

USAGE OF SOCIAL MEDIA BY INTERNATIONAL TRAINEES AND ITS IMPACT ON ENTREPRENEURSHIP AT EDII

Author's name: EphremTeferaGonfa (Mr.)

Entrepreneurship Development Institute of India, Ahmadabad, Gujarat. India

E-mail: beemmiikoo@gmail.com

Abstract

This research investigated on the usage of social media by international trainees and its impact on entrepreneurship in EDII of 2019 G.C ITEC program attendants from 30 countries counting 59 trainees. In this research stratified sampling techniques were employed to identify 26 sample sizes. In addition, descriptive survey method and chi-square analysis were used. The result of descriptive study revealed that among 26 participants of the research were 61.5% is male and 38.5% were females. The chi-square analyzed also found out that post of new products on social media has an association with attitude entrepreneurship. Moreover, there is an association between gender and attitude of the influence of social media on starting own business. The paper revealed that majority participants (62%) use any Social Media for business, 54% for entrepreneurial purpose, and Social Media made participants (62%) to start their own enterprise (Intention), 62% accept Social Media helps for entrepreneurial growth and Social Media made developed starting own business is less risky with 62%, the study indicated that within next three years 65% of the participants will start their own business. Besides, Majority females do not accept the role of Social Media in entrepreneurship than males. Females are less ready to start their business in three years as females with 73.35% doesn't accept the importance of Social media to start own business.

Keywords

social media, usage, entrepreneurship, attitude, chi-square

INTRODUCTION

Social media are becoming the most important tools for interaction among people, where everybody can share, exchange, comment, discuss and create information and knowledge in a collaborative way. 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 recognized 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), 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 increasing use of social media for teaching by educators and faculty professionals because they see the potential in applying and integrating social media technology to their teaching.

The starting point of the study is to examine impacts of personal use of social media on entrepreneurial attitude. In this examination phase the researcher evaluate trainees' those using social media applications. Like the general population, the trainees might use social media for different purposes but the study attempted to differentiate between two different kinds of use: for personal use only, with no connection to teaching responsibilities and for use in teaching and learning. Further aspects on what value, if any, they distinguish in social media applications and how they use them in the teaching process are also explored.

There is a growing recognition that the skills needed to succeed in the knowledge society today and into the future are different in kind from those that were required earlier.

Therefore, it is essential for trainees to familiarize themselves with the contemporary social tools or they will simply not be prepared to serve the learning needs of their students. Trainees exploring this moving landscape will also be able to discover the real potential of social media to transform drastically the pedagogical basis of their teaching experience, giving them tools that they can use in order to create truly adapted and flexible learning experiences for students.

Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996). The low socioeconomic status causes environmental deficiencies which results in low self-esteem of students (US Department of Education, 2003). More specifically, this study aims to identify and analyze factors that affect the quality of students' academic performance. The current paper investigates both interactivity and engagement of using social media in collaborative learning and its impact on academic performance as addressed in previous literature. In particular, the investigation of this paper is conducted in the context of learning in ITEC programs. Through the application of the constructivism theory, this paper attempts to examine the role of social media in encouraging academic performance through interactivity, engagement and collaboration. To help achieve the purpose of this study, trainees of EDII-ITEC volunteered to participate in it. The aim of this 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. Based on a representative sample of trainee from all programs of ITEC, the study investigates their level of attitude and their experiences in the use of social media, as well as the opportunities and value they see for addition of social media applications as part of the teaching process.

STATEMENT OF THE PROBLEM

Usage of Social Media on International Trainees and Its Impact on Entrepreneurship at Entrepreneurship Development Institute of India emphatically investigated in this research.

DEFINITION OF KEY WORDS

CONCEPT OF SOCIAL MEDIA

According to Gui-hong and Yu, (2015) Social media is based on a progression of Internet specialized instruments, just like the Blog, Mini-Blog, SNS, IM, BBS, E-mail, which are utilized by various individuals to spread their inclinations and perspectives. It turns into an essential and well known type of data stream which gives communication, contact and different administrations for its users. Towing the same line Iblasi (2016) defined Social media is characterized as the Web-based social networking that interface a huge number of clients from various parts over the world who share same interests, perspective and pastimes.

