



The Effect of Using Electronic Media on Students Learning Habits

Namirah Aslam¹, Hafiza Gulnaz Fatima¹, Hina Akbar¹

ARTICLE DETAILS	ABSTRACT
History Revised format: Nov, 2020 Available Online: Dec, 2020 Keywords Electronic media, Learning habits, Secondary level students.	The current study was designed to examine the effect of using electronic media on students' learning habits at the secondary level in Lahore District. The basic purpose to design this study was to explain how much time students spend on electronic media and how it was influencing their learning habits. The study was quantitative by nature and descriptive research design was selected for conducting it. All secondary level schools' students were considered as the population for this study. By using a random sampling technique, 300 students were selected as the sample for this study. A standardized instrument was administered for data collection. The researchers collected data personally via questionnaires through survey method. The data was analyzed by using descriptive statistics. The results of the study showed that watching TV and using other sorts of electronic media had positive effect on students' learning habits.

¹ Institute of Education, Lahore College for Women University, Lahore. Pakistan

Introduction

One of the key facts about social media is its ability to progressively impact the way we live and communicate with each other. In the era of technology with the continued development, extraordinary opportunities are lining up for the new generation. But, no matter how golden they look, these extraordinary opportunities are accompanied by extreme challenges as well. The immense power of technology is used to create new ideas and channel them in daily life work, connect with people and loved ones. Those who are far away share some thoughts and struggles, explore the world more thoroughly from different perspectives, and learn in a way that was never possible before. Now the only thing that can be labelled as a downer here is the fact that with all this creating and exploring, this growth and development, comes many ethical dilemmas and challenges. For example, cyber bullying, hate speech, digital distraction and privacy violations. These ethical dilemmas and challenges can surface both in the schools and at homes. As a result, parents and educators are in a constant struggle to make sense of this new world and help youngsters in empowerment over technology is a given (Walsh, 2018). In simpler words, they, the parents and educators, are helping students in becoming digital citizens. So, the fact that being a digital citizen is a foundational skill for learning these days is also a given. Merging the line between digital life and real life is a more complicated process than many might think. And thus, goes without saying, it

is required that the youngsters be prepared to harness the power of technology in a responsible manner (National Assessment for Media Literacy Education, 2018). Without preparing them, the youngsters, in this field of technology, we are risking the devastation of leaders of next generation (James 2019). To support the development of Common-Sense Education's first curriculum, In USA, the collaborative venture with the researchers at Project Zero (at The Harvard Graduate School of Education) was introduced. This collaborative venture was named Common Sense Education. Later, in the year 2010, the Digital Literacy curriculum along with the Citizenship Curriculum was introduced. As recognized by the Digital Literacy curriculum, there is a significantly marked increase in the use of, the access of, mobile devices. The use of digital tools and apps available over mobile devices are significantly interfering with the lives of young people. These apps are tempering with the social and emotional well-being of youngsters. These apps, are playing with creativity and imagination among youngsters and are interfering with their moral and ethical responsibilities. These apps are even seen to have a significant effect on the intimacy of youngsters. Therefore, these apps can devastate many youngsters because they don't have the supervision of adults when they are online (Perkins, Jay & Tishman, 1993; Perkins & Tishman, 2006). Social media is not only responsible for sharing information, but it has also revolutionized the very fabric of society since the effects of electronic media's use by students' learning are profound and widespread. Social media's use and online connectivity through digital and android devices have changed the way of thinking, act and action plans. Although, people digitally connected and online all over the world but still losing the practice of social discourse. Hence, people might not be competent in making good communication with neighbors, friends, and family through exchange of greetings, hugs, and handshakes. This, goes without saying, is resulting from people being extremely caught up in the midst of digital revolution and the ease of mobile use prevalent even among children. This ease access with friends and strangers who shared point of view and support the same causes has managed to complicate existence, while not communicating. However, rather learning to impose individual's own views on the world, being intolerant of a difference of opinion, low on the negotiation, low on give and take of face-to-face meetings and casual exchanges. Social media's use does not develop the power to discern the other's intentions, generally tend to be trustful with friends on the social media sites forming short, fleeting and superficial friendships with, at times, total strangers (conscious of status in the number of followers that one has on Facebook page). This has more disadvantages when compared with the face-to-face meetings, where as being observing body language, discerning the nuances of speech, and noticing the eye gaze of others. Adults needs to mediate with youngsters in providing support in the use of technology and moderate the number of hours they spend online (Miller 2017). The way technology is disrupting the face-to-face relationships and connections has also been a reason of concern for parents and educators. Teens prefer texting over face-to-face communication because it gives them an excuse to not venture outside their comfort zones. It, texting the lack of face-to-face communication stunts their social growths (Rideout & Robb, 2018).

