

Social Media Usage By International Trainees And Its Impact On Entrepreneurship In The Case of EDII

Ephrem Tefera Gonfa

Chief Editor Oromia Broadcasting Network (OBN), Ethiopia-Oromia, beemmiikoo@gmail.com/ephremtefera1975@yahoo.com

Abstract

This research investigated about social media usage by international trainees and its impact on entrepreneurship in the case of EDII as of 2011 E.C having 59 total informants joined ITEC program from 30 countries. 26 sample sizes identified with stratified sampling technique and descriptive survey method and chi-square analysis were employed. In the study sample size 61.5% was male and 38.5% were females. According to chi-square the post of new products on social media has an association with an attitude of entrepreneurship. The result revealed that there is an association between gender and attitude on starting own business. 62% of the participants use any Social Media platform for business, whereas 54% used for entrepreneurial purpose. According to the findings Social Media triggered to start their own enterprise (Intention) (62%), and 65% informants will start their own business within the consecutive years till 2022.

The study indicated that majority females rejected the social media role to commence business than men (73.35%) and females are not ready to start own business through social media platforms in the coming three years.

Key words: Attitude, Social Media, Entrepreneurship

SMS Journal of Entrepreneurship & Innovation (2021)

DOI: <https://doi.org/10.21844/smsjei.v7i02.6435>

Corresponding Author: Ephrem Tefera Gonfa, Chief Editor Oromia Broadcasting Network (OBN), Ethiopia-Oromia, beemmiikoo@gmail.com/ephremtefera1975@yahoo.com

How to cite this article: Gonfa Ephrem Tefera (2021). Social Media Usage By International Trainees And Its Impact On Entrepreneurship In The Case of EDII. SMS Journal of Entrepreneurship & Innovation. 2021; 7(2):26-37

Source of support: Nil.

Conflict of interest: None

Introduction

Background of the Study

Nowadays Social media is a modernized system to communicate and collaborate with others by networking through webs. A survey by Pearson (Seaman, & Tinti-kane, 2013), showed that 41% of higher education faculty in the U.S.A. used social

media in teaching in 2013 compared to 34% of them using it in 2012. The survey results also show the augmenting of social media usage for scholars. According to Adams (1996) most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students. US Department of Education (2003) stated that low socioeconomic status causes environmental deficiencies and the research addressed factors that affect the quality of students'

academic performance.

The objective of study is to analyze the use of social media in teaching and learning (training) based on literature study and experiences in different programs of ITEC. The study examines the impact of the social media applications on personal and training use in entrepreneurial attitude.

Review of Literature

Theoretical Frame Work Views

Social cognitive theory of mass communication noted that media communications influences social attitudes and behavioral intentions (Bandura, 2001).

According to McCombs & Shaw (1972) media cannot change public attitudes rather it can only reinforce existing views.

A Review of Recent Studies

The four main perspectives in which social media can lead to innovations are:-

Content

Social media allow students to access an enormous variety of learning materials in most of the cases free of charge. It supports teaching and learning in a lifelong learning scale; it contributes to fairness and inclusion.

Creation

Social media gives the possibility to the students to

create digital contention their own and publish it online.

Connecting

Social media is a network that connects students with one another, and to their teachers.

Collaboration

Social media makes possible collaboration between learners and teachers on a given task or project or a joint objective, pooling resources and gathering the expertise of a group of people working towards common objective.

Model of Social Media Effects on Entrepreneurial Behaviors

From this literature we have distilled a model

Appropriateness

reflects the degree to which society in general is receptive to entrepreneurs

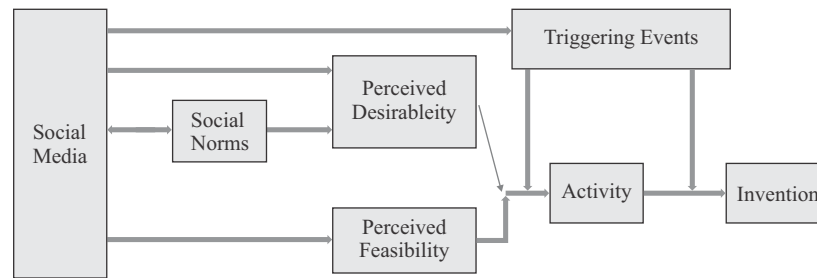
Desirability

is the extent to which individuals aspire to engage in entrepreneurial behavior.

