

**ATTITUDE OF THE STUDENTS OF PROFESSIONAL INSTITUTION
TOWARDS SOCIAL MEDIA**

R.PREMALATHA

17PED004

**THESIS SUBMITTED TO
AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER
EDUCATION FOR WOMEN
COIMBATORE – 641043**

In Partial Fulfilment of the Requirements for the Degree of

MASTER OF EDUCATION

APRIL 2019

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Under the Guidance of

Dr. M. CHANDRAVATHANA

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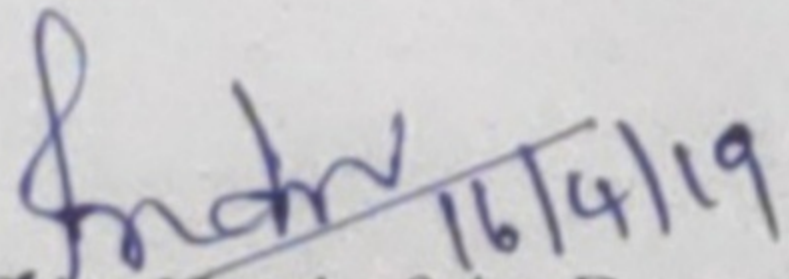
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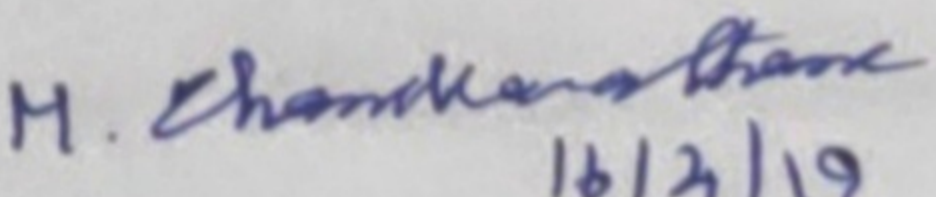
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CERTIFIED AS BONAFIDE RESEARCH WORK


Signature of the Head of the Department


Signature of the Guide

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CHAPTER I

INTRODUCTION

1.1 Introduction

“Social participation and communication are essential elements in human social life. Communication and active participation in social life form social networks, and self-perception; they facilitate self-fulfillment”. (*Viluckienea, J. 2014*)

Less than a few years ago, connecting to people meant communicating via snail mail, fax, phone calls, beepers, and letters. Since then communication evolved into an email, IM (instant messaging) and SMS (Short Message Service) through mobile phones, computers, and laptops. People want to share more and spent the time to learn more about persons with whom they communicate every day. Simple email exchanges provide only necessary data about each group/person, but today, just two persons sharing data is considered insufficient. For that reason, social networking sites began to grow online.

The evolving world of internet communication widely referred to as social networking sites has sparked a different transformation of almost every aspect of life which has profoundly impacted content, ideas and processes of human mental faculties which is bound to enhance universal acceptance, inspire movements, and ignite change. Social network sites operate through net-structured groups like blogs, podcasts, tags, file swapping offer students radically new ways to research, create, and learn. Social networking sites are a software-based global facility that allows people to come together around an idea or topic of interest as a team.

1.2 Meaning of Social Network

In the discipline of sociology, the thought of ‘social network’ refers to a social structure build-up prepared up of individuals who are connected with each other and have a complex set of relationships or ties between themselves. Hence in the study of social relations, the analysis of the role of social network assumes significance. The German sociologist (Michels, 1911) has stressed upon the meaning of studying social network by emphasizing the dynamics of triads and tangle of company affiliations. It is additionally

notable that eminent sociologist Jacob Mareno had developed the first sociogram in the 1930s for the study of interpersonal relationships. The chief theme of a social network is to comprehend social interaction anywhere do phenomena be supposed to be primarily conceived and investigated through the proportion of relationships between and inside it.



Figure 1.1

Social Network

(Source: <https://images.theconversation.com/files/198568/original/file-20171211-15358-w51s6s.jpg?ixlib=rb-1.1.0&q=45&auto=format&w=926&fit=clip>)

1.3 Social Networking Sites (SNS)

Common Networking Sites can be broadly defined as Internet-based social spaces designed to facilitate communication, collaboration, and content sharing across networks of contacts. Online social networking sites ‘virtually’ link up individuals, who may or may not ‘know’ both others. As a result, they allow fast barter of knowledge, sharp levels of dialogue and mutual message through text, audio and video (Wolf et al., 2006). Hence, the hidden station for the innovation of SNS is nothing but the ideas of the social network. Social Networking Sites permit users to manage, build and represent their social networks online. Individuals use Social Networking Sites for incalculable activities of

that the first common uses embrace connecting with existing systems, creating and developing friendships/contacts, making a web presence for his or her users, viewing content/finding data, making and customizing profiles than on. Social Networking Sites are typically created of alternative individuals; they could conjointly embrace patterns of events, corporations, and even political parties. These Social Networking Sites have apace gained quality.

1.4 Impact of Social Networking Sites on Professional Students in India

The Social networking phenomenon has evolved over the past fifteen years. Social networking sites have a significant impact on daily life of all category people especially students of Higher Education Institutions. Students are eager to know the technological advancements and the most modern trends, and they give a positive response to these changes with a sincere mind.

In India else, this detail is acknowledged by many studies which illustrated that the usage of Social networking sites (SNS) had turned into a powerful function of the students lives in the society at large. Social networking sites have made the world a smaller place. Family or friends living abroad can be kept abreast of the latest happenings in our world as quickly as those living next door. Friends whom we haven't seen since school days can stay in touch with us through SNS.

When these social networking sites started, the youth directly curved their consideration towards them as they create it extraordinarily suitable to remodel their social circle, chat with other teenagers, and share their photos and videos. Most social networking websites also offer additional features like blogs and forums, and the members tin surely themselves by deceitful their profile page to reflect their personality. Social networking sites are not any more than fashionable for chatting, sharing scraps, videos, pictures, etc. but also give rise to a horrible position in discussing social issues.

Besides that, Social networking sites help in integrating all the parts of the country including subcultures and minority groups who otherwise never get the physical means and liberty to practice their views and beliefs. As these social issues need regular discussion, students can use social networking sites to communicate periodically or regularly depending on their and others' requirements. So we can say that in a country like India social networking sites act as an officer who integrates individuals about such

social issues. But Social Networking, like a coin, has two sides. College students who tend to use educational sites for homework; however, become distracted by social networking sites and ultimately dismiss their work. From the above statements, we could assume that social networking sites have made a great impact on college students. Although, this impact could be positive and negative, at the same their attention should also be paid to ensure that whether all students of higher education institutions have the interest in SNS and attitude towards it. So research in this area is of vital importance. Hence the investigator makes an attempt to study the attitude of the students of professional institution towards social media.

1.5 Need for the study

In recent years, the online community has passed an advanced extra in joining people. Social networking was born, and into the online platform, people can distribute their ideas, post photos, videos and even invite people to events. Social networking websites have created practical communities wherein communication is not just based on the knowledge needed but at a personal level as well. The fast growth and desirability of Social Networking Sites have noted in almost every country. India, considered being as a fast developing country had not lagged behind. As such, the practice of social media is dominant between citizens, and they hail from all group. Indian society has chosen the modern age media, i.e., social networking with preserving its traditions. It's an amalgamation of both modernity and culture. Hence, Social Networking Sites form part and package of the everyday life of many Indians.

In India, the course of practicing Social Networking Sites is quite alarming. More and more college students are advanced towards those networking sites allowing both communication and entertainment. Consequently, this sets the backdrop of the research to probe into this phenomenon further. Interpersonal relationships are the basis for learning and human development. Thus, it is crucial to analyze how far Social Networking Sites are influencing the attitude of students of professional institutions in the Indian setting. India has ever placed a high value on personal relationships and their cultivation and preservation. Traditions and values are the usual essential components of Indian society, and these elements only define the nature of interpersonal relationships that one is involved. Social Networking Sites are like a drug to the current generation and is

absolutely affecting the attitude of professional institute students in India. However, the compulsion to Social Networking Sites is increasing day by day, especially among the younger generation. It is a trend that has changed the way relationships are now perceived. Our society is now going from face-to-face relationships to online relations. A decade before, not many in India, ever thought that SNS would attract our mind in such a way as it is happening now. But now the scenario has changed., So at present, the researcher felt the need to test the attitude of the students of professional institutions toward social media, Hence this investigation is attempted.

1.6 Scope of the Study

This study has much relevance today as through it we can understand the attitude of the students of professional institutions towards social media as young professional students are the future of the country; hence, their views are of absolute importance. This study may help the professional students to understand their usage of social media for any purpose. By studying the attitude of the professional students, the educators should seek to exploit the potential of the technology learners and bring with them ways to put them into good use for the benefit of learning practice.

1.7 Statement of the Problem

The study undertaken by the investigator is “Attitude of the Students of Professional Institution towards Social Media.”

1.8 Meaning of the Terms Used

The word “Attitude” used in this study by the investigator means a way of thinking or acting toward social media usage. “Social Networking sites” can be broadly described as Internet-based social spaces designed to promote communication, collaboration, and content distribution across networks of contacts.

1.9 Objectives of the Study

The following are the objectives of this study.

- To test the Attitude of the Students of Professional Institution towards Social Media.
- To test whether there is any significant difference in the attitude of the Students of Professional Institution towards Social Media based on the variables namely

Professional Programmes, Stream of courses, Locality, Types of Family, Parent' Education and Parents' Occupation.

1.10 Hypothesis

The investigator formulated the following hypotheses.

- There was no significant difference in the attitude of the Students of Professional Institution towards social media based on the Professional Programme.
- There was no significant difference in the attitude of the Students of Professional Institution towards social media based on the Locality
- There was no significant difference in the attitude of the Students of Professional Institution towards social media based on the Professional Stream
- There was no significant difference in the attitude of the Students of Professional Institution towards social media based on Types of Family
- There was no significant difference in the attitude of the Students of Professional Institution towards social media based on their Parent' Educational Qualification.
- There was no significant difference in the attitude of the Students of Professional Institution towards social media usage based on their Parents' Occupation.

1.11 Limitation of the Study

Due to the time constraint, the study is confined only to the professional students of Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore and Kongunadu College of Nursing, Coimbatore, alone and only few variables are selected for the study.

1.12 Organization of the Study

This study, "Attitude of the Students of Professional Institution towards Social Media" is arranged in 5 chapters

- The **first chapter** consists of Introduction, Meaning of the Terms used, Need and Scope of the study, Objectives, Hypothesis, and Organization of the study.

- The **second chapter** presents the Review of Literature which is related to the study.
- The **third chapter** administers with the Methodology of the study which includes the sampling techniques, the tool used and the mode of administration of the tool and statistical system.
- The **fourth chapter** deals with the analysis and interpretation based on the statistical techniques used.
- The **fifth chapter** deals with the Summary of the findings, Recommendation, and suggestion for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

Review of related literature is one of the prerequisites of the investigator to identify his research problem more reliable and purposeful. It is one of the first steps in the research process. It helps to develop insight into the problem, methodology, and limitations and also provides comparative data for detailed interpretation of the results. This chapter is an attempt in making the survey of literature related to the problem under study. "Realizing the reviews of specialist researchers can be productive in providing effective ideas and suggestions, it is an important guide to defining the problem, recognizing its significance, advising assuring data collection devices, suitable study design and sources of data."(Best and Kahn, 2006)

2.2. The scope of Review of Literature

A complete survey of related literature

- gives the researcher significant penetration into the problem that guides him to recall about his strategy for the study
- provides the scholar with a knowledge of the previous work done and widens the extent of awareness of the researcher
- helps the researcher avoid the repetition of the past practice and thus benefits save time, energy and cost
- suggests appropriate methods to take the problem under study
- provides a basis for formulating valuable hypotheses.
- helps locate database which can be used in the comparative interpretation of results
- avoids the replication

For this investigation, the investigator collected as many recent reviews as possible to enable her to have an idea of the past studies and results obtained ,relevant to

the area of her research. She divided her reviews into studies in India and studies in foreign countries and presented in the following pages.

Studies Related to Social Networking Sites

2.3. Researches in India

Kumar and Priyadarshini (2018) made an investigation on "**A Study to Measure the Impact of Social Media Usage on Work-Life Balance.**" The study was conducted with 110 samples taken from various working professionals in the IT sectors. The investigation revealed that the work-life balance has a positive influence on professional life social media usage for men, while the work-life balance is more influenced by personal life social media usage for women. It is also found that social media usage in professional life has more impact on work-life balance which is caused due to pre-occupation (unproductive behavior) with social media in the workplace when compared to other productive variables like task-oriented social media behavior or relationship building social media behavior.

