Expanding Opportunities For Leadership Development: Utilization Of Social Media By Early Career Women

Ayisha Maigah[1]*, Hamrila Abdul Latip[2]

[1]*Faculty of Economics and Business, Universiti Malaysia Sarawak 94300 Kota Samarahan Sarawak, Email: maigahayisha1@gmail.com
[2] Faculty of Economics and Business, Universiti Malaysia Sarawak 94300 Kota Samarahan Sarawak, Email: alhamrila@unimas.my

ARTICLE INFO	ABSTRACT
	The purpose of the study is to examine the influence of social media on career development and leadership ambition of early career women. Despite their growing numbers, women have historically entered the workforce in lower-status, lower-paying positions and have stayed concentrated in a small number of traditional careers. The study examines the ways social media usage influences the leadership potential and career development of women. To conduct a thorough and accurate investigation, the researchers decided to use a mixed method thus combining qualitative and quantitative paradigms. The quantitative design is to extract respondents' demographic information. The combination of quantitative and qualitative techniques is a promising way to overcome some challenges in the research. A structured interview protocol guide was used as the instrument to collect the qualitative data from twenty respondents but the information from ten (young women) respondents was used in this paper. The study found that there are a lot of trending issues on social media platforms that can be downloaded to reused for academic purposes for personal development. Moreover, it was discovered that the usage of social media raises expectations of the youth, their occupation, and educational ambitions, the need for gender empowerment, and socioeconomic status had an impact on career aspirations. It further found that social media usage and the use of perceived authority and situational determinants assist females in securing placement in leadership positions. Since the study sought to determine whether social media is having an impact on women's leadership ambition and career development, the findings may be used to rethink and plan their attitudes and behaviour when using social media. The findings may be used to make future decisions on capacity building in career and leadership development.

Keywords: Social media, barrier, leadership ambition, career aspirations, millennium. gender inequality |

Introduction

Social media is viewed as web-based activities that enable users to build semi-public or open profiles inside a closed system, find and connect to other users, browse and explore the list of connections made by other users, and connect with them. The need for more advanced mobile phones led to the Digital Millennium Copyright Act in response to worries about intellectual property sparked by the global Internet. As such, Theodor Vall's concept of "one policy, one system, universal service" brought more inventive rules aimed at linking all Americans to a single telephone network thus a brief history of social media (Obar & Wildman 2015). Social media is also a component of a range of online activities centered on the Web 2.0 platform, facilitating the product and disseminating user-generated content. For instance, social media platforms like Facebook, LinkedIn, Twitter, Instagram, and WhatsApp offer cutting-edge social interaction patterns of communication, some of which are neither directed nor reciprocated (Abbas, Aman, Nurunnabi & Bano, 2019). It becomes the means of communication where both young and old individuals use the available networks to empower, create, share, exchange, and remark among themselves. Moreover, it might be used to describe user-generated content produced as a result of online social engagement. Users can search for, read, and use information in user-

generated content, which also represents information behavior. Moreover, it plays a role in education as it helps individuals engage with their peers, teachers, and people in their social circles. In my opinion, social media affects people's lives and how much they use it contributes to beneficial results is inconsistent across various social groups. Bergner (2011) asserts that behavior is deliberate if the agent has a desire for an outcome, a belief that it will result in that outcome, an intention to carry it out, the ability to carry it out, and awareness while carrying it out.

While the gap of gender inequality is closing in some jurisdictions, the prevalence of gender disparities still seems to be high, particularly in developing countries. The diverse thoughts in the job market as a result of the emergence and growing women's labour force also seem to have changed the narratives following the advent of social media. According to Khoo (2014), the characteristics and behavior of social media users, younger users are more likely than older users to utilize social networking sites. Women are more likely than men to use social media more frequently to either promote business or strengthen networking. More women are embracing managerial positions in countries where gender inequality is closing making way for the gradual increase in the numbers of women in leadership roles. The accomplishment of these women generates a greater value of the leadership provided by women. Despite this development and the closing of the gender gap, women are still underrepresented in the workplace and positions of authority particularly in some developing countries. Women are still disadvantaged in promotion to leadership or executive positions in these societies. Such situations might be attributed to culture and traditional gender-based discrimination in the workplace. The male dominance existing in high leadership positions barricades the entrance of women in top leadership roles. The empirical evidence of the ability to lead is found not to be a preserve of any specific gender. It is suggested that women only need to be more strategic to overcome the biases to embolden themselves for the desired leadership roles (Foster 2017). The leadership channel for women in such environments differs as significant gender disparities are making it difficult, if not impossible, for women to function in leadership occupations. It is revealed that women's demonstration of leadership ability or capability like male counterparts is viewed as inefficient resulting in negative advancement in their careers (Rincón et al., 2017). Despite these obstacles in the career paths of women, they continue to pursue leadership professions countering the advantages enjoyed by their male counterparts. Chisholm-Burns et al. (2017) opined women can secure high leadership positions due to their personal development strategies and the urge to address the glass ceiling dynamics continuously impacting their pursuit of senior managerial roles. Attempts have been made by researchers to explain career development and its relationship with gender identity in the career selection process among females.