Feasibility

is the extent to which the individual believes a specific behavior is possible.

Figure 1: Model of Social Media Effects on Entrepreneurial Behavior and its Antecedents



Adapted from: Shapero and Sokol, 1982; Ajzen, 1985; Krueger, 2000; Radu and Redien-Collot, 2008; Krueger, 2008)

According to this model actual pattern of entrepreneurial activity indicates the relationship between social norms and values which influence desirability and Feasibility.

Concept of Social Media

According to Gui-hong and Yu, (2015) Social media focuses on a progression of Internet specialized instruments in this vein, in this research social media represents the electronically used subscribers' activities, exercises and practices linking millions of people through web which agrees more with the idea of Sin, nor and Al-Agaga (2012) that social networks as websites which connect a great many users around the globe with same interests, perspectives and hobbies.

Concept of Entrepreneurship Development

Entrepreneur

In this study, an entrepreneur is someone who finds and exploit opportunities, a maker who starts and spurs the procedure of progress (creator), starts better approaches for acting (innovator), acknowledges dangers, utilizes instinct, is ready, identifies business openings, production of new and enterprise.

Entrepreneurship

Entrepreneurship is the process of creating chances regardless of the resources presently controlled (Timmons, 1994). Nwachukwu (1990)

Development of Entrepreneurship

According to Prama (2003) Entrepreneurship development is a well-planned and precise improvement and advancement.

International Trainees

International trainees are the 59 attendants of ITEC 2019 program drawn from 30 Africa, Asia and Middle East countries engaged in three fields of study-small business, entrepreneurship and business research Methodology.

Performance

Performance is the action or process of performing a task or function.

EDII

EDII-Entrepreneurship Development Institute of India which is established in 1983 is located in Gandhinagar, Gujrat and spread in 23 green campuses.

EDII an international institution devoted to

capacitate international trainees through entrepreneurship and trains in accordance of ITEC programs.

Research Gaps

Social media Usage by international trainees and its influence on entrepreneurship at EDII is emphatically investigated in this research.

The starting point of the study is to examine impacts of personal use of social media on entrepreneurial attitude. Unlike the other researches it emphatically needs to address the research gaps of Social Media on entrepreneurial attitude and concept detection for starting businesses.

Objectives of the Study

The main objective of the research was to examine Social Media usage by international trainees and to evaluate its influence on entrepreneurship attitude and relies on the following specific themes:

- To examine the level of trainees addictiveness to social media platforms and its influences on their attitude.
- To determine the social media network that the trainees are more exposed to.
- To ascertain the effect of social media on entrepreneurship development in EDII
- To distinguish the difference in trainees usage of social media network by gender.

Hypothesis

Null Hypotheses:

- There is no association between Social Media

usage, demographical variables, and entrepreneurial attitude of trainees.

- There is relationship between Social Media usage, demographical variables and entrepreneurial attitude of trainees.

Need of the Study

Social media may ease the society's life even though social capital, insomnia and other health factors, academic achievement, anxiety, self-concept, gender, area, and grades are need to be assessed. Several psychological variables like anxiety, self-concept, intelligence, insomnia, stress, depression are correlated to social media usage.

Research Methodologies

Research Design

In the research survey research design was used by administering structured questionnaire to the respondents who were using social media at EDII international ITEC 2019 trainees.

Population

The entire population of EDII ITEC program international participants of 2019 are the samples thus according to EDII ITEC program Statistics in 2019, the populations of international trainees were fifty nine people.

Sample

EDI international trainees of 2019 who were trained in ITEC program are 59 trainees, among this 19 are Business Research Methodology trainees where 8 participants were selected, 22 are small business and entrepreneurship participants where 10 participants were selected whereas 18

international trainees engaged in promotion where 8 participants were selected proportionally using $n_h = \left(\frac{n_h \cdot n}{N}\right)$ arithmetic calculation of (William G. Cochran, 1977). Based on this strata sampling technique was used to identify the sample size proportionally according to William G. Cochran (1977) using proportional allocation of sample size to all allocated

$$n_o = \left(\frac{Z_{\alpha/2}}{d}\right)^2 * pq = (1.96)^2 * 0.7 * 0.3 / (0.01)^2$$

n=over all sample size

$Z_{\alpha/2}$ = the point of normal distribution corresponding with $\alpha = 0.05$ level of significance.

p = the proportion of success (entrepreneurial attitude and training performance)

q = the proportion of failure

d = margin of error determined

N = Total number of population Then $p = 0.5$, $q = 1 - p = 0.5$, $d = 0.01$, $Z_{\alpha/2} = 1.96$ and $N = 59$ thus the sample size of the study is determined to 26 participants.

