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Effect of social media-based counseling on study habits of distance learners

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ABSTRACT

In this modern era of technological advancements, teaching-learning activities along with counseling get privileged with the use of information communication technology for enriching the quality. In this concern, social media has played a significant role in teaching and taught interaction, especially in the field of distance education. Study habits play an important role in distance learning. However, it is difficult to understand the level of study habits on the part of distance learners. The main objectives of this study were to ascertain the study habits of distance learners with and without social media-based counseling and compare the result. It has also tried to compare study habits of distance learners with respect to their gender and discipline of study. About 80 distance students were taken as a sample of the study. The post-test-only experimental design was taken as methodology. It was found that the study habits of students gone through social media-based counseling were high in comparison to traditional counseling. It is also found that there exists no significant difference between male and female distance learners with respect to their study habits. A similar result was also obtained for their discipline of study. It is evident from the study that there exist strong correlations between learners' access to social media and their study habits. It is suggested that distance education institutions must encourage social media-based counseling for their learners in order to enhance their study habits.

Keywords— *social media, Counseling, Study Habit, Distance Learners*

1. INTRODUCTION

Social media is the fastest growing web application in the 21st. Today it is crucial to determine the effect of social media on academic achievement of students. Social media has become the most dynamic web application which enables students not only to socialize with friends but also interact with lectures. The growing popularity of the social networking site further influenced by the free access for whomever the desire to interact with lectures with a view to generating collective knowledge.

Social means relating to or involving activities in which people spend time taking to each other or doing enjoyable things with each other and media refers to communication channel through which news, education and data are disseminated. We define social media as “Technologies that made social communication easy and enable discussions among its participants” while in our study the word social media means a web based mobile application that allow students to make interact with lectures and share new current materials.

Study habit plays an important role in an individual learning achievement. Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ themselves in the efficient learning of the material at hand. The terms ‘study habits’ implies a sort of more or less permanent method of studying. According to Goods dictionary of education study habits is the tendency of pupil to study when the opportunities are given. The pupils way of studying whether systematic or unsystematic, efficient or inefficient, study habits are essence of dynamic personalities. A proper study habits enables an individual to reap a good harvest in future.

Rational of the study

Social media is the connection of the friend and families together which allow you to communicate easily with social networking sites which have a long chain of communication. This research aims at majoring the social impact of social media on younger generation academic performance. With the prominence of social media it is now common knowledge that many people around the world including young people particular students used it for their better academic achievement. Experts note that lengthy and extensive internet use exposes students to interactive and addictive inducement that produce permanent changes in brain structure

and function. Generally many believe that the more one usage the internet and social media “the better brain can skim and scan”. Social media is beneficial for students because it gives them the platform to link of with one another to share information, ideas and strategies for solving problems including school and homework. Social media has become a global phenomenon become very central to the lives many people particularly students.

Studies relating to social media and students’, socio-economic life, Health, psychology and academic performance have been great. The following authors are particularly notable: (Bouhnik, & Deshen, 2014); Tuurosong and Faisal, 2014;Tawia et al., 2014;Langat, 2015; Sosilu, 2014;Angadi, 2016).The direct link between ICT use and students’ study habit and academic performance has been the focus of extensive literature during the last two decades. Some of them help students with their learning by improving the communication between them and the instructors (Valasidou and Bousiou, 2005). Leuven et al.(2004) stated that there is no evidence for a relationship between increased educational use of ICT and students’ performance. In fact, they find a consistently negative and marginally significant relationship between ICT use and some student achievement measures. In support to these, some students may use ICT to increase their leisure time and have less time to study. Online gaming and increased communication channels do not necessarily mean increased achievement. On the other hand, Abdulla Y. Al-Hawaj, Wajeeh Elali, and E.H. Twizell (2008), state that ICT has the potential to transform the nature of education: Where and how learning takes place and the roles of students and teachers in the learning process. Karim and Hassan (2006) noted the exponential growth in digital information, which changes the way students perceive study and reading and in how printed materials are used to facilitate study. Based on the extended usage of ICTs in education the need appeared to unravel the myth that surrounds the use of information and communication technology (ICT) as an aid to teaching and learning, and the impact it has on students’ study habits.

