ ]
Three to five years [ ]
More than five years [ ]

15. **Using a Smartphone / tablet since**
(Please '√' option)
Less than one year [ ]
One to three years [ ]
Three to five years [ ]
More than five years [ ]

16. Devices Used Regularly
(Please '√' option)
Desktop [ ]
Laptop [ ]
Smartphone [ ]
Tablet [ ]

17. Expertise with computers *(Please '√' option)*
Can help others [ ]
Use it for few routine tasks [ ]
Can use without help [ ]
Avoid using computers [ ]
May seek help sometimes [ ]

Section B
Social Media Use

18. Which of the following Social Media alternatives are you a user of *(Please '√' option)*

Facebook [ ] Twitter [ ] LinkedIn [ ] WhatsApp [ ]
YouTube [ ] Blogs [ ] Groups [ ]
Other(s): *(Please specify)* (_____)

19. How often do you ACCESS social media? *(Please '√' option)*

I am always logged on to social media [ ] Several times a day [ ] Once a day [ ]
Three times a week [ ] About once a month [ ] Very Rarely [ ]

20. **Which of the devices do you use for accessing the different social media alternatives and how many hours do you use them?** *(Please 'rank the order of preference from1 to 4)* *(Please write the hours of use /week)*

	Laptop	**Desktop**	**Smartphone**	**Tablet**	Number of hours you use **PER WEEK**
Facebook					
Twitter					
LinkedIn					
YouTube					
WhatsApp					

21. **What are the purpose(s) for the use the different social media alternatives?** ***(For example:*** *Entertainment, Keeping track of friends, Updates about your life, News & Debates, Information search, Professional Networking, Job Search, and* ***ANY OTHERS****)*

	Reason 1	**Reason 2**
Facebook		
Twitter		
LinkedIn		
YouTube		
WhatsApp		

Section C
Use of Social Media for Decision Making regarding Business School choice

Please rate on a **scale of 1 to 5** with *1 being least used* to *5 being extensive use* regarding following statements

#	**Statement**	**Usage Rating**
1.	I used social media to search information to support decision making regarding the institution I would like to take admission	
2.	I provide information on social media to support decision making of others regarding the institution to take admission	
3.	Social media helped in identifying various institutions for pursuing my MBA / PGDM Program	
4.	I help others to identify institutions for pursuing MBA / PGDM Programs through the social media	
5.	I used social media to determine the consequences of choice favoring one institution over others	
6.	I help others to determine the consequences of choice favoring one institution over others through social media	
7.	I used information from Social media in selection of the particular institution where I have decided to pursue the MBA/PGDM program	
8.	I provide information on social media to help others in selection of the particular institution to pursue the MBA/PGDM program	
9.	Social media helped in identification of resources (individuals and training material) which helped me in preparation for written test, GD, PI and joining of the chosen institution.	
10.	I provide information on social media to help others to identify resources (individuals and training material) for joining of the chosen institution.	
11	Social media provides information to implement the decision to join the institution selected by me	
12	I use social media to provide information to others to implement the decision to join the institution of their choice	
13	After I have made a decision, I kept track of the institution and other developments related to our program through Social Media.	
14.	I help others to be aware of the institution and other developments related to the program through information shared on social media.	

Section D
Use of Social Media for Learning

1. How many hours do you use Social media during a week for the purposes of learning like doubt clarifications, preparing for assignments, presentations, exams, etc?

   [ ] hours per week

2. How many times in a week do you use Social Media for the purposes of learning like doubt clarifications, preparing for assignments, presentations, exams, etc? *(Please provide the number of times you login / visit social media alternatives)* *(Please '√' option)*

(A) 0 – 5 times	[ ]	(D)	16 – 20 times	[ ]
(B) 6 – 10 times	[ ]	(E)	21 – 25 times	[ ]
(C) 11 – 15 times	[ ]	(F)	More than 25 times	[ ]

Please select the appropriate scale for the following statements *(Please '√' option)*

1 - Strongly Disagree 2 – Disagree 3 – Neither Agree nor Disagree 4 – Agree 5 – Strongly Agree