Tools

Rose (2008) said build a strategy and build to explore the responses of the questionnaire. Having this in mind, the researcher adapted the combined Survey Questionnaire of Alos (2011) and Aggarwal(2014) both authors allowed to use the tool for the study. Data regarding the variables were collected by using close and open ended a questionnaire. The questionnaire is composed of 36 questions classified as: trainee related and institution-related factors.

Each factor has a rating Likert scale such that 5 represented strongly agree, 4 represented agree, 3 represented un-decided, 2 represented disagree as well as 1 represents strongly disagree. It was subjected to a content validation by a panel of experts and tested for reliability, checked Cronbach

alpha as a result alpha (.918) which was reliable.

Method of Research

Descriptive quantitative approach was deployed as a survey method. ITEC program trainees of 2019 attending in three programs counting 59 trainees were the population. The study deployed random sampling technique to use 26 participants.

Data Collection

Structured questionnaire is used to collect the data.

Data Analysis and Interpretation

Descriptive and inferential statistical measures were the analysis method deployed. This research was employed frequency distribution and chi-square test to examine the association between each independent variables and dependent variables and SPSS version 21 software was used for statistical data.

In the 21st century, social media has burgeoned into one of the most used channels of communication in the society. As social media becomes well recognised for its potential as a social communication channel, recent years have witnessed an increased interest of using social media in higher education (Alhazmi, & Abdul Rahman, 2013;

Al-rahmi, Othman, & Musa, 2014; Al-rahmi, & Othman, 2013a; Chen, & Bryer, 2012; Selwyn, 2009, 2012 to name a few).

A survey by Pearson (Seaman, & Tinti-kane, 2013), The Social Media Survey 2013 shows that 41% of higher education faculty in the U.S.A. population has use social media in teaching in 2013 compared to 34% of them using it in 2012. The survey results also show the increase use of

social media for teaching by educators and faculty professionals has increase because they see the potential in applying and integrating social media technology to their teaching. Many higher education institutions and educators are now finding themselves expected to catch up with the world of social media applications and social media users. This creates a growing phenomenon for the educational use of social media to create, engage, and share existing or newly produced information between lecturers and students as well as among the students.

Facebook has quickly become the social networking site of choice by university students due to its remarkable adoption rates of Facebook in universities (Muñoz, & Towner, 2009; Roblyer et al., 2010; Sánchez, Cortijo, & Javed, 2014). With this in mind, this paper aims to investigate the use of Facebook closed group by undergraduate students in a private university in the Klang Valley, Malaysia. It is also to analyse the interaction pattern among the students using the Facebook closed group pages.

In the 21st century, social media has burgeoned into one of the most used channels of communication in the society. As social media becomes well recognised for its potential as a social communication channel, recent years have witnessed an increased interest of using social media in higher education (Alhazmi, & Abdul Rahman, 2013; Al-rahmi, Othman, & Musa, 2014; Al-rahmi, & Othman, 2013a; Chen, & Bryer, 2012; Selwyn, 2009, 2012 to name a few).

A survey by Pearson (Seaman, & Tinti-kane, 2013), The Social Media Survey 2013 shows that 41% of higher education faculty in the U.S.A. population has use social media in teaching in 2013 compared to 34% of them using it in 2012. The survey results also show the increase use of social media for teaching by educators and faculty

professionals has increase because they see the potential in applying and integrating social media technology to their teaching. Many higher education institutions and educators are now finding themselves expected to catch up with the world of social media applications and social media users. This creates a growing phenomenon for the educational use of social media to create, engage, and share existing or newly produced information between lecturers and students as well as among the students.

Facebook has quickly become the social networking site of choice by university students due to its remarkable adoption rates of Facebook in universities (Muñoz, & Towner, 2009; Roblyer et al., 2010; Sánchez, Cortijo, & Javed, 2014). With this in mind, this paper aims to investigate the use of Facebook closed group by undergraduate students in a private university in the Klang Valley, Malaysia. It is also to analyse the interaction pattern among the students using the Facebook closed group pages.

