



Received: 08-09-2023
Accepted: 18-10-2023

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Learners' Attitude towards Social Media in Relation to their Study Habits

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Abstract

This study was undertaken to study the attitude of college level learners towards social media in relation to their study habits. In this normative study, researcher used survey method. The population for the present study consisted of college students studying in West Bengal, India. The investigators used the stratified random sampling technique. The sample consisted of 600 learners from the different starta. The investigators used the Attitude scale and Study Habits scale. The test consisted of 30 items. For analysing and interpreting the data the investigators used percentile

analysis, standard deviation, 't' test, and Pearson's product moment correlation as the statistical techniques and also used SPSS. The findings show that (i) Male learners have more favourable attitude towards social media than female learners.(ii) Urban learners have more favourable attitude towards social media than rural learner(iii) There exists significant difference between male and female learners in their Study Habits.(iv) Significant relationship does not exist between attitudes towards social media and Study Habits of learners in respect of gender and locality.

Keywords: Learners' Attitude, Social Media, Study Habits

Introduction

Modern Communication System is a significant invention of science and technology. Communication is a process of sharing information, feelings, and emotions among peoples. Society is very much benefitted by dint of success of modern communication system. There exists a long history of evolution of modern communication system. At present day, society is benefitted by using one of the greatest gifts of modern communication system that is social media. Social media can be referred as human communication or exchange of information, thought, feelings, ideas on internet through medium of devices like computer, tablet or mobile. At present day, it is considered that Social media is one of the largest ways of communicating process as its speedy popularity all over the globe especially to young generation. We can share and exchange data or information, news, ideas, contents, information easily through social media. There are lots of examples of social media which are used by people very much nowadays. Facebook, Whastapp, Intagram, Twitter etc are the examples of social media. People of society use these platforms very extensively for many purposes. In education field, social media is being used massively. Social media helps students to share academic contents among them. Teachers can share academic information to students by using social media platforms. Not only that teachers can understand the needs of students from these social media. It enhances the academic group activities. It creates collaborative environment. Students can reach to the academic contents of social media in anywhere in their flexible time. Especially after Covid-19 pandemic, the popularity of e-learning has grown up.

Objectives of the Study:

The following objectives are to be achieved for the study.

1. To study the level of attitude of the learners towards social media.
2. To study the level of Study Habits of the learners.
3. To compare the attitude of the learners towards social media in respect of locality, gender
4. To compare the Study Habits of the learners in respect of locality, gender
5. towards social media and their Study habits.
6. To find out the Relationship between learners' attitude towards social media and their Study habits in respect of locality, gender.

Hypotheses of the Study:

H₀₁: The mean difference in attitude of male and female learners towards social media does not differ significantly.

H₀₂: The mean difference in attitude of urban and rural learners towards social media does not differ significantly.

H₀₃: The mean difference among the learners in attitude of science, social science and language Stream towards social media does not differ significantly.

H₀₄: The mean difference in study habits of male and female learners does not differ significantly.

H₀₅: The mean difference in study habits of urban and rural learners does not differ significantly.

H₀₆: Significant relationship does not exist between attitudes towards social media and Study Habits of learners.

H₀₇: Significant relationship does not exist between attitudes towards social media and Study Habits of male learners.

H₀₈: Significant relationship does not exist between attitudes towards social media and Study Habits of female learners.

H₀₉: Significant relationship does not exist between attitudes towards social media and Study Habits of urban learners.

H₀₁₀: Significant relationship does not exist between attitudes towards social media and Study Habits of rural learners.

Operational Terms Definition:

- **Attitude:** Allport (1967), is a mental and neural condition of readiness that is developed through experience and exerts a directive or dynamic impact upon the response to all objects and situations with which it is connected."

Operational Definition: In this research the scores consolidated by the student through the attitude scale prepared by the researcher are considered as Attitude.