Presently it is observed that prospective student teachers are frequently using social media. However it is also felt by the researcher that these B.Ed. students must develop proper level of study habit for adequate learning. Studying is the skill and prospective teachers requires a high level of study habits skill. Student teacher must learn these skills , practice them and develop effective study habits in order to successful.

The gap in literature is however that social media have been over researched but little is known about how each social media channel such as Whatsup mediated instruction significantly influence the behaviour of individual subscribers notably students who devote much time on the Whatsapp platform. To this end, study aiming to fill the gap on how social media is influencing distance learner’s behaviour with respect to study habit of students is therefore imperative.

Concerning the prior research in this area, researcher arouses following questions:

Will social media promote study habit of IGNOU B.Ed. students ?

It is found from the studies that few researchers have explored the impact of social media on the study habit of students of distance education and no one has studied the same concerning prospective teachers (B.Ed. students).It is also found that these studies are done outside Odisha state of India. Hence conducting research on the topic “Impact of social media on Study Habit of distance learners”, is justified.

Objectives of the study

The objectives of the study are.

1. To ascertain the study habit of B.Ed. students of IGNOU..
2. To compare study habit of B.Ed students of IGNOU under control group and experimental group.
3. To compare study habit of Male and Female B.Ed. students of IGNOU under experimental group.
4. To compare study habit of Arts and Science B.Ed. students of IGNOU under experimental group.

Hypotheses

1. There exists no significant difference on study habit of B.Ed. students of IGNOU under control group and experimental group.
2. There exists no significant difference on study habit of Male and Female B.Ed. students of IGNOU
3. There exists no significant difference on study habit of Arts and Science B.Ed. students of IGNOU.

Delimitation of the Study

The study is limited to 80 IGNOU B.Ed. students studying in Nabakrushna Choudhury College of Teacher Education, Angul, Odisha, India.

2. METHODOLOGY

Method: Pre Test Post Test Experimental Method of research is followed in the study.

Control: Matching subjects or match pairing of the subjects on the basis of pre test on study habit followed by random assignment of subjects to control and experimental group will be done to conduct the study.

Population: All IGNOU B.Ed. students have constituted the population of the study.

Sample: The experiment is conducted on 80 B.Ed. students. Stratified random sampling procedure will be followed to conduct the research study. Out of 80 B.Ed. students 40 students will be placed under control group and 40 students will be place under experimental group. In both control and experimental group again 20 male and 20 female students will be there. Again out of 20 male or female students 10 students will belong to Arts stream and 10 students will belong to science discipline of study

Tools: For the collection of data following tools are used.

Study Habit Inventory developed by M.N. Pulsane and Anuradha Sharma, Agra, National Psychological Corporation.

Procedure of collection of data: The researcher personally visited IGNOU study center Nabakrushna Choudhury college of Teacher Education, Angul of Angul district for collection of data from students.

3. ANALYSIS AND INTERPRETATION

Appropriate statistical techniques are used for analysis and interpretation of data

The study habit of both traditional and social media based counseling groups are ascertained separately in the study which is represented in the following tables.

Table :1 Percentage of IGNOU B.Ed. Students with different level of Study Habit

Percentile Level	Score Range	Frequency	Percentage	Study Habit
P25 and Below (Q1)	0- 22	20	25	Low
P26 to P75(Q2)	23-67	34	42.5	Average moderate
P76 and Above(Q3)	68-90	26	32.5	High

From the above table 1 it is found that (32.5%) of 26 B.Ed. students have high level of study habit within the score range of 68-90. However, (42.5%) of 34 B.Ed. students have average/moderate level of study habit within the score range of it 23-67. Also, (25%) of 20 B.Ed. students have low level of study habit within the score range of 0-22.