S No	Statement	1	2	3	4	5
3.	I find it easy to get learning material on social media to do what I want to do					
4.	I will frequently use social media in the future for learning					
5.	I will strongly recommend others to use social media for the purpose of learning					
6.	I will use social media on a regular basis in the future					
7.	It is difficult to learn how to use social media					
8.	It is easy for me to become skillful at using social media					
9.	It is easy to remember how to use social media					
10.	It is impossible to use social media without expert help					
11.	It takes too long a time to learn to use social media					
12.	Learning to operate social media is easy for me					
13.	My purpose for using social media is clear and understandable					
14.	Using social media arouses my imagination					
15.	Using social media enables me to access a lot of information					
16.	Using social media enables me to access the latest information					
17.	Using social media enables me to accomplish learning more quickly					
18.	Using social media enables me to acquire high quality information					
19.	Using social media gives enjoyment to me while learning					
20.	Using social media for learning is a fun activity					
21.	Using social media improves my learning quality					
22.	Using social media improves my learning speed					
23.	Using social media increases my learning effectiveness					
24.	Using Social media for learning is a foolish idea					
25.	Using Social Media for learning is a good idea					
26.	Using social media for learning is a pleasant idea					
27.	Using social media for learning is a positive idea					
28.	Using social media keeps me happy while learning					
29.	Using social media leads to my exploration of ideas					
30.	Using social media for learning requires a lot of mental effort					
31.	Using social media stimulates my curiosity					
32.	Using social media supports the critical part of my learning activities					
33.	While using social media I often forget the work I must do					
34.	While using social media I am not aware of any noise					
35.	While using social media I do not realize the time elapsed					

Section E
Social Capital

Please select the appropriate scale for the following statements *(Please '√' option)*

1 - Strongly Disagree 2 – Disagree 3 – Neither Agree nor Disagree 4 – Agree 5 – Strongly Agree

#	Statements	1	2	3	4	5
1.	I am willing to spend time to support general offline community activities.					
2.	I am willing to spend time to support general social media community activities.					
3.	I do not know people offline well enough to get them to do anything important.					
4.	I do not know people on social media well enough to get them to do anything important.					
5.	If I needed an emergency loan of money, I know someone offline I can turn to.					
6.	If I needed an emergency loan of money, I know someone on social media I can turn to.					
7.	Interacting with people offline gives me new people to talk to.					
8.	Interacting with people offline makes me feel connected to the bigger picture.					
9.	Interacting with people offline makes me feel like part of a larger community.					
10.	Interacting with people offline makes me interested in things that happen outside my town.					
11.	Interacting with people offline makes me interested in what people unlike me are thinking.					
12.	Interacting with people offline makes me want to try new things.					
13.	Interacting with people offline reminds me that everyone in the world is connected.					
14.	Interacting with people on social media gives me new people to talk to.					
15.	Interacting with people on social media makes me feel connected to the bigger picture.					
16.	Interacting with people on social media makes me feel like part of a larger community.					
17.	Interacting with people on social media makes me interested in things that happen outside of my town.					
18.	Interacting with people on social media makes me interested in what people unlike me are thinking.					
19.	Interacting with people on social media makes me want to try new things.					
20.	Interacting with people on social media reminds me that everyone in the world is connected.					
21.	Offline, I come in contact with new people all the time.					
22.	Talking with people offline makes me curious about other places in the world.					
23.	Talking with people on social media makes me curious about other places in the world.					
24.	The people I interact with offline would be good job references for me.					
25.	The people I interact with offline would help me fight an injustice.					
26.	The people I interact with offline would put their reputation on the line for me.					
27.	The people I interact with offline would share their last rupee with me.					
28.	The people I interact with on social media would be good job references for me.					
29.	The people I interact with on social media would help me fight an injustice.					
30.	The people I interact with on social media would put their reputation on the line for me.					
31.	The people I interact with on social media would share their last rupee with me.					
32.	There are several people offline I trust to help solve my problems.					
33.	There are several people on social media I trust to help solve my problems.					
34.	There is no one offline that I feel comfortable talking to about intimate personal problems.					
35.	There is no one on social media that I feel comfortable talking to about intimate personal problems.					
36.	There is someone offline I can turn to for advice about making very important decisions.					
37.	There is someone on social media I can turn to for advice about making very important decisions.					
38.	Through Social media, I come in contact with new people all the time.					
39.	When I feel lonely, there are several people offline I can talk to.					
40.	When I feel lonely, there are several people on social media I can talk to.					

