CHAPTER – V

CONCLUSION

5.1 Introduction

Social media is an ingrained part of modern society. The teachers, researchers, students, organizers, activists and other sections of the society are using the social media for multi-purposes since they have the capacity to bridge the digital divide all over the world. The social media have brought the ‘real world’ into the classroom.

Experience reveals that social media can be a useful tool rather than a distraction. There are a good number of education-based sites which can be useful for demonstrating social media to students. The parents can also access the various educational sites to monitor the academic progress of their children. The students can also access the videos, photos, documents, and other intellectual resources developed by the teachers and other resource persons and accomplish their tasks at the earliest opportunities. The present investigation was carried out in Karnataka state to examine the impact of social networking sites on Iranian students. The investigation emphasizes that social media were academically useful and satisfactory to the respondents. The findings of the study, testing of hypotheses, limitations of the study, implications of the study and suggestions for future research are delineated in this chapter.

5.2 Findings of the Study

Demographic Features of the Respondents

A majority of the study sample represent the male category (56.67%), below 25 years age group (54.17%), graduate’s category (54.58%), professional course category (55.83%) and middle income group (56.67%) respectively.

Social Media Habits of Respondents

Place of social media use – home (83.75%), cyber café (65.42%), library (58.75%), department /college (55.83%), and 1 hour use per day (57.50%).
**Purposes of social media use** – making arrangements for get together (84.58%), expanding the social network (79.17%), informing others about personal activities (74.17%), finding new sources and resources for academic development (73.75%), chatting with others (68.75%), inviting people for special events (66.67%), tracking down and contacting new friends (59.58%), sharing information online with others (59.58%), posting photos/videos of individuals and friends (57.08%), keeping in touch with friends (55.0%) and finding out what other people are doing (53.75%).

**Social media association** - Facebook (100%), You Tube (83.75%), Google+ (80.42%), Skype (79.17%), Yahoo.com (78.75%), Line (71.25%), Linked.in (69.17%), Hike (69.17%), Academia.edu (66.67%), Orkut (65.42%), Cloob.com (65.0%), Instagram (64.17%), Classmates.com (59.58%), and Blogster (58.33%).

**Frequency of Social Media Use** – **Regularly** – Facebook (59.17%), Whatsapp (48.75%), You Tube (48.75%), Yahoo.com (44.58%) and Wechat (31.25%).

**Frequently** – Academia.edu (42.50%), Blogster (34.17%), Classmates.com (36.67%), Cloob.com (19.18%), Flickr (22.50%), Google+ (49.17%), Hike (45.42%), Instagram (41.67%), Line (17.92%), Linked.in (44.17%), MyLife (22.92%), MySpace (20.83%), Orkut (32.50%), Pintrest (19.17%), Skype (45.42%), Snapchat (18.33%), Talk (17.92%), Telegram (10.83%), Timblr (12.50%), Twitter (38.75%) and Viber (10.42%),

**Uses of Social Media**

A performance support tool, learning platform and social network all rolled in one (80.83%).

Networking tools and aggregator of resources and information (80.42%).

Enabled the people to come together around an idea or topic of interest (73.75%). Promoted inter-cultural and cross-cultural dialogue (77.08%).

Provided new opportunities to create and communicate with people that care (72.50%).
Comprised of activities that involve socializing and networking online through words, pictures and videos (72.50%).

Facilitated exchange of information, ideas and best practices (67.50%).

Encouraged professional engagement, training and continuing education (62.92%).

Stimulated engagement, discussion and understanding among the students (68.33%).

Increased academic networking which benefits the students (58.33%).

Increased communication between the students, researchers and teachers (65.42%).

Enabled the students to get more online tutorial classes to the topics that they did not understand in class (57.50%).

Provided relevant and reliable information to the students for research endeavors more than their assignments and projects (54.58%).

Application friendly in education to support student with new learning ways and practices (51.67%).

Facilitated better learning environment for students because of interactive nature of e-learning and other mobile technologies (54.58%).

Served as a venue for sharing knowledge and updates especially in the field of education (55.83%).

Provided a platform to promote activities, receive feedback and improve services (52.92%).

Facilitated personal learning and work environment (67.92%).

Provided easy communication with students and colleagues, and private communication in groups (59.58%).
Integration capacity into the curriculum and mainstream of academic life (55.42%).