Sivaraj et al. (2017) investigated on "**A Scale to Measure Attitude of Agricultural Professionals towards Social Media in Tamil Nadu.**" The study was conducted among 50 agricultural professionals from Tamil Nadu Agricultural University to measure their attitude towards social media. The result showed that a majority (76.00 %) of the agricultural professionals had a moderately favorable attitude towards social media followed by highly desirable attitude by 18.00 % of professionals and less favorable attitude by 6.00 % towards social media in Tamil. Of the research, it was found that agricultural professionals had a positive attitude on social media.

Divyapriya (2017) did a study on "**Usage of Social Media among Persons with Hearing Impairment.**" The study was conducted in five districts of Tamil Nadu viz Coimbatore, Chennai, Tirupur, Nilgiris, and Madurai. The sample comprised of 300 Persons with Hearing Impairment eighteen and above years of age. The study focused on the existing conditions about the Usage of Social Media among Persons with Hearing Impairment under four areas namely i) Usage of Gadgets for Internet Access, ii) Usage of

the Internet, iii) Preferences in Social Media and iv) Usage of Social Media. The result of the study revealed that among the Social Media Platforms, Facebook was most-widely used by the Persons with Hearing Impairment. The second and third positions were Whatsapp and Google+.

Singh and Goel (2016) published an article on **“Impact of Students’ Attitudes towards Social Media Use in Education on their Academic performance.”** This study examined 237 management students from 3 private colleges and two private universities from Delhi NCR region and related as the sample. The result indicated that management students used social media mainly for sharing their assignments, projects and learning experiences with their colleagues. It also suggested that academic institutions should promote both students and faculty to develop a positive attitude towards the usage of social media as an effective learning tool to affect the academic results of their institution positively.

Augustine and Arulsamy (2011) conducted a study on **“Attitude of College Students towards Internet Chatting on Educational Development.”** The present study is focused on the attitude towards Internet Chatting on educational development of college students in Coimbatore district, Tamilnadu. The investigators used normative survey method for the study. The sample consists of 200 college students from two Arts and Science and two Engineering colleges in Coimbatore District. Stratified random sampling technique has been used for the selection of sample. The investigators themselves developed a tool to measure the attitude towards Internet Chatting on educational development. The major findings of study reveal that the college students in Coimbatore district have good favorable attitude towards Internet Chatting on educational development and their attitude differed in terms locality of college.

Kasturi and Vardhan (2014) examined the **“Key Issues and New Challenges of the Social Media in Nalgonda district of Andhra Pradesh.”** The main objective of the study was to seek the opinion of an audience of social media on various aspects, to discuss the key challenges posed by social media, the major roles played by social media

and to discuss the significance of social media. By survey method, the opinions of a total of 54 participants, an equal representation of men and women aged below 35 years has been considered for the study. From the study, it is evident that both boys and girls accept the fact that social media is highly ubiquitous. Irrespective of the geographic area and their sex, all the respondents think that life without social media cannot be thought of, due to its high interactivity. All the participants agreed that social media enable them to connect with friends and relatives, staying in distant places. Almost all the respondents agreed that social media plays a communicative role, collaborative role, the role of education, the role of engagement, the role of monitoring, the role of maximizing and part of enjoying.

Kumari et al. (2013) intended to identify the “**Use of Social Networking Sites among Dental Students of Farooqia Dental College, Mysore.**” A questionnaire was used among a sample of 130 students to discover the use of SNS. The study found that primary reasons for repeated use of SNSs are to find information and to interact with their friends. The study discovered that Wikipedia, Web Dental and Science Space are the most popular SNSs used by dental students.

Lakshmi et al. (2014) aimed to “**Social networking sites and Indian teenagers.**” They hope to fill the gap as they use Focus Group Discussion to explore the experiences of Indian teenagers with social networking sites. The sample was drawn purposively from different geographical backgrounds; the participants belonged to various social, educational, and economic backgrounds and between 15 and 17 years of age. Thirteen focus group discussions (FGDs) were conducted to get participants totaled to 109 undergraduate students (53 girls and 56 boys). Information from the groups was analyzed in terms of their use of social networking sites, online versus offline friendships, and extending friendships beyond cyberspace. The findings indicated that both boys and girls use other forms of communication channels to strengthen existing friendships more with the same gender than with the opposite.

Mahat and Mundhe (2014) did an investigation on "**Impact of Social Networking Sites on the Youth.**" Total sample size taken is 400 respondents and tools used were the tables, graphs, bar charts, Cross tables. It is found that the age group of 12-21 that is teenagers and young teenagers uses SNS for entertainment, communication and for sharing personal profile over the net.

Mahmoody (2013) attempted to identify "**Students' Preferences towards the Visiting of Social Networking Sites; A Study in the Context of India.**" For that, Focus Group Interview was conducted through a structured questionnaire where random sampling technique was considered, and 150 samples of individual consumers were selected in India (West Bengal and Maharashtra) within the age of 15 to 30 years students group. The result showed that the most popular social networking sites to students were facebook (86%) and male students use social network more than female students. The study also proposed some required actions for the marketers to avail the opportunity in a competitive market.

Manjunatha (2013) aimed at presenting "**Usage of Social Networking Sites among College Students in India.**" This study focused to define the effects of SNS on interpersonal relationships and analyse the level of interpersonal relationships. For the said target a survey has been conducted among 500 students in various colleges and universities in India. The conclusions of the study acknowledged the rampant usage of SNS among young college students in India. According to the present study, 80 percent of the students spend a significant amount of time using SNS regularly. The majority of the Indian students (62.6 %) spent 1-10 hours per week using SNS. In general, according to the data male students use SNS more than female students and 48% stated that they use SNS to maintain existing friends/relationships. Over 95% of responses were of the positive opinion that social networking sites act as a floor for reconnecting with lost friends, maintaining existing networks/relationships and sharing knowledge, ideas and opinions. The main purpose of the usage of SNS for the respondents was for messaging and chatting.

Nachimuthu (2013) attempted to study on the “**Student Teachers’ Attitude towards Social Media.**” It provides specific instructions on how to use social media and a discussion of the utilization of the internet in the teaching-learning process. This is a survey method of the sample consisted of convenience sampling of 160 Bachelor of education students studying under the affiliation of Tamilnadu Teacher Education University, Chennai, at Dharmapuri district of Tamilnadu State of India by using Social Media Attitude Scale (SMAS). The findings of the study are; (i) Attitude towards social media networks do not differ among B.Ed students either gender-wise or locality wise; (ii) Social media networks sites are effective in the teacher education programme, and it improved their level of learning. For internet use, 40% of students reported that they use Facebook, Twitter and other social media networks per day and the majority of the students also reported that they have more than 250 friends on Social media network sites.

Rithika and Selvaraj (2013) investigated the “**Impact of Social Media on Student's Academic Performance.**” The objective of the study was to determine how social networking websites affect a student's academic performance and to explore the consequences of social networking sites in the education system. The data was collected using a questionnaire from 100 respondents. Judgment sampling has been used for data collection. It is found that students are very fond of using facebook, twitter, YouTube and Orkut. Gender analysis shows that male students mostly use social networking websites and they use social networking websites for knowledge. 69% of the total population generally use social networking websites for entertainment. Paying attention to their academic progress and labeling any problems will go a long way towards keeping the negative characters of social media from affecting their studies. However, faculties and students are now starting learning beyond the borders of the classroom through social networking.

Chakraborty (2012) attempted to examine the “**Activities and Reasons for Using Social Networking Sites (SNS) By the Research Scholars of North Eastern Hill University (NEHU).**” For that, the study has covered two social networking sites namely Facebook and Research Gate based on demand and widely used by research scholars. A self-administered questionnaire was distributed among the research scholars of NEHU. The result showed that most of the scholars from social science background use SNS from education and research point of view; on the contrary scholars from pure science think that SNS has no role on research and education. They use SNS just for entertainment.

Keskar (2012) examined the “**Incidence and Impact of Social Networking upon the College going Students in Pune City.**” The data collected through a questionnaire that was administered to a sample of 60 students of a college in Pune city. The result showed that youngsters are enjoying Social Networking sites. Facebook is more popular than Books. More use of Social Networking sites can become addiction while reading books can develop and groom personality. The study concluded that Social Networking is required to be regulated both in a quality content & quantity of its use.

Madhusudhan (2012) explored “**Use of Social Networking Sites by Research Scholars of the University of Delhi.**” A structured questionnaire was planned and personally distributed to 160 respondents. Results revealed that the largest used SNSs for “lurking” while few used such sites for elevating one's research. Additionally, most respondents preferred the SNS Facebook and Research Gate for academic purposes. Collaborative and peer-to-peer learning were universal benefits from SNSs while some expressed concern concerning cyber-bullying and privacy.

Singh and Gill (2012) attempted to determine “**Use of Social Networking Sites by the Research Scholars: A Study of Guru Nanak Dev University, Amritsar.**” The use and effectiveness of web 2.0 based applications such as wiki, blogs, RSS, SNSs, IMs... in education and research by the research scholars. The study was conducted through a structured questionnaire administered among the research scholars pursuing

their research. The study finds that majority of the respondents were found to be aware and making use of such applications in their research affairs and it Facebook is the most popular SNS by all category of research scholars.

Augustine and Arulsamy (2011) conducted a study on "**Attitude of College Students towards Internet chatting on Personal Development.**" in Coimbatore district, Tamilnadu. The investigators used normative survey method for the study. The sample consists of 200 college students from two Arts and Science and two Engineering colleges in Coimbatore District. Stratified random sampling technique has been used for the selection of the sample. The investigators developed a tool themselves to measure attitude towards Internet Chatting on personal development. The major findings of the study exhibit that the college students in Coimbatore district have a favorable attitude towards Internet Chatting on personal development and their attitude differed in terms of gender and locality of college.

2.4. Researches in Foreign countries

John (2017) studied the "**Student Attitudes on Social Media and Perception of Instructor Social Media Use.**" The study revealed that the correlation existed between the attitudes of students and their attitude towards instructors who engage in social media with the classroom. It was found that there was a significant positive correlation between student's willingness to occupy in social media if they had a separate account and the student's perception that they could not be themselves knowing an authority figure is viewing their social media account.

Starcic et al., (2017) attempted to study on "**Students' Attitudes on Social Network Sites and their Actual Use for Career Management Competences and Professional Identity Development.**" The study was conducted with 224 students enrolled in the 2015/16 academic year at the University of Ljubljana Faculty of Civil and Geodetic Engineering in Slovenia. The result revealed that the Students believe that SNS influence their careers and shape their identities, but many students' awareness of SNS is

not very strong. They concluded the redesign of the course "Work-integrated learning" for students in Civil and Geodetic Engineering with SNS.

Tajudeen (2017) made an investigation on "**Understanding the Impact of Social Media Usage among Organizations.**" The study was conducted in Malaysian top 1000 Companies Directory by doing survey and the online questionnaire was created using the Survey Monkey website. The result of the study explained that social media usage has a really strong positive impact on an organization's performance in terms of cost reduction, enhanced customer relations, and improved information accessibility.

Zoonen et al., (2017) attempted to study "**Understanding the Consequences of Public Social Media Use for Work.**" The central aim of the study was to explore the positive and negative consequences of public social media use for work. Survey data of 421 employees are used to examine the relationship between public social media use for work and engagement, and exhaustion, through opposing mechanisms. The result of the study demonstrated that breaks and work-life conflict are important demands, whereas convenience and efficient communication are resources associated with social media use for work. These demands and resources are related to engagement and exhaustion.

Merle and Freberg (2016) investigated on "**Student Perceptions of Professors' Social Media Use in the Classroom.**" It was discovered that the presence of a social media assignment positively influences students' intent to register for the course and public relations professors' presence on social media and the inclusion of a social media-based assignment can influence the students' perception of a course.

Bahrani et al., (2015) focused on "**Engaging Students Using Social Media: The Students' Perspective.**" The conclusion showed that using social media can provide pedagogical benefits which can enhance education. The study designated that students are concerned with isolation but are eager to connect with faculty as long as it is a one-way association.

Brooks (2015) experimented “**Does personal social media usage affect efficiency and well-being? Computers in Human Behavior**”. This research addressed the gap by investigating the effects of personal social media usage on task performance the study. The study was also extended to examine the facts that the personal social media usage has on individuals' technostress and happiness levels. The sample consisted of 209 samples consists of undergraduate students enrolled in an information systems course in a large Western US university. The results of the survey indicated that personal social media usage leads to adverse effects, both on performance and well-being. Specifically, social media usage is correlated with lower task achievement, increased techno stress and lower happiness.

Parveen et al, (2015) studied the “**Social Media Usage and Organizational Performance: Reflections of Malaysian Social Media Managers.**” The study was focused only on the social media managers' views towards social media. Their findings provided that the social media has a more significant impact on the performance of institutions in names of improvement in customer relations and customer service activities, improvement in information accessibility and cost reduction in terms of marketing and customer service.

