

Behaviors in Using Social Networks and Application on Business Learning Enhancement for the Marketing Students

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Abstract - The research objectives were to study students' behaviors in using social networks and application on business learning enhancement for the marketing students, Kasetsart University, Kamphaengsaen campus. The samples were purposively selected from the third and fourth year of the marketing students of 62 students in academic year 2015. The research instruments comprised development of business learning enhancement through Facebook and questionnaires.

The research results revealed that most of the marketing students were female, 72.58%. Most of them, 45.16% spent more than 5 hours per day connect to social network sites. They mainly connected at the dormitory and secondly at the University. The top three usages for connection were for music and movies, for chat and communication, and for searching information. In business usage, online buying, online payment and sell & promotion were at the lowest level ranked at number 8, 9, and 10 respectively. The student's attitude towards social network was in overall at high level (3.68). The top three aspects were as follows; technology helps speed things up (4.23), huge knowledge resource (4.21) and learning and working tools (3.89). Concerning Students' satisfaction with social network application in business learning enhancement in overall showed at high level (3.60). Their highest aspect was for sending message to learners (3.85). They used LINE as number one

social network service and Facebook as the second followed by Twitter, Instagram and Skype. In conclusion, most students spent much time up to 5 hours daily on social network mostly for entertainment. Online learning and business have to be encouraged for students to use social networks in an effective way.

Keywords - E-Business, E-Commerce, Social Networks

I. INTRODUCTION

Social networks have had a tremendous impact on our society, culture, business, politics, and life styles. Social networks have not only provided opportunity for people to communicate and socialize but also played an important role in advertising, public relation, entertaining, business, learning and others. On the negative side, they are used for cyber bullying and harassment. Many companies have blocked social networks on their working time as addicted employees can be distracted themselves from their work. In business, social media is used by big and small companies to advertise their products and for many other purposes. As social media has its advantages and drawbacks, it is up to each user to use social networks wisely, exercise caution to ensure they do not fall victim to online dangers.

e-Commerce is growing rapidly in Thailand fostered by launched of 4G recently which help accelerating faster connectivity. It was estimated that e-commerce growth over the

next five years at 18.2%. In 2015 the top 5 e-commerce sites in Thailand were Lazada followed by WeLoveShopping, Tarad, Zalora, and Ensogo. Recently Lazada, the largest online business in Thailand was acquired by Alibaba the world's largest e-commerce site.

II. RESEARCH OBJECTIVES

The objectives of this research were as follows:

1. To study behaviors in using social networks of the marketing students of Kasetsart University, Kamphaengsaen.

2. To study students' satisfaction with social networks application in business learning enhancement.

III. RESEARCH METHODOLOGY

The research instruments were developed following documentary research and expert consultations. These were divided into 2 parts.

1. The online course contents on Export and Import Management subject was designed consisted of 12 lessons. The Facebook, closed group was created entitled Dr. Chusak Ex-Im Management. The students were invited to join the group. The study period was the first term of 2015, with 15 weeks period. The learning contents were posted on the Facebook group every week to provide learning contents, supplementary contents, communication, homework, and learning activities.

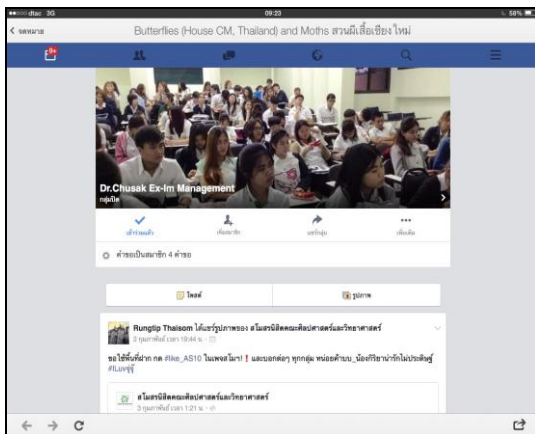


Fig. 1 The Facebook group entitled Dr. Chusak Ex-Im Management.



Fig. 2 Files and Videos uploaded.

The Facebook was applied to facilitate online learning and teaching.

- Files/Course contents to upload files.
- Pictures to upload pictures.
- Videos to upload videos demonstration.
- Assignment to create questions.
- Delivery report to send reports.
- Notification to inform students.
- Forum for group discussion.
- Calendarto create schedule.
- Course management to manage teaching contents.

2. Questionnaires were designed and developed to acquire data on:

- General information.
- Students' behaviors in using social network.
- Students' usages of social network.
- Students' attitude towards social network.
- Students' satisfaction with social network application in learning.
- Rank of social network services.

A reliability test was carried out with a group of 30 other marketing group students. The Alpha reliability coefficient was 0.92.

IV. RESEARCH RESULTS

The research results on behaviors in using social networks and application in business learning enhancement of the marketing students, Kasetsart University, Kamphaengsaen campus are summarized as follows:

The students consisted of 27.42% males and 72.58% females.