The twenty-first century has witnessed the participation and an increasing need for the participation of women in paid jobs considering the significant alteration in the global labour market. The researcher thinks the empowerment of women is currently a burning issue globally as their contribution to socioeconomic growth and development continuously gains global recognition. According to behaviour theories, young girls use social media to preserve relationships, but young boys use it more to make new contacts making addition possible (Muscanell & Guadagno, 2012). As such, the inclusion of women in leadership positions is important given the increasing number of skillful female workforce as they attain higher education. However, most of the women working in institutions in Ghana faced a lot of challenges in managing social and work life thus performing their organizational tasks as expected and running the family obligations as defined by cultural norms (Sanda, & Sackey, 2010). In discharging traditional roles as a wife or a mother, the obligations on women as determined by norms have been institutionalized in a way that women find it difficult to maneuver appropriately which affects their career advancement. In support of this assertion, it is found that traditional roles for women as housekeepers, wives, or mothers are disruptive as far as progression and career lives are concerned (Akpebu, & Van der 2019). Not only empowerment but also the changes in the economic and industrial structures can be attributed to the emergence of communication and information technologies. According to Domenico and Jones (2006), conventional female careers include but are not limited to auxiliary administrative staff, clerical positions or jobs, sales services, nursing and teaching as well as social work reflecting on societal stereotypical career paths for males and females. These careers are enforced with factors like cultural and social influences, lack of knowledge of the non-traditional domain, the unwelcoming posture of men-oriented career fields, discriminatory career paths, and the absence of women seniority in most positions. Invariably, there seems to be a growing recognition of women's contribution to socioeconomic development through social networking in the social media. This increasingly makes issues of women regarding career progression and participation in leadership roles the subject of interest at both national and international stages.

Social networking services, which debuted less than ten years ago, have drawn a lot of users, particularly young people. While engaging in social networking in person is feasible, it is more prevalent online, particularly in businesses, colleges, and high schools where some of the youth use it to enhance the quality of their lives. The main benefits of using social media and online social networking sites are to make new acquaintances, maintain existing connections and social networks, and refresh one's image (Zwart, Lindsay, Henderson & Phillips, 2011; Raju et al., 2015). It might become a center for training young people to discuss career paths and leadership roles among peers. Students who consider a deviant to be a friend are more likely to be influenced by them on social media. Social media friendships have the potential to lead to social behaviour that enhances leadership responsibilities and eventual career development. Teenagers in general and students use social media to connect with friends, share knowledge, redefine their identities, and start their social lives. Al-

Dheleai and Tasir (2017) conducted a study on the relationship between Facebook use among students for interaction and academic performance. The findings of this study show that Facebook contact among students and academic performance is positively and significantly correlated. Using social media, a student can ask questions, share knowledge, and interact with others when they are having difficulties with their studies or assignment preparation. Lack of comprehension of the effects and adoption of social media in Ghana, particularly among women's leadership participation and career development, is a significant shortcoming in the present literature. Yoo and Gretzel (2010) argue that personality has been demonstrated to play a significant role in a wide range of human behaviors and decisions. It is crucial to investigate the effects of social media on young women's leadership ambition and their career development in Ghana. Therefore, this study was designed to examine the ways social media usage influences the leadership development of early career women.

Methodology
The research approach employed for the investigation will be described in this part. Research methodology is the general plan or approach that aids in achieving the intended aims and objectives of the study. The study design, technique, data collection instrument, population and sampling, data collection methods, and data analysis are all included in the research methodology.

Research Design
To conduct a thorough and accurate investigation, the researcher decided to use a mixed method. The two major groups that research designs fall within are the quantitative and qualitative research design categories. Data collecting used a mixed technique approach that combined qualitative and quantitative paradigms. The quantitative design is to extract respondents' demographic information.

This research also used a qualitative methodology for its research design. For analysing characteristics like human behaviour, tastes, and thinking, it is most frequently employed. This is significant because not all phenomena can be quantified by entering them into predetermined mathematical formulas. This sort of study design includes, for example, case studies, surveys, and interviews. This study examines the effects of social media on career development and leadership ambition of early career women. Human behaviour is extremely unpredictable, varies widely, and cannot be determined mathematically. Akubugwo, Ijeoma, and Burke (2013) claim that combining a quantitative and qualitative technique is a promising way to overcome some challenges in educational research and carry out a thorough and accurate investigation.