Bsharah et al. (2014) aimed to investigate “**The Relationship between the Use of Social Networking Sites (SNS) and Perceived Level of Social Intelligence among Jordanian University Students: The Case of Facebook.**” 280 students from different colleges in a Jordanian public university were selected as the sample. The researchers used a cross-sectional survey design in which a questionnaire was administered and collected in-class by some faculty members, who agreed to have their classes participating in this study. The questionnaire aimed to collect data regarding students’ use of Facebook as well as the perceptions of their social intelligence. The summary of the collected data revealed that the majority of the students were active Facebook users. Participants’ perceptions of their level of social intelligence were positive and at a moderate level. This study disagreed with the common negative reputation, in the Arab World, of the effect of Facebook on students’ social life. Also, the study showed that the

use of Facebook might benefit students' social competencies and intelligence, by providing them with an electronic platform that they can use to freely express themselves.

Fuoco and Leveridge (2014) made a study on "**Attitudes toward and Use of Social Media among Urologists.**" The main aim of the study was to understand the attitudes and practices of urologists regarding social media use. It was found that most of the urologists feel social media is best kept to exchanges data between colleagues and emerging data suggest an increasing involvement is likely in the continuing professional development space.

Soomro et al., (2014) made an investigation on "**Pre-service Teachers' and Teacher-Educators' Experiences and Attitudes toward Using Social Networking Sites for Collaborative Learning.**". It was found that the Pre-service teachers' use of Facebook is more concentrated than the use of Facebook by teacher-educators. Further, pre-service teachers exposed more positive attitudes toward using Facebook for collaborative learning than the attitudes of their faculty. However, the findings also indicated a positive relationship between participants' Facebook intensity and their attitudes toward its use for collaborative learning.

Buhler et al. (2013) investigated on "**How and Why Teenagers Use Video Chat.**" Teenagers are increasingly using video chat system to communicate with others. However, little research has been carried to explore how and why they use technology. The sample of twenty teenage participants (10 male and 10 female) recruited by snowball sampling, word-of-mouth, and by posting ads on sites such as Facebook and Craigslist and conducted an interview study with them. The participants used multiple video chat systems where the most common was Skype (18/20) followed by Face Time (10/20), Tiny chat (3/20), MSN Messenger (3/20), and Google Hangouts (1/20). The result showed that video chat plays an essential role in maintaining teenagers socialization with their friends after school and on weekends where it allows them to see emotional responses and participate in activities like shared homework sessions, show and tell, and performances over distance. Video chat is also used to engage in more private events

such as gossiping, flirting, and even the viewing of sexual acts. This medium presents an exciting design challenge of supporting teen use of video chat while mitigating privacy and parental concerns.

Khan (2013) explored the “**Impact of Social Networking Websites on Students.**” A study questionnaire was designed to determine the factors of social networking websites that have an impact on students. The study resolved that students whose age range from 15 to 25 mostly use social networking websites for entertainment 60 % of male students commonly used social networking websites for knowledge. Graduation students generally prefer social networking websites for entertainment. It was also found that people can use social networking websites due to social influence. This study determines that most of the students use social networking websites due to their friends and its total average is 67.3% of the total sample. Students having a 3.0 to 3.5 GPA (Grade Point Average) mostly use social networking websites for entertainment.

Sponcil and Gitimu (2013) examined “**The uses of Social Media on Student’s Communication and Self Concepts among TATIUC Students’.** A Stratified sampling method was used to acquire the participants consisting of 96 undergraduate college students auditing a Midwestern University in the US. In this study, students completed a questionnaire which evaluated personal use of social media, communication skills with friends and family, and effects on self-concept. Results indicated that all the college students were using a limited one form of social networking website. There was a .586 Pearson correlation between usage of social media and communication with family and friends. There was a .658 Pearson correlation between usage of social media and self-concept.

Eren (2012) investigated “**Students’ Attitudes towards Use of Social Networking Sites- Facebook in Particular in Language Classroom’.** Concerning the probable uses of the social networking sites for educational use, this study was taken out at a university in Gaziantep, Turkey with 48 students who were enrolled in one year compulsory English preparatory class. The research design included a 5 point Likert-type

questionnaire and semi-structured interviews. The findings suggest that Facebook can be handy as an educational tool and students have a very positive attitude towards the use of Facebook activity as a supplement to language classroom, but traditional classroom-based language learning remains a backbone for language education.

Otaibi (2012) investigated the "**Attitude towards the Use of the Internet.**" The aim of the study is to find the correlation between the attitude towards the use of the Internet and its cognitive, emotional and behavioral elements. The sample included 216 college students with ages ranging from 20 to 31. The most important result of the study was that students have positive attitude towards the use of the Internet. The methods of the Internet involve educational and cultural purposes, leisure and entertainment as well as purchasing intentions. Also, there is the existence of significant difference at the level (0.01) between high and low Internet users concerning the general attitude towards the Internet in favor of the top users of the Internet.

Newman et al. (2011) studied the topic "**It's not that I don't have Problems, I'm just not putting them on Facebook.**" To understand why and how people receive health information online, they interviewed fourteen people with essential health concerns who participated in both online health communities and Facebook. Qualitative analysis of these interviews highlighted the ways that people think of with whom and how to share different types of information as they pursue social goals related to their health, including emotional support, motivation, accountability and advice. The research implies that success in these goals depends on how well they develop their social networks and how effectively they communicate within those networks. Effective communication is made more challenging by the need to strike a balance between sharing information related to specific needs and the desire to manage self-presentation.

Poellhuber and Anderson (2011) undertook a study on "**Distance Students' Readiness for Social Media and Collaboration**". To examine these issues, an online questionnaire was issued to students from four large Canadian distance education institutions. A systematic sampling method led to 3,462 completed questionnaires. The

result showed that students have diverse views and experiences, but they also present significant and robust age and gender differences in a variety of measures, as well as an outstanding organization effect on the student's interest in collaboration. Males and younger students scored higher on nearly all indicators (past teamwork experience, cooperative preferences, attitudes toward technology, experience with social software, etc.). These age and gender differences should be interpreted cautiously, however, as they are based on self-reported measures.

Ames et al. (2010) explored the "**Making love in the Network closet: The Benefits and work of Family Video Chat.**" The researchers did the field study of 22 economically and culturally diverse families in the San Francisco Bay Area. They explored the benefits of video chat for families and the similar work that home users engage in to make a video call run easily. Also, they searched the varieties of social work wanted, including coordination work, presentation work, behavioral work, and scaffolding work, as well as the technical work necessary. They outlined the benefits, the families enjoy for doing this work and discuss how families use video chat to strengthen their identity as a family and reinforce their family values, in effect making – as in creating – love.

Mahmood (2010) attempted to assess the "**Internet Use Behavior and Attitude of College Students: a Survey of Leadership Colleges' Network.**" This study was based on questionnaire distributed through a plagpk listserv. After two reminders, 227 usable questionnaires were received. This study exhibits that library and information professionals working in all types of institutions in Pakistan paid a warm welcome to Internet technology. Their attitude was very positive towards Internet-based facilities and services. They found these tools very useful in their professional and personal work. Most of them had Internet facility at their offices. It was found that the institution type, gender, and age of the research participants did not affect the strength of their attitude towards the Internet. However, experience, frequency, level of perceived skills and training in the use of the Internet had a strong effect on the extent of participants' attitude.

Safdar et al. (2010) investigated the “**Internet Use Behaviour and Attitude of Intermediate and Bachelor's Level Students of the Leadership Colleges Network in Punjab.**” The survey method was used in this study. A total sample of 800 students (200 each) by convenience sampling method was selected from all four campuses of the Leadership Colleges network, i.e., Lahore, Multan, Rawalpindi, and Sialkot. Results of the study reveal that the students were new Internet users but used it regularly. Most had access to the Internet at home. They used this technology mostly for communication and educational purposes. A majority of 83 of users had no formal training. They favored contacting their friends or relatives for solving problems in Internet use. Their attitude towards the tools and services of the Internet was positive. Users agreed that the Internet was really helpful in meeting their information and communication requirements swiftly

2.5. Conclusion

The above review of related literature enabled the investigator to know the already done researches in the field of social media. Through this, the investigator found out that the studies were done on school children, college students, and university students but not with the prospective professional students like teachers, Physical educators and Nurses, who are going to shape the minds of the thousands and thousands of children shortly and look after their physical as well as mental health respectively. This vacuum can be filled by this new study to be undertaken by the investigator. Hence this investigation was attempted by the investigator.

CHAPTER III

METHODOLOGY

3.1 Introduction

"Research methodology is a careful critical inquiry or examination in seeking facts or principles, diligent investigation to ascertain something."

Webster's International Dictionary (2012).

Educational research refers to a systematic attempt to gain a better understanding of the educational process, generally with a view to improving its efficiency (Pathak, 2011). Traverse (1968) defines "Educational research is that activity which is directed towards the development of the science of behavior in an educational situation.

The successful outcome of research depends upon its methodology adopted. The selection of methods for research work depends upon the tools and techniques that the researcher uses. There are several methods available for the research workers for the data collection. The methodology adopted for this research is described in the following pages.

3.2 Method Adopted for the Study

In behavioral science, general **survey method** is adopted more frequently, compared to the experimental approach. Fraenkel and Wallen (2003) describe the survey as follows: 'Survey is an attempt to obtain data from members of a population to define the current status of that population concerning one or more variables'. The survey method is an important method that has significantly developed since the middle of this century and is valuable for many purposes. The survey covers the grounds to be explored, providing detailed information regarding some current state of affairs describing the salient features concerning what has been examined in the course of the study. The survey method is essential for the collection of facts and information relevant to the problem investigated.

In educational research, the aim and purpose of the educational survey is to bring to light many events which will point out the need for refinement and improvement in the

educational system. It involves measurement, classification, interpretation, comparison, evaluation, and generalization all directed towards a proper understanding and solution of the problem. The survey method contributes to the advancement of knowledge because it affords penetrating inside into the nature of what one is dealing with. It suggests the course for future development.

As the present study deals with the attitude of the students of professional institution towards social media, the investigator adopted the survey method which has been found suitable to collect the essential and relevant data.

3.3 Sample and Sampling Technique

- **Population**

Best and Kahn (2003) defined, "A population is any group of individuals who has one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of that group."

In the present study, the population is the students of professional institution in the Coimbatore. The purpose of research is to discover principles. However to study a whole population to arrive at generalization would be impractical. Sometimes population is so large that their characteristics cannot be measured.

- **Sample**

Best and Kahn (2003) stated "A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn. Contrary to some popular opinion, samples are not selected haphazardly; they are chosen in a systematic way so that chance or the operation of probability can be utilized."

- **Sampling Method**

After a detailed study of all the sampling methods and considering the variables selected for the present study, the investigator adopted 'Simple Random Sampling Method' for the selection of the sample.

- **Simple Random Sampling**

"In this technique, each member of the population has an equal chance of being selected as subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the population." (Castillo, 2009).

This sampling method enabled the investigator to have greater control over the sample. It ensured the possibility of representative selection and a detailed study with accuracy. Sampling done in two phases. The first phase was for the selection of the professional institutions and in the second phase, students were selected from the selected professional institutions as the sample for the study Simple Random Sampling method. The sample selected for the present study consisted of 300 Students from 2 Professional Institutions namely Avinashilingam Institute for Home Science and Higher Education for Women and Kongunadu College of Nursing, Coimbatore.