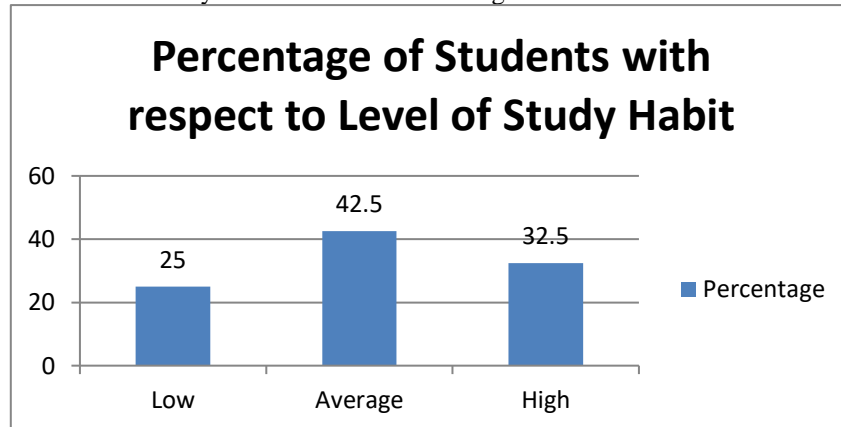


Fig.1:Percentage of students with respect to level of Study Habit

It is clear from the figure 1 that maximum percentage of students have average level of study habit.

Table- 2: Number and Percentage of B.Ed. Students in Traditional Counselling Group with different level of Study Habit

Percentile Level	Score Range	Frequency	Percentage	Study Habit
P25 and Below (Q1)	0- 22	12	30	Low
P26 to P75(Q2)	23-67	24	60	Average moderate
P76 and Above(Q3)	68-90	4	10	High

From the above table 2 it is found that (10%) of 4 B.Ed. students have high level of study habit within the score range of 68-90. However, (60%) of 24 B.Ed. students have average/moderate level of study habit within the score range of it 23-67. Also, (30%) of 12 B.Ed. students have low level of study habit within the score range of 0-22

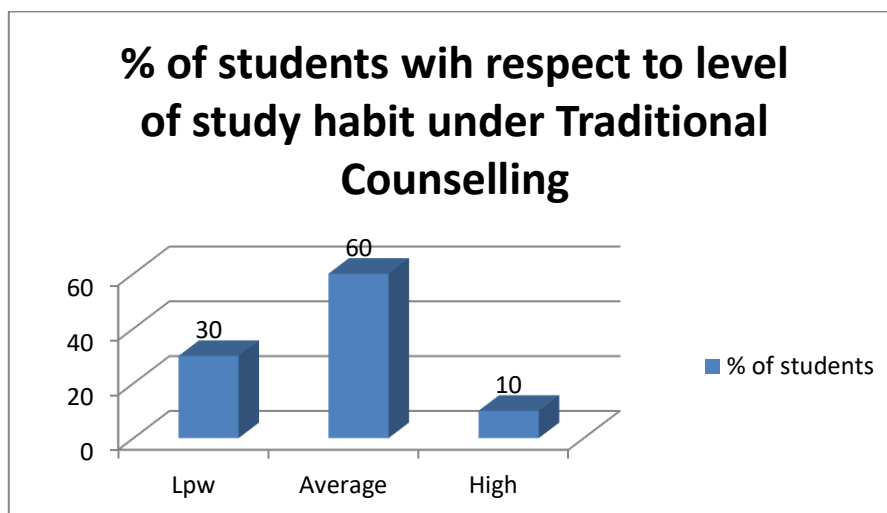


Fig-2: Percentage of Students with respect to Level of Study Habit in Traditional Counselling Group

It is clear from the figure -3.2 that maximum percentage of students have average level of study habit.

Table-3: Number and Percentage of B.Ed. Students in Social media based counselling Group with different level of Study Habit

Percentile Level	Score Range	Frequency	Percentage	Study Habit
P25 and Below (Q1)	0- 22	8	20	Low
P26 to P75(Q2)	23-67	10	25	Average moderate
P76 and Above(Q3)	68-90	22	55	High

From the above table 2 it is found that (55%) of 22 B.Ed. students have high level of study habit within the score range of 68-90. However, (25%) of 10 B.Ed. students have average/moderate level of study habit within the score range of it 23-67. Also, (20 %) of 8 B.Ed. students have low level of study habit within the score range of 0-22.