Procedure and Instrument of Data Collection
A structured interview protocol guide was used as the instrument in this study to collect qualitative data from the respondents. The interview protocol guide was put into sections. Section A was on the demographic profile of respondents, thus' personal details like age, educational background, and occupation. Section B on ways the usage of social media influences respondents' leadership ambition and career development.

To collect qualitative data, 10 females (5 students and 5 non-students) from the same population were randomly selected and interviewed. The example of questions asked to the ten students were mostly about participation in leadership roles and the effects of the usage of social media on their career development and leadership ambition. The data from the interview session is described in the findings section. In summary, the instrument used to collect the data is the interview protocol.

Population and Sampling
Five undergraduate local students and five non-students in the Tamale Metropolis were picked at random from the youth population who have accounts on any of the social media platforms, particularly Facebook and WhatsApp. This is a precaution to make sure that the research had adequate information to accomplish its goals. The interview was conducted with 5 students and 5 non-students using the same questions except item number 3 under demographic information which was meant for only the student population.

Ethical Concern
One of the study's ethical concerns is the potential for some of the respondents to have been the victims of online bullying, in which case the interview guide may have made it difficult for them to reply to the questions. The researcher included contact information in the form of a contact number in case any respondents wanted to contact the researcher about any aspect of the questions to address any unknown concerns of harm this study may cause the respondents. The completed interviews were kept in a secure location, and all digitally recorded data, including the USB key and the laptop used, was password protected to protect the identity of the participants.

Theoretical Perspective
The theoretical perspective of the study intends to interpret women's career development through social media utilization.

Career Construction Theory CCP
The heterogeneity of careers seems to have led to alterations in jobs and institutional layout, the demographic profile of workers, economic and social factors like gender norms, and men as leaders of those norms. To understand the relationship between social media and early career or work-related outcomes, theoretical models are required. The Career Construction Theory describes how people build and rebuild their careers by focusing on the things that most motivate them (Savickas 2013). Utilizing the idea of Career Construction Theory, this research investigated the correlation between social media usage and early work engagement in connection to career advancement. Individuals need to define what work means to them during such changes to be able to adapt and maneuver through the challenges and career complexities (Rudolph, Zacher, & Hirschi, 2019; Akkermans & Tims, 2017). For this purpose, Career Construction Theory CCP propositions explain the individuals' vocational actions and inactions in the process. The proposition of the CCP is on the interpretation of process and thrashing out meaning from what they do and the reasons behind such action from the interpretive perspective (Savickas, 2005). This theoretical perspective explores how individuals make choices the rationale behind the choice of professions or careers and how social media enhances that. CCP offers career counselors an understanding in social media of how and why individuals make certain vocational choices and what constitutes successful career life in various fields of endeavours (Rudolph et al., 2019; Taylor, Siegele, Smith, & Hardin, 2018; Zacher, Rudolph, Todorovic, & Ammann, 2018). The researcher thinks that career advancement viewed as a process of adaption may only be a success when there is a clear combination of personal needs with societal anticipation. Considering that the foundation of CCT is the idea that social environment adaptation drives human growth and aims to integrate people into their surroundings (Savickas & Porfeli, 2012). As such, access to information that is crucial is readily available in the social media which women can tap to meet their developmental needs.

As a grand theory, CCP takes after perspectives that delve into developmental, differential, and dynamic in explaining individual vocational behaviour and the individuals' assimilation of self-concepts about work tasks in the career process (Rudolph et al., 2019; Savickas, 2013). CCT is concerned about the personality relative to vocation, individual actions, and how individuals' dispositions permit them to accept certain changes on a job, self-management, and how to handle work obligations in their career paths. To make CCT clearer, certain concepts like life themes, career adaption, and vocational personality are added to the perspective for better understanding (Hancock & Hums, 2016; Taylor, Siegele, Smith, & Hardin, 2018). According to Savickas (2005), the career paths of individuals are carved out of one's meaning, past and present experiences, and future expectations. In this context, the CCP provides an elaborate explanation of the process of adaptability and enterprising career advancement throughout the lifespan.

Literature Review
The phrase "social media" refers to a grouping of websites and programs like Facebook, Twitter, WhatsApp, LinkedIn, or YouTube that allow users to connect and share information and stay informed about events (Ali, Iqbal & Iqbal, 2016). Social media has both beneficial and harmful effects on the lives of young people (Ali et al., 2016). The literature review offered the findings of earlier research on the subject and focused on the terms "social media" and the number of times people spent on social media, the influence of social media on empowerment, and the effects of social media on young women's career development. It also provides information on Media.