- **Social Media:** Social media are computer-based tools that help people communicate with one another through online communities and networks by exchanging information, opinions, related to the job pictures, and other types of expression. Common people generally refer social media as apps on their Smartphone or tablet, but the reality is, first this communication tool was initiated with computers through internet. **Operational definition:** In this study facebook, Whatsapp, Telegram, tweeter, you tube, Gmail, referred as social media by the researcher.
- **Study Habits:** A study habit is a behaviour pattern that students systematically develop in order to learn and achieve your goals.. Study habits are the adopted way and manner a student plans his private readings after classroom learning, manages study time, develops concentration, prepares and keep records of their notes so as to achieve mastery of the subject regarding their academic reality with the use of Educational Networking through social media.

Operational definition: For the present investigation the study habits means Habits pertain to the study techniques in relation to learning motivation, memory, examination, time management, reading and writing. In this study, study habits refers to the score obtained by senior secondary school students in the study habit inventory.

Delimitation of the Study

The present study had been restricted to West Bengal, India. The present study had been delimited to the 5th /6th semester learners' studying in social science, science and Language, courses at UG level. The study was confined to a representative sample size of six hundred.

Methodology

Method and Approach of the Study: To conduct the study, the researcher used a descriptive survey method. The present study has conducted through quantitative approach of research.

Population, Sample & Sampling Procedure: The population for the current study was the general degree college students in West Bengal who were studying in science, social science, and language stream. The sample used for this study was 600 learners', who were handling studying the general degree colleges. (Includes Govt. / Govt. Aided college located in different Districts. college were selected through stratified random sampling technique.

Research Variable: In the present study, researcher used two types of variables i.e., Main Variable and Categorical Variable.

Main Variable

- Attitude towards social media.
- Study habits.

Categorical variable

- Gender
- Locality

Tools Used for Data Collection

The researcher must have care in selection of tools, because without proper tool, research cannot be completed. The following research tools were used for the present study:

- **Attitude towards Social Media scale (Self-made and standardized)**
- **Study Habits Scale (Self-made and standardized)**

Reliability of the Tools: In this study research has been used two type reliability method for calculating or finding reliability value of this tools. Descriptions of the reliability method are given below:

- **Test Retests Method:** The Investigator administered the test twice on the same sample with an interval of 15days. The scores are calculated and means were found out. Karl Pearsons product moment correlation between 2 scores of the tests was calculated.
- **Cronbach's Alpha:** For the existing study to estimate the reliability of the above constructed tools, Cronbach's α was used to see the internal consistency reliability. the value of Cronbach's Alpha were given below.

Table 1: Reliability Value of both scale

Name of the tools	Reliability Method	
	Test-Retest Method	Cronbach's Alpha
Attitude towards Social Media scale	0.79	0.83
Study Habits Scale	0.80	0.88

Validity of the Tools:

In this tools development process researcher has been one types validity method used, there given below:

Expert Validity: To find the expert validity, the draft tool was given to experts in the field of education for their comments and suggestions. Some items were reformulated and refined on the basis of comments and suggestions given by the experts. Thus, the Expert validity of the tool was established.

Statistical Treatment: Simple statistical methods, such as frequencies, percentages, and averages, as well as more sophisticated statistical methods, were used to analyse the data for these studies. On the variables Attitude Towards social media, Study Habits, the mean, median, standard deviation, skewness, and kurtosis of the scores of learners were calculated to determine the nature of the score distribution. t-test: t values were calculated to determine the mean distinctions between male and female learners, between urban and rural learners. Coefficient of Correlation: Karl Pearson's Coefficient of Correlation (r-value) was calculated to examine the connection between attitude and study habits.

Objective 1: To study the level of attitude of the learners towards social media.

