



Empirical Article

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Use of Social Media in Education: Attitudes of Undergraduate Students of Arunachal Pradesh

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ABSTRACT

The use of social networks is spreading around the globe. Every day, their multifaceted applications and requirements grow. Research reveals that they still have a limited impact on science and education. We think social networks have the capacity to develop fresh circumstances and chances that boost students' interest in studying. The use of social media in educational process is largely depends on the teachers and the students, how they deal with the social networking for their purposes in a useful manner. Whether, they are ready for it, what type of attitude they have towards use of social media is needed to know. Many researches has been conducted in various places indicated that students show positive attitudes and beliefs about social media use in education. But the situation may differ in different places, as it depends on the availability of network and other aspects. To know the attitude of undergraduate students of Papum Pare district of Arunachal Pradesh, the researchers carried out this piece of research. Total 100 undergraduate students were selected as samples, and a self- made attitude scale has been used for data collection. It has been found that the attitudes of undergraduate students are favourable towards use of social media in education irrespective of their gender.

INTRODUCTION

In the modern world, social media plays a crucial role in our daily lives. Without social media, we could not ponder for even a second. Social media has a huge impact on our lives. Even social media is a crucial instrument for shaping our attitudes on many topics. Social media in particular is being used more and more often by students in their everyday lives. According to Kaplan and Haenlein (2010), social media are "internet-based apps that enable the development and interchange of user-generated content." Social media enables people and groups to create, work together, and alter the situation. Social media technologies have significantly altered how businesses, communities, and people interact with one another and socialise. They have also altered how people learn, share knowledge, and generate new ideas. It changed the environment and the

manner that people and organisations shared knowledge, not only in educational contexts (Mayfield, 2011). Even if using social media and networking has emerged as a new trend, it has done so under the premise of being one of the most important instruments for interpersonal connection (Chatterjee et al, 2016). The current generation of students is using these new technologies at an increasing rate. Due to the fact that the internet generation was raised on web 2.0 social media platforms, they are now considered digital natives and are extremely popular among students (Salih & Elsaid, 2018). Social media makes it simple for people to communicate their personal information. This can foster creative thinking, uniqueness, and other positive traits. The term "social media use" describes how students interact, share, maintain, and connect online for social, educational, and entertainment objectives. In order to support its explosive expansion in applications, social

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media frequently makes use of a wide range of technology, including computers and mobile devices. (Karthik and Sivakumar, 2002). The notion of socialising, as well as mobile computing and learning, is revolutionised by the quick development of mobile devices, applications, and tablet computing (Goel, 2016). Using location-aware technology, electronic publishing, and graphing mathematical equations are some of the few educational uses for mobile devices that can open up a wide range of prospects for the academic world (Johnson, Adams, & Cummins, 2012a, 2012b). In app stores, there are a lot of affordable and free programmes that might help the academic community. The usage of these applications contributes to the development of a social media-centered society, which has an impact on how people interact, educate, and learn. (Mao, 2014). Online social networks, according to Lau (2012), encourage students to start learning activities. Students who utilise social networking sites online have access to substantial communication and information exchange opportunities, which can help them grow their knowledge. Mao (2014) looked at the affordances of social media for high school students, their attitudes and beliefs toward these modern technologies, and related challenges and concerns with utilising social media. The results showed that students have good attitudes and opinions regarding the usage of social media in the classroom. Students specifically stated that utilising social media may enhance their learning and that they also enjoyed using it for homework or personal study after school. However, several students believed that social media was time-consuming and a distraction. Teachers are now using these internet resources into their lessons because they understand how social media may revolutionise education.

Review of Literature

Karthik & Sivakumar (2022) conducted a study on attitude of B.Ed. Students towards Using Social Media. They found that the attitude of B.Ed. students were favourable. Also there is no significant difference between attitudes of B.Ed. students on the basis of gender, locality and subject they have chosen. Mondol (2019) performed a study on Attitude of Higher Education Students towards Social Media in West Bengal. The findings revealed that there is no significant difference in attitude of rural boys and urban boys, rural girls and urban girls, rural boys and rural girls, rural boys and urban girls, rural students and urban students. Also there is a significant difference between boys (rural + urban) and girls (rural + urban), urban boys and urban girls, urban boys and rural girls. A research on students' attitudes about social media in connection to their academic success was conducted by Samsujjaman and Halder in 2019. The research revealed a sizable disparity in attitudes about social media between male and female pupils. There is a considerable correlation between students' academic success and their attitude toward social media, with female students having a better attitude than male students in this

respect. Between urban and rural students, there has been a clear difference in how they feel about social media. In terms of attitude toward social media, urban students are more positive than rural students. An investigation was done by Das and Shikder (2018) to find out how college students felt about social media. The research showed a large attitude gap between male and female students at the university level. There is no discernible difference between rural boys and girls' attitudes toward social media, nor is there any difference between rural and urban girls. Student Attitudes towards Using Social Media for Educational Purpose were investigated by Chatterjee *et al.*, (2016). They discovered no discernible differences in attitudes about utilising social media in relation to sex, place of residence, or degree of education. However, there is a strong correlation between the attitude toward utilising social media and the amount of time spent on it. Bullu *et al.* (2016) carried out research on middle school pupils' attitudes toward social media. They conducted their research using a descriptive survey. Based on mean and standard deviation ratings, the results showed that the participant students' overall attitudes toward social media were positive. Gender, school, class, mother's and father's education levels, perceived income level, social media membership, social media usage duration, location to connect to social media, and tool used to connect to social media did not show any significant differences. Nachimuthu (2013) investigated the use of social media by student instructors. The findings show those B.Ed. students' attitudes regarding social media networks do not vary when they are used at their level, regardless of gender or location. (b) Social networking sites function well for teacher education programmes and raised their learning capacity.