Social Media
Although the Internet and the World Wide Web have always been used to promote social networking, Obar and Wildman (2015) note that during the first decade of the new millennium, the emergence and quick spread of Web 2.0 features allowed for significant advancement in the social aspect of web usage. This made it possible for the first time to provide millions of Internet users with access to a variety of user-centric spaces that they could fill with user-generated content. It also provides a correspondingly diverse set of opportunities to connect these spaces to create virtual social networks. Besides, the decreasing cost of internet data storage made this practical.
It was stated by Obar and Wildman (2015) that they categorized the notion of social media into four groups. Social media services are currently Web 2.0 Internet-based apps, according to the first definition of social media. Because Web 2.0 applications have made the Internet more interactive, they have altered how we engage with the online environment and the other users we connect with through it. Since more than a decade ago, Web 2.0 has served as a platform for both content creation and publication. It also allows users to "continuously modify the material in a participatory and collaborative fashion" (Kaplan & Haenlein, 2010). Obar and Wildman (2015) User-generated content is the lifeblood of social media, according to the second definition. The user-generated content that drives social media sites across the Internet and increasingly ties us together includes the personal information that users enter into their Facebook or other social media profiles, the network links that are created by "friending," the videos uploaded to YouTube, the tweets shared on Twitter, the blog entries just read, the images added to Instagram and an endless array of other user-generated decisions. The creation of user-specific profiles for a website or app that is created and maintained by a social media service is another definition of social media that people, and groups can use. Although the

options for identifying oneself and the types of identifying information required to vary significantly from service to service, they frequently include the ability to create a username, provide contact information, and upload a picture. The final definition of social media is that through linking a profile with that of other people or groups, social media services enable the formation of social networks online. networks, suggesting that it is not appropriate to recognize the distinctively social nature of online communication technology.

Career Development

Career may be a sequence lifestyle considering work or casual activities which could include positions held in life journey, the kind of paid jobs or occupation as well as movement from one level of authority or power to another in the entire lifetime. Recent studies showed that women now occupy leadership positions in corporate America than in the past century (Catalyst.org, 2019; Dennis, 2021). The ability of women to attain their full potential has increased now than ever following the reduction in gender biases, decrease in female career advancement bottlenecks, increase in female enrolment and progression in education, and increasing numbers of women in leadership positions among others. Even though women working outside the home can be traced to the period before the Industrial Revolution. Historically, women in preindustrial societies used to help the husband maintain the family as well as serve as business partners even though without pay. As such, women were considered as homemakers and were expected to care for the husband and children which has changed significantly as time passes. However, for fear of losing the traditional values of submissiveness women were discouraged from entering the workforce.

The venture of women into the workforce was not viewed favourably and therefore witnessed strong opposition from some societies. And those who were bold enough to begin to experience work life were regarded as temporary workers. As time went on, women began to work outside the home at a slow pace as clerical and domestic workers. The mid-nineteenth century witnessed women entering professions like clerical jobs, nursing, and teaching which were deemed appropriate for unmarried women. The number of women working outside began to rise at the onset of the Second World War as that period witnessed a rapid increase in female labour participation. The women occupied skilled demanding jobs and positions that were previously not available to them.

Organizations can meet their strategic targets through project management where the leadership is supposed to meet the demands as career paths turn difficult. Maronga (2013) is of the view that the success of a career might be affected when career development is dependent on varying job responsibilities or duties

Career Development Among Women

There is a sharp advancement in the functions of women in careers despite the challenges faced in Ghana and elsewhere. The upsurge of women at the entry point and the middle management positions may also be due to the advocacy of gender activists, changes in the policy direction of the political systems, and equal opportunities at the corporate levels. In this regard, women are seen to be more adventurists now than ever in pursuit of professional careers due to their built capacities. However, most fields women face challenges in various parts of the world including managers in the Indian banking sector, the female labour force in Malaysia, females in Australian accounting institutions, medical school female faculty members, and sports divisions in the USA some few examples (Rath et al., 2015; Subramanian et al., 2016; Adapa et al., 2015; Hancock and Hums, 2016). That is not to say all is well, the researcher opines that there are still women at the lower status in the workforce receiving lower wages. Some of them might also be limited to power-structured conventional jobs which hinders their career development. In addressing the issue of women's empowerment, goal three of the UN Sustainable Development Goal SDGs 2016 – 2030 encourage the advancement of gender equality and women's empowerment to eradicate gender disparity in all the major spheres of life.