In the 21st century, social media has burgeoned into one of the most used channels of communication in the society. As social media becomes well recognised for its potential as a social communication channel, recent years have witnessed an increased interest of using social media in higher education (Alhazmi, & Abdul Rahman, 2013;

Al-rahmi, Othman, & Musa, 2014; Al-rahmi, & Othman, 2013a; Chen, & Bryer, 2012; Selwyn, 2009, 2012 to name a few).

A survey by Pearson (Seaman, & Tinti-kane, 2013), The Social Media Survey 2013 shows that 41% of higher education faculty in the U.S.A. population has use social media in teaching in 2013 compared to 34% of them using it in 2012. The survey results also show the increase use of

social media for teaching by educators and faculty professionals has increase because they see the potential in applying and integrating social media technology to their teaching. Many higher education institutions and educators are now finding themselves expected to catch up with the world of social media applications and social media users. This creates a growing phenomenon for the educational use of social media to create, engage, and share existing or newly produced information between lecturers and students as well as among the students.

Facebook has quickly become the social networking site of choice by university students due to its remarkable adoption rates of Facebook in universities (Muñoz, & Towner, 2009; Roblyer et al., 2010; Sánchez, Cortijo, & Javed, 2014). With this in mind, this paper aims to investigate the use of Facebook closed group by undergraduate students in a private university in the Klang Valley, Malaysia. It is also to analyse the interaction pattern among the students using the Facebook closed group pages.

Analysis and Discussion

As table 1 indicates that out of the total sample size 61.5% was male and 38.5% was females. Among this participants 96.1% between 21-50 ages which means they are matured. In which 65.4 % are learning Business and economics which help them become professional in projecting business plan to be entrepreneurs.

According to Table 2, out of the total participant 53.8 % of the participants were using a social media for 6-10 years for different purposes like chatting with friends 80.8 % in which 50% were using Facebook, 46.2 % WhatsApp applications for more than three to four hours (42.3%) and 26.9 % for one to two hours per day. According to G. Grosbeck (2009) Facebook are used in university

courses and blogs were used to collaborate on projects and receive rapid feedback and Johnson, Levene, Stone, et al, (2009) stated that courses also used YouTube as a platform to share videos however, the study revealed that, 11.5% used for web search.

The study showed that, 46.2% of the informants said using social media is essential to support training performance and the study conducted by Daris, Deil (2012) realizes that social media is essential to and encourage peer communication and collaboration.

According to Table 4, 62% participants use various social Media platforms for business, 54% for entrepreneurial purpose, for product sale 58%, 65% believe that Social media subscribers are converted to customer; Social Media enabled 62% informants to commence own enterprise (Intention), 62% do not agree more with Social Media as a tool for entrepreneurial growth.

Social Media awarded entrepreneurial career (Desirability) with 69%, 35% believe that Social Media had no influence on entrepreneurship (no effect), 73% participants were initiated by Social Media made to discuss a business idea, Social Media Reinforced your decision not to start a business (Negative reinforcing) 35%.

McCombs & Shaw (1972) stated that media cannot dictate what to think but it tells what to think about. In this vein, the posting of new products on social media is positively recognize with 64% participants as there is significant difference as (DF=12, P=0.027), there is significant difference with 56% as Social media provides customer service (DF=12, P=0.027)

According to Table 6 there is significant difference between gender (male and Female) attitude to use social media for commencing business as (DF=4,

p= .013) where males (83.3%) agree that social media helps to start own business whereas females with 73.35% Social media for the purpose.

Findings of the Study

Table 1: Demography of the Respondents

No	Gender in percent		Age Group in %			Respondents' field of study in %				
	Male	Female	21-30 Years	31-40 Years	41-50 Years	Business and Economics	Finance Related	Technology Related	Engineering Related	Tourism Related
1	61.5	38.5	53.8	42.3	3.8	65.4	15.4	7.7	3.8	7.7
2	Respondents current job in %									
3	Employed		Self-Employed							
	96.2		3.8							

Table 2: Social Media Usages

No	Duration using Social Media		Which application you like at most?		Hours spent using social media daily		Preferred time in using Social media		Purpose of using social media	
	<5 Years	15.4	Face Book	50.0	<1 Hour	15.4	Day	19.2	To Chat With Friends	80.8
2	6-10 Years	53.8	Instagram	3.8	1-2 Hours	26.9	Evening	50.0	For Shopping	7.7
3	11-15 Years	23.1	WhatsApp	46.2	2-3 Hours	7.7	Night	23.1	For Web Search	11.5
4	16-20 Years	3.8			3-4 Hours	42.3	Till Mid t Nigh	7.7	-	-
5	>20 Years	3.8			>4 Hours	7.7				

