

Young adults use and attitude towards media and technology and its association with academic performance

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ABSTRACT

Since the last decade, social media has become popular among young generation. Social media and technology gives a platform to people to interact with each other and build connection with people nearby or at far palaces. Young adults or today's college students in their day-to-day lives are exposed to various new technologies which take majority of their time. Due to this reason, educators and parents are concerned about student's performance in academics. Therefore, the present research aimed to study the association of media and technology usage and attitude with academic performance of young adults. For this study, 60 college students in the age group of 18-21 years were randomly selected from different undergraduate programmes of Punjab Agricultural University, Ludhiana, India. To measure the usage and attitude towards and technology usage and attitude among young adults, Media and Technology Usage and Attitudes Scale (MTUAS) by Rosen et al 2013 was used and to measure the academic performance of young adults, the previous semester grades were noted. The major findings of the study pointed out that there was a significant negative correlation of usage and attitude towards media and technology with academic performance of young adults

Keywords: Academics, media, technology, young adults

I. INTRODUCTION

The trend of social media has emerged as a sort of online communication among people; giving them a novel way of interacting with others by creating pages, accounts where people make content for sharing and communicate with the world in various sites (Owusu-Acheaw and Larson 2015) [1]. In the past years, social media has gained significance because of its ease in utility, speed and reach. It is now considered as a new way of communicating with people which has changed the way people interact in society with each other (Asur and Huberman, 2010) [2]. With the invention of social media, young men and women share their ideas, information, feelings, photographs and

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videos at a truly astounding pace (Owusu-Acheaw and Larson 2015) [1]. Social interaction has been affected in diverse ways with the fame of social networking websites and adoption of progressing technological world (Asur and Huberman, 2010) [2].

Ever since social media has introduced, it has become an imperative aspect in the life of students who have integrated these sites as a daily practice. The use of internet had increased noticeably in the last decade; the major portion of young adults make use of internet daily if not more so (Lenhart et al 2005) [3]. Young adults consider social media and technology as a way of communicating in society which gives them a sense of belongingness. But with the increase in use of social media and technology, educators have stated asking questions whether it will affect the academic performance of students (Owusu-Acheaw and Larson 2015) [1].

Some researchers such as MehMood & Taswir (2013) [4] and Jacobsen & Forste (2011) [5] think that the use of technology is one of the most important factors that can influence educational performance of students positively or adversely. Parents and teachers are mainly worried because the students are spending most of their time on social media sites and did not have enough time to give to their studies. The young adults are using all the types of technologies that had been introduced (Browning et al 2011) [6] such as desktop computers, laptops, cell phones, tablets, and E-readers (Cassidy et al 2011) [7]. In a study conducted by Kirschner and Karpinski (2010) [8] on the association between social media usage and academic achievement, it was revealed that there was no relationship between social media usage and academic grades.

II. OBJECTIVES OF THE STUDY

- i. To assess the level of usage of media and technology among young adults
- ii. To assess the level of attitude towards media and technology among young adults
- iii. To find the association between usage of media and technology and academic performance among young adults
- iv. To see the relationship between attitude towards media and technology and academic performance among young adults

III. METHODOLOGY

3.1 Sample: The participants of the study comprised of 60 college students in the age group of 18-21 years, of which 30 were female students and 30 were male students. The participants were randomly selected from those college students who were studying in undergraduate programmes of Punjab Agricultural University, Ludhiana, India.

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3.2 Tool: The current study is quantitative in nature so the following tools were used to gather data from the participants:

- a) Media and Technology Usage and Attitudes Scale (MTUAS) by Rosen et al 2013 [9] was used which included 60 items. Out of 60 items in the scale, usage scale comprised of 44 items divided into 11 subscales i.e. smartphone usage, general social media usage, internet searching, e-mailing, media sharing, text messaging, video gaming, online friendships, facebook friendships, phone calling and TV viewing. The attitude scale consisted of remaining 16 items which was further divided into four subscales namely, positive attitudes toward technology, anxiety about being without technology or dependence on technology, negative attitudes toward technology and preference for task switching.
- b) Academic performance of the participants was measured by their academic grades or performance in previous semester examination.

3.3 Procedure for data collection: The participants from various colleges of Agricultural University, Ludhiana, Punjab were selected using random sampling technique. The students were approached in their free class time where the purpose of the study was explained to them and their consent to partake in this research was taken. They were informed about their right to withdraw from research at any given point and existence of right to anonymity in the study was explained to them.

IV. RESULTS AND DISCUSSION

4.1 Assessment of usage of media and technology among young adults

Data represented in Table 4.1 illustrates frequency distribution of the respondents across different dimensions of usage of media and technology among young adults. It was observed from the data that majority of the respondents were at 'high' level of smart phone usage (95.00%), general social media usage (80.00%), internet searching (68.33%), media sharing (80.00%), text messaging (56.67%), facebook friendships (68.33%) and phone calling (78.33%). Further, the data pointed out that most of the respondents were at 'moderate' level of e-mailing (55.00%), video gaming (58.34%), online friendships (63.33%), and TV viewing (51.66%).