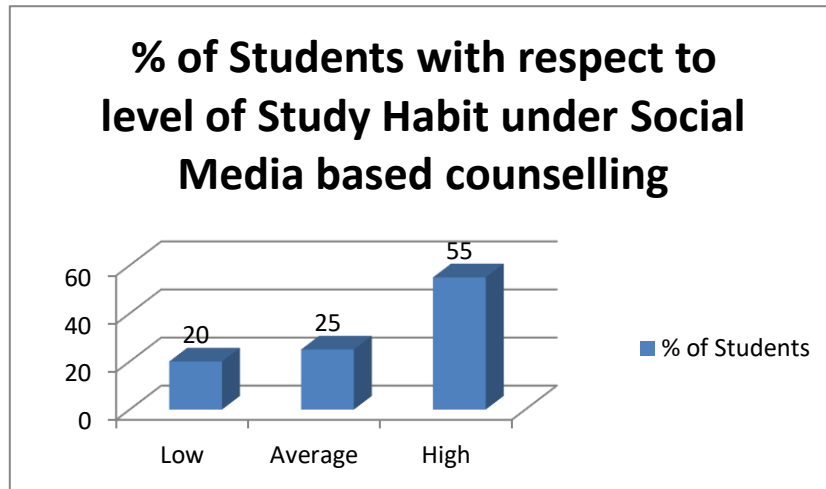


Fig-3: Number and Percentage of B.Ed. Students in social media based Counselling with different level of Study Habit

From figure -3 it is relevant that in post test experimental group maximum percentage of B.Ed. students have high level of Study Habit. It confirms that whatsapp mediated instruction is effective.

One of the objectives of the study was to compare study habit of B.Ed students under control group with that of experimental group. This can be done by implementing t test to analyse the data and test hypothesis. The hypothesis of concern objective of the study was “There exists no significant difference on study habit of B.Ed. students under control group and experimental group”. To test the hypothesis t test has been implemented to compare control and experimental group.

Table -4 Comparison of Study Habit of Traditional and Social Media based Counselling Groups

GROUPS	N	MEAN	SD	DF	'T' VALUE (CALCULATED)	SIG/ NOT SIG
Traditional Counseling	40	37.47	19.70	78	6.89	Significant
Social Media based Counseling	40	59.77	26.92			

Table value at 0.05 level= 1.992
At 0.01 level = 2.642

In both the cases calculated value is smaller than the table value which indicates that there is significant differences between both the groups. Hence null hypothesis is rejected as there is significant difference between group which is taught by traditional classroom method / media and experimental group which is taught through social media.

Hence Null hypothesis is rejected and alternative hypothesis is accepted i.e. “ significant difference exists between test results of experimental group and control group in study habit.”

Another objective of the study was to compare the study habit of male and female IGNOU B.Ed studentst .The hypothesis of the study was “There exists no significant difference on study habit of male and female B.Ed. students”

Table- 5: Comparison of Study Habit of B.Ed. students with respect to their Gender

GROUPS	N	MEAN	SD	DF	'T' VALUE (CALCULATED)	SIG/ NOT SIG
Male	40	49.25	28.1	78	0.83	Not significant
Female	40	48	24.03			

Table value at 0.05 level= 1.992
At 0.01 level = 2.642

In both the cases calculated value is lesser than the table value which indicates that there is no significant differences between both the groups. Hence null hypothesis is accepted as there is no significant difference between male and female IGNOU B.Ed. students.

Hence Null hypothesis is accepted i.e. “There exists no significant difference on study habit of male and female IGNOU B.Ed. students”. and alternative hypothesis is rejected.