Women and Leadership Positions

The pressure points in most institutions imparting negatively is inequality between the genders in higher positions depriving the merits of diversity in gender in terms of leadership. The promotion of gender diversity addresses factors that justify the limited presence of females in leadership positions and that those who engaged in college mentorship programs tend to pursue higher leadership positions (Windscheid et al., 2017; Hernandez et al., 2017) women in top management team). This could be attributed to the insufficient understanding of the lived experience of women occupying leadership positions in the various sectors of the economy. The equally missing is knowledge on how women manoeuvre through the gendered barriers that impede their advancement in the pursuit of leadership professions. With these gender-structured economies, it is common knowledge that male than female continue to occupy high-paying roles which suggest that wage disparities can be attributed to unequal career opportunities. It is revealed that women are faced with multiple challenges to build their capacities in terms of skill acquisition to improve career advancement opportunities (Jeong & Harrison, 2017).

Results and Analysis
This part concentrated on the findings divided into sections. Section One deals with the respondents' demographic data, and Section Two with the influence of social media on the lives of early-career women.
The researcher was able to interview females who were at the start point of their careers with some leadership responsibilities or about to start a career. The youngest of the respondents is 20 years old and the oldest 36 thus one respondent is from the students and one from the non-students. All the respondents were on further studies thus on the top-up program and are therefore identified by the researcher as student nurses or student teachers. They already identified or aligned themselves to those professions as their occupations as shown in the table below.
Demographic profile of respondents

No	Names	Age	Education	occupation
	RESPONDENTS			
1	Izzy	34	Nurses Training College	Nurse
2	Doore	34	College of Education	Teacher
3	Bark	34	College of Education	Teacher
4	Juyal	28	Nurses Training College	Nurse
5	Nanfa	25	College of Education	Teacher
6	Afya	26	Distance Education	Teacher
7	May	21	Vocational School	Hairdresser (Mistress)
8	Niha	20	Community Health College	Hygiene officer
9	Surey	31	School for Life	Teacher
10	Moni	26	Vocational School	Hairdresser (Mistress)

Source: Researcher's fieldwork 2023

The themes that emerged from the interview responses include leadership responsibilities, trending issues on social development, academic purposes for development, women empowerment, and high youth expectations.

Leadership Responsibilities
Social media is found to create supportive conditions for upcoming female leaders and trainees to gain the necessary skills considered key steps in the development of their leadership abilities. The study revealed that social media create environments that are supportive of emerging women leaders in the early phases of their careers. This might be strengthened by institutional support is also highly necessary. By implication, social media is a key avenue for the development of leadership which is the creation of supportive environments where aspiring female leaders and trainees learn critical skills. On certain platforms in social media, specialized training is offered to the members for empowerment. It may provide supportive conditions for early career women to pursue their ambitions assisted by online mentors or counselors is also imperative.

Trending Issues on Social Development
The trends of response about the usage of social media networking were summed up based on leadership ambition and career paths. Building networks in social media opens opportunities to join programmes that include working groups, networking events, and a seminar series. Thus, assists women who are in training or in the early phases of their professions.
Social media makes it possible for people with a common interest to come together on platforms for deliberations of issues at a reasonable cost and convenience. The flexibility and convenience of the various social media platforms make businesses and careers flourish beyond imagination. Based on the trending issues help to improve people's skills and professions, especially education, and trade, regarding fashion and design impacting positively on their lives. 6 shared an interesting opinion with the researcher that:
It's fun but if you are not careful you end up living people lives thinking you are living yours. And if you are not very careful too you can make a wrong decision, like buying the wrong thing online or being a fraud. I use TickTok for information about trending issues.
It is revealed that social media facilitates the sharing of difficulties and ideas for solutions among early-career females as they join virtual working groups in any specific discipline or social or economic issue.

Academic Purposes for Development.
There are a lot of trending issues on social media platforms that can be downloaded to reused for academic purposes. For instance, information about all kinds of academic disciplines is shared with the masses in local, national, and international communities. Most of the platforms are flexible with different kinds of activities that are educative in nature. The general public can be tagged or tag others with important information either concerning them or other communities. For instance, one of the respondents indicated that:
Facebook for trending issues is shared with the masses, locally, nationally, and internationally Community I download tutorial videos from YouTube to watch.

Formal mechanisms like mentors and academic advisers are incorporated into social media in most academic programs. Finding mentors becomes more challenging for early career professionals when they enter non-academic environments because of the weakening of the support system. Women professionals can develop their careers via online engagement or email. Early career women are connected through social networks within digital platforms like Facebook and LinkedIn where opportunities abound.

Almost all social media platforms serve as educational tools for both teaching and learning making learning fun and interesting. One of the students revealed that:

I used WhatsApp to monitor my school or course platform to be able to have access to information since most of the information is shared on WhatsApp groups. I use YouTube to learn especially some of the challenges I have in other courses and for information about the topics I'm searching on I also used YouTube to learn skill works such as beading and other things etc. I download tutorials from YouTube

It has been discovered that most women use smartphones several times a day for social media activities like reading online daily news and other academic materials. Career development through online network platforms has been demonstrated to contribute greatly to early career women's perceived values and their perspectives of contemporary issues. These women could be left out of opportunities through online networks when their social media usage is limited or curtailed.

