



IMPACT OF DEMOGRAPHICAL VARIABLES ON THE PERCEIVED EFFECTIVENESS OF SOCIAL LEARNING

K. Chellamma,

Associate Professor, BNM Institute of Technology, Bangalore, Karnataka, India

Dr. L. Vijayashree,

Professor, BNM Institute of Technology, Bangalore, Karnataka, India.

ABSTRACT

As result of the massive adoption of the internet, the way in which people communicate has changed drastically. The primary contributor to this change is the vast popularity and adoption of social networking sites. Social Networking Sites (SNS) provides a web based platform which helps their members in greater communication and collaboration. These platforms provides features like user profiles, discussion threads, email, instant messaging, posting or sharing different type of content like images, videos, documents. Due to vast adoption and usage of these tools, they become so popular among the internet users across the world. Many organization are utilizing these platform for various business purposes. Information sharing, communication and collaboration are some of the key benefits of these platform. These features are also helping their members in acquiring knowledge and learning from their peers. This research paper studies the relationship between demographics variables and social learning.

Keywords: Social Networking Sites, Social Learning, Social Media

1.0 INTRODUCTION

As result of the massive adoption of the internet, the way in which people communicate has changed drastically. The primary contributor to this change is the vast popularity and adoption of social networking sites. We could see that more and more employees are accessing social networking websites these days. It is essential to explore the possible benefits out of using social networking sites for the employees. This paper studies the relationship between the age, years of experience and social learning variables using social networking sites within the IT employees. A sample of 224 IT employees was asked to fill up a questionnaire. The findings indicate that more and more IT employees are using social networking sites. They see perceived benefits such as collaborative learning, knowledge sharing, and information exchange.

1.1 Statement of the Problem

IT employees are increasingly using social networking sites for the various business process. This paper aims to study the impact of demographic variables on social learning.

1.2 Objective

To study the relationship between the demographic variables concerning social learning variables.

2. REVIEW OF LITERATURE

2.1 Social Media

(Marketo, 2010) Social media is defined as the creating, accessing and sharing information or knowledge through online platform over the internet. (O'Reilly, 2010) Social media platform offers second generation web features, popularly known as Web 2.0 which enables sharing information, networking with users and collaborating with the members. (Hoffman and Fodor, 2010) talks about the influencers behind engagement on social media such as Creation, Consumption, connection and control.

Social networking websites provide a platform for communication and collaboration. Social Media tools exist from as early as the year 2002. LinkedIn, Facebook, Google+ are some of the popular tools available.

2.2 Social Networking Sites and Social Learning

Social learning concept is not new, we can trace the research evidence from the year 1960. (Bandura, 1997), Albert bandura conducted an extensive research around social learning and created the social learning theory. Albert bandura in his research found that people learn from observing others. It was a thought provoking theory and it was creating a bridge between cognitive learning theories and behaviorist theories. It studies various aspects like memory, motivation and attention.

Social networking platform enables users in creating and being part online communities of practice. Online communities of practice enables learning from each other. This form of learning is also called as social learning which slightly different from traditional learning. It can help users in acquiring new knowledge, getting bigger picture and making informed decisions. (Wenger, 2011) Communities of Practice theory invented by Etienne Wenger completely complements Social Learning theory invented by Albert Bandura.

3.0 HYPOTHESIS

H1. There is a relationship between the demographic variables and social learning variables.

H1a. There is a relationship between the age and social learning variables.

H1b. There is a relationship between the years of experience and social learning variables.

4. METHODOLOGY

The data required for this study was collected through primary and secondary sources. The primary data was collected from the IT employees in Bangalore city. A questionnaire was distributed to 260 employees, out of which 224 employees responded. We have collected the secondary data from various databases like google scholar and Ebsco.

