

Student Attitudes towards Using Social Media for Educational Purpose

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Abstract:

The present study focuses on the attitude of using social media for education purposes in Purulia district, West Bengal. The study conducted with the 300 higher level students in Purulia district, WB with the help of a self made questionnaire comprising 46 items having Cronbach Alpha value 0.77. ANOVA and 't' critical ratio were calculated on the basis the data collected through the tools. Result revealed that no significant difference exist in attitude towards using social media with regards to sex, residence and level of study. However, significant relationship exists between attitude of using social media and time spent for the use of social media.

Key words: Social media, Attitude, ANOVA, 't' test

INTRODUCTION

Communication technologies and social media, now-a -day are the rapidly growing concern among students to support their

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learning activities even in formal education (Conole, Laat, Dillon, and Darby, 2006; Gerlich, Browning & Westermann, 2010). Social media affects education, learning, learners, women empowerment (as well as daily life, relationships, and other aspects of our contemporary society at large (Siemens, 2008). It is a common concept which gained its position and popularity in our life as a recent consequence of Web 2.0 (Tiryakioglu, 2011). It has become more widespread through social interaction using Internet and Web based technologies. In other words, the concept of social media refers to platforms such as social networks, blogs, micro-blogs, and forums where self-generated contents of users are shared by the user like a publisher.

Knowledge of a student is not only dependent upon intelligence but also the information s/he adheres from various sources. Use of social media, while on one hand broadens scope of research, on the other hand may be proven to be too much time consuming and harmful. But primary concern is the real threat that social media sites may expose students to dangers such as cyber-bullying or sexual predators.

Use of social media created a new environment and change the ways on sharing information not just for educational settings for all individual and institutions (Mayfield, 2011). Even though the use of social media and networking has become a new trend, it has come as in the guise of one of the most significant communication tools among people.

REVIEW OF LITERATURE

Gender differences have been evident in the adoption and usage of technological advances throughout modern times (Horowitz & Mohun, 1998). Bimber (2000) cites significant gender differences in Internet access and use. About 50-percent of the "digital divide" between men and women on the Internet is fundamentally gender related. (Bimber, 2000). Hew & Wing

(2012) conducted a study to see motives around use of Facebook. They found that participant students use Facebook mainly for entertainment purposes i.e. for non-educational purposes. In another study, Hew (2011) found that Facebook as yet has very little use of educational purposes.

Zaidieh (2012) studied social networking in education where he expressed his opinions on social media sites as positive and useful tools if educators have the ability to control to fit in requirements of knowledge.

Social media changed the idea of communication, collaboration and interaction with others. We live in a complex, interconnected, global and networked world where information and communication is easily accessible and can be accessed instantly (Curran & Chatel, 2013; Greenhouse & Gleason, 2012; Morris, 2012). As a result, how we prepare teachers should include multimodal, networked practices that are already an integral part of the daily life of our teacher candidates (Curran & Chatel, 2013). Through conversations via social media, individual teachers contribute by offering strategies, which work in their classrooms. These suggestions are rejected or confirmed by other members of the chat or other social media gathering. Sharing suggestions, which the pre-teacher can implement, contemplate, and evaluate, that are tried and true is invaluable. Stein & Prewett (2009) explain how social media effects on social studies education.

In view of the above the Researchers tries to investigate the attitude of higher level students in using social media in their studies.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To find out the attitudes of Under Graduate and Post Graduate students in using social media to their study in Purulia district.

2. To analyze the attitudes of male and female students in using social media to their study in Purulia district.
3. To compare the attitudes of rural students and urban students in using social media to their study in Purulia district.
4. To study the interaction effect among gender and residence and level of study in using social media.
5. To study the relationship between the attitudes of using Social Media and spent time

HYPOTHESES OF THE STUDY

H₀1: There is no significant difference between the attitude of UG and PG students in using Social Media in the Purulia district

H₀2: There is no significant difference between the attitude of male and female students in using Social Media in Purulia district.