Women empowerment

The main objectives of users are to seek jobs or other opportunities like surfing for sponsors, mentors, or motivators. The study suggests that women have taken advantage of the network opportunities in social media. It is crucial to note that as mentoring plays a crucial role in offering early career women direction and support, sponsorship can have a significant and career-defining impact. Women are likely to get sponsors or advocates who actively promote high exposure, and possibilities for career progression, such as leadership roles, invitation panels, and awards. This research indicates the immense social and economic benefits of the establishment and maintenance of professional networks and women's usage of online direct communication platforms. Research findings revealed that women's perceptions and usage of social media platforms for building social capital are not restricted as compared to their activities in the traditional setup in which roles are defined. Respondents added that one just needs to have an active smartphone and internet. The respondents confirm being active users of Facebook and WhatsApp. Women use social media professionally even though most of their network ties are centered on friends and family. For example, it is found that Facebook, WhatsApp, and LinkedIn offer users value by linking them to other professionals providing leadership skills.

High Youth Expectations

This is eloquently shown in the creation and utilization of social media platforms like women's networks, which offer information on growth prospects like networking events, employment chances, and mentoring that are essential for advancement in both academic and non-academic careers. Furthermore, the availability of virtual leadership seminars for women offers priceless chances for women to learn from one another, especially from peers and more seasoned female leaders. These changes could give women a platform to develop support networks and alliances with other women to spur organizational change.

Giving advice and assistance to women in their early careers through mentoring is essential. Some advocates promote women in social media by actively offering high exposure such as invitation panels, awards, and leadership involvement that are possibilities for career growth. The results of this research demonstrate the necessity of elevating voices and purposefully increasing the visibility of early-career female students and less experienced colleagues. This plays a crucial role in fostering self-assurance in the youth who are putting in the effort and benefiting from the changes and trending issues in social media.

Discussion

Individual, communal, and institutional wealth could all be enhanced through social media by empowering women and utilizing their leadership potential. Given that females have equal access to connections through social media, it may be important for them to have a large network of mentors, sponsors, and role models who are also of the same gender (Lewis, Fane, Ingraham, Khan, Mills, Pitt... & Pollart, 2018). Besides, women in similar fields can relate to each other and establish online contacts that may result in joint employment and leadership roles. Women still suffer unfair inequities in global leadership roles and barriers to their professional advancement despite efforts to promote gender equality. According to recent research, the social services sector offers women the fastest-growing job opportunities globally (Harrison, Tran, Pena, Iyengar, Abubakar, Hoernke... & Weinberg, 2022). Women need to find males who are inclusive of all genders online and build relationships with them to support the development of leaders (Lewis et al., 2018). Most leadership positions are held by men in most societies today. Women and men can strengthen their relationships by joining social media groups on platforms like Facebook chats and WhatsApp groups, as well as by using other educational resources (Lewis et al., 2018).

Quite apart, the creation of advocacy campaigns in social media and the implementation of laws that will enable more women to hold successful leadership positions depend heavily on online information processing. For

instance, many things, including a lack of mentorship, gender bias, a mismatch between work and family obligations, and power imbalances in the workplace, can hinder women's ability to advance in their careers is available through the media (Harrison et al., 2022; Moyer et al., 2018; Lundine et al., 2018). Educators utilize social media to share and educate others about scientific research, professional skills, and other topics. They can also create original content or repost something they find already online (Titanji et al., 2022). They might be at any point in their profession and impart knowledge to others by using their knowledge. To promote groups or programs, the advocate uses social media. Speak with people in leadership positions whose policies affect the target community specifically to advocate for those populations. Using social media, the mentor helps others by offering counsel and direction. This individual might gain in return by being a mentee to others. Through distant networking, mentorship relationships can be made, giving people access to counsel from people outside of their immediate social circle and a more comprehensive perspective from others who may have experienced similar things in different contexts. The "networker" meets people on all spectrums through social media and uses this to further their careers (Titanji et al., 2022). Depending on how active they are on social media, the networker can get invited to speak and collaborate.