Table 1. Demographics data

Variables	Number of respondents (N)	Percentage%
Age Group		
20-25	40	17.9
26-30	88	39.2
31-35	80	35.8
36-40	0	0
Above 40	16	7.1
Years of Experience		
1-2	41	18.3
3-5	45	20.1
6-8	61	27.2
9-10	20	8.9
Above 10	57	25.5

5. RESULT ANALYSIS

Correlation between age, experience and social learning variables.

		age	experience
AGE	Pearson Correlation	1	.815 ^{**}
	Sig. (2-tailed)		.000
	N	224	224
EXPERIENCE	Pearson Correlation	.815 ^{**}	1
	Sig. (2-tailed)	.000	
EDUCATIONAL LEVEL	Pearson Correlation	.049	.066
	Sig. (2-tailed)	.469	.327
CONFIDENCE IN SHARING KNOWLEDGE	Pearson Correlation	.442 ^{**}	.519 ^{**}
	Sig. (2-tailed)	.000	.000
JOB LEVEL	Pearson Correlation	-.080	-.084
	Sig. (2-tailed)	.230	.213
ICT KNOWLEDGE	Pearson Correlation	-.037	-.027
	Sig. (2-tailed)	.585	.688
FREQUENCY OF CONTENT POSTING	Pearson Correlation	-.007	.016
	Sig. (2-tailed)	.913	.807
TRUST	Pearson Correlation	.000	-.025
	Sig. (2-tailed)	.994	.708
NETWORK SIZE	Pearson Correlation	-.116	-.004
	Sig. (2-tailed)	.084	.951

PERCEIVED BENEFITS	Pearson Correlation	- .164 *	-.058
	Sig. (2-tailed)	.014	.384
SENSE OF COMMUNITY	Pearson Correlation	- .103	-.028
	Sig. (2-tailed)	.126	.677
CONTENTQUALITY	Pearson Correlation	- .048	.008
	Sig. (2-tailed)	.474	.911
PLATFORM QUALITY	Pearson Correlation	- .112	-.112
	Sig. (2-tailed)	.096	.094

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

5.1 Interpretation

Age and experience have a positive co-relation with confidence in sharing the knowledge with the members of the social networking sites.

Age has a negative co-relation with perceived social learning benefits from social networking sites.

6. CONCLUSION

The number of users of social networking sites is increasing multiple folds year over year. Many organizations are getting massive benefits out of social networking sites. Using professional social networking sites like LinkedIn for learning and knowledge sharing is very evident these days. This paper studied the relationship between demographic variables concerning the perceived social learning benefits. The outcome of the data analysis clearly proves the hypothesis.

7. REFERENCES

1. Marketo. (2010). The definitive guide to B2B social media: A market workbook. San Mateo, CA, USA.
2. O'Reilly, T. (2010). What is Web 2.0? Accessed on July 15, 2014, through <http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>

3. Wenger, E. (2000). Communities of practice and social learning systems. *Organization*, 7(2), 225-246.
4. Bandura, A., & Walters, R. H. (1977). *Social learning theory*.
5. World Bank (2011). *Learning Outcomes*. Retrieved December 2, 2011, from <http://www.worldbank.org/education/outcomes>
6. Ito, M., Okabe, D. & Matsuda, M. (2006). *Personal, portable, pedestrian: mobile phones in Japanese life*. Cambridge, MA: The MIT Press.
7. Jenkins, H. (2007). *Confronting the challenges of participatory culture: media education for the 21st century*. Chicago, IL:MacArthur Foundation.
8. Grant, N. (2008). On the usage of social networking software technologies in distance learning education. In K. McFerrin, R. Weber, R. Carlsen & D. A. Willis (Eds), *Society for Information Technology and Teacher Education International Conference 2008* (pp. 3755–3759). Las Vegas, NV: AACE.
9. Idris, Y. & Wang, Q. (2009). Affordances of Facebook for learning. *International Journal of Continuing Engineering and Life Long Learning*, 19, 3, 247–255.
10. Plant, R. (2004). Online communities. *Technology in Society*, 26, 1, 51–65.
11. Johnson, L., Levine, A. & Smith, R. (2009). *The 2009 horizon report*. Austin, TX: The New Media Consortium.
12. Minocha, S. (2009). An empirically-grounded study on the effective use of social software in education. *Education and Training*, 51, 5/6, 381–394.
13. Leise, C., Beyerlein, S. W. & Apple, D. (2011). *Social domain*. Retrieved December 08, 2011, from http://cetl.matcmadison.edu/efgb/2/2_3_5.htm
14. Stoller, Jacob. *CMA Magazine* (1926-4550). Jan2012, Vol. 86 Issue 1, p40-41. 2p.