H₀3: There is no significant difference between the attitude of rural and urban students in using Social Media in the Purulia district.

H₀4: There is no significant first order interaction effect between gender and residence in using Social Media in the Purulia district.

H₀5: There is no significant first order interaction effect between gender and level of study in using Social Media in the Purulia district.

H₀6: There is no significant first order interaction effect between residence and level of study in using Social Media in the Purulia district.

H₀7: There is no significant second order interaction effect among gender, residence and level of study in using Social Media in the Purulia district.

H₀8. There is no significant relationship between the attitudes of using Social Media and spend time for the overall students

METHODOLOGY OF THE STUDY

Population

All the students of Under Graduate (UG) and Post Graduate (PG) students of Purulia district of West Bengal comprised the population of this study.

Sample and sampling

300 students at UG and PG level of Purulia district were taken as representative sample of the whole population. Stratified Random Sampling technique was followed for selecting the Colleges and University. The distribution of sample is as follows:

Table 1: Sample profile

	UG	PG	Total
Male	47	88	135
Female	94	71	165
Total	141	159	300

Tool development

An attitude scale (Likert type) was used for knowing the attitude of the students in using Social Media. Here, researchers prepared a self made questionnaire for this study. Total 46 questions present in the questionnaire. The scale was pre-tested with volunteer subjects prior to deployment in this study. The pre-test was used to check for any difficulties in comprehending the items, as well as the overall technicalities of the instrument. No substantial problems in wording or mechanics were recorded. An alpha = 0.77 was calculated, indicating the scale has strong internal reliability.

ANALYSIS AND INTERPRETATION

Descriptive statistics

Descriptive statistics help us to simply large amounts of data in a sensible way. Each descriptive statistics reduces lots of data into a simpler summary. Here we present our descriptive data (Table 2) in the form of Mean (M) and Standard Deviation (SD) along with 't' critical ratio for attitude scores in using social media .

Table 2: Presenting descriptive statistics including 't' critical ratio

Sl. No	Between	N		Mean		Standard Deviation		df	't' value
		n ₁	n ₂	M ₁	M ₂	σ ₁	σ ₂		
1	Male (n ₁) vs. Female (n ₂)	135	165	149.14	148.80	14.72	15.74	298	0.19
2	Rural (n ₁) vs. Urban (n ₂)	126	174	149.10	148.91	16.13	14.12	298	0.11
3	UG (n ₁) vs. PG (n ₂)	142	158	150.15	147.96	16.06	14.04	298	1.26

Inferential statistics

Inferential statistics plays a pivotal role in hypothesis testing where it is used to determine if a null hypothesis can be rejected or retained. For the present study we have constructed a two way (2 × 2 × 2) factorial design for the analysis of different variables (Table 3). Table 2 presents the 't' critical ratio which is also used to test different null hypotheses.

Table 3: Result of analysis of Two way ANOVA

Source	Sum Square	df	Mean Square	F
G : Gender (Male & Female)	6.590	1	6.590	0.029
R : Residence (Rural & Urban)	11.353	1	11.353	0.050
S : Level of study (UG & PG)	339.539	1	339.539	1.508
G × R : Gender × Residence	5.448	1	5.448	0.024

G × S : Gender × Level of study	657.280	1	657.280	2.920
R × S : Residence × Level of study	821.422	1	821.422	3.649
G× R× S : Gender × Residence × Level of study	74.222	1	74.222	0.330
Error : Within Treatments	65728.979	292	225.099	

Table 4: Presenting Co-efficient of co-relation between attitude towards using social media and spent time for different sectors

Groups	Pearson 'r' value
Boys	0.335
Girls	0.413
Rural	0.340
Urban	0.411
UG	0.462
PG	0.264
Overall	0.377

TESTING OF HYPOTHESES

Testing of H_0^1 :

From Table 3, F-ratio for level of study is found to be 1.508 which is not significant (df=1, 292). Moreover, Mean scores of students attitudes in using social media for UG and PG are 150.15 and 147.96 respectively. Calculated t – value is 1.26 between UG and PG students which is less than table value at 0.01 levels (Table 2). Thus, it is evident that, there is no significant difference between attitude of UG and PG students in using social media. Hence, null hypothesis H_0^1 is accepted.