The details of the selected sample and their personal profile are depicted in the following tables 3.1 and 3.2 and academic profile in the table 3.3

Table 3.1
Details of the Sample

S.No	Name of the Institutions	Name of the Department		No. of Samples	
1	Avinashilingam Institute for Home Science and Higher Education for Women	School of Education	Department of Education	50	
			Department of Special Education		50
			Department of Physical Education	B.PEd	50
				B.Sc	50
		School of Engineering		50	
2	Kongunadu College of Nursing	Nursing		50	
		Total		300	

Table - 3.2
Personal Profile of the Student Sample

S.No	Variable	Category	Number (300)	Percentage
1	Locality	Rural	128	42.66
		Urban	172	57.33
2	Types of family	Nuclear	118	39.33
		Joint	71	23.66
		Extended	111	37
3	Occupation of the Father	Agriculture	92	30.66
		Private Sector	79	26.33
		Government Service	42	14
		Self-Employed	68	22.66
4	Occupation of the Mother	Agriculture	47	15.66
		Private Sector	46	15.33
		Government Service	32	10.66
		Self-Employed	25	8.33
		Housewife	146	48.66
5	Educational Qualification of Father	Illiterate	66	22
		Higher Secondary	122	40.66
		Graduate	67	22.33
		Post Graduate	23	7.66
6	Educational Qualification of Mother	Illiterate	89	29.66
		Higher Secondary	124	41.33
		Graduate	45	15
		Post Graduate	35	11.66

The above details of the sample are depicted in the following diagrams

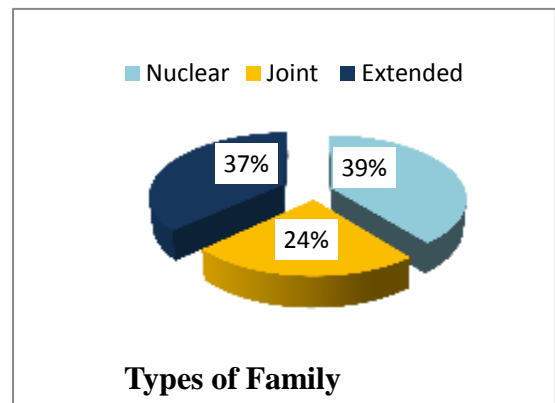
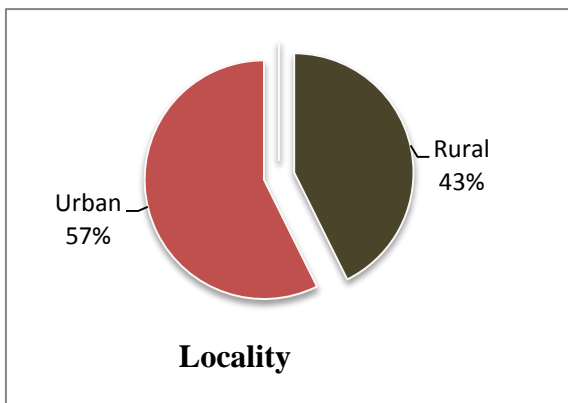
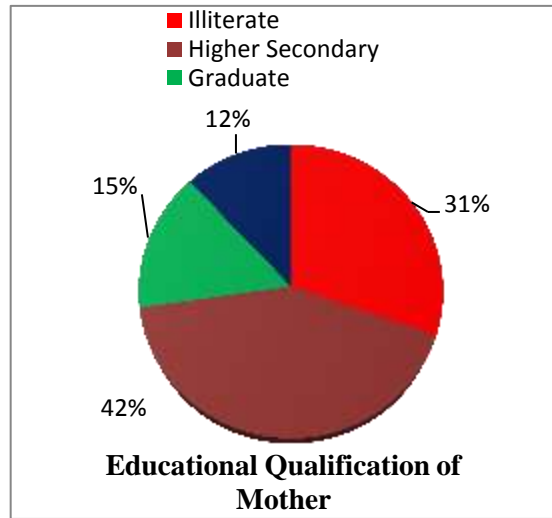
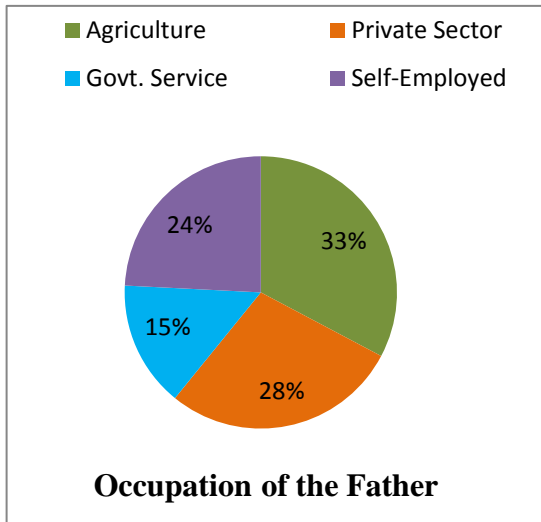
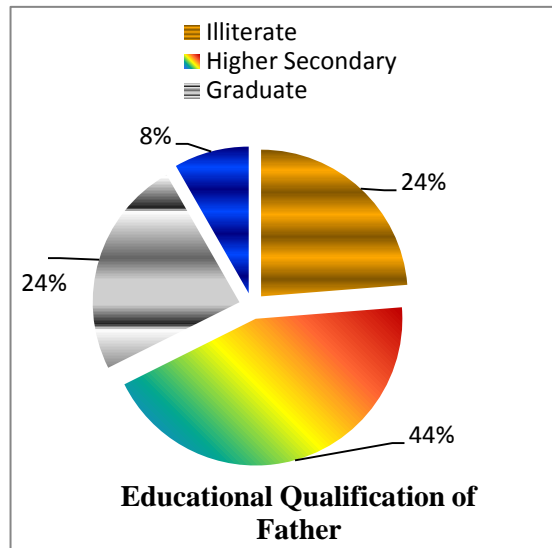
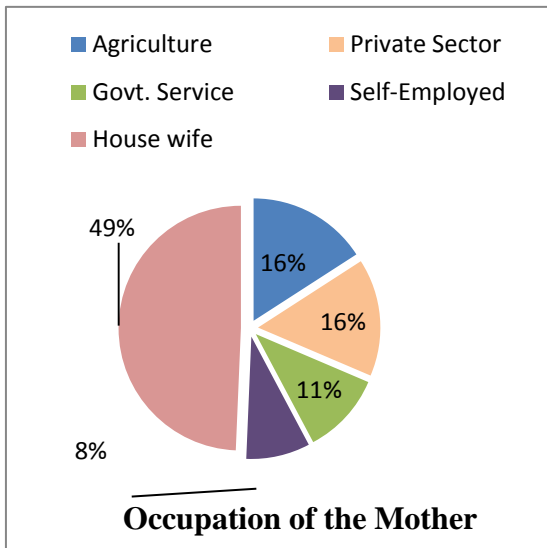


Figure 3.1 Personal Profile of the Sample

As seen in Figure 3.1, the locale-wise distribution shows that 57 percent of the students are from an urban setting and 43 percent from rural area. It is also seen that students from nuclear family constitutes 39 percent, extended constitutes 37 and from joint family constitutes 24 percent of the sample. The occupation of father comparison shows that 33 percent of the student fathers selected for the study fall under the agriculture, 28 percent fathers are from private sector, 24 percent of the fathers are self employed and 15 percent are government employed. The same profession of mothers shows 49 percent of mothers as a housewife, 16 percent of mothers are working in private sector and agriculture field, 11 percent of mothers are government employed and 8 percent are self employed. It shows that 44 percent of the fathers of selected sample have the higher secondary education qualification, 24 percent are the graduate and illiterate and 8 percent of the have a post graduate qualification. The same way 42 percent of the mothers are have a higher secondary education qualification, 31 percent are illiterate and 15 percent are have a under graduate and 12 percentage of the have a post graduate on their educational qualification.

Table -3.3
Academic Profile of the Sample

S.No	Variable	Category	Number	Percentage
1	Stream	Science	230	73.33
		Arts	80	26.66
2	Professional Programme	Education	50	16.66
		Special Education	50	16.66
		Physical Education	100	33.33
		Engineering	50	16.66
		Nursing	50	16.66

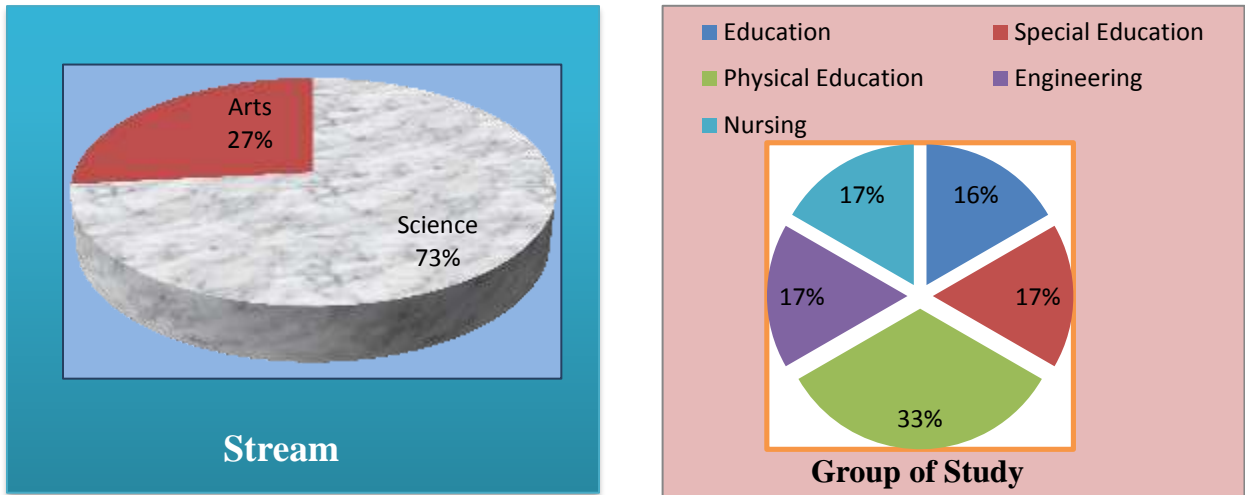


Figure 3.2 Academic Profile of the Sample

3.4 The Tool used for the study

The instrument that is used to gather new facts or to explore new fields is called tool for data collection. Selection of suitable tool is of vital importance for a successful research. The choice of a particular method or device depends on a variety of factors such as the nature of the topic undertaken, the nature of the subject involved, and the time at the disposal of the investigator. The data collection tools used for the present study were:

1. **Personal Data Sheet** was prepared by investigator in order to get the personal information from the samples.
2. **Attitude Scale** was prepared by investigator to check the attitude of the sample towards social media.

3.5 Personal Data Sheet

The Personal data sheet was used to collect the personal information of the sample such as Stream of Course, Type of Family, Locality, Parents Educational Qualification, Occupation of the Parents, and questions related to specific aspects like account on social network, total hours of using social media, order of preference of social media availability and purpose of using social media. These variables were chosen based on the ideas got from a review of the literature, experts' opinion, and investigator's intuition. The respondents were provided with the personal data sheet in person and were

asked to read the items and make responses in the space provided in the personal data sheet.

3.6 Test Tool

The tool prepared by the investigator for the measurement of the variable - attitude was an Attitude scale which was subject to scrutiny as follows.

- Item pool
- Pilot study
- Reliability and Validity
- Item analysis

3.7 Item Pool

While constructing the tool to find out the attitude of the students of professional institutions, the investigator prepared the test items by making a review of the related literature and the test items used in various testing situations. A thorough and systematic examination of all the relevant area of Social media studies in books, journals, and net resources also helped the investigator in the preparation of the test items. Thus, a pool of 30 items was developed. The scores allotted to these items were 2 and 1 in the positive statements and vice versa in the negative statements.

3.8 Pilot Study

The personal data sheet and tool thus developed by the investigator was administered to the randomly selected 50 students of Department of Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore who was not the subjects of the study. To gain confidence and to get their wholehearted involvement in the investigation, the investigator established a good rapport with the sample. The tool developed by the investigator was given to the pilot sample to measure their attitude towards social media and scores were noted down.

3.9 Reliability and Validity

Research in education is application oriented. It should have a contributory effect on either the theory or the practice of teaching. The two most important and fundamental characteristics of any measurement procedure are reliability and validity. Only when validity and reliability are established, the findings of the study become trustworthy. In the words of Farrow (2008), "reliability is the consistency of measurement over time. If a teacher-created assessment is truly reliable, students who retake a test should receive close to the same score if they have not retaught the material that is tested. Besides being reliable, a test should also be valid. For a test to be valid, it needs to cover the objectives that taught".

The reliability of a test is usually calculated by one of the following 4 Methods.

- Test-Retest Method
- Alternative or parallel form method
- The split half method
- Rational equivalent method

For this research the investigator has used the Split-Half Method for finding the reliability.

Split-Half Method:

The split-half method is regarded by many as the best of the methods for measuring the test. Reliability one of its main advantages is the fact that data computing reliability are obtained upon one occasion, so that variations eliminated. Using product moment formula the investigator found out the reliability of half-test. Finally the investigator applied Spearman Brown formula.

$R_{tt} = 2r/1+r$, to find out the reliability of the whole test.

The reliability of the test is 0.69. It reveals that the tool is found reliable. Based on the experts' suggestions, all items were edited, reviewed and finalized with 12 Objective test items.

3.10 Item Analysis

It is concerned with the problem of selecting the elements for the final form of the test so that the trial will have specific characteristics (Nagarajan et al., 2003). Item

analysis enables any researcher to find out the difficulty level and discriminating power. Item difficulty is the percentage of students who get the item right. So the lesser the value, the higher the difficulty level. A test item possesses adequate discriminating power when it is capable of differentiating between superior and inferior students (Bhatia, 1992). In general, for teacher constructed test, item discrimination above 20 percent is considered to be sufficient. Items that are of moderate difficulty are more likely to establish a high level of perception.