Review of the Literature

Based on the youngsters' use of media, the Common-Sense curriculum has categorized these youngsters as gamers, viewers and social networkers. Some of these categories are heavily influenced by the gender of these youngsters. For instance, though both boys and girls can use social media and play games, gamers are more likely to be boys while the social networkers are more likely to be girls. Now, the Common-Sense Education has an aim of equipping these youngsters with knowledge and skills required for navigating through digital world. The

Common-Sense Education also ensures that these youngsters are putting these skills and knowledge to a better use. Over the years, there has been a significant increase in the percentage of families where children have free access to mobile devices (James 2019). In the United States alone, the percentage had an ascension from 52% (in 2011) to 75% (three quarters, in 2013). This ascension in percentage even surpassed that of before in 2017 when it reached to 98%. The trend for usage of these devices goes in an almost similar manner. 38% children had used these devices in 2011, this 38% rose to become 72% in 2013, and had an increase of 84% in 2017. Both in United Kingdom and United States, parallel trends have been marked in early childcare and educational settings, and especially in the urban, low-income communities of minorities (Rideout, 2017). In accordance with the Australian Bureau of Statistics, in the 97% households with children that had easy access to the internet in 2016, 94% children had unsupervised access to internet through computers, 86% had this access through mobile phones and 62% had this access through tablets. The purpose of stating all this percentage reports is to help in demonstration of the fact that there's been a far rapid and significant increase in the access of internet (and mobile devices) to the youngsters (Miller, 2017). Moreover, the identities of many of these youngsters on social media are unnamed, their online identities are not firmly tied to their real names and relationships. The digital footprints of many youngsters are reproduced by their peers who are casually snapping images all day long and are uploading group pictures with appropriate tags. Their app usage is believed, with good reason, to be a shifting target: youngsters periodically discover and move onto new apps that are trendier. Thus, they are using novel ways to leverage existing app features (Reich, Subrahmanyam & Espinoza, 2012). Another thing that plays a consequential role in youngsters' digital lives, beyond the dynamic among friend is the spread of rumors, political oppositions and activism around urgent public issues. Thus, the current media context involved a dynamic digital component. The urgent public issues mentioned earlier include gun control, sexual harassment, hate speech, immigration and racism. Despite it all, this challenging context, there are hopes for the positive opportunities for youngsters. The content and tone of social media posts can intimidate, dissuade and mislead, the surety in these hopes becomes firmer when it comes to voice, dialogues and civic engagement (Kahne, Middaugh & Allen, 2015). The digital platforms, social apps, are designed to highlight metrics of likes, shares, streaks and favorites. These metrics provide the quantifiable implications of both social approval and disapproval (Nesi, Choukas-Bradley & Prinstein, 2018). The social media has a positive effect because it gives them an escape route from loneliness (Common Sense Media, 2018; Weinstein, 2018). However, the youngsters saying social media has influenced their lives in a negative way are the ones who have fell prey to cyberbullying on it and are focus of many rumors spread by their bullies. While, social media gives an unrealistic view of other people's lives which goes on, they believe that the time spent on it, the time spent using social media, is a time wasted (Anderson & Jiang, 2018). In their digital lives the dilemmas, the issues, faced by the youngsters are the most of the time ones that don't necessarily have a right or wrong side. These digital dilemmas are the foreground for ascension of authentic tensions in digital life. The dispositional development is in support by the parents and educators in cases where being sensitive is required by them in certain situations where both critical thinking and motivation to put digital skills to a better use is warranted. Adults, parents and educators, want youngsters to have a balanced digital and social life. They want them to have a balanced life where they give equivalent time and importance to their family and friends, where their school goal and hobbies are in a constant check along with their digital media posts and check-ins. The well-being of a person is also influenced by the social media experience, this digital and social life balance is an extreme requirement (Verduyn, Ybarra, Resibois, Jonides & Kross, 2017). Depending on the user, the