With the use of social media, women who are still enrolled in school can create networks of personal learning that connect them and promote informal learning. According to Lewis et al. (2018), instructors can utilize these platforms as innovative and approachable alternatives to standard programs for career and leadership development. Conference materials are made available to interested parties to promote the communication skills required for enhancing leadership. This allows them to follow the agenda and participate in the conversation even if they are unable to physically attend (Lewis et al., 2018). Social media platforms are extensively utilized for fostering connections between individuals from diverse backgrounds, such as national origin, occupation, racial or ethnic background, sexual orientation, gender identity, age, or level of education. Due to a deficiency of female representation, groups who have been disadvantaged or traditionally excluded from decision-making processes may not have formal mentors or sponsors. Professional networking outside established methods can be made possible by using social media to build these connections through deconstructed hierarchies (Titanji et al., 2022). Due to the persistence of hierarchies, networking opportunities such as sponsorship and speaking engagements, publishing partnerships, and committee work are hindered, and professional progression and promotion are not possible. Virtual attendance at seminars and conferences was significantly less expensive than in-person attendance, in addition to being easy to join. Most people thought that social media would teach them just as much if not more, than in-person training after the introduction of these platforms (Lewis et al., 2018). Social media provides a forum for women to interact and encourage one another, especially those who might not otherwise have access to female role models. For the benefit of both literate and illiterate women, building connections with students, locals, business associates, and other people can be inspiring, helpful in promoting events and organizations, and potentially lead to employment opportunities (Lewis et al., 2018).

According to Lewis et al. (2018), respondents in other subjects, like trade and craft, have also realized the value of social media, where a diverse range of mentors and peers are available to provide feedback and support them in succeeding in their businesses, organizations, institutions, and as individuals. Per Lewis et al. (2018), the respondents indicated favourable experiences with social media use, including a way to interact and communicate as well as a propensity for personal growth. Using social media to engage with potential sponsors can provide you with direct access to them, cutting out the middleman. Developing the connections made on social media can pay off in the form of recognition, committee memberships, speaking engagements, promotions, and leadership chances, even though the sponsorship may start as mentoring or collaboration (Titanji et al., 2022). By fostering mutual professional growth, these virtual communities enable members to be genuine, discover their voices, and share opinions in a microcosm. Structures called hierarchies are ingrained in society and have the power to affect and maintain disparities in leadership roles and educational attainment. Additionally, social media can give students the chance to see examples of how to combine their desired online presence with a career path in real life (Titanji et al., 2022; Chandra, Watson, & Han, 2020). One advantage of social media mentoring is that the relationship can take many different shapes. For some people, it may be a deeper, more consistent connection. For others, it is a brief mentoring conversation to receive career or training guidance (Lewis et al., 2018). For instance, women are notably underrepresented in jobs in mathematics and science, although this is an essential career path to meet the needs of marginalized communities (Titanji et al., 2022). Access to the sector is restricted through traditional mentoring, however mentoring on social media provides easier access.

Online mentorship connections are typically reciprocal, with mentors supporting mentees and vice versa (Dorner, Misic, & Rymarenko, 2021). For instance, using social media sites like Facebook to identify mentors in addition to the conventional mentoring programs offered by an individual's school (Zheng, Mulligan, & Scott, 2021). Finding same-gender mentors can be extremely helpful for women in industries where they are historically underrepresented. It offers a larger network of possible sponsors and mentors (Corsini, Luc, & Antonoff, 2021; Luc, Stamp, & Antonoff, 2018; Titanji et al., 2022). Those in positions of authority, such as directors of residency programs, prospective employers, and educators from around the world, have increased access to social media platforms like Facebook and Instagram because location is no longer a barrier (Shah, Nguyen, Heitkamp, Patel, & Gupta, 2021). The viewpoints of those at other institutions can be helpful for female students and those interested in a specialization for which their school does not have a home program.

Users of social media are surprisingly open about their personal lives and opinions outside of academics, often sharing insights into their identities (Titanji et al., 2022). Mentors become more recognizable and personable when they divulge more personal information about themselves.

Conclusion

To successfully address the needs of the community at large, it is imperative that women, particularly those in their early careers, are empowered to pursue and succeed in leadership positions. Families, communities, and welfare systems cannot function well without women. Although they are disproportionately represented in leadership roles, their knowledge, life experiences, and perspectives are priceless. From the above discussion, it can be concluded that most of the students and non-students used Facebook and WhatsApp for more than half an hour. The theory used in this research indicates that the more a person becomes dependent on social media to fulfil their needs, the more important the media is for them. It is common to note in social media that both institutional and individual barriers to women's leadership appear in many countries and contexts. At every step of a woman's career, she may encounter gender bias, disparities in power in the workplace, a lack of mentorship, and an imbalance between work and family responsibilities. The use of online methods for career development was on how to communicate about career issues using social media tools like phone, text message, Facebook, and LinkedIn. Facebook and WhatsApp were the common tools that early career women used very often.