In this investigation, after the pilot study, the tool was used for item analysis. The sum of the scores obtained by all the respondents was calculated separately for each. The scores of the respondents were arranged in descending order. The top twenty-seven percentage and the bottom twenty-seven percentage scores were taken into account. The difficulty index and discriminating power were calculated. The item for which the difficulty level ranged from 50 to 70 percent and the discriminating power ranging from 25 to 30 percent were selected for the study. Finally, the questionnaire comprised of 12 questions. The maximum mark allotted to the Questionnaire was 24.

1. The Difficulty Index is calculated using the formula

$$\text{Difficulty Index} = \frac{Ru + Rl}{Nu + Nl}$$

2. The Discriminating Power is calculated using the formula

$$\text{Discriminating power} = \frac{Ru - Rl}{Nu - Nl}$$

Nu (or) Nl

where

Ru - Number of right responses in the upper group

Rl - Number of right responses in the lower group

Nu - Total Number of students in the upper group

Nl - Total Number of students in the lower group

3.11 Data Collection Procedure

The investigator selected 300 students from 2 Professional Institutions in Coimbatore. The investigator approached the authorities of the concerned Institutions to get prior permission by explaining the objectives and scope of this investigation. The authorities also felt the need for the awareness on the Social Media to the professional students and were kind enough to permit to carry out the study. The investigator to gain confidence and to get the full involvement of the professional students established the rapport with them. As a first step, the professional students were given the personal data sheet and then questionnaire was distributed to them to test the attitude towards social media. The time given was thirty minutes. The response sheets were collected after the allotted time.

3.12 Statistical Techniques used in the Study

Treatment of the data by applying the appropriate statistical measures is a must to justify the objectives of the study. The collected data were consolidated, tabulated and analyzed statistically by doing the following Statistical calculations.

- Descriptive analysis
- Differential analysis
 - Test of Significance (t- test)
 - Variance Ratio Test (f- test)

Test of Significance ('t' level)

't' test is based on the distribution and is considered an appropriate test for judging the significance of the difference between the means of two samples in case of small when population variance is not known". (Best & Kahn, 2006)

To find out the 't' value, the statistical measures like Mean and Standard deviation are to be calculated.

Mean

The mean is arithmetical average that is obtained by adding all the scores X in distribution and dividing by the number of scores. Symbols other than X have been used to represent the mean, for instance, M & μ .

$$X = \frac{A + \sum fx}{f}$$

-----xc

f

X is the mean score

Σ is a summation sign

Σf is the frequency

Σfx means the sum of all the fix scores

C is the class interval

Standard Deviation

The standard deviation, the square root of the variance, is most frequently used as a measure of spread or dispersion of scores in a distribution. The formula is

$$S = \sqrt{\frac{\Sigma fx^2}{N} - \left(\frac{\Sigma fx}{N}\right)^2}$$

N

N

Here,

S is the standard deviation

Σfx means the sum of all the fx scores

N is the number of scores

't'- Test

$$t = \frac{X1 - X2}{SE}$$

SE

$$SE = \sqrt{s_1^2 + \frac{s_2^2}{N_2}}$$

N₁ N₂

Here,

SE is the standard error

s₁ s₂ are the standard deviations

X₁, X₂ are the arithmetic means

'f' – Test or the variance ratio test

The objective of the f-test is to find out whether more than two samples may be regarded as drawn from the normal population having the same variances for carrying out the test of significance. We calculate the ratio f which is defined as:

$$F = \frac{S_1^2}{S_2^2}$$
$$S_1^2 = \frac{\Sigma(X_1 - \bar{X}_1)^2}{n_1 - 1}$$
$$S_2^2 = \frac{\Sigma(X_2 - \bar{X}_2)^2}{n_2 - 1}$$

n_1 and n_2 refer to the number of items in the first and second samples

$\Sigma(X_1 - \bar{X}_1)^2$ the sum of $(X_1 - \bar{X}_1)^2$

$\Sigma(X_2 - \bar{X}_2)^2$ the sum of $(X_2 - \bar{X}_2)^2$

\bar{X}_1 the sum of sample A

\bar{X}_2 the sum of samples

3.14 Conclusion

This chapter of methodology put forth the research design of the present study, the sample selection, instrumentation and the statistical techniques used for the study, which helped the investigator to collect data systematically. In the next chapter, the received data are subjected to statistical analysis for interpretation.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

Data analysis and interpretation is the process of assigning meaning to the collected information and determining the conclusions, significance and implications of the findings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Analysis and interpretation is an important step in the total procedure of research. These data are studied from as many angles as possible to explore the new facts. The purpose of data collection becomes fruitless when the data collected are not analyzed and interpreted well in order to accept or reject the hypothesis formulated for the research.

The aim of this chapter in the research study is to analyze the collected data and interpret the findings of the study. So a detailed analysis of the collected data is made. An attempt is also made to test the hypotheses using the appropriate statistical treatments like Mean, Standard Deviation, t-test and One Factorial ANOVA. Based on the results, conclusions are drawn. The analysis of the obtained data is done in two parts namely, Descriptive analysis and Differential analysis.

4.2 Descriptive Analysis

Descriptive statistics provides information about the nature of particular group of individuals. It describes the characteristics of group without drawing inferences about the population and it also helps to describe, show or summarize data in a meaningful way.

The descriptive analysis of the selected samples is depicted in the following tables.

Table – 4.1

Frequency Distribution of the sample based on Attitude Scores

Variables		Attitude Level towards Social Media (%)			
		High (above 60)	Medium (60 to 40)	Low (below 40)	
		N	N	N	
Locality	Rural	126	2	0	
	Urban	168	4	0	
Stream of Courses	Science	225	5	0	
	Arts	76	4	0	
Types of Family	Nuclear	117	1	0	
	Joint	69	2	0	
	Extended	108	3	0	
Parental Education	Father	Illiterate	64	2	0
		Higher Secondary	119	3	0
		Under graduate	63	4	0
		Post graduate	18	5	0
	Mother	Illiterate	84	5	0
		Higher Secondary	120	4	0
		Under graduate	43	2	0
		Post graduate	32	3	0
Parental Occupation	Father	Agriculture	91	1	0
		Private Employed	75	4	0
		Government Service	40	2	0
		Self Employed	66	2	0
	Mother	Agriculture	42	5	0
		Private Employed	43	3	0
		Government Service	30	2	0
		Self Employed	20	5	0

From the table 4.1, it is evident that the students in urban area have higher attitude towards social media than the students in rural area. The students of science stream have higher attitude than the arts and from nuclear family professional students have higher attitude than the students from extended and joint family.

The students whose parents studied up to higher secondary level have higher attitude than the students whose parents are illiterate and who have higher educational qualification like under graduation and post graduation. The students whose parental occupation is agriculture have higher attitude than the students whose parents are private employee, government servant and self employed.

Table 4.2
Sample having account on Social Media

Social Media	Type of Professional Programmes		Number	Percentage %	Total %
Have account	Education		11	3.6	49
	Special Education		15	5	
	Physical Education	B.PEd	40	13.3	
		B.Sc	15	5	
	Engineering		30	10	
	Nursing		38	12.7	
No account	Education		39	13	51
	Special Education		35	11.7	
	Physical Education	B.PEd	10	3.3	
		B.Sc	35	11.6	
	Engineering		20	6.7	
	Nursing		12	4	
Total			300	100	100

The above table 4.2 shows that 49% students of professional institutions have account on Social Media, and 51% professional students do not have an account. It is also seen from the above table that the number of students (40) having an account in Social Media is more in B.PEd programme followed by Nursing students (38) concerning the other programmes, the students do have an account but number in less.

In addition, more number of students (39) from Education do not have account on Social Media followed by the students from Special Education and Nursing programmes.

Table 4.3
Purpose of Using Social Media

Purpose	Number	Percentage %
To contact my family	23	7.7
To contact with friends	48	16
Just for entertainment	65	21.66
Educational purpose	88	29.31
Others	76	25.33
Total	300	100

The above table- 4.3 shows that 29.31% of professional students use Social Media for their educational purpose, 25.33% of them use for other purpose like posting videos, photos, comments and know daily updates, 21.66% of them use Social Media just for entertainment, 16 students to contact their friends and 7.7% professional students use Social Media to contact their family. This is represented in the following figure - 4.1

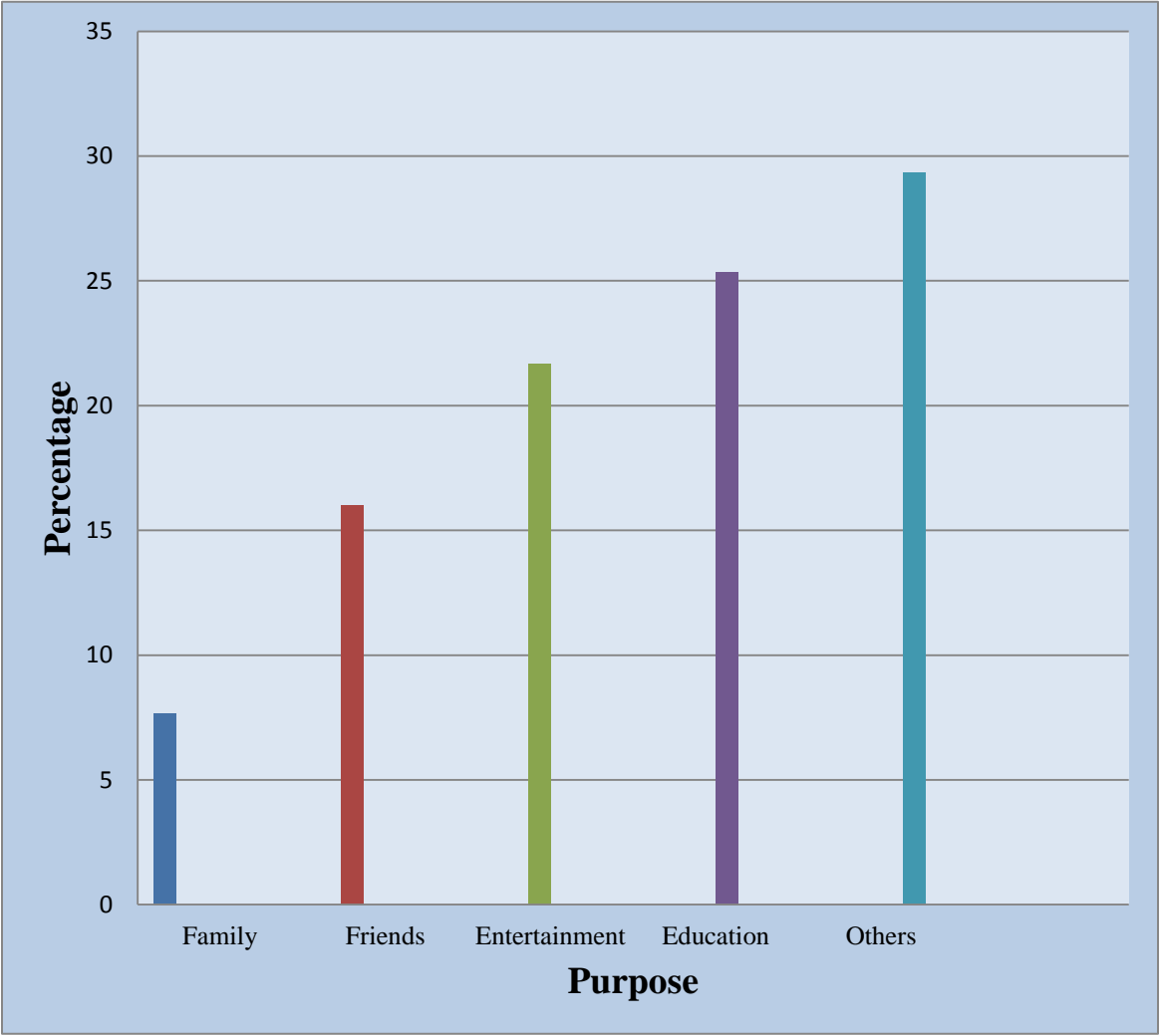


Figure 4.1 Purpose of Using Social Media

Table 4.4
Active Usage of Social Media

Active usage of Social Media(in numbers)	Number of Sample	Percentage %
One	76	25.33
Two	120	39.66
Three	65	21.33
More than three	39	12.66
Total	300	100

The above table shows that 25.33 percent of respondents use only one social medium, 39.66 percent use two Social Media and 21.33 percent of the students use three social media and 12.66 percent students use more than three social media simultaneously. So it is inferred that the majority of respondents use only two social media. The figure 4.2 represents the same graphically.