In this vein, in the study Social media is defined as electronically used subscribers' activities, exercises and practices linking millions of people happening through the web by means of sharing data, information, ideas and feeling. Sin, Nor and Al-Agaga (2012), see Social Networks as websites which connect a great many users from everywhere throughout the world with same interests, perspectives and hobbies. YouTube, LinkedIn, Myspace, Twitter, WeChat, Facebook are examples of web-based social networking that are prominent among all levels of users.

CONCEPT OF ENTREPRENEURSHIP DEVELOPMENT ENTREPRENEUR

The term entrepreneur is gotten from French word "Entreprendre" and the German word "Unternehmen", both signify "To undertake". Three words were normally used to hint the sense the French expression conveyed: projector, initiator and undertaker; these were utilized

reciprocally and did not have the accuracy and qualities of a scientific articulation (Gopakumar, 1995; Kumar, Jaiswal, Singh & Yogi, 2015). Hamza (2011) defined an entrepreneur as someone who intends to begin a business, identify a business opportunity, compose assets, oversee and accept the danger of a business or an undertaking. In the context of this study, an entrepreneur is defined as someone who finds and exploits 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 enterprise and investigates new business leadership. He can also be seen as someone who is obsessed with opportunity (craving for opportunity like a baby craving for a breastmilk), implement new innovation (new and better ways of doing old things) and see risks as a stepping stone to progress and creativity.

ENTREPRENEURSHIP

Entrepreneurship is the process of creating or grabbing an opportunity and seeking after it regardless of the resources presently controlled (Timmons, 1994). Nwachukwu (1990) views it as a process of seeing and assessing business openings and opportunities assembling the important resource to exploit them and start fitting activity to guarantee achievement.

ENTREPRENEURSHIP DEVELOPMENT

Entrepreneurship Development is a well-planned and precise improvement and advancement. It is a means of industrialization and an answer for unemployment issue for any nation. The goal of entrepreneurial advancement is to persuade a man for entrepreneurial vocation and to make him equipped for seeing and exploiting effectively open doors for business undertakings (Prama, 2003).

INTERNATIONAL TRAINEES

International trainees refer to the participants of ITEC 2019 from 30 countries counting 59 in three fields of study namely, small business, entrepreneurship and business research Methodology.

PERFORMANCE

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

EDII

The Entrepreneurship Development Institute of India (EDII), located in Gandhinagar, Gujarat is an autonomous institute. The institute was established in 1983 and is approved by AICTE, MHRD, and NBA. The institute is spread in a 23 acres green campus. EDII offers PGDM Program in Business Entrepreneurship and Development Studies and Fellow Program in Management. EDII admissions take place either by university entrance test or CAT/XAT/MAT/CMAT/ATMA. This program is created in order to create new entrepreneurship opportunities & being successful in family businesses (<https://collegedunia.com>). In this study, EDII refers among the international trainees of different countries at EDII, the international participants of Indian Technical and Economic Cooperation (ITEC) of 2019 will be conducted in the study.

OBJECTIVES OF THE STUDY

The purpose of this study generally was to examine the effect of Social Media usage on international trainees and to evaluate its impact on entrepreneurship attitude. Accordingly, the specific objectives of the study were to:

1. To examine the level of trainees addictiveness to social media and the influence on their Entrepreneurship attitude.
2. To determine the social media network that the trainees are more exposed to.
3. To ascertain the effect of social media on entrepreneurship development in EDII
4. To distinguish the difference in trainees usage of social media network by gender.

HYPOTHESIS

NULL HYPOTHESES

- a) There is no association between Social Media usage, demographical variables, and entrepreneurial attitude of trainees.
- b) There is association between Social Media usage, demographical variables and entrepreneurial attitude of trainees.

VARIABLES

Variable, to put in layman statement is something that can change and or can have more than one value. "A variable, as the name implies, is 1" something that varies". It may be weight, height, anxiety levels, income, and body temperature and so on. Each of these properties varies from one person to another and also has different values along a continuum. Dependent Variable is a variable that depends on other factors that are measured. These variables are expected to change as a result of an experimental manipulation of the independent variable or variables. It is the presumed effect. Whereas Independent Variable is a variable that is stable and unaffected by the other variables you are trying to measure. It refers to the condition of an experiment that is systematically manipulated by the investigator. It is the presumed cause. Based on this the study independent variable is Social Media and main dependent variables categories are respondents' Demography, trainee performance and attitude towards entrepreneurship.