influence of electronic media can be both positive and negative and it can be changed from either state, positive or negative, over time (Weinstein, 2018). Social media has been flooded by the idealistic highlight winds of user's lives. Browsing online can bring hefty amounts of distorted social information eliciting jealousy and comparison (Underwood & Ehrenreich, 2017). Electronic media, now a feature in classrooms, is an amazing learning tool when used in a right manner. Most of the parents tend to wait till their children come of a certain age to teach them about online privacy. The children and their parents, felt that it was distracting them from other important things in life. Moreover, survey found that 66% of parents were under impression that their children spent too much time on media devices and, 52% of the children agreed with their parents. Thus, it has revealed that teachers are concerned about their students' well-being regarding technology's influence in their lives. The reasons for these concerns entail students' constant dependency on their devices, their multitasking in classrooms and other learning environments, displacement of their life goals and interests, potential increase in stress, depression and sleep disruption, and even an increase in youngsters' suicide rate (Finkelhor, 2016). Dependency, an attachment, has been a key feature in the way most devices, apps and websites are designed. Snapchat and Instagram, trendy apps of today, both have built-in features like snap-streaks and heart-it that are attractive and addictive. Even YouTube and Netflix have auto play features that consume content with no interruption. Surprisingly enough, most teens are aware of these attention-grabbing techniques and features. 72% of the teens knew that tech-companies are manipulating their users into spending more time on their products. This might be due to kids' vulnerabilities with oversharing personal information in an anonymous environment or with their being taken advantage of when seeking friendship online (Pascual & Marchini, 2018). Teachers working in predominantly white schools report rising polarization, incivility, and increasingly hostile environments for racial and religious minorities and other vulnerable groups (Rogers, Franke, Yun, Ishimoto, Diera, Geller, and Brenes, 2017). In the USA the teens' exposure to racist, sexist, and homophobic content on social media has risen, with more hateful content on social media. Although most youngsters trust news when it comes from the primary resources only, there are still many who engage and learn about news online. Many people's surprise, social media sources are now getting more preferable for news over traditional news outlets. Recent years have been seen an explosion in new ways for advertisers to target children, including through immersion, "advergames," viral messaging, personalized online ads, and location-based targeting (Meyer, Adkins, Yuan, Weeks, Chang, & Radesky, 2018). Learning processes that deal with incorporating instructional technology are dealt by the trained teachers. Therefore, school teachers can help students with understanding broader effects of their online footprints. Moreover, teachers can use digital dilemmas to help students through complex situations they might face in their digital lives. The purpose of this approach is to help youngsters with their digital lives without needing any constant adult supervision (James 2019). Most of parents have also come to recognize the value of technology in creativity and learning. The children, learn a great deal from their parents as they are role models. Therefore, parents also need to have a balance social and digital life if they are to teach their children the same thing. Currently, educators is to help youngsters grab the positive opportunities this digital life has to offer. These positive opportunities include learning, social connection, civic participation and identity exploration (Weinstein & Selman, 2016). Social networking sites are difficult to monitor for parents who might not familiar to usage. Media plays an important role in the children's development. The popularity of sites like Facebook, Twitter and LinkedIn help people with similar interests to exchange views on blogs. However, a major drawback of these sites in the Pakistani scenario are that they are used mostly by the English-speaking audience from the affluent,

university and college educated class or the people from journalism and do not necessarily reflect the views of a common man (Anderson, 2018).

