

Digital Literacy and Attitudinal Shifts : A Study of Senior Secondary School Students

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Abstract

The 21st century has witnessed a profound technological revolution, with the internet and social networking sites at its forefront, reshaping how individuals interact, learn, and communicate. Among those most deeply affected are senior secondary school students, hailed as digital natives due to their seamless integration of digital technologies into their lives. This essay explores the intricate and multifaceted impact of the internet and social networking sites on the attitudes of senior secondary school students. The digital age has democratised access to information, revolutionising learning by making knowledge perpetually accessible. This has nurtured an attitude of curiosity and self-directed learning among students, enriching their educational experiences. Simultaneously, social networking sites have redefined social interactions, connecting students across geographical boundaries, fostering inclusivity, and embracing diverse perspectives. However, digital transformation is not without its challenges. Information overload, distractions, cyberbullying, and privacy concerns influence students' attitudes, impacting their ability to discern credible information and affecting their well-being. Central to this discussion is the critical role of digital literacy, empowering students to navigate the digital landscape responsibly. Striking a balance between capitalising on the benefits and mitigating the risks is essential. The digital age has reshaped the attitudes of senior secondary school students in a complex interplay of opportunities and challenges. Fostering a positive attitude towards digital literacy is paramount, ensuring that students are not only adept at utilising digital tools but also equipped with critical thinking to navigate its complexities. This preparation empowers them to thrive in the modern digital era, emerging as responsible, informed, and engaged global citizens.

Keywords: *Internet, Social Networking Sites, Attitude, Senior Secondary School Students, Academic Background, Gender, Education, Digital Age.*

Introduction :

The 21st century has witnessed a technological revolution that has reshaped nearly every facet of human existence. At the forefront of this revolution is the internet, a vast and interconnected digital realm that has irrevocably altered how information is accessed, disseminated, and shared. Coupled with the internet's pervasive influence, the emergence and ubiquity of social networking sites have further transformed the way individuals interact and communicate, redefining social connections and reconfiguring communication norms. In this ever-evolving digital landscape, one demographic that has been particularly affected is senior secondary school students. Raised in the era of the internet, these students, often labelled as digital natives, have seamlessly integrated digital technologies into their daily lives. This paper embarks on an exploration of the profound and multifaceted impact that the internet and social networking sites

have had on the attitudes of senior secondary school students. It delves into the complexities of this digital age, where traditional modes of learning, communication, and socialisation have been supplanted by their digital counterparts. The significance of this inquiry cannot be overstated. The educational landscape has been reshaped as students increasingly rely on the internet as a primary source of information and as a platform for collaborative learning. Concurrently, social networking sites have redefined the nature of social interactions, both within and outside the classroom.

However, beneath the veneer of connectivity and accessibility lies a nuanced tapestry of consequences, both positive and negative. The internet has democratized access to knowledge, enriching students' learning experiences and cultivating attitudes of curiosity and self-directed learning. On the other hand, the constant connectivity afforded by social networking sites has altered the dynamics of interpersonal relationships, challenging students' abilities to engage meaningfully in face-to-face interactions. This paper seeks to navigate this complex terrain, shedding light on the multifaceted ways in which the digital age has influenced the attitudes of senior secondary school students. It will examine the positive aspects, such as enhanced educational access and enriched social interaction, as well as the challenges, including information overload, distractions, cyber bullying, and privacy concerns. Moreover, it will underscore the critical role of digital literacy in empowering students to navigate this digital landscape responsibly. Ultimately, this exploration serves as a testament to the need for a balanced and informed approach to digital engagement, one that capitalises on the benefits while mitigating the risks, ensuring that senior secondary school students are equipped with the skills and attitudes necessary to thrive in the complex digital world of today and tomorrow.

Review of literature:

Melese Aststke, Cathy Weng, and Sufen Chen (2021) reviewed the effects of social networking sites on secondary school students' academic achievement, noting both positive and negative impacts.

Funke Susan Apata (2021) examined students' attitudes toward social media in distance education, indicating that students from different faculties had varying attitudes, with Education and Science & Technology students scoring the highest.

Abu Elnasr E. Sobaih, Ahmed Hasanein, and Ibrahim A. Elshaer (2022) explored the impact of using social network applications for e-learning, indicating a positive attitude among students toward the intention to use and actual use in their e-learning.

Sultan Mahmud et al. (2022) investigated knowledge, attitudes, practices, and determinants toward tuberculosis among social media users in Bangladesh, identifying factors influencing adequate knowledge, favorable attitudes, and good practices.

Petricia, Dr.Mrs. Joseph Catherine (2023) analyzed the causal relationship among attitude towards social networking, social support, and internet self-efficacy among higher secondary students in Tamil Nadu.

Jaman and Halder (2019) studied the attitude towards social media in relation to academic achievement among college-level students, reporting gender and location differences.

