Attitude of Students Towards Social Media Enabled Learning In The Digital Era

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ABSTRACT
The modern world is basically technology-driven. Technological advancements can be seen in every aspect of the present era. The technological progress in the communication sector resulted in the advent of Social media. Social media is one of the trending technology through which people communicate with each other. This user-friendly technology helped people to build virtual networks and communities. In the present scenario, the onset of worldwide pandemic Corona virus disease (covid-19) changed the lifestyle of the world entirely. When people shifted from normal to new-normal lifestyle, Social media became their foremost priority. During this pandemic situation, Social media helped people to connect with each other thereby creating a virtual world. During lockdown days, the smooth functioning of every field including the education sector was made possible with the use of Social media. In this study, Social Media Enabled Learning module was developed and implemented on a group of students in order to analyse their attitude towards learning with the help of social media. The widely used Social media application namely Whatsapp has been used for the study since it is a universally accepted Social media platform and it is also user-oriented. The attitude of students towards Social Media Enabled Learning and also the variations of students attitude with respect to locale are analysed in this study.

Keywords:
Social media, Social Media Enabled Learning.
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Introduction

The Social media has become an integral part of the daily lives of the people. Education through Social media was beneficial for the students during the lockdown days. Social media enabled the students to interact with their peers and teachers at anytime and from any part of the world. The most highlighted feature of Social media is, it doesn't have time and space constraints. Among various social media platforms, Whatapp is the most popular and easily accessible application in the present era. The implementation of Whatsapp enabled learning could enhance the attitude and interest of students towards the learning process.

Key term definition

SOCIAL MEDIA

Social media are computer mediated technologies that allow the creating and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. Social media uses web based and mobile technologies on smart phones and tablet computers to create highly interactive platforms through which individuals, communities and organizations can share, co-create, discuss and modify user-generated content or pre-made content posted online.

SOCIAL MEDIA ENABLED LEARNING (SMEL)

SMEL is an instructional strategy in which learner learns with the help of social media. It helps the learners to achieve the desired instructional objectives at his own pace and abilities. In the

present study, social media enabled learning strategy for higher secondary education has been developed with self instructional modules administered through Whatsapp.

Significance of the study

Educational curriculum had undergone a major leading path in compared to the yester years. Hence the conventional chalk board teaching could not deliver the proper image of the study materials to the students related to their interests. This is the necessity of technology enabled learning. Teaching and learning with the help of social media not only encourages the interest of study in students, but also the increase in the grasping level of acquired knowledge which can be put to use even in their future application level.

Whatsapp, is an application which bursted into the community some years before as the solely application that lead to the transfer for different media among a lot of users even under low network coverage. A strict curriculum forwarded by the topic based discussion in Whatsapp groups between teachers and students will bring an interesting way of understanding the concepts.

Objectives

- To study the effect of Social Media Enabled Learning (SMEL) modules in enhancing the students' attitude towards social media enabled learning in Physics.
- To compare the effect of Social Media Enabled Learning (SMEL) modules and activity based approach of learning modules in enhancing the students' attitude towards social media enabled learning in Physics with respect to locale.

Hypothesis

- There is no significant difference in the mean score of attitude towards Social Media Enabled Learning between the students taught by social media enabled learning modules and activity based approach of learning modules at higher secondary level.
- There is no significant difference in the mean score of attitude towards social media enabled learning between the students taught by Social Media Enabled Learning modules and activity based approach of learning modules at higher secondary level with respect to locale.

Methods used

The investigator administered the experimental method.The students in the experimental group were taught by Social Media Enabled Learning modules and the students in the control group by activity based approach of learning modules.

Population and sample

The students for the study were selected from two higher secondary schools, one from a rural area and other from an urban area of Kannur District in Kerala. Sample consisted of 120 students from each school. The sample of this study is thus 240 students.

Tools used

A five point Likert Scale is constructed by the investigator to measure the Attitude of higher secondary school students towards Social Media Enabled Learning. The Draft scale of questionnaire consisted of 36 items. Item analysis is done and finally implemented scale consisted of 32 items.

Statistical techniques used

Mean, SD and't' test were used in this study.

Analysis of data.

Table 1: Comparison of mean pre-test scores of attitude towards Social Media Enabled Learning between control and experimental groups.

Pre-test scores	No. of Samples (N)	Mean	S.D	't'-value	Result

Control group	120	116.70	14.07	1.024	Not Significant
Experimental group	120	114.88	13.53		

Table 2: Comparison of post-test scores of attitude between control and experimental groups

Post test scores	No. of Samples (N)	Mean	S.D	't'-value	Result
Control group	120	118.33	10.75	3.694	Significant 0.01
Experimental group	120	123.97	12.79		

Table 3: Comparison of mean pre-test scores of Attitude towards Social Media Enabled Learning based on locale

Group	Locale	N	Mean	SD	t-value	Result
Control	Rural	60	116.18	7.83	1.755	Not Significant
	Urban	60	119.37	11.67		
Experimental	Rural	60	116.70	14.07	1.121	Not Significant
	Urban	60	118.33	10.75		

Table 4: Comparison of mean post-test scores of Attitude towards Social Media Enabled Learning based on locale

Group	Locale	N	Mean	SD	t-value	Result
Control	Rural	60	116.92	9.46	1.451	Not Significant
	Urban	60	119.75	11.81		
Experimental	Rural	60	119.15	13.03	4.438	Significant 0.01
	Urban	60	128.78	10.62		