References

1. Abbas, J., Aman, J., Nurunnabi, M., & Bano, S. (2019). The impact of social media on learning behavior for sustainable education: Evidence of students from selected universities in Pakistan
2. Akubugwo, Ijeoma & Burke, M. (2013). Influence of social media on social behaviour of post graduate students: A case study of Salford University, United Kingdom. Journal of Research & Method in Education, 3(6), 39-43.
3. Al-Dheleai, Y. M., & Tasir, Z. (2017). Using Facebook for the purpose of students' interaction and its correlation with students' academic performance. The Turkish Online Journal of Educational Technology, 6(4).
4. Ali, A., Iqbal, A., Iqbal, K. (2016). Effects of social media on youth: A case study in University of Sargodha. International Journal of Advanced Research, 4(11), 369-372.
5. Bergner, R. M. (2011). What is behavior? And so what?. New Ideas in Psychology, 29, 147-155.
6. Chandra, N. V., Watson, K. E., & Han, J. K. (2020). If you can't see it, you can't be it: mentorship for female internal medicine residents. Case Reports, 2(5), 840-842.
7. Corsini, E. M., Luc, J. G., & Antonoff, M. B. (2021). Women in thoracic surgery: social media and the value of mentorship. Journal of Thoracic Disease, 13(1), 464.
8. Dorner, H., Misic, G., & Rymarenko, M. (2021). Online mentoring for academic practice: strategies, implications, and innovations. Annals of the New York Academy of Sciences, 1483(1), 98-111.
9. Harrison, M., Tran, D. N., Pena, A., Iyengar, S., Abubakar, A. A., Hoernke, K., ... & Weinberg, J. L. (2022). Strategies to improve women's leadership preparation for early career global health professionals: suggestions from two working groups. Annals of global health, 88(1).
10. Kaplan, A. M. & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. Business Horizons, 53(1), 59-68.
11. Khoo, C. S. G. (2014). Issues in information behaviour on social media. Ibres, 24(2), 75-96.
12. Lewis, J. D., Fane, K. E., Ingraham, A. M., Khan, A., Mills, A. M., Pitt, S. C., ... & Pollart, S. M. (2018). Expanding opportunities for professional development: utilization of Twitter by early career women in academic medicine and science. JMIR medical education, 4(2), e11140.
13. Lewis, J. D., Fane, K. E., Ingraham, A. M., Khan, A., Mills, A. M., Pitt, S. C., ... & Pollart, S. M. (2018). Expanding opportunities for professional development: utilization of Twitter by early career women in academic medicine and science. JMIR medical education, 4(2), e11140.
14. Luc, J. G., Stamp, N. L., & Antonoff, M. B. (2018). Social media in the mentorship and networking of physicians: important role for women in surgical specialties. The American Journal of Surgery, 215(4), 752-760.
15. Lundine, J., Bourgeault, I. L., Clark, J., Heidari, S., & Balabanova, D. (2018). The gendered system of academic publishing. The Lancet, 391(10132), 1754-1756.
16. Moyer, C. A., Abedini, N. C., Youngblood, J., Talib, Z., Jayaraman, T., Manzoor, M., ... & Barry, M. (2018). Advancing women leaders in global health: getting to solutions. Annals of Global Health, 84(4), 743.
17. Muscanell, N. L., & Guadagno, R. E. (2012). Make new friends or keep the old: Gender and personality differences in social networking use. Computers in Human Behavior, 28(1), 107-112).
18. Obar, J. A., & Wildman, S. (2015). Social media definition and the governance challenge: An introduction to the special issue. Telecommunications policy, 39(9), 745-750.
19. Raju, N. J., Valsaraj, D. B. P., & Noronha, D. J. (2015). Online social networking: Usage in adolescents. Journal of Education and Practice, 6(22).

20. Shah, N., Nguyen, J. K., Heitkamp, D. E., Patel, A. K., & Gupta, Y. (2021). Dear medical students: it's time to join the# Twitterverse. Journal of the American College of Radiology, 18(2), 309-311.
21. Titanji, B. K., Abdul-Mutakabbir, J. C., Christophers, B., Flores, L., Marcelin, J. R., & Swartz, T. H. (2022). Social media: flattening hierarchies for women and black, indigenous, people of color (BIPOC) to enter the room where it happens. Clinical Infectious Diseases, 74(Supplement_3), S222-S228.
22. Yoo, K. H., & Gretzel, U. (2010). Influence of personality on travel-related consumer-generated media creation. Computers in Human Behavior, 27(2), 609-621.
23. Zheng, D. X., Mulligan, K. M., & Scott, J. F. (2021). # DermTwitter and digital mentorship in the COVID-19 era. Journal of the American Academy of Dermatology, 85(1), e17.
24. Zwart, M. d., Lindsay, D., Henderson, M., & Phillips, M. (2011). Teenagers, Legal Risks and Social Networking Sites. Victoria: Monash University.