



GENDER DIFFERENCE IN SOCIAL MEDIA ENABLED LEARNING

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ABSTRACT

Technology has become an integral part of the modern era. At present, the influence of technology can be seen in every sector. The communication sector has witnessed a faster growth with respect to technology. The most recent technology used for communication is social media. Social media is one among the popular technology which connects people around the world. People could communicate with each other from any part of the world and at anytime. The onset of corona virus pandemic changed the lifestyle of people entirely. Social media gained much importance during the lockdown days of the pandemic. Social media helped people to overcome isolated situations by creating a virtual interaction among each other. During lockdown days, every field relied on Social media including education sector. Numerous Social media platforms were used for the teaching-learning process. In this study, Social Media Enabled Learning modules were developed and implemented on a group of students in order to analyze their attitude and interest in learning with Social media, with respect to gender. The most popular Social media platform WhatsApp has been used for the study since it is universally accepted Social media platform and also user-friendly.

Key Words: Social media, Social Media Enabled Learning.

Introduction

Nowadays smartphones and Social media has become one of the basic necessities of the people. Social media platforms were useful for the students to carry out their academic activities even in the middle of lockdown. Social media helped the students to interact with their peers and teachers at anytime and from anywhere. The main highlight of Social media is that it does not have time and space constraints. There are numerous Social media platforms which are available free of cost to the users. WhatsApp is one of the most popular and flexible Social media application in the present era. WhatsApp can be used as a learning platform which 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 develop social media enabled learning strategies to enhance learning physics at higher secondary level
- 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 gender.
- To compare the effect of social media enabled learning strategies in interest in learning physics with respect to gender.

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 gender.
- There is no significant difference between the mean pre- test and post- test scores of interest in learning physics of students taught by social media enabled learning strategies at higher secondary level with respect to gender.

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

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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 social media enabled learning module was developed and administered among the group under study.
- 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.
- The Interest Inventory was used to assess the interest in learning physics at Higher Secondary Level.
The investigator developed a social media enabled learning module in physics and administered it for the experimental group. The interest of students in learning physics is assessed with an interest inventory, before and after administering SMEL module.

Statistical techniques used

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

Analysis of Data

Table 1 : Comparison of Pre-test Attitude Scores towards Social Media Enabled Learning Based on Gender

| Group | Gender | N | Mean | SD | t-value | p value |
|--------------|--------|----|--------|-------|---------|-----------------|
| Control | Boys | 69 | 116.52 | 17.64 | 0.161 | Not Significant |
| | Girls | 51 | 116.94 | 6.94 | | |
| Experimental | Boys | 51 | 113.80 | 13.48 | 0.744 | Not Significant |
| | Girls | 69 | 115.67 | 13.60 | | |

Table 2 : Comparison of Post-test Attitude Scores towards Social Media Enabled Learning Based on Gender

| Group | Gender | N | Mean | SD | t-value | p value |
|---------|--------|----|--------|-------|---------|---------|
| Control | Boys | 69 | 120 | 12.33 | 2.001* | 0.01 |
| | Girls | 51 | 116.08 | 7.68 | | |

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|--------------|-------|----|--------|-------|--------|------|
| Experimental | Boys | 51 | 127.65 | 12.59 | 2.786* | 0.01 |
| | Girls | 69 | 121.25 | 12.33 | | |

Table 3 : Comparison of Pre-test Interest Scores in Learning Physics Based on Gender

| Group | Gender | N | Mean | SD | t-value | p value |
|--------------|--------|----|-------|-------|---------|-----------------|
| Control | Boys | 69 | 61.65 | 10.43 | 1.574 | Not Significant |
| | Girls | 51 | 58.43 | 11.91 | | |
| Experimental | Boys | 51 | 61.71 | 5.67 | 1.501 | Not Significant |
| | Girls | 69 | 59.65 | 8.46 | | |