Results and Discussion

- Table 1 depicts the comparison of mean pre-test scores of attitude towards Social Media Enabled Learning between control and experimental groups. The table shows the comparison of the pre-test scores with the 120 samples of control group and the other 120 samples of experimental group. The mean scores are 116.70 and 114.88 respectively for the control group and experimental group. 14.07 is the stand deviation value obtained for the control group and 13.53 is the standard deviation value for the experimental group. The t-value obtained is 1.024 which is less than 1.96 at 0.05 level of significance. Thus, it can be analysed that there is no significant difference in the pre-test scores of attitude towards Social Media Enabled Learning

between experimental and control groups. Hence the hypothesis there is no significant difference in the mean score of attitude towards Social Media Enabled Learning between the students taught by Social Media Enabled Learning modules and activity based approach of learning modules at higher secondary level is accepted.

- Table 2 represents the post-test comparison of attitude towards Social Media Enabled Learning between experimental and control groups. The mean score of the control group is calculated as 118.33 and that of the experimental group is 123.97. The standard deviation is 10.75 for the control group and 12.79 for the experimental group. The t-value calculated is 3.694 which is greater than 2.58 at 0.01 level of significance. Hence there is a significant difference in the post-test scores of attitude in social media enabled learning between experimental and control groups. Hence the hypothesis there is no significant difference in the mean score of attitude towards social media enabled learning between the students taught by Social Media Enabled Learning modules and activity based approach of learning modules at higher secondary level is rejected.The study reveals the students in experimental group has got a higher attitude towards social media enabled learning after the treatment.
- Table 3 shows the pre-test comparison of attitude score based on locale of control group. The control group contains 60 samples in rural area and another 60 samples in urban area. These samples are subjected to a pre-test in order to obtain the attitude score based on locale. The mean values obtained were 116.18 and 119.37 for the rural area and urban area. Similarly the standard deviations are 7.83 and 11.67 respectively. The t-value is 1.755 which is less than 1.96 at 0.05 level of significance. Table 3 also shows the pre-test of attitude score of experimental group based on locale. The mean value of the attitude score of the experimental group in the rural area is 16.70. The experimental group in the urban locale have a mean value of 118.33. Similarly the standard deviation value of rural area experimental group is 14.07 and the same of urban area experimental group is 10.75. The t-value calculated is obtained as 1.121 which is less than 1.96 at 0.05 level of significance. Hence there is no significant difference in the pre- test attitude score of control and experimental group based on locale.
- Table 4 depicts the post -test attitude score based on locale of the both groups. The mean value is 116.92 for the students in the rural area and 119.75 for the students in the urban area of the control group. The standard deviations values are 9.46 and 11.81 for the rural sample and urban sample respectively. The calculated t-value is 1.451which is less than 1.96 at 0.05 level of significance. Hence there is no significant difference in the attitude towards Social Media Enabled Learning based on locale of the control group. Where as the mean value of the post-test attitude score of experimental group in rural area is 119.15 and the mean value of the experimental group in the urban area is 128.78. The standard deviation value obtained is 13.03 and 10.62 for the experimental group in rural area and urban area respectively. The t-value is 4.438 which is greater than 2.58 at 0.01 level of significance. Hence there is a significant difference in the attitude towards Social Media Enabled Learning based on locale of the experimental group. Hence the hypothesis there is no significant difference in the mean score of attitude towards Social Media Enabled Learning between the students taught by Social Media Enabled Learning modules and activity based approach of learning modules at higher secondary level with respect to locale is rejected for experimental group. Result reveals that students from urban area has got higher attitude towards Social Media Enabled Learning comparing with that of rural students, after experimentation.

Educational implications

The results from the present study revealed that Social Media Enabled Learning is more effective and efficient in developing various scientific skills

among students based on the level of attitude of higher secondary students. Instructional strategy like SMEL is essential to improve students' academic performance in the present era. SMEL replaces the conventional teaching strategies with more student participation thereby increasing the interest of learning. With the advent of new instructional strategies, the attitude of teachers should also change accordingly. More attention is necessary in rural areas in providing technology driven education.

Delimitation of the study

Though the investigator has made every attempt to make the study imperative and comprehensive, it has certain limitations. The study was confined to two higher secondary schools from the Kannur district. It was limited to a sample of 240 higher secondary XI students. As attitude scale was developed in English, the study was confined to English medium students. However, subject to constraints, an attempt has been made by the investigator to make the study as reliable as possible.

Conclusion

Technology is changing drastically day by day. As the technology undergoes changes it also results a revolutionary change in the education sector. Due to the progressive technological advancements, science educational methods have a positive impact on students. Social media is the most widely used platform by the people to communicate with each other and to express and share ideas. Social media helped people to get connected with each other during the lockdown days of covid-19 pandemic. The application of social media in education sector is still a topic of discussion among researchers.

In a typical teaching method, the learners play the role of a mere listener such that they listen to the instructor and knowledge is thrust upon them. But in an innovative learning strategy, the learners are the active participants of the learning process. Social Media Enabled Learning method provides the learners their own pace thereby developing interest to the subject. In this method the teacher act as a facilitator, by imparting certain techno-pedagogical skills to the students so that they can easily understand the complex concepts of science subjects.

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