NEED OF THE STUDY

The principal objectives of research are to discover principles that have universal application. Social Media effects pivotally plays significant role in eliminating or promoting social phenomena. Now a day it is significant live sharer of illiterate people with its all notable pros and cons. However the effect of social Media does not exist in the same proportion amongst the international trainees. Social media may ease the society's life even though social capital, insomnia and other health factors in accordance with the intelligence, 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 the usage of social media. Thus it is necessary to know if the psychological variables affect the entrepreneurial attitude and academic performance with respect to these variables becomes necessary.

IMPORTANCE OF THE STUDY

Century of civilization which is state of information that creates one state world is a communication technology. 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 provide individuals with multi-faceted opportunities and impediments which could be the vital output of the study. This study aims at establishing the relationship between social media with academic and entrepreneurial attitude with respect to the psychological, personal and scholastic variables. The knowledge of this relationship will certainly enhance positive entrepreneurial attitudes and better utilization of self-performance.

It will work as a guide to the EDII, international trainees, and society striving for the enhancement of social media, performance and entrepreneurs. Further this knowledge would lead to the better performance of the trainees and their development and thus the development of society, state and Nation.

RESEARCH DESIGN

Survey research design was used in the study using administration of structured questionnaire to the respondents who are the users of social media in EDII international ITEC 2019 participants. The study also employed the use of normality test to log in the data in order to confirm whether the data collected are normally distributed or not.

Population

The population of this study is the entire population of EDII ITEC program participants of 2019. According to EDII ITEC program Statistics in 2019, the populations of international trainees are 59 people.

Sample

EDI international trainees of 2019 those are participating in ITEC program are 59 trainees, among this 19 are Business Research Methodology and data analysis attendants 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 $n_h = \left(\frac{n_h * n}{N}\right)$ arithmetic calculation of (William G. Cochran, 1977). Based on this the researcher used strata sampling technique 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 (ITEC Program 2019 International trainees)

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

Tools

Build a strategy and build to explore the responses of the questionnaire (Rose et al., 2008). Having this in mind, the researcher adapted the combined Survey Questionnaire of Alos (2011) and Aggarwal (2014) Both authors allowed the researchers to use the instrument for the purpose of this study. Data regarding the variables will be collected by using close and open ended a questionnaire where it consists two (2) parts. Part 1 is on the respondents' Demography Part 2 is on the Effect of Social Media on International Trainees Performance and Its Impact on Entrepreneurship at Entrepreneurship Development Institute of India. The questionnaire is composed of 36 questions classified as: trainee related and institution-related factors. Each factor has subset indicators which were given corresponding rating by the respondents using Likert scale such that 5 represented strongly agree, 4 represented agree, 3

represented un-decided, 2 represented disagree and 1 represented strongly disagree. To suit the content of the questionnaire, the researcher modified some of the items. It was subjected to a content validation by a panel of experts and was pilot tested for reliability and checked Cronbach alpha as a result alpha ($\alpha / .918$) which indicates the variables are reliable.

METHOD OF RESEARCH

This descriptive quantitative approach study was conducted by using a survey method. The population was the EDII ITEC program participants of 2019 from the three programs counting 59 trainees. The study deployed random sampling technique to use 26 participants.

The researchers asked permission to conduct this study from the institution authorities. Thereafter, it was subjected to review by Ethics Review Committee of the Institute. Upon approval, the researchers proceeded with data gathering during the vacant period of the students. The researchers provided clear instructions on how to accomplish the questionnaire specifically on how to rate themselves honestly and accurately. Results were collated, tabulated, analyzed and interpreted.

DATA COLLECTION

Structured questionnaire using primary source is used to collect the data.

DATA ANALYSIS AND INTERPRETATION

The collected data were analyzed by applying descriptive and inferential statistical measure. This research was employed frequency distribution and chi-square test to examine the association between each independent variables and dependent variables. Thus, we use the statistical software which called by SPSS version 21.

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 and providing appropriate response is another limitation considered.

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.

THEORETICAL FRAME WORK VIEWS

According to the social cognitive theory of mass communication, media communications have impacts on social attitudes and behavioral intentions (Bandura, 2001). Mass media communication research began with studies of political campaigns in the early 1930s. The classical view of mass communication was that it shaped people's views, enabling the manipulation and control of society through propaganda (Lippmann, 1922; Lasswell, 1927). This view dominated the media communication world until the mid-twentieth century.