Table 3: Influence of Social Media on Trainees 'Entrepreneurship Attitude

Frequency		Percent	Valid Percent	Cumulative Percent	
Valid	Positively	12	46.2	46.2	46.2
	Negatively	1	3.8	3.8	50.0
	It has no any effect	9	34.6	34.6	84.6
	It has no any Relationships	4	15.4	15.4	100.0
	Total	26	100.0	100.0	

Table 4: The Degree of Social Media effect on Entrepreneurships

No	Questions	Respondents Response in percentage				
		Strongly Agree (%)	Agree (%)	Not Disagree (%)	Disagree (%)	Strongly Disagree (%)
1	I use multiple social Media platforms for business	34.6	26.9	26.9	7.7	3.8
2	I use social media for entrepreneurial purpose	23.1	30.8	26.9	7.7	11.5
3	Social Media increased my product sale	23.1	34.6	26.9	11.5	3.8
4	Your company used all of popular social media	34.6	26.9	19.2	11.5	7.7
5	I advertise new products on social media	23.1	42.3	11.5	15.4	7.7
6	Social media provides customer service	30.8	46.2	7.7	7.7	7.7
7	Social media subscribers are converted to customer	7.7	57.7	11.5	7.7	15.4
8	Social media usage increased market share of your company	19.2	34.6	30.8	7.7	7.7
9	Social Media helps for your entrepreneurial growth	23.1	38.5	30.8	7.7	7.7
10	Social Media made you want to start your own enterprise (Intention)	26.9	34.6	19.2	3.8	15.4
11	Social Media made you more aware of a career as an entrepreneur (Desirability)	15.4	53.8	15.4	3.8	11.5
12	Social Media had no influence on you at all regarding entrepreneurship (no effect)	3.8	30.8	26.9	11.5	26.9
13	Social media have an influence on your purchase	11.5	65.4	19.2	-	3.8
14	I get all products; I need to buy on social media	15.4	26.9	23.1	11.5	23.1
15	Social media made you enroll for a business start-up training course	11.5	34.6	19.2	15.4	19.2
16	Social Media made you discuss a business idea	34.6	38.5	19.2	-	7.7
17	Social Media shows that you have the necessary skills to start a business	11.5	57.7	7.7	7.7	15.4
18	Social Media Reinforced your decision not to start a business(Negative reinforcing)	7.7	26.9	11.5	11.5	42.3
19	Social Media Show you the practical steps needed to start a business (Feasibility)	19.2	38.5	19.2	11.5	11.5

20	Social Media positive comments affect you to create new thing	15.4	69.2	3.8		11.5
21	Social Media is beneficial for your business	42.3	34.6	15.4		7.7
22	Starting own business with Social Media is not risky	15.4	46.2	7.7	11.5	19.2
23	The Social media made you encourage others to develop a new business idea	19.2	57.7	11.5	-	11.5
24	The social media indicates what you want to do with your career in the next 3 years	19.2	46.2	7.7	7.7	19.2

Table 5 : Frequency distribution and chi-square value on Entrepreneurial Attitude

SN	Variable Name	Level of the variables					Chi-square value (DF)	P-value
			Positively	Negatively	It has no any effect	It has no any Relationships		
			Count (%)	Count (%)	Count (%)	Count (%)		
1	You post new products on social media	Strongly Agree	83.3%	0.0%	16.7%	0.0%	23.045a(12)	.027*
		Agree	45.5%	0.0%	54.5%	0.0%		
		Not Decided	0.0%	33.3%	33.3%	33.3%		
		Strongly Disagree	0.0%	0.0%	50.0%	50.0%		
		Disagree	50.0%	0.0%	0.0%	50.0%		
2	Social media provides customer service	Strongly Agree	62.5%	0.0%	25.0%	12.5%	23.472a(12)	.024*
		Agree	50.0%	0.0%	50.0%	0.0%		
		Not Decided	0.0%	50.0%	0.0%	50.0%		
		Strongly Disagree	0.0%	0.0%	50.0%	50.0%		
		Disagree	50.0%	0.0%	0.0%	50.0%		