Table 2: Levels of Learner Attitude towards Social Media of the entire Sample

S. No	Levels of Learner Attitude Towards Social Media	Entire sample		
		Range of Raw Scores	N	%
1	Low Favourable	30-53	0	00
2	Below Average Favourable	54-77	132	22
3	Average Favourable	78-102	374	62.33
4	Above Average Favourable	103-126	94	15.67
5	High Level Favourable	127-150	0	00

From the above Table 2 we see that researcher had divided levels of learners' attitude towards social media into five levels. Those levels were Low Favourable level, Below Average Favourable level, Average Favourable level, Above Average Favourable level, High Level Favourable level. The range of score for Low Favourable level was 30-53, for Below Average Favourable level was 54-77, for Average Favourable level was 78-102, for Above Average Favourable level was 103-126 and for High Level Favourable level was 127-150. The number of samples for Low Favourable level was 00 which was 00% of entire sample. The number of samples for Below Average Favourable level was 132 which was 22% of entire sample. The number of samples for Average Favourable level was 374 which was 62.33% of entire sample. The number of samples for Above Average Favourable level was 94 which was 15.67 % of entire sample. The number of samples for High Level Favourable level was 00 which was 00% of entire sample. The maximum learners were stayed in the Average Favourable level of attitude towards social media. No learners were stayed in High Favourable level of attitude towards social media. This total analysis has been presented below by the graphical presentation:

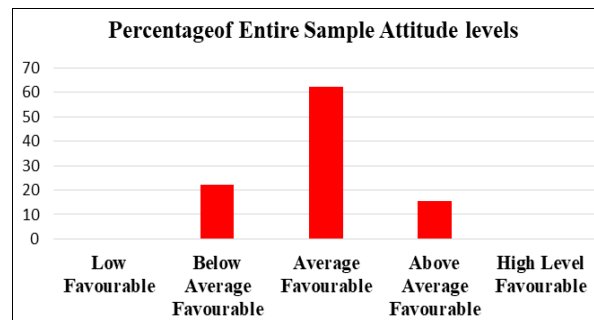


Fig 1: Levels of Learner Attitude towards Social Media of the entire Sample

Levels of Learners Study Habits of the Entire Sample

Table 3: Levels of Learners Study Habits of the entire sample

Levels of Learner Study Habits	Entire Sample		
	Range of Raw score	N	%
Low level	(30-53)	00	00
Below Average	(54-77)	09	1.5
Average	(78-102)	196	32.67
Above average	(103-126)	340	56.67
Very Good	(127-150)	55	9.17

Table 3 presents levels of study habits of the entire sample of the study. Researcher collected total 600 samples for the study. Researcher divided the study habits level of learners into five categories. Those categories were Low level, below average level, Average level, Above average level and very good level. There were 37 learners in the category of low level. It means 6.16 % of total learners were in low level category. 121 learners were in below average level which means it included 20.16 % of total sample. There were 189 samples which mean 31.5% of total samples in Average level. Above average level contained 186 samples which mean 31 % of total samples. 67 samples were in the category of very good level which means it contained 11.16 % of total samples. The average level of learner study habit contained highest numbers of sample among all levels. Low level learner study habit contained lowest numbers of samples among all levels. The researcher has presented the total analysis through the below table:

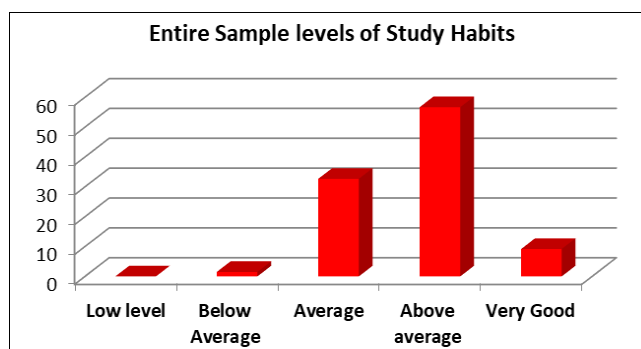


Fig 2: Levels of Learners Study Habits of the Entire sample

H₀₁: The mean difference in attitude of male and female learners towards social media does not differ significantly.