Great way for prospective learners to create and share safely their teaching and research portfolio (72.50%).

 Constituted a good system to track all the intellectual resources which are indispensable (64.17%).

 Enabled the scholars and scientists to transfer their research into excellent web-treasures (59.17%).

 Enabled the experts to easily contribute tips, thoughts, and best practices to a large community of learners (62.50%).

 Great ways to consolidate personal learning (52.92%).

 Amenable to using social media tools for teaching and learning to the faculty and students (65.83%).

 Facilitated establishment of networks which promote openness and sharing of information on round the clock basis (63.33%).

**Gratifications of Social Media**

 The creation of learning platform by the social media is satisfactory (76.67%). The aggregation of resources and information by the social media is satisfactory (71.67%).

 The inter-cultural and cross-cultural dialogue facilitated by the social media is satisfactory (85.83%).

 The opportunities for socialization and networking online are satisfactory (78.33%).

 The social media oriented academic networking is satisfactory (76.67%). The social media oriented online tutorial classes are satisfactory (83.33%). The social media support for research endeavors is satisfactory (59.17%).
The social media oriented new learning ways and practices are satisfactory (54.17).

The social media oriented new learning environment for students is satisfactory (80.42%).

The integration of the curriculum and mainstream of academic life by the social media is satisfactory (63.75%).

The creation of productive learning experience by the social media is satisfactory (52.92%).

The establishment of networks for promotion of openness and sharing of information by social media are satisfactory (63.33%).

The social media oriented exchange of information, ideas and best practices is not satisfactory (70.83%).

The tracking of all the intellectual resources by the social media are not satisfactory (55.0%).

The self-directed learning for the young generation facilitated by social media is not satisfactory (55.83%).

5.3 Testing of Hypotheses

\textit{H1. The social media habits of Iranian students in Karnataka state are common.}

The data which are presented in the above tables mainly 4.3.1 to 4.3.20 clearly reveal that the social media habits of Iranian students studying in Karnataka state are not common. Hence, the above hypothesis stands disproved according to the data analysis.

\textit{H2. The social media association of Iranian students in Karnataka state is uniform.}

The data which are presented in the above tables mainly 4.4.1 to 4.4.26 clearly reveal that the social media association of Iranian students studying in Karnataka state
is not common. Hence, the above hypothesis stands disproved according to the data analysis.

**H3. The Iranian students in Karnataka state regularly use the social media.**

The data which are presented in the above tables mainly 4.5.1 to 4.5.26 clearly reveal that Iranian students studying in Karnataka state have not regularly used the social media. Hence, the above hypothesis stands disproved according to the data analysis.

**H4. The social media are useful to the Iranian students in Karnataka state.**

The data which are presented in the above tables mainly 4.6.1 to 4.6.30 clearly reveal that the social media were useful to the Iranian students studying in Karnataka state. Hence, the above hypothesis stands proved according to the data analysis.

**H5. The social media services are satisfactory to the Iranian students in Karnataka state.**

The data which are presented in the above tables mainly 4.7.1 to 4.7.15 clearly reveal that the social media services were satisfactory to the Iranian students studying in Karnataka state. Hence, the above hypothesis stands proved according to the data analysis.

**5.4 Limitations of the Study**

It was not practically possible for the researcher to enjoy the benefit of accessibility of data to all the Iranian students who are pursuing higher education in Karnataka state due to certain constraints. It was not practically possible to contact all the stakeholders of higher education on the uses and gratifications of social media from education, research, publication and development points of view. The usual limitations of the survey method such as time, human inadequacies, resource constraints, recollection and communication were experienced by the researcher. Incidental, purposive and stratified sampling methods were followed in selecting the respondents. Though much care has been taken to collect the primary data, the memory bias on the part of the respondents cannot be completely ruled out.
5.5 Implications of the Study

The Internet is fully integrated into all elements of business and society. Internet has become an informal university all over the world. The social media have gained immense power and popularity because of their ability for better mobilization of people in all walks of life. There needs to be a strategic reason and plan in place to use social media. Social media offers plenty of opportunities to the stakeholders of higher education as crucial tools for their communication and marketing strategies. Naturally, social media offers the means to stay ahead with the digital strategy and target audiences of centers of higher education. Social media offers advancement professionals a great opportunity for keeping in touch with alumni after they graduate. Social media gives plenty of opportunities to humanize stories of students and alumni of various educational institutions in order to create loyalty and earn future business (students), and ultimately their respect. For the past few years, many higher education institutions have used social media channels to connect with prospective and current students, and their efforts are paying off. Social media can support student engagement, collaboration and self-managed learning by creating a platform for meaningful natural discussion. The implications of the study in general terms are presented as follows.

