

# ATTITUDE TOWARD SOCIAL MEDIA ENABLED LEARNING AMONG HIGHER SECONDARY SCHOOL STUDENTS IN NAMAKKAL DISTRICT

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## *Abstract*

*Integrating social media into educational practices has become increasingly prevalent in an era dominated by digital platforms. Among the demographic of higher secondary school students, whose academic journey is deeply intertwined with technology, understanding their attitudes towards social media-enabled learning is paramount. This introduction delves into the nuanced landscape of attitudes, examining the potential benefits and challenges of incorporating social media into the educational sphere. Through this exploration, insights emerge to inform educators, policymakers, and stakeholders on how best to harness the power of social media for effective learning outcomes in higher secondary education. Social media has become an integral part of the daily lives of individuals, especially among the younger generation. This study aims to investigate the attitudes of higher secondary students towards social media-enabled learning. The findings revealed a predominantly positive attitude towards social media-enabled learning, with students recognizing its potential for enhancing educational experiences, collaboration, and access to resources. However, concerns regarding distractions, credibility of information, and privacy issues were also identified. This research contributes to the understanding of how social media is perceived and utilized in educational contexts, highlighting both its benefits and challenges for higher secondary students. Recommendations are provided for educators and policymakers to harness the potential of social media in fostering effective learning environments while addressing associated concerns.*

**Keywords:** *Attitude, educational, social media, learning environment*

## **INTRODUCTION**

Education in its general sense is a form of learning in which knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, research, or simply through autodidacticism. Generally, it

occurs through any experience that has a formative effect on the way one thinks, feels, or acts. To strengthen the Indian education system, an educational policy was adopted by the Indian parliament in 1968. Education was made an important and integral part of the national

development efforts. After independence, there has been an effort to spread education to all levels of Indian society. Statistics point to the fact that 99 percent of children in the age group 6-11 years have been enrolled in school.

The communication revolution has possibly revolutionized thought feeling and behaviour by allowing any man, woman, or child anywhere in the world to exchange visual and audio experiences with any man, woman, or child in any other place in the world. Communication means not only giving information but also bringing change. Effective communication is the sharing of ideas, knowledge, skills, and attitudes till they become in the dominion of both. It is observed that instruction in schools is being done on traditional lines, mainly through words. Words are very important as a medium of communication but words alone do not bring our proper images in the mind of the students. Their background experience is confined and hence education imparted through words is not understood by them.

## **REVIEW OF RELATED LITERATURE**

**M. Anitha (2013)** studied the perceptions of teacher educators towards application of computers in the teaching-learning process. The results show that teacher educators have good computer operational skills but

the facility to apply and integrate computer education in teacher educational institutions is very nominal. Only teacher educators are utilizing the internet in their day-to-day academic updates. Many of the variables chosen for the study have no significant influence on the perceptions relating to the application of computers in teacher education.

**Mahmood, Sadia (2023)** studied the influence of personal and institutional factors on the attitude of secondary school students towards computers. The main findings of the study show a strong relationship between students “computer attitude and their socio-economic status, with students from low SES backgrounds showing a lower computer attitude in comparison to students from higher SES backgrounds. The computer attitude of female students is more than that of male students.

**Yadav, Vivek (2012)** studied awareness and use of information and communication technology (ICT) by secondary school teachers. The awareness towards ICT was found to be high but use of these tools or practical knowledge was found to be low. They are aware and use traditional tools but they are still lacking in the use of computers and the Internet. Awareness and use were seen to be influenced by the amount of exposure obtained in government-aided and non-aided schools. The study emphasizes

that many teachers are still not serious about the use of ICTs in classes.

### **DEFINITION OF KEYWORDS**

**Attitude:** - Thurstone and Chave (1929) defined Attitude as the degree of positive or negative effect associated with some psychological object.

**Educational Media:** Educational media refers to transparencies through overhead projectors or PowerPoint presentations or educational smart classes that are designed to teach school students directly or indirectly in the classroom whose basic purpose is to contribute to the education of its listeners or viewers other than entertain.

**Utilization:** - Utilization refers to the use of an educational smart class program, overhead projectors, and computers by school teachers for educating the students.

**Secondary School Stage:** - Class XI and XII at the school level is known as secondary school stage.

### **HYPOTHESES OF THE STUDY**

The following objectives were formulated for the present study:

The attitude towards social media-enabled learning among higher secondary school students in Namakkal District is high.

There is a significant difference in the attitude towards social media-enabled learning among higher secondary school

students in Namakkal District based on the gender.

There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal District based on the medium of instruction.

There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal District based on the location of the school.

There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal District based on the type of school.

### **LIMITATIONS OF THE STUDY**

This study is limited to a few Governments, Aided and Private schools.

The reason for limiting the study to only 200 pupils is due to time constraints.

The study is only restricted to Higher Secondary students.

The study is limited to variables like gender, medium of instruction, location of the school, type of the school, type of management, streams and district.

## **RESEARCH METHODOLOGY**

**Sampling:** Simple Random Sampling is a method of selecting a sample from a larger population that has an equal chance of being chosen. It ensures that each member of the population has the same probability of being included in the sample, without any bias. This method is often used in research to ensure the sample represents the population accurately.