A second perspective on media communication was that media can 'reinforce' individual and

societal opinions. According to this perspective, media cannot change social attitudes; rather it can only reinforce existing views by providing a continuous stream of sympathetic information. A third perspective which posits the notion of mass media as having an agenda setting function was introduced by McCombs & Shaw (1972). This takes a middle approach between the classical view and the reinforcement view. According to the agenda setting perspective, media cannot dictate 'what to think'; rather it can tell us 'what to think about'. These perspectives generate different hypotheses about how mass media could influence entrepreneurial awareness, attitudes, intentions, activity and aspirations.

A REVIEW OF RECENT STUDIES

Some research has been conducted in the UK on images of entrepreneurship presented in the media, particularly print media, but also more recently those presented by television (Boyle, 2008; Boyle & Magor, 2008). Studies have also been published on media images of entrepreneurship in other countries, for example France (Radu & Redien-Collot, 2008) and China (Kong, 2010). The UK-based stream of research shows that the prevailing social attitude has shifted over the 35 years from the early 1970s to 2005 (Boyle & Magor, 2008).

In general, the research conducted in the field identifies four main dimensions in which social media can lead to innovations in teaching and learning (<http://www.mckinseyquarterly.com>)

1) **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 and increases standards on Higher Education institutions to improve the quality and availability of their course content.

2) **Creation.** Social media gives the possibility to the students to create digital content on their own and publish it online, increasing a vast resource of user-created content from which learners and teachers can jointly benefit, also encouraging more active and proactive approaches to learning.

3) **Connecting.** Social media is a network that connects students with one another, and to their teachers, allowing them to share their knowledge and at the same time have access to specific and targeted knowledge in a given field of interest.

4) **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 a common objective.

Online support offers certain advantages that make it attractive to individuals who might not otherwise seek help, for example:

1. **Anonymity.** Many people find it easier to share problems and feelings openly when there's minimal risk of identification or "real-life" consequences.
2. **24/7 availability.** The internet never sleeps, and with the prevalence of cell phones, you don't even need to be home at your computer to access the resources you need. In the event of a crisis, this can truly be life-saving; web-based support communities have been credited with saving people from suicide and accidental drug overdoses.
3. **No geographic limitations.** Location can be an obstacle to participating in traditional support groups that require physical attendance. Online groups pull members from all over and can host larger numbers of people, adding to the pool of knowledge and experience.

MODEL OF SOCIAL MEDIA EFFECTS ON ENTREPRENEURIAL BEHAVIOURS

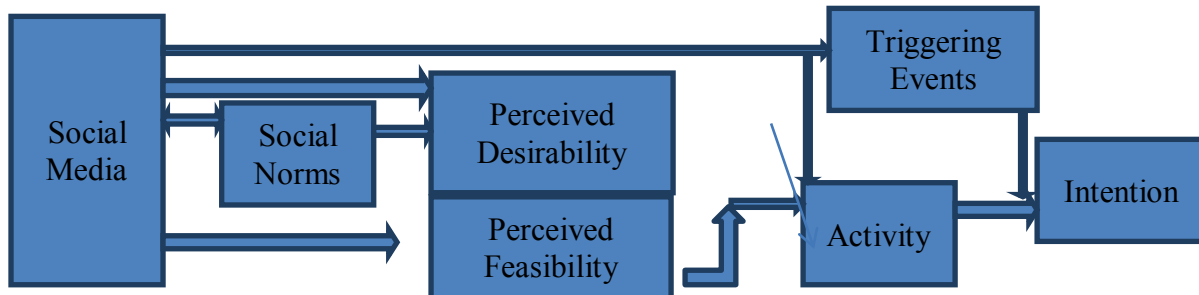
From this literature we have distilled a model which sets out how we envisage the ways in which the media affects individual attitudes and behaviors:

- **Appropriateness** – or fit with wider cultural norms; in this context, reflecting the degree to

which society in general is receptive to 'entrepreneurs'

- **Desirability** – or the extent to which the individual aspires to behave in a specific way; in this context, the extent to which individuals aspire to engage in entrepreneurial behavior
- **Feasibility** – or the extent to which the individual believes a specific behavior is possible; in this context, whether or not an individual believes they know what to do to undertake a start-up