Objectives of the study

The objectives of the study were;

1. To examine the effect of using electronic media among secondary school students in Lahore District.
2. To investigate the effect of using electronic media on student's learning habits.
3. To find out electronic media types mostly used by secondary school students.

Research Methodology

The present research was carried out in a quantitative paradigm. By using survey method descriptive research design was selected for the current study. The basic purpose to conduct such study was to investigate the effect of electronic media on students' learning habits at the Secondary level in District Lahore. All Secondary school level students were taken as the population for this study. By using a random sampling technique, 300 students were selected from 10 public schools in Lahore. The standardized instrument was adopted for this study after attaining permission from the developer. The researchers collected data personally with the help of questionnaires through survey method, kept it confidential and used it only for research purposes. The data was analyzed by using descriptive statistics.

Results of the study

Table 4.1

Percentage of students' perception about usage of internet

	Sr.#	Internet usage	Frequency	Percentage	
The above table shows that 94.3% (283) students responded that internet helps in their learning process while the 5.0% (15) students responded that internet is less helpful in their learning process. Hence, they do not frequently use it for study purpose.	1.	No response	2	0.7%	4.1 shows that students internet helps in process while
	2.	Yes	283	94.3%	
	3.	No	15	5.0%	
		Total	300	100%	

Table 4.2

Percentage of students who watch TV regularly

Sr.#	Watching TV	Frequency	Percentage
1.	Yes	267	89%
2.	No	33	11%
	Total	300	100%

The above table 4.2 depicts that 89% (267) students preferred watching TV while 11% (33) students did prefer to watch it on regularly basis.

Table 4.3Percentage of student's preferences for TV programs

Sr.#	Program	Frequency	Percentage
1.	Education	161	53.7%
2.	Sports	144	48%
3.	Cartoons	153	51%
4.	Action Movies	156	52%
5.	Horror Movies	166	55.3%
6.	Romantic Movies	79	26.3%
7.	Comedies	209	69.7%

In the above table, the students were asked the genre of their most preferred TV programs. This question, as one might have guessed, was asked to identify the most trending TV program genre among students. Most of the students responded that they frequently watch comedy shows and horror movies on TV. 70% (209) and 55% (166) of respondent's stated that they preferred to watch comedian and horror shows on TV. Moreover, only 26% (79) of respondents stated that they prefer to watch romantic shows and 53% (161) of respondents liked to watch educational shows (documentaries) on TV.

Table 4.4

Percentage of students who play video/computer games

Sr.#	Computer Games	Frequency	Percentage
------	----------------	-----------	------------

1.	Yes	185	61.6%
2.	No	115	38.3%
	Total	300	100%

In the table given above, respondents were asked about their trends or habits regarding video games and computer games. The trend of playing computer or video games is increasing rapidly among students who are known to be fans watching TV shows. For this, more than 61% (185) of respondents responded that they did play video games and computer games on a daily basis. On the other hand, only 38% (115) of respondents stated that they did not like to play video or computer games. Mostly, boys preferred to play video games as compared to girls.

Table 4.5

Percentage of students learning from the internet (reading magazines/newspapers)

There is a high internet among Students are internet and its several purposes. asked to state behind using sources. In (182) of stated that they internet to obtain required information. On the other hand, 22.7% (68) and 13% (39) respondents stated that they used the internet to read magazines and newspapers. This reflects that majority of respondents were using the internet to gather information from authentic global sources.	Sr.#	Electronic media	Frequency	Percentage	trend of using students. using the sources for recreational Students were their purposes internet answer, 61% respondents used the
	1.	No Response	11	3.7%	
	2.	Magazines	68	22.7%	
	3.	News Papers	39	13.0%	
	4.	Information	182	60.7%	
		Total	300	100%	

Table 4.6

Percentage of students who reported TV changed their reading habit

Sr.#	Reading habits	Frequency	Percentage
1.	No Response	3	1.0%

2.	Yes	176	57%
3.	No	121	39.2%
	Total	300	100%

The above table demonstrates that most of the people consider that watching TV can have adverse effects on their reading and studying habits. Due to this consideration, various restrictions are imposed upon students by their parents regarding TV. 57% (176) students stated that watching TV was adversely affecting their studying habits up to a great extent. On the other hand, only 39% (121) students responded that watching TV did not bring any adverse or positive impact towards their studying or reading habits.