Table 4: Mean difference between male and female learners' in their attitude towards social media

Group	N	Mean	S.D	SEd	df	Calculated t-value	Table t-value	Sig. level
Male	300	91.59	13.03	1.087	598	4.46	2.59	Significant 0.01
Female	300	86.73	13.60					

Table 4 shows that there were 300 male and 300 female samples of the study and the means scores of male and female learners are 91.59 and 86.73. The standard deviation scores of male and female learners are 13.03 and 13.60 respectively. The calculated t value was 4.46 at 598 degrees of freedom which is more than the table value and it is significant at 0.01 levels. Hence, null hypothesis "The mean difference in attitude of male and female learners towards social media does not differ significantly" was rejected and alternative hypothesis was accepted. So, it can be said that there is significant difference between male and female

learners' in their attitude towards social media. Male learners have more favourable attitude towards social media than female learners. Researcher presented the analysis through the below graph:

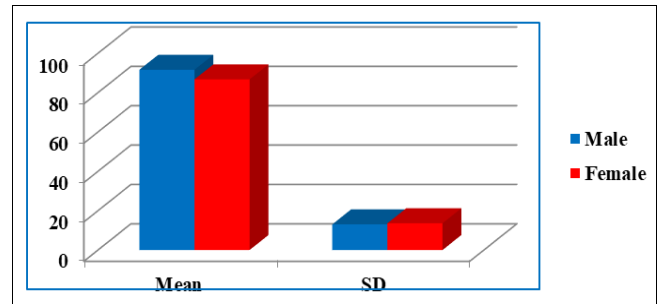


Fig 3: Attitude towards social media between Male and Female learners

H₀₂: The mean difference in attitude of Urban and Rural learners towards social media does not differ significantly

Table 5: Mean difference between attitude of Urban and Rural learners towards social media

Group	N	Mean	S.D	D	df	Calculated t-value	Table t-value	Sig. level
Urban	300	91.73	12.94	1.084	598	4.74	2.59	Significant 0.01
Rural	300	86.59	13.61					

Table 5 reflects Attitude towards social media between Urban and Rural learners. Research was done on 600 samples among which 300 learners as samples were from urban learners and rest of the samples were from rural locality. The mean of urban learners was 91.73 and Standard Deviation was 12.94. The mean of rural learners was 86.59 and Standard Deviation was 13.61. The calculated t value was 4.74 at 598 degrees of freedom which is more than the table value and it is significant at 0.01 levels. So, null hypothesis "The mean difference in attitude of urban and rural learners towards social media does not differ significantly" is rejected. Hence it can be concluded that there exist significant difference between urban and rural learners in their attitude towards social media. Urban learners have more favourable attitude towards social media than rural learners. Researcher presented the analysis through the below graph:

H₀₃: The mean difference in study habits of male and female learners does not differ significantly.

Table 6: Mean difference between Male and Female learners' in their Study Habits

Group	N	Mean	S.D	D	df	Calculated t-value	Table t-value	Sig. level
Male	300	106.94	12.96	1.088	598	2.9691	2.59	Significant 0.01
Female	300	110.17	13.68					

Table 6 Shows difference between Male and Female learners' in their Study Habits. There were total 600 samples of the study. Among them 300 samples were male and 300 samples were female. The mean of male learners was 106.94 and standard deviation was 12.96. The mean of female learners was 110.17 and standard deviation was 13.68. The calculated t value was 2.9691 at 598 degrees of freedom which was more than the table value (2.59). It was significant at 0.01 level of significance. So, researcher rejected the null hypothesis The mean difference in study habits of male and female learners does not differ significantly and established that there exists significant difference between male and female learners' in their Study Habits. Researcher concluded from the analysis that female learners had better study habits than male learners.