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-Collo, 2008; Krueger, 2008) Based on this model, actual patterns of entrepreneurial activity reflect the relationship between social norms and values (“entrepreneurship is an appropriate and positive activity in general”) which influence desirability (“I aspire to do this”) and intention (“I expect to do this”). Feasibility (“yes, now I know what to do to undertake a start-up) is likely to be influenced both by this context and also by the availability skills development opportunities. In this sense, each of these individual components is a necessary but generally insufficient driver of entrepreneurship. An individual’s desire to start a business is influenced by prevailing social norms and values; where social attitudes to entrepreneurship are positive and normal, more individuals will tend to want to be entrepreneurial and more will actively seek to become entrepreneurs. However, actual activity requires both desire and the knowledge and skills to turn aspirations into new and viable businesses.

In this sense the components of the model are complementary. Within this, it is also possible that the media provides “triggering events” that change opinion to intention or intention to action. This research project is seeking to: (a) consider whether and how effectively increasingly positive media coverage influences actual patterns of entrepreneurship and (b) to identify any ‘triggering events’ connected to messages carried in the media about entrepreneurship.

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								

As table 1 indicates that out of 26 participants of the research at EDI were 61.5% male and 38.5% were 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.

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	
1	<5 Years	15.4	Face Book	50.0	<1Hour	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 Night	7.7	-	-
5	>20 Years	3.8			>4 Hours	7.7				

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% of them are using Facebook, 46.2 % WhatsApp applications for more than 3-4 hours (42.3%) and 26.9 % for 1-2 hours per day.

According to G. Grosseck (2009) Facebook has been used in university courses to facilitate teacher/student discussion, and wikis and blogs have been used to collaborate on projects and receive rapid feedback and Some courses have also used YouTube as a platform for students to create and share videos for their course (Johnson, Levene, Stone, etal, 2009). In other courses, students have used Twitter to discuss course topics during class, with Tweets being displayed on a large screen to encourage cross group communication (Hamid, Waycott, etal, 2011). However, the study revealed that, 11.5% are using social media for web search which means majority of the respondents were wasting time on social media for valueless activities.

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	

The study showed that, 46.2% of the participants believe that using social media is essential to facilitate their training performance and the study conducted by Daris, Deil (2012) realizes that social media is vital to training saying not only can social media facilitate peer communication and collaboration, it can facilitate communication between students and teachers. Studies have shown that students are more likely to communicate with their professors if they are Facebook friends with them.

Table 4: The Degree of Social Media effect on Entrepreneurships

No	Questions	Respondents Response in percentage				
		Strongly Agree (%)	Agree (%)	Not Decided (%)	Disagree (%)	Strongly Disagree (%)
1	I use any social Media 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	You post 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	The use of social media 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	26.9	34.6	19.2	3.8	15.4

	enterprise (Intention)					
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 made you realize 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	Social Media made you realize that starting your own business is less 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 made you change your mind set about 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	Entrepreneurial Attitude				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%	23.045 ^a (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%	23.472 ^a (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%	24.330 ^a (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%		29.004 ^a (12)	.004*
		Agree	55.6%	0.0%	44.4%	0.0%		
		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% level of significance.*

Table 6: Entrepreneurial Attitude vs Gender of the Respondents

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

a. 9 cells (90.0%) have expected count less than 5. The minimum expected count is .77.

According to Table 6 there is significant difference between gender (male and Female) attitude of the influence of social media on starting own business as (DF=4, p= .013) where males (83.3%) agree that social media helps to start own business where as females with 73.35% doesn't accept the importance of Social media to start own business. According to the social cognitive theory of mass communication, media communications have impacts on social attitudes and behavioral intentions (Bandura, 2001).

CONCLUSION

Majority participants (62%) use any Social Media for business,54% for entrepreneurial purpose,for product sale 58%, Social Media made participants (62%) to start their own enterprise (Intention), 62% accept Social Media helps 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 made you realize that starting your own business is less risky 62%, and within next three years 65% of the participants will start their own business.

Majority females do not accept the role of Social Media in entrepreneurship than males.Females are less ready to start their business in three years but Majority participants agree that social media helps to start own business where as females with 73.35% doesn't accept the importance of Social media to start own business.

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