Table 4.7

Percentage of easy access of electronic media within environment

Sr.#	Availability of electronic media	Frequency	Percentage
1.	T.V (available)	140	43.2%
2.	F.M (available)	112	37.3%
3.	Cell phones (highly available)	131	43.7%
4.	Computer (highly available)	131	43.7%
5.	Mp3 (available)	118	39.3%
6.	DVD's (not available)	140	43.2%

The above shows that (131) had

table 4.7
43.7%
students

availability of cell phones and computers, 43.2% (140) students had availability of TV and DVD's, while 39.3% (118) students had availability of Mp3. Therefore, the majority of students responded that cell phones are highly available in their environment.

Table 4.8

Percentage of information gained from movies

Sr.#	Information	Frequency	Percentage
1.	Educational Information (attractive)	185	61.7%
2.	Health information (attractive)	165	55%

The	3.	Violence Information (attractive)	149	49.7%
	4.	Environmental Information (attractive)	165	55%
	5.	Suicidal & drugs Information (not attractive)	133	44.3%
	6.	Bullying Information (Not attractive)	139	46.3%
	7.	Information on life skills (attractive)	137	45.7%

above table 4.8 shows that 61.7% (185) students were attracted towards educational information in movies, 55% (165) health and environmental information, 49.7% (149) violence information, 46.3% (139) bullying, 45.7% (137) information on life skills and 44.3% (133) suicidal & drugs. Therefore, educational information in movies attracts students most.

Table 4.9

Percentage of students who use internet for making school assignments

Sr.#	School assignments	Frequency	Percentage
1.	No response	02	0.7%
2.	Strongly agree	168	56 %
3.	Agree	84	28%
4.	Undecided	26	8.7%
5.	Disagree	10	3.3%
6.	Strongly disagree	10	3.3%
	Total	300	100%

The above table 4.9 shows that 56% (168) students strongly agree that the internet help them in making school assignments, 28% (84) agree, 8.7% (26) undecided, 3.3% (10) disagree, 3.3% (10) strongly disagree, and 0.7% (02) students gave no response. Hence, most of the students strongly agreed that the internet helps them in making school assignments.

Conclusions

The consequences of the study showed that most of the students had personal reading habits after school timings. Most of the students agreed that internet has positive influence on their learning habits and they learned new information from the internet. While students have strongly agreed that the internet helps them in making school assignments. Most of them use to watch T.V on a daily basis with their preference majorly reserved for educational programs. Some students revealed that their parents highly restrict their number of hours on watching T.V. Some learners were watching T.V only for entertainment but they admitted that ended up getting new information from it. Therefore, learners preferred to watch TV because, it had a positive impact on their learning and knowledge building. The most interesting fact was that majority of boys played video games not only for the sake of enjoyments but to get innovative ideas and novel ways of information. Moreover, both male and female students reported that they moderately like to watch cartoons. Most of the students agreed that the more time they spent using the electronic media the more their stress regarding their academic issues was relieved. While, some agreed that they were badly influenced by their exposure to electronic media. Mostly strongly agreed that electronic media has a hamper towards students reading behavior and websites help them in understanding lessons and making assignments. Moreover, nowadays watching YouTube and the usage of WhatsApp became very beneficial to fulfill their educational needs. It facilitates them during their work and lesson by helping them in sending documents. Therefore, most of the students were strongly agreed that watching TV/movies updated their existing knowledge and vocabulary.