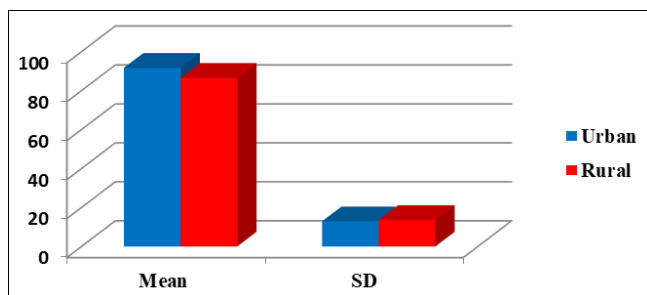


Fig 4: Attitude towards social media between Urban and Rural learners'

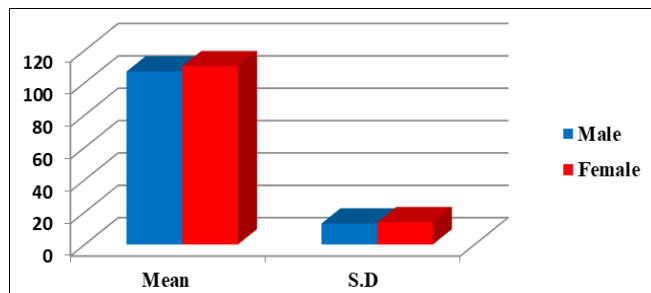


Fig 5: Difference between Male and Female learners' in their Study Habits

H04: The mean difference in study habits of urban and rural learners does not differ significantly.

Table 7: Mean difference between urban and rural learners in their Study Habits

Group	N	Mean	S.D	D	df	Calculated t-value	Table t-value	Sig. level
Urban	300	110.01	13.04	1.089	598	2.7054	2.59	Significant 0.01
Rural	300	107.07	13.63					

The Table 7 reflects difference between Urban and Rural learners' in their Study Habits. There were 300 urban learners and 300 rural learners. The mean of urban learners was 110.01 and standard deviation was 13.04. The mean of rural learners was 107.07 and standard deviation was 13.63. The calculate t value was 2.7054 at 598 degrees of freedom which was more than the table value. That's why it was significant at 0.01 level of significance. Researcher rejected the null hypothesis "The mean difference in study habits of urban and rural learners does not differ significantly." and concluded that there exists significant difference between Urban and Rural learners' in their Study Habits. It can be concluded that urban learners had better study habits in comparison with rural learners. Researcher presented the analysis by the graphical presenting figure below:

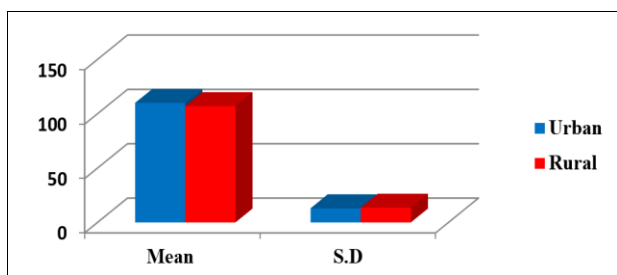


Fig 6: Mean difference between Urban and Rural learners' in their Study Habits

H05: Significant relationship does not exist between attitudes towards social media and Study Habits of learners.

Table 8: Correlation between attitudes towards social media and Study Habits of learners

Variable	N	df	Calculated r-value	Table r-value	Sig. level
Learners attitude towards social media	600	598	-0.04161	.0799	Not Significant
Learners study habits					

There existed one of the objectives of the study that was to study the relationship between attitudes towards social media and Study Habits of general degree college learners. The table no shows the said relationship. The calculated r value was -0.04161 which was lower than the table value. For that reason, the calculated r value is not significant at 0.01 levels. Hence, the null hypothesis "Significant relationship does not exist between attitudes towards social media and Study Habits of learners.' was accepted.

Correlation between Learners Attitude towards Social Media and Study Habits in Respect of Male and Female Learners

H06: Significant relationship does not exist between attitudes towards social media and Study Habits of male learners.

H07: Significant relationship does not exist between attitudes towards social media and Study Habits of female learners.