The **Normative Survey Method** is implemented for this study. It aims to gather data about societal norms, opinions, or values through structured questionnaires or interviews. It focuses on understanding what people think or believe should be the norm or standard behaviour in a particular context. This method helps researchers assess social attitudes, perceptions of acceptable behaviour, or opinions on moral issues within a population.

The **Attitude Towards Educational Media Scale (ATEMS)** developed by Haseta in 2010 is used to assess attitude towards educational media. This scale aims to measure how individuals perceive and value the use of various media forms, such as digital tools, videos, and interactive technologies, in educational settings.

## **STATISTICAL TECHNIQUES**

The statistical measures as Mean, Standard Deviation, T-test F-test, and Correlation

(Karl Pearson product-moment method) were calculated for interpreting the data

## **ANALYSIS AND INTERPRETATION OF DATA**

### **Hypothesis – 1**

**The attitudes towards social media-enabled learning among higher secondary school students in Namakkal District is high.**

From the above table, it is inferred that the attitudes towards social media-enabled learning among higher secondary school students in Namakkal District is high. Hence the formulated hypothesis is accepted.

### **Hypothesis – 2**

**There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal District based on gender.**

The above table shows that the ‘t’ test has been applied to find out whether there is any significant difference between the attitudes towards social media-enabled learning of boys' and girls' students. The ‘t’ value is found to be 8.54. It reveals that there is a significant difference in the mean scores of attitudes towards social media-enabled learning of boys and girls students based on

gender at 0.01 level. Hence the calculated value is greater than the table value the hypothesis is accepted.

### **Hypothesis – 3**

**There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal District based on the medium of instruction.**

The above table shows that the ‘t’ test has been applied to find out whether there is any significant difference between the attitudes towards social media-enabled learning of Tamil and English medium students. The ‘t’ value is found to be 0.15 and it reveals that there is no significant difference between the mean scores of boys and girls in their attitudes towards social media-enabled learning based on the medium of instruction. Hence the calculated value is less than the table value the hypothesis is rejected.

### **Hypothesis – 4**

**There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal District based on the location of the school.**

The above table shows that the ‘t’ test has been applied to find out whether there is any significant difference between the attitudes

towards social media-enabled learning of rural and urban students. The ‘t’ value is found to be 1.08. It reveals that there is no significant difference between the mean scores of rural and urban students' attitudes toward social media-enabled learning based on the medium of instruction. Hence the calculated value is less than the table value the hypothesis is rejected.

### **Hypothesis – 5**

**There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal District based on the type of school.**

The above table shows that the ‘f’ test has been applied to find out whether there is any significant difference between the attitudes towards social media enabled among boys, girls, and co-education school students. The ‘f’ value is found to be 13.05. It reveals that there is a significant difference in attitudes towards social media-enabled learning based on types of school at 0.05 level. Hence the calculated value is greater than the table value the hypothesis is accepted.

## **MAJOR FINDINGS OF THE STUDY**

The attitude towards social media-enabled learning among higher secondary school students in Namakkal District is high.

There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal district based on gender, medium of instruction, location of the school, and type of school.

### SUGGESTIONS FOR FURTHER STUDY

Based on the above work, the researchers suggest the following areas of research work that could be undertaken and extended.

This study was concentrated only on XI standard students. similar study could be extended to the college level.

The present study is limited to a few schools in Namakkal district. It could be

extended to schools of other districts in Tamil Nadu state.

A comparative study can be undertaken among higher education students belonging to various disciplines.

### CONCLUSION

The purpose of the present investigation is to investigate the relationships among the variables' attitudes towards social media-enabled learning among higher secondary school students in the Namakkal district. The investigation is sure to find some usefulness in the field of education and findings of the investigation can serve as a database for further research.

**Table 1: The attitudes towards social media-enabled learning among higher secondary school students in Namakkal District is high.**

Variable	No. of Sample	Level	Frequency	Percentage
Attitude towards social media enabled learning	100	Low	10	10%
		Moderate	28	28%
		High	62	62%

**Table 2: There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal District based on gender.**

Gender	N	Mean	SD	't' value	Level of significance
Boys	46	56.71	5.91	8.54	Significant at 0.01 level
Girls	54	52.45	5.52		

**Table 3: There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal District based on the medium of instruction.**

Medium of instruction	N	Mean	SD	't' value	Level of significance
Tamil	62	12.05	7.06	0.15	Not significance
English	38	14.5	6.84		

**Table 4: There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal District based on the location of the school.**

Location of the school	N	Mean	SD	't' value	Level of significance
Rural	60	56.54	8.12	1.08	Not significance
Urban	340	50.23	10.06		

**Table 5: There is a significant difference in the attitude towards social media-enabled learning among higher secondary school students in Namakkal District based on the type of school.**

Types of the school	N	Mean	SD	'F' value	Level of Significance
Boys	30	44.51	11.08	13.05	Significant at 0.01 level
Girls	34	32.68	12.54		
Co-education	46	46.8	9.65		

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