The higher educational institutions should achieve the goal of digital literacy in order to ensure optimum use of social media for higher educational management.

Higher education needs to have a role in both enabling learners to manage the abundance of resources and relationships that are accessible via the Internet.

The higher educational authorities should explore new avenues and opportunities for judicious and creative use of digital tools for knowledge management.

The use of social media tools for teaching and learning is not systematically supported in most higher education institutions.

It is necessary to switch from the traditional lecture and questions/answers approach to better use the various social media tools to meet students’ needs and expectations in higher educational institutions.
The social media such as Facebook, Twitter, Instagram, LinkedIn, Snapchat and so on should be systematically utilized for the purpose of harnessing the potentials of social media for educational progress.

The educational institutions should build the digital communities through groups in order to promote various events, showcase campus culture, post timely and relevant information, cultivate human relations, build connections with alumni and current students and share time-specific announcements.

The social media should be expanded and new pages should be created to enhance academic activities and avoid setbacks to the academic performance of the students.

The environment including parents, teachers and friends should be a good example in order to improve their academic achievement.

The students should create a balance between using the social media and academic activities. There should be a decrease in the duration of time spent by students on social media habits in order enhance the impact of social media on the academic performance of students.

The impact of social media on the academic performance of students should focus more on the positive side than on the negative side to achieve balance.

There is an imminent need for the inclusion of the professionals as blogs and wikis members in order to add real-world knowledge to their learning and the course in general.

The students should be enabled to gain absolute mastery over using a variety of social media approaches for academic endeavors.

There is also an urgent need for the inclusion of social media in the course and application of social media in all higher-level academic courses.

The teachers must be given adequate freedom to design time and opportunities for the use of social media activities into their course syllabi.
The teachers should be enabled to allocate more time to supporting courses with social media components.

The teachers and students must be open to learning and using new social media class room approaches that extend and enhance teacher-student interactions.

The visiting faculties and other resource person should be enabled to participate in the sharing of knowledge by using social media.

The authorities should facilitate incorporation of social media approaches in the course in order to enhance student learning outside the classroom.

5.6 Suggestions for Future Research

This study attempted to evaluate the impact of social networking sites on the Iranian students who are pursuing higher education in Karnataka state. The study has revealed that social media were academically useful to them. The respondents have also stated that they derived certain gratifications vis-à-vis social media association and application. But, during the course of the study, it is understood that there are many areas which could be considered for research by the future generation of researchers. The educationally relevant social media sites and their contents could be subjected to scientific content analysis by the future researchers in India and abroad. Besides this, the role of social media in social mobilization, political mobilization, social transformation, political transformation, sustainable development, crisis management, disaster management, entrepreneurship development, leadership development, business management and other processes could also be subjected to scientific evaluation in future.

5.7 Epilogue

The popularity of social media and its rapid ascension into the daily lives of people is quite astounding. The social media is a great way to initiate critical bonds with the stakeholders of development and education. Social media plays an important role in everyday life for students and faculty alike. The facilitators of higher education should understand how to harness the students’ interest in this media in order to capture their interest and help them reach their highest potential. The use of social
media will increase, but the variety and competitiveness of the market will also increase. The social media has a place in higher education since the facilitators of learning and beneficiaries of learning require better social mobility and connectivity in this age of competitive higher education. The stakeholders of higher education should understand that students want to incorporate more appropriate use of social media in the process of learning. The higher educational institutions should make necessary arrangements for the incorporation of social media approaches since they are better alternative ways to cover topics and even as a means for introducing additional topics. The social media has the potential to engage students with their teachers and to in turn for teachers to reach out to them and appear more approachable. The harmful effects of social media on the students need to be examined in order to ensure meaningful checks and balances for efficient use of social media for achieving the goal of academic excellence in higher educational institutions across the globe.