********** ***Thanks for your responses*** **********

SOCIAL MEDIA AND MANAGEMENT EDUCATION : A STUDY OF BUSINESS SCHOOL CHOICE, LEARNING AND SOCIAL CAPITAL

ORIGINALITY REPORT

%6	%3	%4	%0
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Sadovykh, Valeria, David Sundaram, and Selwyn Piramuthu. "Do online social networks support decision-making?", Decision Support Systems, 2015. Publication	%1
2	Journal of Service Management, Volume 24, Issue 3 (2013-06-08) Publication	%1
3	Wohn, Donghee Yvette, Nicole B. Ellison, M. Laeeq Khan, Ryan Fewins-Bliss, and Rebecca Gray. "The role of social media in shaping first-generation high school students' college aspirations: A social capital lens", Computers & Education, 2013. Publication	<%1
4	www.trai.gov.in Internet Source	<%1
5	www.prairiesouth.ca Internet Source	<%1
	www.emeraldinsight.com	

List of Publications and Conferences

Publications

Journals (2 papers - 1 International journal & 1 National journal)

- Chintalapati, Nagapavan, and Venkata Srinivas Kumar Daruri. (2016) "Examining the use of YouTube as a Learning Resource in higher education: Scale development and validation of TAM model." ***Telematics and Informatics***. https://doi.org/10.1016/j.tele.2016.08.008
- Nagapavan Chintalapati and Dr. D V Srinivas Kumar (2016) An examination of Behavioral Intention to Use YouTube as a Learning Resources using Technology Acceptance Model **JBIMS Spectrum** Vol IV, No. 1 January – June 2016 Page 117-123 (ISSN: 2320-7272)

Edited Books (2 papers)

- Nagapavan Chintalapati and Dr. D V Srinivas Kumar (2016) **Increasing access to Higher Education: A case study of innovations in Higher Education in India** 3i – Intelligence, Innovation and Inclusion published by Pondicherry University
- Nagapavan Chintalapati and Dr. D V Srinivas Kumar (2016) by **A Conceptual Model for Influence of Social Media on Consumer Actions** published by Allied Publishers Pvt.Ltd., ISBN Number : 978-93-85926-04-4

Conferences (6 International 1 National and 1 Doctoral Colloquium)

- Nagapavan Chintalapati and Dr. D V Srinivas Kumar (2016) A conceptual model for influence of social media on consumer actions, Samaroh 2016 International Conference on Big Data Analytics 11-12 Feb, 2016 **Siva Sivani Institute of Management,** Hyderabad
- Nagapavan Chintalapati and Dr. D V Srinivas Kumar (2016) An examination of Behavioral Intention to Use YouTube as a Learning Resources using Technology Acceptance Model at **JBIMS** International Research Conference **(BEST PAPER AWARD)**
- Nagapavan Chintalapati and Dr. D V Srinivas Kumar (2016) Increasing access to Higher Education: A case study of innovations in Higher Education in India 3i – Intelligence, Innovation and Inclusion at **Pondicherry University (BEST PAPER AWARD)**
- Nagapavan Chintalapati and Dr. D V Srinivas Kumar (2016) Social media as a channel for Brand Communications: An exploratory study of select Indian Business Schools in International Conference on Innovative Brand Building through Digital Marketing at **IMI, New Delhi**
- Nagapavan Chintalapati and Dr. D V Srinivas Kumar (2015) A study on the "Reach" of social media alternatives used by Business Schools in India in Information Systems Symposium 2015 at **Indian School of Business (ISB), Hyderabad**
- Nagapavan Chintalapati and Dr. D V Srinivas Kumar (2014) Business Schools and Social Media: A Study on the use of Social Media in External Marketing in Great Lakes – Yale International Research Conference at **Great Lakes Institute of Management**, Chennai.
- Nagapavan Chintalapati and Dr. D V Srinivas Kumar **Personalized Product and Promotional Offers using Social Media: A conceptual framework** in **two day national conference** on Marketing in Digital Era – Strategic Issues and Challenges at Pendekanti Institute of Management, Hyderabad *(In Absentia***)**
- Nagapavan Chintalapati (2016) Proposal for research on Social Media and Management Education: A study of business school choice, learning and social capital in Doctoral Colloquium at **IMI, New Delhi**