3	Social media advertisement influences you to buy new things	Strongly Agree	83.3%	0.0%	0.0%	16.7%	24.330a(12)	.018*
		Agree	31.2%	0.0%	56.2%	12.5%		
		Not Decided	0.0%	50.0%	0.0%	50.0%		
		Strongly Disagree	0.0%	0.0%	0.0%	0.0%		
		Disagree	0.0%	0.0%	0.0%	0.0%		
4	Social Media increased my product sale	Strongly Agree	0.0%	0.0%	0.0%	0.0%	29.004a(12)	.004*
		Agree	55.6%	0.0%	44.4%			
		Not Decided	0.0%	14.3%	71.4%	14.3%		
		Strongly Disagree	0.0%	0.0%	0.0%	0.0%		
		Disagree	33.3%	0.0%	0.0%	66.7%		

Description: The symbol * were used to indicate the significant of each variable at 5%.

**Table 6: Entrepreneurial Attitude vs Gender of the Respondents
Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.762a	4	.013
Likelihood Ratio	15.010	4	.005
Linear-by-Linear Association	8.683	1	.003
N of Valid Cases	26		

Conclusion

The research revealed that 62% used numerous Social Media plat forms for business, 54% for entrepreneurial purpose, for product sale 58%. Social Media inspires to commence sole business (Intention) 62%) and 62% agreed that Social Media plays essential role for entrepreneurial growth, Social Media made more aware of a career as an entrepreneur (Desirability) with 69%, 35% believe that Social Media had no influence on entrepreneurship (no effect), 73% participants were initiated by Social Media made to discuss a business idea, Social Media Show the practical steps needed to start a business (Feasibility)

58%,Social Media recruits that starting business is not risky 62% as a result 65% will commence sole business.

Females deny the role of Social Media to encourage entrepreneurship than males and they are not in need to start sole business soon as a result females with 73.35% rejected Social media platform for business.

Recommendations

EDII must design a strategy that enables females use social media platforms for business than simply chatting. Social Media platform is now day

a peculiar instrument to inspire entrepreneur thus the curriculum of entrepreneurship must include it.

Scope For Future Research

Now days, people of the world has a table round to shrine principal attitudes and easily socialization stage. Social Media is a subtle broadcast online tool that harmonizes people of the world.

This study aims at establishing social media platform usage with academic and entrepreneurial attitude with respect to the psychological, personal and scholastics. However the research scope may integrate the actual entrepreneur with the fact of their Social Media business as their benefit.

Limitations of The Study

The study is concerned to investigate Social Media effect on training performance and Entrepreneurial Attitude. The topic has vast dimensions to incur in detail it needs sufficient time which can be taken as limitation. Besides, respondents' research knowledge hiatus disabled to providing appropriate response is another limitation considered.

References

H.F.C. Davis, R. Deil-Amen, C. Rios-Aguilar, M. S. G. Canche. Social Media in Higher Education: A literature review and research directions.(2012). The Center for the Study of Higher Education at The University of Arizona. [Online].

Available:http://www.academia.edu/1220569/Social_Media_in_Higher_Education

L. Johnson, A. Levine, S. Stone, R. S. Smith. (2009). 2010 Horizon Report: Deutsche Ausgabe. The New Media Consortium & EDUCAUSE Learning Initiative, Austin, Texas. ISBN: 978-0-9825334-[Online].

Available:<http://www.nmc.org/pdf/2010-Horizon-Report.pdf>

Rego, B. (2009). http://alex.state.al.us/static_files/teacher_zone/docs/Teachers_Guide_to_Using_Facebook.pdf

Roblyer, M., McDaniel, M., & Witty, J. V. (2010). Internet and Higher Education, 134-140.

Rodrigues, J., Sabino, F., & Zhou, L. (2011). Computers in the Schools, 211-225.

Redecker, C. (2009). Review of Learning 2.0 Practices: Study on the Impact of Web 2.0 Innovations on Education and Training in Europe, and Behavioral Sciences.

ScienceDirect.[Online]. Available:<http://webpages.csus.edu/~sac43949/pdfs/to%20use%20or%20not%20to%20use.pdf>
S. Hamid, J. Waycott, S. Chang, S. Kurnia. Appropriating Online Social Networking (OSN) activities for higher education: Two Malaysian cases. Ascilite Conference. pp.526 – 538.2011