R. K. Parua and Mr.Gobinda (Feb 2020) explored the attitude of undergraduate students in Odisha towards using social networking sites for academic development, finding stronger attitudes for fun than for academic purposes.

P. Malathi (January 2022) investigated the relationship between attitudes toward social networking and internet addiction among arts and science college students in Cuddalore district, revealing a negative correlation.

Mohammad Abubakr Ahmed (2022) studied students' attitudes on using social network sites in their academic life in the University of Sulaimani, finding a positive perception and significant daily usage for academic purposes.

Statement of the Problem :

“The Study of the Impact of Attitude towards internet and social networking sites of senior Secondary School Students of Delhi”

Objective of the study :

1. To compare attitude variation towards internet and social networking sites of senior secondary students with reference to the stream of education .
2. To compare attitude variation towards internet and social networking sites of senior secondary school students with reference to gender.

Hypotheses:

Ho1 There is no significant difference in attitude towards internet and social networking sites among senior secondary students of Arts, Science and Commerce.

Ho2 There is no significant difference in score of attitude towards internet and social networking sites between senior secondary boys and girls.

Research methodology :

The quantitative approach is used for the present study. Survey technique under Descriptive method of research is used.

Population :

In the present study, the population is comprised of students of senior secondary level.

Sample and Sampling Techniques :

In the present study, the population was all the boys and girls, who studied in senior secondary schools of Delhi Dwarka . A Simple Random Sampling Techniques is Used.

Variables of the Study :

Independent Variable: Variable can be manipulated or control or changed.

Social networking sites

Dependent Variable: variable changes on account of independent variable.

Attitude

Tools of the Study :

1. **Internet and social networking sites attitude scale ISNSAS – SSDP** by Dr. Subhash sarkar and Prasenjit Das.
2. Attitude scores was taken from the different streams of class 11th and 12th students.

Statistical Techniques Used :

For the present research study the researcher has analyzed the collected data by using the following statistical techniques. Descriptive statistics such as Mean, Standard Deviation were calculated to describe the nature of data. t-test was used to calculate attitude towards internet and social networking sites of senior secondary school students.

Data Analysis :

Objective - 1

To compare attitude variation towards internet and social networking sites of senior secondary school students with reference to gender.

Sr. No.	Streams	N	Mean	S.D.	df	CR Value
1.	Science	60	152.96	9.29	118	2.2319
2.	Arts	60	158.083	15.16		

Table value at 0.05 level of significance = 1.96

It is apparent from the above table 4.2.1 the mean score of attitude towards internet and social networking sites of senior secondary school students from science and arts students having Attitude are 152.967 & 158.083 & S.D. are 9.29 & 15.16 respectively. Science and Arts showed significant value i.e., Null hypothesis rejected and Alternate hypothesis accepted because the calculated value is more than table value .