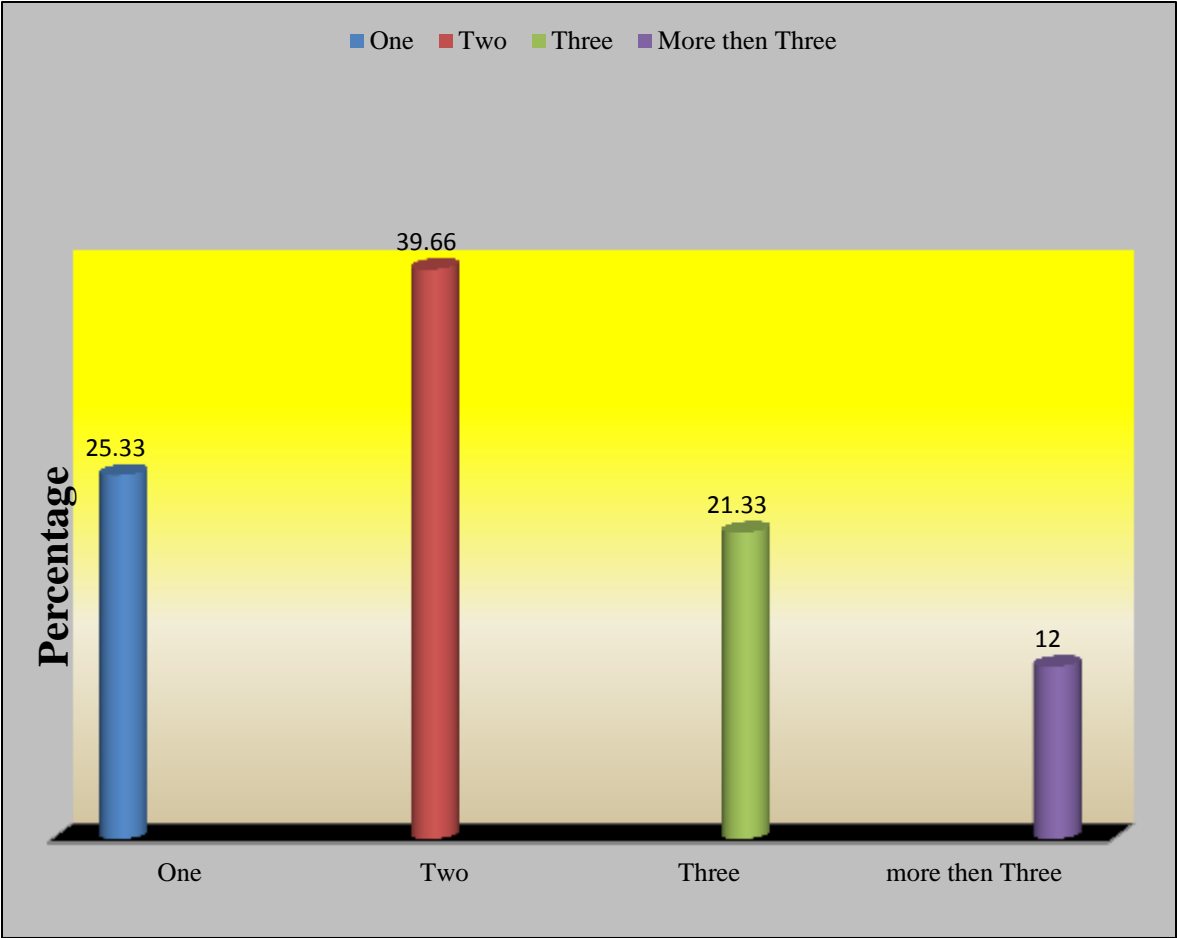


Figure 4.2 Active Usage of Social Media

Table 4.5
Time Spent on Social Media (per week)

Time (Hours)	Number	Percentage %
1-3 hours	48	16
4-6 hours	53	17.7
7-9 hours	127	42.3
More than 9 hours	73	24

Table 4.5 indicates that the majority of the students 42.3 percent spend 7-9 hours in social media. Those who use social media 1-3 hours and 4-6 hours constitute 16 percent and 17.7 percent respectively and 24 percent students use more than 9 hours.

Table 4.6
Preference Pattern of Social Media

List of Major Social Media	Education	Special Education	Physical Education		Engineering	Nursing	Frequency	%
			BPEd	BSc				
Facebook	11	10	6	10	6	9	52	17
You Tube	28	30	35	35	30	24	182	60
Twitter	1	1	-	-	-	1	3	1
Blog	6	4	4	5	-		19	6
LinkedIn	2	3	-	-	2		7	2
Instagram	2	2	5	-	19	12	40	13
others	-	-	-	-	1	3	4	1

It is evident from the above table that 61 percent of the students of professional institution use You Tube. Interestingly, Physical Education students mostly use You Tube compared to other students. The second most preferred social media is Facebook (17%). 13 percent students use Instagram. 10 percent of the students use other Social Media such as Google plus, Blog, LinkedIn and Twitter. This may be due to the fact that You Tube, the information is passed on to the viewers through video with audibility which is more effective than mere visualization.

Table 4.7
Frequency Distribution of the Sample based on the Responses to the
Items in the Tool

S.No	Item No	Scores		Percentage
1	Negative Statements			
	9	Yes	151	50.33
		No	149	49.66
2	10	Yes	180	60
		No	120	40
3	11	Yes	86	28.66
		No	214	71.33
4	17	Yes	165	55
		No	135	45
5	18	Yes	146	48.66
		No	154	51.33
6	19	Yes	86	28.66
		No	214	71.33
7	20	Yes	165	55
		No	135	45
8	Positive Statements			
	12	Yes	219	73
		No	81	27
9	13	Yes	184	61.33
		No	116	38.66
10	14	Yes	221	73.66
		No	79	26.33
11	15	Yes	136	45.33
		No	164	54.66
12	16	Yes	185	61.66
		No	115	38.33

From the table 4.7, for the item number 9 stating “Do you agree that the usage of SNS leads to less emotional bonding in the family” 219 students gave the positive response and 81 negatively responded. Regarding item number 13 “Do you think that SNS has no impact on one’s Social life?” 180 students positively responded and 120 gave negative response. The item number 11 stating “Do you feel that your family income is getting affected by the usage of SNS”, 86 gave positive response and 214 students negatively responded. 165 students gave answer yes and 135 of them answered no respectively for the item 17 “Do you think that trustworthiness of the people you meet is not assured only on SNS?” For the item 18 stating “Do you think that we cannot use SNS to express our self truly to our friends”, 146 students answered yes and 154 answered no. For the item number 19 “Do you agree that usage of SNS does not help one individual to participate in political activities, voluntary service in the society and students organizations” 86 and 214 answered yes and no respectively. Regarding item number 20 “Do you agree that usage of SNS influences one’s lifestyle in any way negatively?” 165 students answered yes and 135 gave answer no.

For the item number 12 stating “Do you enjoy making new friends on online more than personally?” 151 students gave the positive response and 149 negatively responded. Regarding item number 10 “Do you agree that your parents do not have good opinion about SNS”, 184 students positively responded and 116 gave negative response. The item number 14 stating “What type of impact has the usage of SNS on one’s personal life?” 221 gave positive response and 79 students negatively responded. 136 students gave answer yes and 164 answered no respectively for the item number 15, “Do you feel any change in your attitude because of using SNS?” For the item number 16 stating “Do you feel that using SNS will change the sociability of the person?” 185 students answered yes and 115 answered no.

4.3. Differential Analysis

Differential analysis was done by using the obtained data and the results are given in the following tables.

Table 4.8
Attitude Scores of the Sample of Different Professional Programme

S.No	Professional Programmes	Mean Score	S.D	df	t value
1	Education	36.57	3.78	96	0.80 ^{NS}
	Engineering	36.75	3.88		
2	Engineering	36.75	3.88	96	0.67 ^{NS}
	Nursing	37.14	5.27		
3	Nursing	37.14	5.27	96	0.98 ^{NS}
	Special Education	37.12	3.72		
4	Special Education	37.12	3.72	93	0.27 ^{NS}
	Physical Education	36.3	5.09		
5	Education	36.57	3.78	96	0.57 ^{NS}
	Nursing	37.14	5.27		
6	Nursing	37.14	5.27	93	0.35 ^{NS}
	Physical Education	36.3	5.09		
7	Engineering	36.75	3.88	96	0.67 ^{NS}
	Special Education	37.12	3.72		
8	Special Education	37.12	3.72	96	0.54 ^{NS}
	Education	36.57	3.78		

S.D- Standard Deviation NS- Not Significant

It is evinced from the above table that there is no significant difference between the students of education and engineering responding the attitude scores towards social media. The same result is obtained between engineering and nursing, nursing and special

education, special education and physical education, education and nursing, nursing and physical education engineering and special education and special education and education. This may be due to the fact that the younger generation is much attracted towards social media since they are living in technological era.

Table 4.9
Attitude Scores of the Sample towards Social Media Based on the Professional Programme

Professional Programmes	Sources of variance	Sum of squares	df	Mean Squares	F value
Education Engineering Nursing Special Education	Between Group	11.6	5	2.32	0.11 ^{NS}
Physical Education	Within Group	6314.28	294	21.47714	

NS- Not Significant

df- degrees of freedom

It is evident from the above table the f-value 0.11 is not significant at 0.05 level which shows that there is no significant difference in the attitude of the students of professional institutions based on the professional programme. Hence the hypothesis stated “There is no significant difference in the attitude of the students of professional institutions towards social media based on the professional programme.” is accepted. The following figure 4.3 pictures the same graphically.

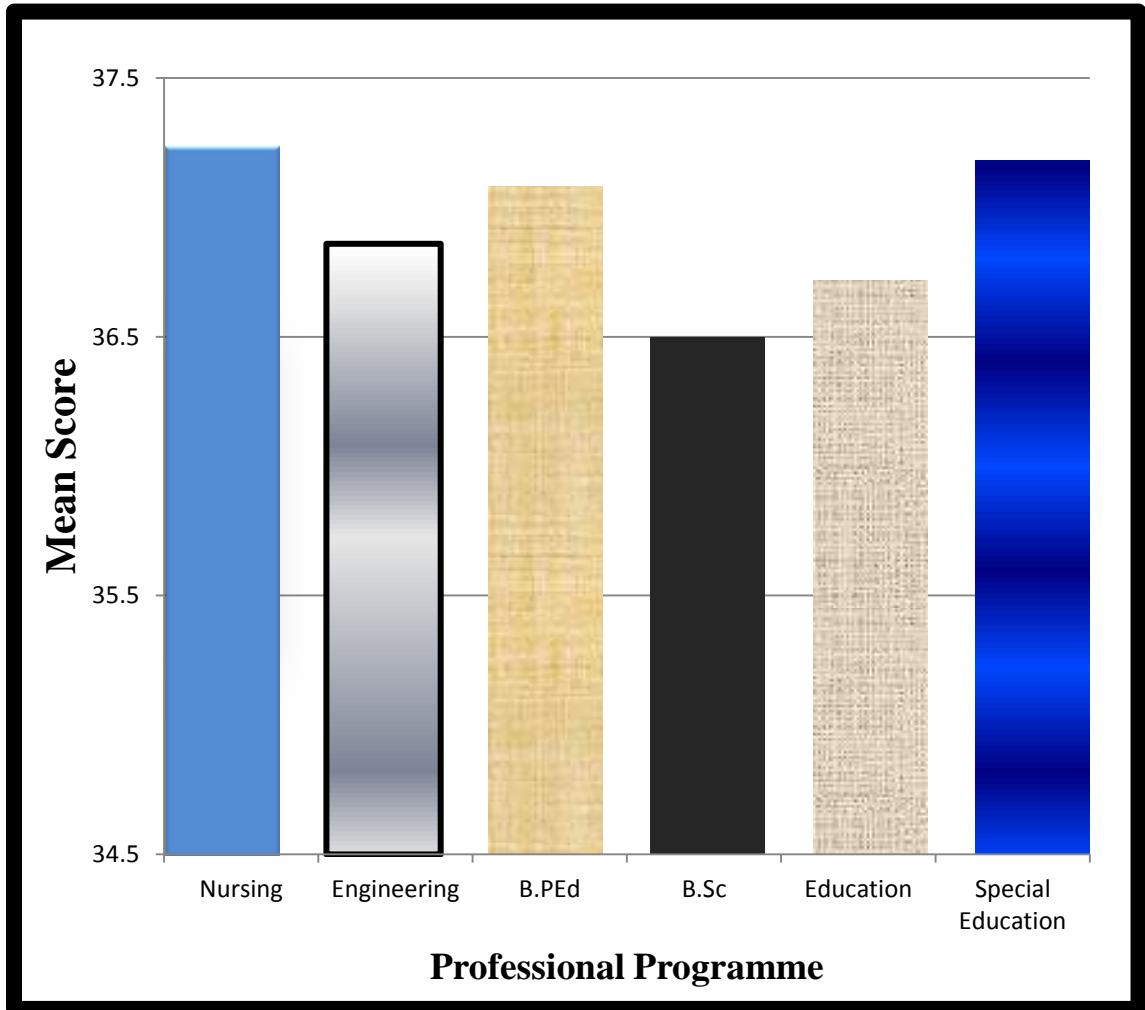


Figure 4.3 Attitude Scores of the Sample towards Social Media Based on the Professional Programme

Table-4.10

Attitude Scores of the Sample towards Social Media Based on the Locality

Locality				df	t value
Rural		Urban		276	0.24 ^{NS}
M ₁	SD ₁	M ₂	SD ₂		
36.65	4.52	37.27	4.52		

M- Mean SD- Standard Deviation NS- Not Significant

From Table 4.10, it is understood that the t-value is not significant at 0.05 level which shows that there is no significant difference in the attitude of rural and urban students of professional institution towards social media. Hence the hypothesis stated “There is no significant difference in the attitude of the students of professional institutions towards social media based on their locality” is accepted. The following figure 4.4 represents the same graphically.