Reference

- Anderson, A. (2018). A majority of teens have experienced some form of cyberbullying. Retrieved from Pew Research Center website: <http://www.pewinternet.org/2018/09/27/a-majority-of-teens-have-experienced-some-formof-cyberbullying>.
- Anderson, M., & Jiang, J. (2018). Teens, social media & technology 2018 . Retrieved from Pew Research Center website: http://assets.pewresearch.org/wp-content/uploads/sites/14/2018/05/31102617/PI_2018.05.31_TeensTech_FINAL.pdf
- Boyd, d. (2008). Taken out of context: American teen sociality in networked publics (Doctoral dissertation, University of California, Berkeley).
- Felt, L., & Robb, M. (2016). Technology addiction: Concern, controversy, and finding balance.
- James, C., Weinstein, E., & Mendoza, K.(2019) Teaching Digital Citizens in Today's World - Research and Insights Behind the Common Sense K-12 Digital Citizenship Curriculum, Vol 9, San Francisco, CA: Common Sense media.
- Kahne, J., Middaugh, E., & Allen, D. (2015). Youth, new media and the rise of participatory politics. In D. Allen & J. Light (Eds.), *From voice to influence: Understanding citizenship in a digital age* . Chicago, IL: University of Chicago Press.
- Miller, J. L., Paciga, K. A., Danby, S., Beaudoin-Ryan, L., & Kaldor, T.(2017) Looking beyond swipping and tapping: Review of design and methodologies for researching young children's use of digital technologies. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, Vol.11, No.3 (11) article 6.
- National Association for Media Literacy Education. (2018). Media Lit One Sheet.
- Nesi, J., Choukas-Bradley, S., & Prinstein, M. J. (2018). Transformation of adolescent peer relations in the social media context: Part 1—A theoretical framework and application to dyadic peer relationships. *Clinical Child and Family Psychology Review*, 1–28.
<https://doi.org/10.1007/s10567-018-0261-x>
- Pascual, A., & Marchini, K. (2018). 2018 Child identity fraud study. Retrieved from Javelin Strategy & Research website: <https://www.javelinstrategy.com/coverage-area/2018-child-identity-fraud-study>.
- Perkins, D. N., & Tishman, S. (2006). Learning that matters: Toward a dispositional perspective on education and its research needs . Retrieved from Harvard Graduate School of Education website : <http://www.pz.harvard.edu/sites/default/files/Learning%20that%20Matters.pdf>.
- Reich, S. M., Subrahmanyam, K., & Espinoza, G. (2012). Friending, IMing, and hanging out face-to-face: overlap in adolescents' online and offline social networks. *Developmental Psychology* , 48 (2), 356 – 368.
- Rideout, V. (2017). The Common Sense census: Media use by kids' age zero to eight.
- Robb, M. (2017). News and America's kids: How young people perceive and are impacted by the news

Retrieved from Common Sense Media website:

<https://www.commonsensemedia.org/research/news-and-americas-kids>.

Rideout, V., & Robb, M. (2018). Social media, social life: Teens reveal their experiences.

Rogers, J., Franke, M., Yun, J. E., Ishimoto, M., Diera, C., Geller, R., Berryman, A., & Brenes, T. (2017).

Teaching and learning in the age of Trump: Increasing stress and hostility in America's high schools .

Retrieved from UCLA's Institute for Democracy, Education, and Access website:

<https://idea.gseis.ucla.edu/publications/teaching-and-learning-in-age-of-trump>.

Underwood, M. K., & Ehrenreich, S. E. (2017). The power and the pain of adolescents' digital communication: Cyber victimization and the perils of lurking. *American Psychologist* , 72 (2), 144.

Verduyn, P., Ybarra, O., Résibois, M., Jonides, J., & Kross, E. (2017). Do social network sites enhance or undermine subjective well-being? A critical review. *Social Issues and Policy Review* , 11 (1), 274 – 302.

Walsh, J. (2018). Adolescents and their social media narratives: A digital coming of age. New York, NY: Routledge.

Weinstein, E. (2018). The social media see-saw: Positive and negative influences on adolescents' affective well-being. *New Media & Society*, (20) 10, 3597–3623.