Table 9: Correlation between Male learners' attitude towards social media and study habits

Variable	N	Co-Variance	df	Calculated r-value	Table r-value	Sig. level
Male Learners attitude towards social media	300	3.10	298	.0184	.113	Not Significant
Male Learners study habits						
female Learners attitude towards social media	300	9.35	298	0.051	0.113	Not Significant
female Learners study habits						

Table number shows the correlation between attitude towards social media and study habit of male learners. Researcher collected 300 male learners as sample of the study. The co- variance was 3.1 0. The calculated 'r' value was .0184 which was lower than the table r value. Hence the null hypothesis "there is no significant relationship between male learners' attitude towards social media and study habit" was accepted.

Table number presents also the correlation between attitude towards social media and study habits of female learners. Researcher collected 300 female learners as sample of the study.The calculated r value was 0.051 which was lower than the table r value. For this reason the null hypothesis "there is no significant relationship between female learners attitude towards social media and study habit" was accepted.

Correlation between Learners Attitude towards Social Media and Study Habits in respect of Urban and Rural Learners

H08: Significant relationship does not exist between attitudes towards social media and Study Habits of urban learners.

H09: Significant relationship does not exist between attitudes towards social media and Study Habits of rural learners.

Table 10: Correlation between urban learners attitude towards social media and study habits

Variable	N	Co-Variance	df	Calculated r-value	Table r-value	Sig. level
Attitude of Urban learners towards social media Study habits of Urban learners.	300	9.41	298	0.557	0.113	Not significant
attitude of rurals learners towards social media Study habits of Rural learners.	300	15.13	298	0.0816	0.113	Not significant

Table 10 reflects the correlation between attitude of urban learners towards social media and Study habits. Researcher collected 300 urban learners. The calculated r value was 0.557 which was lower than the table r value. Hence null hypothesis "There is no significant relationship between attitude of urban learners towards social media and Study habits was accepted".

Table 10 reflects also the correlation between attitude of rural learners towards social media and Study habits of rural learners. Researcher collected 300 rural learners. The calculated r value was 0.0816 which was lower than the table r value. Hence null hypothesis "There is no significant relationship between attitude of rural learners towards social media and Study habits of rural learners was accepted".

Findings of the Study

- The maximum learners stayed in the Average Favourable level of attitude towards social media. No learner stayed in Low Favourable and High Favourable level of attitude towards social media.
- Maximum learners fall under above average level of study habits. There was no learner in the category of low level of study habits.
- There is significant difference between male and female learners in their attitude towards social media. Male learners have more favourable attitude towards social media than female learners.
- There exists significant difference between urban and rural learners in their attitude towards social media. Urban learners have more favourable attitude towards social media than rural learners.
- There exists significant difference between male and female learners in their Study Habits. Female college learners have better study habit than male college learners.
- There exists significant difference between Urban and Rural learners in their study habits. Urban college going learners have better study habits than rural college going learners.
- Significant relationship does not exist between attitudes towards social media and Study Habits of learners.
- Significant relationship does not exist between attitudes towards social media and Study Habits of learners in respect of gender and locality.

Significance of the Study:

According to the researcher of the study, this research has so many significances. Those are discussed below:

- This research extends the existing knowledge on attitude of learners towards social media.
- This research will stimulate others to do this type of research in future and will inspire the researchers to explore new avenues in this field.
- It will help education planners to figure out academic plans for students in our educational system by providing base line information.
- This research study will work as a significant and

valuable reference for the research works on the arena of social media in education and in other relevant studies.

Conclusion

We are living in the age of communication in present time. And the formal education sector has always used the advantages of technology in its application. Social Media has always been considered as the integral part of social communication through technological tools. In this perspective, the role of social media also can't be ignored while measuring the academic progress. Social media helps learners to share academic contents among them. The use of social media helps to enhance the academic group activities and create collaborative environment. After the Covid-19 pandemic, the popularity of e-learning has grown up. So, it has become necessary to study the effects of social media on the educational sector. The researcher has tried to study the impact of social media on the development of cognitive skill and study habit of the learners. And the findings have shown important connection between the application of social media and the cognitive skill and study habits of the learners in West Bengal. The researcher believes that the findings of this study will help the educators and policy makers to plan and restructure the formal education sector in the post pandemic world.

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