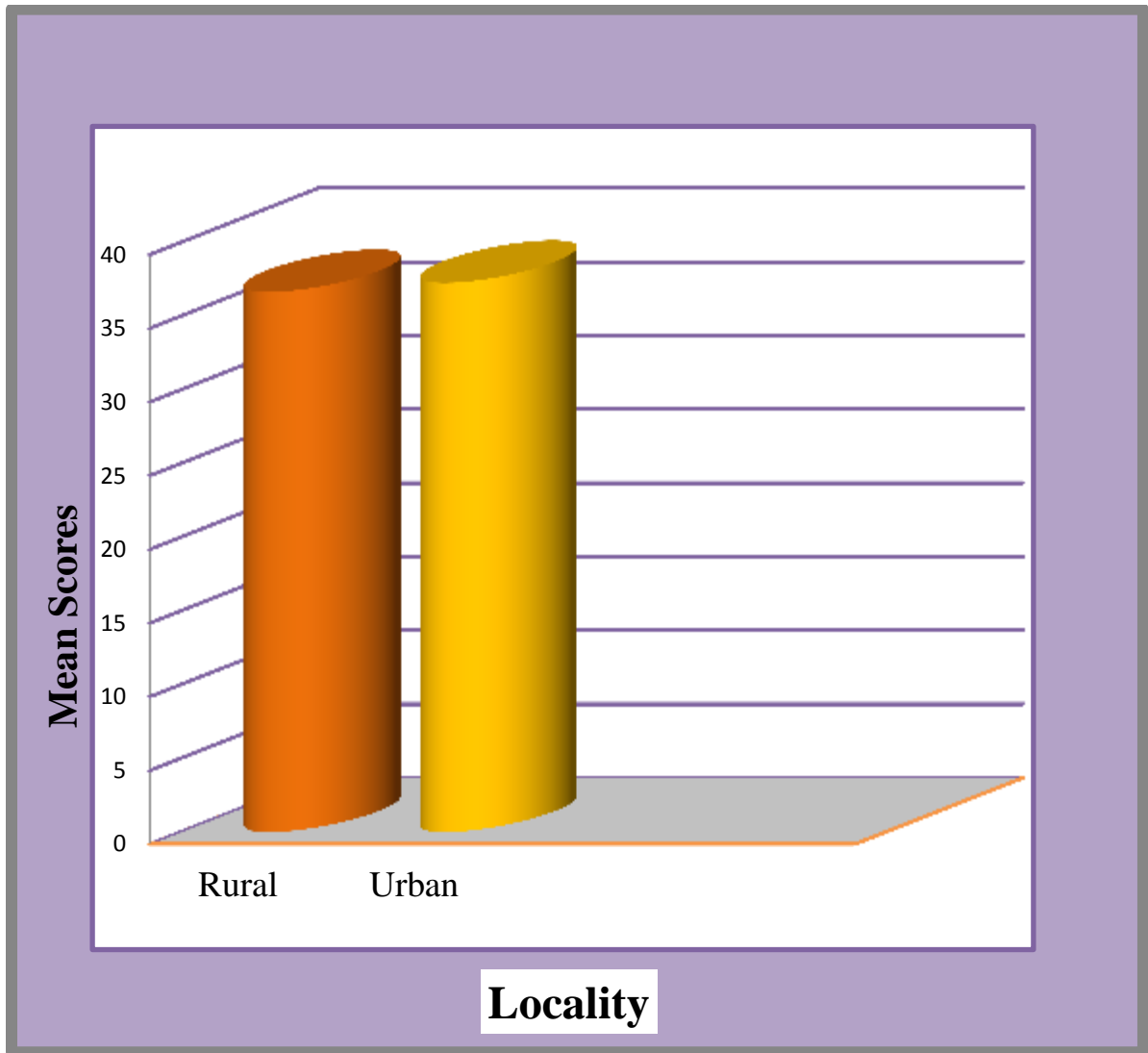


Figure 4.4 Attitude Scores of the Sample towards Social Media Based on the Locality

Table 4.11
Attitude scores of the Sample towards Social Media Based on the
Stream of Courses

Stream of Courses				df	t value
Science		Arts		214	0.29 ^{NS}
M ₁	SD ₁	M ₂	SD ₂		
36.81	4.46	37.39	4.52		

M- Mean S.D- Standard Deviation NS- Not Significant

From table 4.11, it is seen that the t-value (0.29) is not significant at 0.05 level which shows that there is no significant difference in the attitude of the students of professional institutions belonging to science and arts streams towards social media. Hence the hypothesis stated “There is no significant difference in the attitude of the students of professional institution towards social media based on their streams of courses” is accepted. The following figure 4.5 depicts the same graphically.

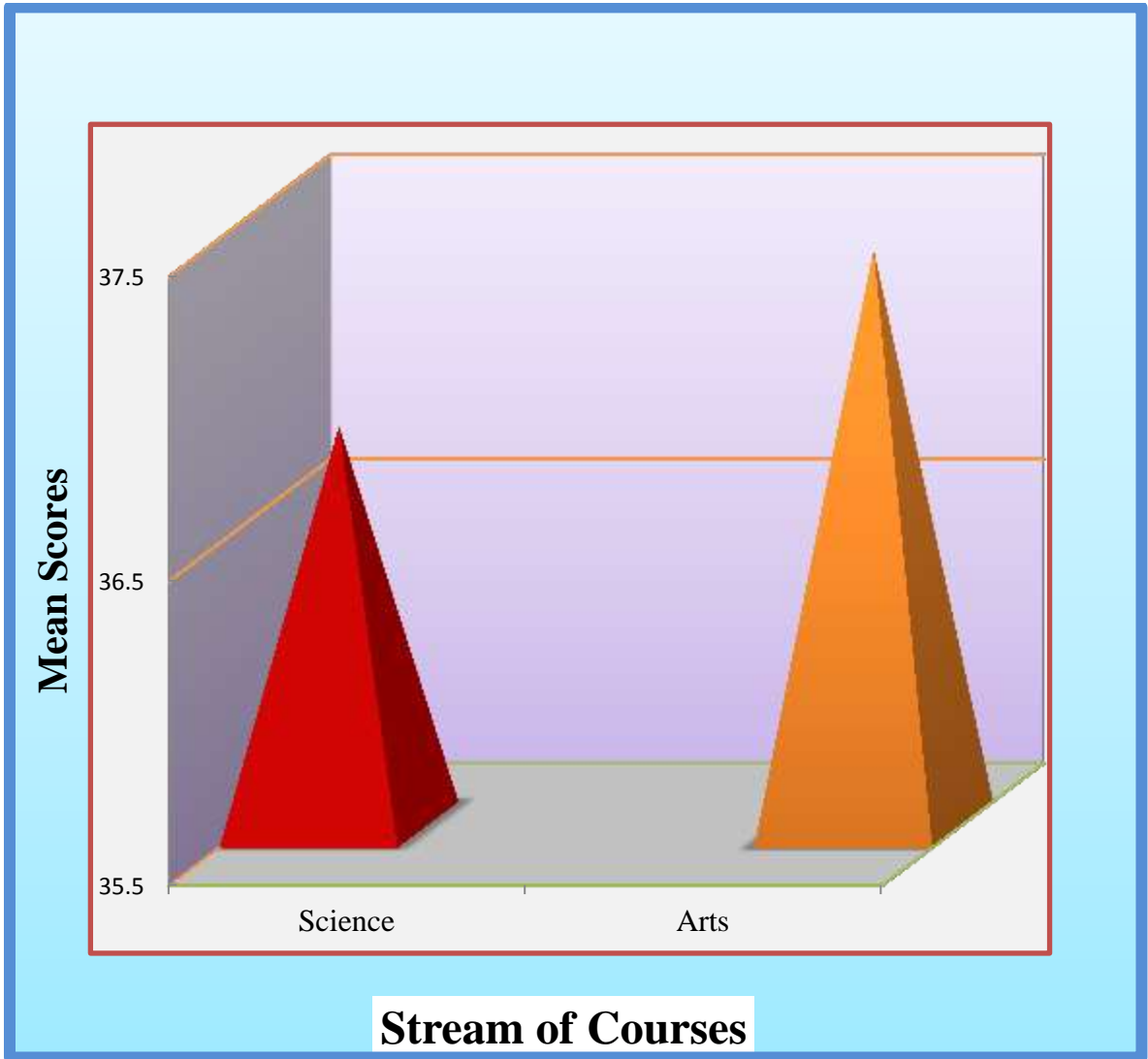


Figure 4.5 Attitude scores of the Sample towards Social Media Based on the Stream of Courses

Table 4.12

Attitude scores of the Sample towards Social Media Based on the Types of Family

Family Type	Sources of variance	Sum of Squares	df	Mean squares	F Values
Nuclear	Between Group	38.86	2	19.43	0.94 ^{NS}
Joint					
Extended	Within Group	6076.92	297	20.46	
Total		6115.78	299		

NS- Not Significant

df- degrees of freedom

From Table 4.12, it is evident that the calculated f-value (0.94) is lesser than table value (3.02, $f < 0.05$) which shows that there is no significant difference among the students of professional institutions towards social media based on the type of family. Hence the hypothesis stated “There is no significant difference in the attitude of the students of professional institutions towards social media based on the type of family” is accepted. The above details are depicted in the following figure 4.6 graphically.

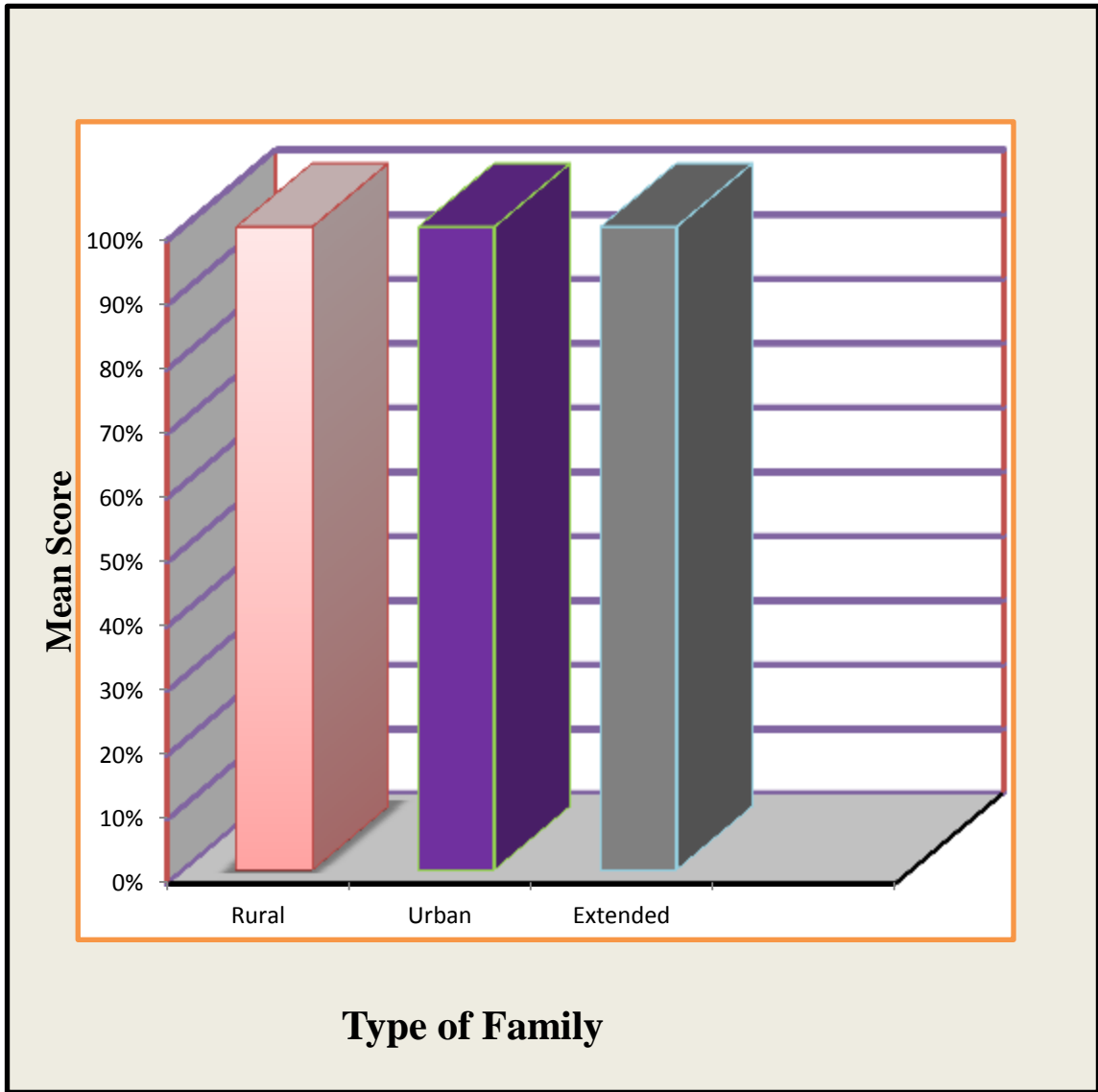


Figure 4.6 Attitude scores of the Sample towards Social Media based on the Type of Family