Testing of H_0^2 :

F- ratio for gender is found to be 0.029 (Table 3) which is also not significant at df (1, 292). Table 2 indicates mean scores of students attitudes in using social media for male and female are 149.14 and 148.80 with SD 14.72 and 15.74 respectively.

Calculated t – value is 0.19 between male and female students which is less than table value at 0.01 levels. Thus, it is evident that, there is no significant difference between attitude of male and female students in using social media. Hence, null hypothesis H_0^2 is accepted.

Testing of H_0^3 :

From Table 3, F-ratio for residence is found to be 0.050 which is not significant (df=1, 292). Moreover, Mean scores of students attitudes in using social media for rural and urban are 149.10 and 148.91 respectively. Calculated t – value is 0.11 between rural and urban student which is less than table value at 0.01 levels (Table 2). Thus, it is evident that there is no significant difference between attitude of rural and urban students in using social media. Hence, null hypothesis H_0^3 is accepted.

Testing of H_0^4 :

Two independent variables interact if the effect of one of the variables differs depending on the level of the other variable. In this study, three independent variables namely gender, residence and level of study are considered. So we have to examine whether there is any interaction is present or not. From Table 3 it is notice that gender and residence does not interact (F = 0.024 at df 1, 292) with each other at 0.01 level of significance. In the light of above finding H_0^4 is accepted.

Testing of H_0^5 :

The interaction between gender and level of study on the attitude towards using social media is not significant as revealed by F- value which is 2.92 (Table 3). So, H_0^5 is accepted.

Testing of H_0^6 :

The interaction between residence and level of study on the attitude towards using social media is also not significant as

indicated by F- value which is 3.69 (Table 3). So, H_0^6 is accepted.

Testing of H_0^7 :

The F-ratio for 2nd order interaction among gender, residence and level of study on the attitude towards using social media is found to be 0.330 which is also not significant at $df = 1.292$ (Table 3). So, H_0^7 is accepted.

Testing of H_0^8 :

It is observed from Table 4 that coefficient of correlation between attitude towards using social media and spent time for all student is 0.377 which is higher than that of table value ($r = 0.148$ at 0.01 level, $df = 300$). So, it is significant at 0.01 level. From Table 4, it is also observed that attitude of using social media has a positive relationship for all the groups. In the light of the above finding, H_0^8 is rejected. Hence, there is a significant relationship exist between attitude towards using social media and time spent for the use social media.

DISCUSSIONS

From the findings it is observed that attitude of using social media does not depends on gender, residence where the student reside and level of study. Gefen and Straub (1997), Gerlich et. al. (2011) established that attitude of using social media does not depends on gender which supports the finding of our study. The reasons for this finding could be explained by the possibility that both male and female belongs to 18-25 age group who are main common users, are tech-savvy irrespective of their gender and residence as well as their level of study. They are also dominant users of social networks. As the attitude towards of using social media is found to be high so it is expected the students will spent more time on Facebook,

twitter, Whatsapp etc. The findings of our study also support this point.

CONCLUSION

Social networks have millions of users whose numbers increase rapidly. It has affected the modern society positively and has changed some of people's habits. Effective use of features and opportunities of social networks supports instructors' empowering of the educational process with active learning, creativity, problem-solving, cooperation, and multifaceted interactions as well as students' using and improving their academic performance, inquiry, and alternative thinking.

In the modern information age, information is the key to the success in every field and in a way it is crucial for students to be updated about every aspects of this era. In this research it was found that male students and the female students are not significantly different when it comes to using social media for their educational purposes. Also their attitude and time spent on these sites are moderately correlated to each other. Thus, the researchers hope that this study will help the teacher as well as the students to benefit more in educational purposes by using social media properly.

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