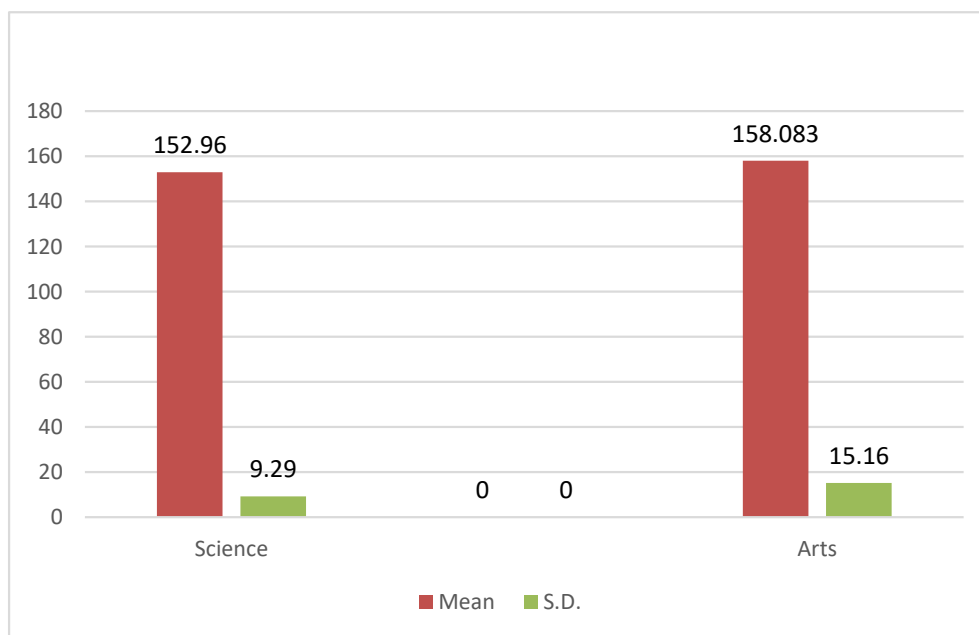


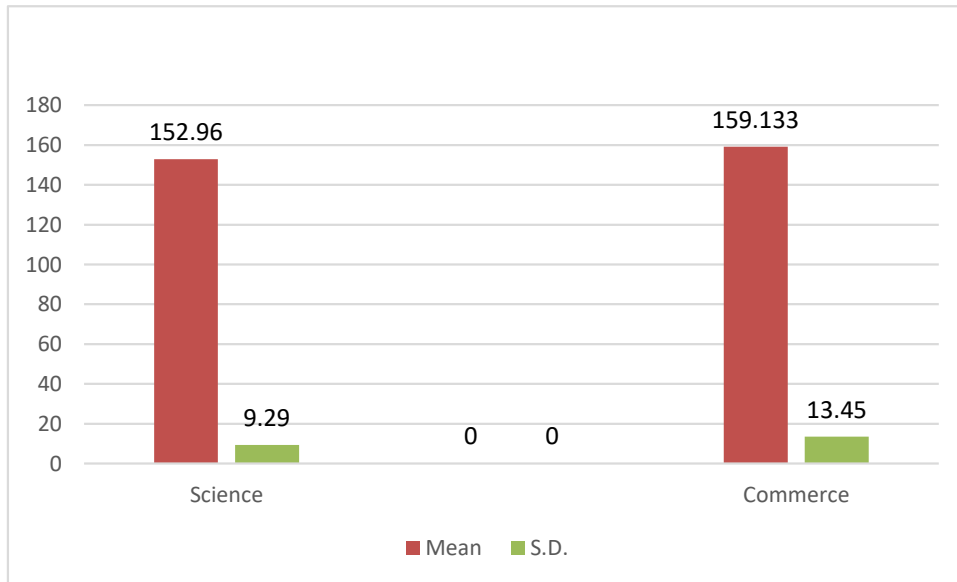
Table 2

Mean , standard Deviation and “t” scores of Attitude towards internet and social networking sites on academic achievement of senior secondary school students :

Sr. No.	Streams	N	Mean	S.D.	df	CR Value
1.	Science	60	152.96	9.29	118	2.9252
2.	Arts	60	159.133	13.45		

Table value at 0.05 level of significance = 1.96

It is apparent from the above table 4.2.2 the mean score of attitude towards internet and social



networking sites of senior secondary school students from science and arts students having Attitude are 152.967 & 159.133 & S.D. are 9.29 & 13.45 respectively. science and Arts showed significant value i.e., Null hypothesis rejected and Alternate hypothesis accepted because the calculated value is more than table value .

Main Findings :

1. There is no significant difference in attitude towards the internet and social networking sites among senior secondary students of art, science, and commerce. This implies that regardless of their academic background, these students hold similar attitudes towards the internet and social networking sites.
2. The mean attitude scores for art, science, and commerce students are very close to each other, with no statistically significant differences. This suggests that the academic background of senior secondary students does not play a significant role in shaping their attitudes towards the internet and social networking sites.
3. There are no significant differences in attitude scores towards the internet and social networking sites between senior secondary boys and girls. This suggests that gender does not have a significant influence on the attitudes of senior secondary students towards the internet and social networking sites.

Based on these findings, it can be concluded that both academic background and gender do not significantly impact the attitudes of senior secondary students towards the internet and social networking sites.

Results Discussion:

The findings of the study showed that all two hypotheses were retained. The study revealed that the internet and social networking sites do not have any impact on attitude of senior secondary school students. Several studies have been found to support the fact that attitude internet and social networking sites have a significant impact on senior secondary school students. In the present study only two aspect of attitude i.e. highly favourable an favourable were taken .

The findings of the present study are supported by the findings of Cheta and Yinka (2017), Saando and Lgbaakaa (2018) , Melese Aststke (2021) all whom reported that social media are used for educational purposes in terms of gaining knowledge and information. It is also found that undergraduate students found with close and respective group for change.

Educational Implications:

The study informs educators about students' internet and social media preferences. It guides curriculum design aligned with digital technologies, considering factors like gender and socioeconomic status. It addresses drawbacks and promotes responsible online behavior, digital privacy, and critical thinking skills.

The study's implications for parents involve monitoring and guidance, education and awareness, collaboration with teachers, Role Modelling responsible online behaviour, and building trust and communication with their children. The implications for students involve increased awareness, empowerment and self-regulation, digital literacy and citizenship, collaboration with parents and teachers, critical thinking and media literacy, and promoting emotional well-being in the digital age. Guidance counsellors need to adapt their practices to address the unique challenges and opportunities presented by the digital world. By providing education on digital citizenship, supporting students' mental health, addressing digital addiction, assisting with college and career readiness, promoting digital well-being, and collaborating with parents and educators, guidance counsellors can help students navigate the digital landscape in a responsible and healthy manner.

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How to cite reference of this paper-

- Goyal, J.S. & Shukla .V (2023). Digital literacy and attitudinal shifts: a study of senior secondary school students. *Educational Metamorphosis* 2(2), 94-100.