Table-4.13
Attitude Scores of the Sample towards Social Media Based on their
Parental Education

Parental Education		Sources of variance	Sum of squares	df	Mean squares	F Values
Father	Illiterate	Between Group	44.06	3	14.68	0.71 ^{NS}
	School Education					
	Under Graduate	Within Group	5765.70	279	20.66	
	Post Graduate	Total	5809.77	282	-	
Mother	Illiterate	Between Group	120.30	3	40.10	1.96 ^{NS}
	School Education	Within Group	5950.59	292	20.37	
	Under Graduate					
	Post Graduate	Total	6070.90	295	-	

NS- Not Significant

df- degrees of freedom

From Table 4.13, it is understood that the f-values (0.71 and 1.96) are not significant at the table value (2.63, $f < 0.05$) which shows that there is no significant difference in the attitude of the students of professional institutions towards social media based on their parental educational qualification. Hence the hypothesis stated “There is no significant difference in the attitude of the students of professional institutions towards social media based on their parental educational qualification” is accepted. The above details are represented in the following figure graphically.

Table-4.14
Attitude Scores of the Sample towards Social Media Based on their
Parental Occupation

Parental Occupation		Sources of variance	Sum of squares	df	Mean squares	F Values
Father	Agriculture	Between Group	87.21	3	29.07	1.40 ^{NS} -
	Private Sector					
	Government Service	Within Group	5197.51	251	20.70	
	Self - Employment	Total	5284.72	254	-	
Mother	Agriculture	Between Group	55.67	4	13.91	0.67 ^{NS} -
	Private Sector					
	Government Service	Within Group	6015.23	291	20.67	
	Self - Employment	Total	6070.90	295	-	
	House Wife					

NS- Not Significant

df- degrees of freedom

It is evident from the above table that the f-values (1.40 and 0.67) are not significant at the table value (2.64, 2.40 $f < 0.05$) which shows that there is no significant difference in attitude of the students of professional institution towards social media based on their parental occupation. Hence the hypothesis stated “There is no significant difference in the attitude of the students of professional institutions towards social media based on their parental occupation” is accepted.

4.4 Conclusion

This chapter helped the investigator to analyze the data and make inference out of that. Based on the analysis, it may be concluded that there is no significant difference in the attitude of the students of professional institutions towards social media based on the selected variables. It enabled the investigator to arrive at the conclusion which is given in the chapter 5.

CHAPTER V

SUMMARY AND CONCLUSION

5.1 Introduction

This chapter discusses the findings of the study. The purpose of the study was to investigate the Attitude of the Students of Professional Institutions towards Social Media. Following this, recommendations are made for future research and educational practice in the field of social media.

5.2 The objectives of the study

- To test the Attitude of the Students of Professional Institutions towards Social Media.
- To test whether there is any significant difference in the attitude of the students of professional institution towards social media based on the variables namely Professional Programme, Stream of courses, Locality, Types of Family, Parental Education and Parental Occupation.

5.3 Methodology

The investigator selected a sample of 300 professional students by Random Sampling Method from two Professional Institutions namely Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore and Kongunadu College of Nursing, Coimbatore. From Avinashilingam Institute, the students of four professional programmes whereas Nursing students alone were selected from the second institution. Personal Data sheet was used to collect the personal information of the sample and the Attitude Scale was used as the tool to assess the attitude of the professional students. From the scores obtained, the data were analyzed and the findings of the study were enumerated.

5.4 Findings of the Study

1. The Descriptive analysis regarding the account holders in social media that 49 percentage of the students of professional institutions have an account on social media, and 51 percentage professional students do not have account on social media. Compared to other professional students, more number of students from Bachelor of Physical Education have account on social media.
2. While analyzing the purpose of using social media, it was revealed that 29.33 percentage of professional students are using social media for their educational purpose, 25.33 percentage of them are using it for other purposes like posting videos, photos, comments and know daily updates, 21.66 percentage of them use Social Media just for entertainment, 16 students to contact with their friends and 7.66 percentage of professional students use social media to contact with their family.
3. Concerning the active usage of social media, the Descriptive analysis showed that 25.33 percent of respondents use only one social medium, 39.66 percent use two social media and 21.33 percent of the respondents use three social media simultaneously and 12.66 percent students use more than five social media simultaneously. So it is inferred that the majority of respondents use only two social media.
4. Percentage analysis for time spent on social media per week revealed that the majority of students 42.3 percentage spends 7-9 hours in a week in Social Media. Those who use social media 1-3 hours and 4-6 hours constitute 16 percent and 17.7 percent respectively. 24 percent students use more than 9 hours. This result is in line with the findings of **Manjunatha (2016)** who found that college students are using social media between 7-9 hours per week.
5. The analysis on the preference pattern of social media indicates that 61 percent of the students of professional institutions use You Tube. Interestingly, Physical Education students mostly use You Tube compared to other students. The second most preferred social media is Facebook (17%). 13 percent students use

Instagram. 10 percent of the students use other Social Media such as Google plus, Blog, LinkedIn and Twitter.

6. The descriptive analysis showed that concerning the positive items numbering 12,13,14,15 and 16, and 151,184,221,136 and 185 students gave the positive response and 149, 116, 79, 164 and 115 students gave negative response respectively. As far as the negative statements 9, 10, 11, 17, 18, 19 and 20, the number of students who gave positive response were given by 149, 120, 214,135,154,214 and 135 students respectively.
7. The differential analysis showed that the students of Rural and Urban do not have any significant difference in their attitude towards social media. This may be due to the fact that all youngsters are more aware of the social media irrespective their locality whether urban or rural.
8. The students of professional institutions belonging to both the Science Stream and Arts Stream have same attitude towards social media. The reason may be that the students are very much interested and find pleasure in using social media.
9. It was also inferred from the Differential analysis that the students of professional institutions do not have any significant difference in their attitude towards social media based on the variable namely Type of Family.
10. The Differential analysis also revealed that whatever may be the Educational Qualification of the Parents, the students of professional institutions do not show any significant difference towards social media. This may be due to the fact that the youngsters learn by themselves the usage of social media. The parents need not be educated to educate their ward to use social media.
11. The same result was obtained in the case of the professional students on the basis of the Parental Occupation.
12. The differential analysis also showed that there was no significant difference between any two professional programmes regarding the attitude scores of the samples. The reason may be all type of professional students use and are aware of the social media equally.

5.5 Suggestions Based on the Study

Based on the analysis of the obtained data the following suggestions are given for more constructive Social Media:

- Parents of professional students, administrators, teachers, and guidance counsellors must encourage students to use Social Media since it promotes good interpersonal relationships
- Students must use Social Media properly and not just for fun and entertainment, but also for communication with their families, friends and teachers
- Social Media developers and companies must improve the security and privacy that they are giving to their users to promote a safe environment especially for children and teenagers
- Students must also encourage their classmates to use Social Media frequently since it promotes good communication with their teachers regarding study work and related activities
- Students must also encourage their friends to use Social Media since it promotes good interpersonal relationship, making friendship ties grow stronger
- Social Media should be used for the purpose of discussions on social issues and also to share their own ideas and thoughts
- Social Medium is the most powerful platform for sharing and exchanging information and therefore, it should be used to create awareness among people in a society for good connected groups regarding social issues
- Students should create study groups on Social Media to improve their academic performance. Students should interact more with their teachers which will help them to improve their academic performance

5.5 Suggestions for Further Research

The results of this study provide potential insight for future research. The following suggestions are made for the future research.

1. A comparative study can be conducted on the effectiveness of Social Media in different types of educational institutions and organizations.
2. Further studies should be conducted on the Social Media usage in educational field covering all levels of education and professional bodies
3. Investigation can be conducted on the effect of other variables in using Social Media in education, such as the academic performance of the student, and the specialization of the students, economic status of the family, number of siblings and so on.
4. This study was confined to only two professional institutions in Coimbatore. This may be extended to all types of schools and other educational institutions with the state and national level.
5. Similar study may be done with the common people as well.

5.6 Conclusion

Professional students are the future generation who spread the skill in technology usage to the society. Social Medium is the most popular information sharing platform. By the cooperative work of the educators and parents, the positive usage of the social media by the professional students for their education can be increased. If they are familiar with Social Media, their communication and learning process will be made easier. So it would be better if the student community in general should be trained properly in the modern technology.

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**Avinashilingam Institute for Home Science and Higher Education for Women
University**

School of Education

Questionnaire to test the Attitude of the students of Professional Institution towards

Social Media

- I am a M.Ed student doing my Research work. The topic of my research is “Attitude of the Students of Professional Institution towards Social Media”.
 - I *herely* request you to kindly give your response to the following statements in Part A & Part B in the Questionnaire because your answer will determine the success of this investigation.
-

Part – A

Personal Data Sheet

Name:

Class:

.....

Department:

Stream: Science

Gender: Male Female

Arts

College/University:

Age: Below 15 16-17 18-19 20-21 22-23

Above 24.

Locality: Rural Urban

Type of family: Nuclear Joint Extended

Occupation of the father: Agriculture Private Sector Govt. Service

Self-Employed

Occupation of the mother: Agriculture Private Sector Govt. Service

Self-Employed House wife

Educational Qualification of the parents: **Father** - Illiterate

Higher Secondary Graduate Post Graduate

Mother - Illiterate Higher Secondary

Graduate Post Graduate

1. Do you have an account on social media? Yes No

2. What is the most important purpose of your using Social Networking Sites (SNS)?

(Choose as many options as you wish)

To contact my family To contact with friends

Educational purpose Just for entertainment

Other (specify) _____

3. How often do you update your profile?

Daily Weekly

Fortnightly Monthly

4. How many SNS do you use actively?

One Two Three

and above

5. What is your order of preference of SNS?

1 Facebook 2 LinkedIn 3 YouTube

4 Twitter 5 MySpace 6 Blog

your Order _____

6. How many friends do you have in your SNS?

Less than 100 100+ 200+ 300+ 400 and above

7. How long are you using SNS?

- Less than a year
- 1-2 years
- 2-3 years
- More than 3 years

8. How long do you access SNS (per week)?

- 1-3 hours
- 4-6 hours
- 7-9 hours
- More than 9 hours
- Not at all

Part - B

9. Do you agree that the usage of SNS leads to less emotional bonding in the family?

- Yes No

10. Do you agree that your parents do not have good opinion about SNS?

- Yes No

11. Do you feel that your family income is getting affected by the usage of SNS?

- Yes No

12. Do you enjoy making new friends on online more than personally?

- Yes No

13. Do you think that SNS has no impact on one's Social life?

- Yes No

14. What type of impact has the usage of SNS on one's personal life?

- Positive impact Negative impact

15. Do you feel any change in your attitude because of using SNS?

- Yes No

16. Do you feel that using SNS will change the sociability of the person?

- Yes No

17. Do you think that trustworthiness of the people is not assured you meet only on SNS?

- Yes No

18. Do you think we cannot use SNS to express our self truly to our friends?

- Yes No

19. Do you agree that usage of SNS does not help one individual to participate in political activities, voluntary service in the society and students organizations

- Yes No

20. Do you agree that usage of SNS influences one's lifestyle in any way negatively?

- Yes No