Concerning the social network behavior, the collected data revealed that the students, 72.58% used smart phone, the rest used notebook and mixed devices. Regarding connecting time, 45.16 % of the students connected more than 5 hours a day. The rest did it for 4-5, 3-4, 1-2, and less than 1 hour/day respectively. They, 45.16% connected at night time. Other connections are done at break time, evening, morning, and afternoon respectively. Data revealed that 66.13% connected at their dormitory. The rest of the connections are done at the University, public places, while travelling, and in restaurants respectively.

Following are data analyses and results of students' usages of social networks.

**TABLE I
STUDENTS' USAGES OF SOCIAL NETWORKS.**

Item	Activity	\bar{x}	Rank
1	Chat and communication	4.00	2
2	Online learning	3.45	7
3	Searching information	3.98	3
4	Online buying	3.40	8
5	Online selling and promotion	2.84	10
6	Online payment	2.98	9
7	Follow up news	3.90	4
8	Navigation and map	3.60	5
9	Music and movies	4.02	1
10	Playing games	3.53	6

From Table I: The students used social networks for music and movies as a top usage followed by chat and communication, searching information, follow up news, navigation, playing games, online learning, online buying, paying and selling respectively. In business usage, online buying, online payment and online selling and promotion were at the lowest level ranked at number 8, 9, and 10 respectively.

**TABLE II
STUDENTS' ATTITUDE TOWARDS SOCIAL NETWORKS.**

Item	Attitude	\bar{x}	Level	Rank
1	Very useful tool	3.74	High	4
2	Learning and working tool	3.89	High	3
3	Technology help speed things up	4.23	High	1
4	Keeping private information	3.68	High	5
5	Huge knowledge resources	4.21	High	2
6	Learning concentration distraction	3.44	Moderate	7
7	Deception: money and people	3.29	Moderate	10
8	Accident due to carelessness	3.58	High	6
9	Sickness due to less exercises	3.39	Moderate	8
10	Unethical and unlawful acts	3.35	Moderate	9
	Avg. score	3.68	High	

From Table II: Students' attitude towards social networks was in overall at high level (3.68). The score on the top three items were: technology, help speed things up at 4.23 followed by huge knowledge resource at 4.21 and as learning and working tool at 3.89. The

lowest scores were Deception of money and people, unethical and unlawful acts and sickness due to less exercise.

TABLE III
STUDENTS' SATISFACTION WITH SOCIAL NETWORK APPLICATION
IN BUSINESS LEARNING ENHANCEMENT.

Item	Satisfaction	\bar{x}	Level	Rank
1	Delivery of learning contents	3.52	High	5
2	Delivery of supplementary contents	3.60	High	2
3	For sending messages to learners	3.85	High	1
4	For asking teacher questions	3.56	High	3
5	Teacher/learners relationship	3.55	High	4
6	For learning improvement	3.52	High	5
	Avg. score	3.60	High	

From Table III: Overall the students showed a high level of their satisfaction (3.60) with the social network application in learning enhancement. The top three advantages of the social network application were as follows; for sending message to learners (3.85), for delivery of supplementary learning contents (3.60) and for asking teacher questions (3.56).

As for rank of social network sites most of the students used LINE as the top social network service and Facebook as the second top followed by Twitter, Instagram, Skype, and others respectively.

V. CONCLUSION AND DISCUSSION

The research results revealed that most of the marketing students were female, 72.58%. Most of them, 45.16% spent more than 5 hours per day connect to social network sites. Students' usage of social network was for music and movies as their top activity followed by chat and communication and searching information. Online buying, online payment and online paying and selling things were at the lowest level ranked at number 8, 9 and 10 respectively.

Students' attitude towards social network in overall showed high attitude level (3.68). The average score on the top was technology help speed things up (4.23).

Students' satisfaction with social network application in learning enhancement, in overall was found at high level. The highest satisfaction level was for sending message to learners (3.85). Rank of social network

services, LINE was their top social network service and Facebook as the second.

In conclusion, most students spent much time, more than 5 hours daily, on social networks. The students mainly connected for entertaining, chat and communication and searching information. They seemed to apply online business i.e. online buying, online payment and online selling and promotion at the lowest level among the other activities.

VI. DISCUSSION

The research results revealed that behaviors of the marketing students of Kasetsart University were similar with that of Chiangmai University students, (Kamonnut Tochinda, 2013) in time connecting to social network at mostly more than 5 hours compared with Chiangmai's more than 4 hours per day. Their top activities were also similar: chat and communication followed by entertainment (music and movies). Chiangmai students used Facebook as the top social service provider while Kasetsart used LINE as number one and Facebook number 2. These findings tend to be consistent with the profiles of Johnson & Wales University students where 45% admitted spending 6-8 hours and 23% more than 8 hours per day checking social media sites (Wang Qingya, Chen Wei, Liang Yu, 2011).

Waqas Tariq, Madiha Mehboob, M. Asfandyar Khan and Fasee Ullah (2012) studied the Impact of Social Media and Social Networks on Education and Students of Pakistan and concluded that the social

networking websites like LinkedIn, Facebook, Twitter and Orkut are continuously distracting students from their studies. In contrast, Gitanjali Kalia (2013), in his research titled "Social media, an Innovative Educational Tool" stated that our education system needs change and social media should be widely utilized for the educational purposes.

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(Arranged in the order of citation in the same fashion as the case of Footnotes.)

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