Rationale of the Study

A student's knowledge depends not just on intellect but also on the information they take in from many sources. The use of social media may prove to be both time-consuming and detrimental, while on the one hand it broadens the field of study. However, the main cause for concern is the actual risk that social media platforms might expose youngsters to perils like cyber bullying or sexual predators. Teachers could thus benefit from studying students' attitudes and expectations surrounding using social media technologies to promote learning in order to have a clearer grasp of how these digital natives are employing such platforms.

Objectives of the Study

- To find out the attitude of Undergraduate Students towards the use of Social Media in Education with respect to gender

Hypotheses of the Study

Ho1: There is no significant difference between the attitudes of Undergraduate Students towards the use of Social Media in Education with respect to gender

Methodology of the Study

The descriptive/survey approach of educational research was used to conduct the study. The sample for the study has been chosen from three different colleges in the Papum Pare district of Arunachal Pradesh. A total of 100 students were chosen at random from the selected colleges in the Papum Pare district of Arunachal Pradesh. The data was gathered by using a self-developed five point Likert Attitude Scale consisting of 30 items. The reliability of the scale has been found to be 0.76. Additionally, descriptive statistics like mean and standard deviation and inferential statistics, such as the t-test to determine if distinct groups vary from one another, are used to analyse and interpret the acquired data.

Data Analysis and Interpretation

The collected data has been systematically organized and analyzed according to the objectives and hypothesis of the study by using mean, standard deviation and t-test. The result and interpretation are as follows:

Table 1 shows the mean score of Attitude of Undergraduate Students of Universities in Papum Pare District of Arunachal Pradesh as 111.40 under the range of score 30-150 of the Attitude Scale. The average score for the scale is 94. From the obtained mean score it is understood that the Undergraduate Students having positive attitude towards use of social media in education. And the Standard deviation is 11.19, which shows that the deviation of score is high. It means the attitude of students vary with each other.

The Table 2 shows that the calculated t-value (0.71) for difference in attitude of male and female Undergraduate Students towards use of Social Media in Education at df 98 is less than the critical t-value i.e. 1.98 and 2.63 at 0.05 and 0.01 level of significance respectively. It means that, the formulated hypothesis is accepted, i.e., there is no significant difference between the attitude of male and female Undergraduate Students towards use of Social Media in Education. The figure 1 shows that, though both the groups are found having positive attitude towards use of Social Media in Education. If we are talking about the mean score the male Undergraduate Students attitude is

Table 1: Mean Score and Standard Deviation of Attitude of Undergraduate Students

N	Mean	SD	Remarks
100	111.40	11.19	Above Average (Favourable)

Table 2: Mean, SD and t-value of Attitude of Undergraduate Students with respect to Gender

Gender	N	Mean	SD	SED	t-value	Remarks
Male	50	112.2	9.60	2.24	0.71	Not Significant at both 0.01 and 0.05 level of significance
Female	50	110.6	12.62			

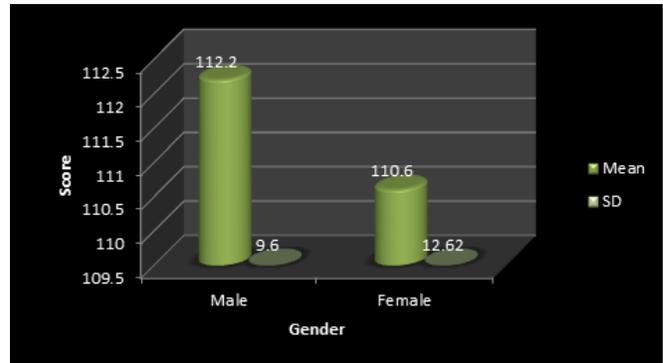


Figure 1: Mean and SD of Attitude of Undergraduate Students with respect to Gender

more positive or favourable than the female Undergraduate Students as the mean score of male Undergraduate Students is 111.2 and the female Undergraduate Students' mean score is 110.6.

DISCUSSION AND CONCLUSION

The positive teaching and learning philosophy that enables students to develop, collaborate on, and share information with audiences across the world outside of the classroom is enhanced by social media elements. However, given the potential for social media technologies to transform education, many institutions are still unsure of how to use them (Barnes & Tynan, 2007). These websites are being used by students to communicate and interact with friends and other users. Additionally, students utilise it to exchange knowledge, hunt for information, and attempt to find solutions to issues relevant to their academic pursuits. Thus, in an effort to improve their learning, students are aggressively utilising social networking sites for a variety of assignments and activities. It's important to bring new technology into the learning process thoughtfully and with wisdom.

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