The fourth objectives of the study were “To compare study habit of Arts and Science IGNOU B.Ed students”. The hypothesis for the objective was There exists no significant difference on study habit of Arts and Science IGNOU B.Ed. students

Table – 6: Comparison of Study Habit of B.Ed. students with respect to their stream of education

Groups	N	mean	sd	df	't' value (Calculated)	Sig/ not sig
Science	40	57.9	21.52	78	0.001	Not significant
Arts	40	39.35	26.98			

Table value at 0.05 level= 1.992
At 0.01 level = 2.642

In both the cases calculated value is lesser than the table value which indicates that there is significant differences between both the groups. Hence null hypothesis is accepted as there is no significant difference between science and arts B.Ed. teachers in control group which is taught by traditional classroom method / media.

Hence Null hypothesis is rejected i.e. “There exists no significant difference on study habit of Arts and Science B.Ed. students” and alternative hypothesis is accepted.

Interpretation of Fifth Objectives: Correlation between Social Media access by IGNOU B.Ed. students with their study habits.

In order to achieve the Fifth objective of the study that is to find relationship between social media access by IGNOU B.Ed. students the researcher has tested the last hypothesis i.e. “ There exists no positive relationship between social media access by IGNOU B.ED students and their study habits”. The results are given in the following table.

Table-7:Correlation between Access to Social Media by IGNOU B.Ed. students and their study habits.

GROUPS	N	R- VALUE	CORRELATION
Access to Social Media	80	8.9	Significant positive correlation
Study Habits	80		

Table 7 shows that sample of 80 students each from social media access and study habit, r value and correlation between access to social media by IGNOU B.Ed. students and their study habits.

From the above it is observed that the correlation value (r) obtained by product moment correlation technique was found to be 8.9 which shows positive correlation between access to social media and their study habits. Hence null hypothesis is rejected and alternative hypothesis is accepted I.e. There exists positive correlation between access to social media by IGNOU B.ED students and their study habits.

3. MAJOR FINDINGS AND DISCUSSION

Maximum percentage (42.5%)of B.Ed. students have average level of study habit. It is also found that Average percentage (32.5%)of B.Ed. students have high level of study habit. Minimum percentage (25%)of B.Ed. students have low level of study habit. it confirms that most of the distance learners have average to high level of study habit.

Under traditional counseling group Maximum percentage (60%)of B.Ed. students have average level of study habit. Under traditional counseling group Average percentage (30%) of B.Ed. students have low level of study habit. Under traditional counseling group Minimum percentage (10%)of B.Ed. students have high level of study habit. It denotes that traditional counseling develops average level of study habit among Distance learners.

Under social media based counseling group Maximum percentage (55%)of B.Ed. students have high level of study habit. Under social media based counseling group Average percentage (25%)of B.Ed. students have average level of study habit. Under social media based counseling group Minimum percentage (20%) of B.Ed. students have low level of study habit. It confirms social media based counselling promotes study habit of distance learners.

There exists significant difference between study habit of B.Ed. students under traditional counseling group and that with social media based counseling. It suggests social media based counselling is more effective than traditional type. It may be due to the fact that social media gives more flexibility to interact with counsellor irrespective of time, place, cost factor. Distance learners get instant encouragement for developing study habit in their work schedules.

There exists no significant difference between study habit of male and female B.Ed. students. It denotes that study habit is not affected by gender of the sample. Both groups have similar type of study habit level.

It is also found that There exists no significant difference between study habit arts and science B.Ed. students. It denotes that study habit is not affected by discipline of study of the sample. Both arts and science B.Ed. students have similar type of study habit level.

It is evident from the above finding that study habit of Distance learner is not affected by the stream of study. Both Arts and Science Distance learners are equal with respect to their study habit.

4. IMPLICATIONS AND CONCLUSION

The findings of present study will be useful for exploring the effectiveness of social media-based counseling on study habit of distant B.Ed. students. The findings of present study will be useful for exploring the effect of social media-based counseling on study habit of prospective secondary school teachers and factors controlling it.

Counseling of teaching learning process plays a crucial role in developing relevant level of study habit at higher education. However, it is found from the study that the level of study habit in prospective secondary school teachers level is not satisfactory with traditional counseling method in classroom. On the contrary it is found from the present study that, in study habit more B.Ed. students get enriched with use of social media-based counseling .irrespective of their gender and discipline of study.

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