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Table 4.1: Per cent distribution of the respondents across different dimensions of usage of media and technology among young adults

| Dimensions of usage of media and technology | Levels | Frequency | Percentage |
|---|----------|-----------|------------|
| Smartphone usage | Low | 0 | 0.00 |
| | Moderate | 3 | 5.00 |
| | High | 57 | 95.00 |
| General social media usage | Low | 2 | 3.33 |
| | Moderate | 10 | 16.67 |
| | High | 48 | 80.00 |
| Internet searching | Low | 7 | 11.67 |
| | Moderate | 12 | 20.00 |
| | High | 41 | 68.33 |
| E-mailing | Low | 12 | 20.00 |
| | Moderate | 33 | 55.00 |
| | High | 15 | 25.00 |
| Media sharing | Low | 1 | 1.67 |
| | Moderate | 11 | 18.33 |
| | High | 48 | 80.00 |
| Text messaging | Low | 9 | 15.00 |
| | Moderate | 17 | 28.33 |
| | High | 34 | 56.67 |
| Video gaming | Low | 14 | 23.33 |
| | Moderate | 35 | 58.34 |
| | High | 11 | 18.33 |
| Online friendships | Low | 16 | 26.67 |
| | Moderate | 38 | 63.33 |
| | High | 6 | 10.00 |
| Facebook friendships | Low | 4 | 6.67 |
| | Moderate | 15 | 25.00 |
| | High | 41 | 68.33 |
| Phone calling | Low | 0 | 0.00 |
| | Moderate | 13 | 21.67 |
| | High | 47 | 78.33 |
| TV viewing | Low | 16 | 26.67 |
| | Moderate | 31 | 51.66 |
| | High | 13 | 21.67 |

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4.2 Assessment of attitude towards media and technology among young adults

Data highlighted in the Table 4.1 presents frequency distribution of the respondents across different dimensions of attitude towards media and technology among young adults. It was seen that 53.33 per cent of the respondents reported 'high' level of positive attitudes toward technology. Further, majority of the respondents were at moderate level of dependence on technology (60.00%) and preference for task switching (65.00%). Moreover, 71.67 per cent of the respondents were at low level of negative attitudes toward technology.

Table 4.2: Per cent distribution of the respondents across different dimensions of attitude towards media and technology

| Dimensions of attitude towards media and technology | Levels | Frequency | Percentage |
|---|----------|-----------|------------|
| Positive attitudes toward technology | Low | 10 | 16.67 |
| | Moderate | 18 | 30.00 |
| | High | 32 | 53.33 |
| Dependence on technology | Low | 5 | 8.33 |
| | Moderate | 36 | 60.00 |
| | High | 19 | 31.67 |
| Negative attitude toward technology | Low | 43 | 71.67 |
| | Moderate | 11 | 18.33 |
| | High | 6 | 10.00 |
| Preference for task switching | Low | 12 | 20.00 |
| | Moderate | 39 | 65.00 |
| | High | 9 | 15.00 |

4.3 Correlation between usage of media and technology and academic performance among young adults

Data presented in Table 4.3 revealed that the respondents had significant negative association between smart phone usage and academic performance ($r = -0.59$; $p < 0.01$), general social media usage and academic performance ($r = -0.68$; $p < 0.01$), internet searching and academic performance ($r = -0.62$; $p < 0.01$), media sharing and academic performance ($r = -0.59$; $p < 0.01$), text messaging and academic performance ($r = -0.48$; $p < 0.05$), facebook friendships and academic performance ($r = -0.61$; $p < 0.01$), and phone calling and academic performance ($r = -0.71$; $p < 0.01$). These findings indicate that more the usage of media and technology among young adults, less will be academic performance and vice-versa. This is supported by Owusu-Acheaw and Larson (2015) [1] who reported that there

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was direct relationship between the use of social media sites and academic performance and the use of social media had affected academic performance of the respondents negatively.

Table 4.3: Correlation between usage of media and technology and academic performance among young adults

| Dimensions of usage of media and technology | Academic performance (r) |
|---|-----------------------------|
| Smartphone usage | -0.59** |
| General social media usage | -0.68** |
| Internet searching | -0.62** |
| E-mailing | -0.36 |
| Media sharing | -0.59** |
| Text messaging | -0.48* |
| Video gaming | -0.29 |
| Online friendships | -0.37 |
| Facebook friendships | -0.61** |
| Phone calling | -0.71** |
| TV viewing | -0.36 |

**significant at 0.01 level of significance

*significant at 0.05 level of significance

4.4 Correlation between attitude towards media and technology and academic performance among young adults

The presentation of data in Table 4.4 revealed that there was a significant negative relationship between positive attitudes toward technology and academic performance ($r = -0.53$; $p < 0.05$) and dependence on technology and academic performance ($r = -0.57$; $p < 0.01$). These findings suggest more the positive attitude and dependency on technology, less will be academic performance of young adults and vice-versa. A significant positive correlation was observed between negative attitudes toward technology and academic performance ($r = 0.69$; $p < 0.01$). This result indicates that more the negative attitude towards technology, more will be academic achievement among young adults and vice-versa.

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Table 4.4: Correlation between attitude towards media and technology and academic performance among young adults

| Dimensions of attitude towards media and technology | Academic performance (r) |
|---|--------------------------|
| Positive attitudes toward technology | -0.53* |
| Dependence on technology | -0.57** |
| Negative attitude toward technology | 0.69** |
| Preference for task switching | -0.38 |

**significant at 0.01 level of significance

*significant at 0.05 level of significance

V. CONCLUSION

The aim of this study was to find the level of usage of media and technology and young adults' attitude towards media and technology and its relationship with academic performance. It was noted that young adults had high level of smart phone usage, general social media usage, internet searching, media sharing, text messaging, facebook friendships and phone calling and moderate level of e-mailing, video gaming, online friendships and TV viewing. Also, high level of positive attitude towards media and technology was found among young adults. It was also revealed that there was a significant correlation of media and technology usage and attitude with academic performance of young adults. Thus, the findings brought to notice that more number of young adults are using media and technology in their day-to-day life for various application. Further studies can be conducted to see the difference in gender in use of media and technology. The research study limits itself to the number of participants that might add to the generalization of the research findings.

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