Table 4 : Comparison of Post-test Interest Scores in Learning Physics Based on Gender

| Group | Gender | N | Mean | SD | t-value | p value |
|--------------|--------|----|-------|------|---------|-----------------|
| Control | Boys | 69 | 63.65 | 8.35 | 2.050* | 0.01 |
| | Girls | 51 | 60.65 | 7.35 | | |
| Experimental | Boys | 51 | 67.98 | 6.54 | 0.162 | Not significant |
| | Girls | 69 | 68.19 | 7.24 | | |

Results and Discussion

Table 1 shows the pre-test attitude scores of the control and experimental groups towards Social Media Enabled Learning with respect to gender. The mean difference of control group is 0.42. The t-value calculated is 0.161 which is less than 1.96 at 0.05 level of significance. Hence there is no significant difference in the attitude score based on gender of control group. The mean difference of in the attitude score of the experimental group is 1.87. The calculated t-value is 0.744 which is less than 1.96 at 0.05 level of significance. Hence there is no significant difference in the attitude score based on gender of experimental group. Students thus in both control and experimental group are showing homogenous nature in their pre-test scores of attitude towards Social Media Enable Learning (SMEL) with respect to gender.

Table 2 depicts post-test attitude scores of the control and experimental groups towards Social Media Enabled Learning with respect to gender. The mean difference in the attitude score of the control group is found to be 3.92 and the t value obtained is 2.001 which is greater than 1.96 at 0.05

level of significance. It shows that there is a significant difference in the post-test attitude score towards Social Media Enabled Learning (SMEL) based on gender of the control group at 0.05 level of significance. The mean difference in the attitude score of the experimental group is found to be 6.40 and the t value is found to be 2.786 which is greater than 2.58 at 0.01 level of significance. Hence there is significant difference in the attitude score between boys and girls in the experimental group. This shows that the frequency of use of Social media is more among the boys, which naturally tends them to be more involved in spending their time in learning through SMEL.

Table 3 represents pre-test scores of interest in learning Physics of control and experimental groups based on gender. The mean difference of pre-test scores of boys and girls in control group is 3.22 and the calculated t-value is 1.574 which is not significant at 0.05 level of significance. Hence there is no significant difference in the interest score in learning physics between the boys and girls in the control group. The mean difference of pre-test scores of boys and girls in interest in learning Physics of experimental group is 2.06 and the calculated t-value is 1.501, which is less than 1.96 at 0.05 level of significance. Hence it shows that there is no significant difference in the pre-test scores of interest in learning Physics of experimental group with respect to gender. Students thus in experimental group are also showing homogeneous nature in the interest score with respect to gender.

Table 4 shows post-test scores of interest in learning Physics of control and experimental groups based on gender. The mean difference of post-test scores in interest in learning Physics of control group is 3.0 and the calculated t-value is 2.050. Which is greater than 1.96 at 0.05 level of significance. Hence there is a significant difference in the post-test scores of interest in learning Physics between the boys and girls in the control group at 0.05 level of significance. The mean difference of post-test scores in interest in learning Physics of experimental group is 0.21. According to these values obtained, the t-value is calculated for the interest score of experimental group based on gender. The calculated t-value is 0.162 which is less than 1.96 at 0.05 level of significance. Hence there is no significant difference in interest in learning Physics score based on gender of experimental group.

Educational implications

The results from the study points out that Social Media Enabled Learning are more effective and efficient learning strategy for students. Students are interested in learning with the aid of Social media and they have a positive attitude towards SMEL. SMEL helps the students to improve their academic performance. SMEL is based on student centered learning which is different from conventional teaching strategies. 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 becomes more innovative day by day. Technological advancements are taking place in every minute. As the technology changes, it also results in a revolutionary change in the education sector. The progressive technological advancements result in new strategies of providing science education. Social media is one of the latest technological advancements for faster communication and exchange of ideas. Social media was very much useful to stay connected with each other during the pandemic days of covid-19.

In traditional teaching methods, students have no role in the class. They are considered as mere listeners and knowledge is thrust upon them. But in innovative learning strategies, students are the active participants of the learning process. Social Media Enabled Learning method provides the learners their own pace thereby developing interest in the subject. In this method, teachers act as facilitators. Teachers provide certain techno-pedagogical skills to the learners to understand complex science concepts.

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