



Attitude towards text messaging and socio-economic status of post graduate students

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Abstract

Text messaging is one kind of communication in which every mobile user can send and receive their message even through a feature phone. The present study explores the correlation between the attitude towards text messaging and socio-economic status of post graduate students of the University of Gour Banga. The researchers adopted two scales namely, the Scale of Attitude towards Text Messaging (SATM) and the Socio-economic Status Scale to collect the data from 300 samples through the survey method. Statistically significant correlation between attitude towards text messaging and socio-economic status have been found among the total post graduate student, arts student and female student groups and not significant correlation among post graduate science student and total post graduate male student groups.

Keywords: text messaging, attitude towards text messaging, post graduate students

Introduction

The modern society has been influenced by science and technology. The emergence of Information and Communication Technology (ICT) has fundamentally changed the practices of not only business, governance or education but every sphere of human endeavor. Now, people can communicate with each other by using different technologies including mobile phones, tablets, palmtops, notepads, laptops etc. There are more than 1.5 million mobile phones in the world, which is over the three times the number of computers (Prensky, 2004) [4]. Owning the computer function in modern mobile phones, Stone (2005) [2] predicted that people would use mobile phones instead of computers in the near future. Although it is still arguable whether or not this will be the case, it nonetheless indicates how powerful and sophisticated mobile phones are becoming (Attewell, 2005) [3]. The use of mobile learning (m-learning) by educators has also increased significantly since the introduction and popularity of mobile phones and has shifted a greater emphasis on teaching and learning (Motiwala, 2007) [4].

Text messaging provides 'anywhere anytime'- (Geddes, 2004) [7] access to learners and a channel for communication with which they are generally familiar. It is one of the fastest growing types of communication technologies (Reid and Reid, 2005; Plester *et al.*, 2008) [6, 5] and it is a very important method used in m learning. Therefore, text messaging is an increasingly common form of communication. It is convenient when the environment is too noisy for an auditory conversation and it allows one to send off a quick question and receive a concise response without the normal conversational formalities. Text messaging provides 'anywhere anytime'- (Geddes, 2004) [7] access to learners and a channel for communication with which they are generally familiar. Text messaging-related applications have to date covered a number of areas (Duvall *et al.* 2007) [10] (Cavus and

Ibrahim, 2009) [8] (Cornelius & Marston, 2009) [9], However. It does not always follow the standard rules of English grammar. For example, students may use the 'LOL' to represent 'Laugh out Loud' and 'ASAP' to represent "As Soon as Possible". Text messaging is also a beginning to redefine the social networks of today's students (Bryant *et al.*, 2006) [11] from primary school to tertiary level. Generally, text messaging has provoked a very strong, negative response from teachers, parents and language experts (Lee, 2002) [14] (Bell, 2003) [12] (Humphrys, 2007) [13].

Attitude towards text messaging

An attitude is a dispositional readiness to respond to certain objects in a consistent manner, which has been learned and has become one's typical mode of response. An attitude has a well-defined object of reference. Attitude towards text messaging is one's views regarding text messaging. Attitude may be defined as 'an individual's viewpoint' or disposition towards a particular 'object' (a person, a thing, or an idea) (Gall, *et al.* 1996) [15]. They consider attitude to an individual's way of seeing and reacting to a social phenomenon, and assert that it varies from person to person. From a psychological point of view, attitude was defined as a mental state of readiness to respond to something based on experiences and influencing posterior behavior toward a specific object (Allport, 1935) [16]. Hence, attitude of an individual towards text messaging is a way of considering the process of text messaging as well as the acceptance or value of text messaging to him/her.

The Report of Global Attitude Project (Pew Research Centre, 2011) surveyed the status of use of text messaging in 21 countries and unveiled that GDP is positively related with the use of text messaging and social networking. The report also presented that 49% of mobile phone users in India use text messaging. But that is the scenario of 2011, and the present

time is quite different. Now the efforts of digitization make a huge change in that scene. Therefore, the present researchers aimed to conduct a study on the relation between attitude towards text messaging and socio-economic status of the post graduate students as no study was found on the selected problem in education sector.

Objectives

The specific objectives of the study were –

- To measure the Attitude towards Text Messaging of post graduate students and their Socio-economic status
- To explore the correlation between the Attitudes towards Text messaging and Socio-economic Status of post graduate students according to their academic stream and gender.

Assumptions

The following assumption was taken to achieve the objectives -

- It was assumed that the attitude of the post graduate students towards text messaging is measurable.
- It was assumed that there are the correlations between the attitude toward text messaging and Socio-economic status of post graduate students and between various sub-samples.

Null Hypotheses (H₀)

To fulfill the selected objectives, the researcher constructed the following Null Hypotheses:

- H_{0.1}:** There will be no significant correlation between post graduate students’ Attitude towards Text Messaging and their Socio-economic Status.
- H_{0.2}:** There will be no significant correlation between post graduate Science students’ Attitude towards Text Messaging and their Socio-economic Status.
- H_{0.3}:** There will be no significant correlation between Arts post graduate students’ attitude towards Text Messaging and their Socio-economic Status.
- H_{0.4}:** There will be no significant correlation between Male students’ attitude towards Text Messaging and their Socio-economic Status.
- H_{0.5}:** There will be no significant correlation between Female post graduate students’ attitude towards Text Messaging and their Socio-economic Status.

Method of the study

In order to achieve the objectives of the present study, the survey method of descriptive research was used to measure the attitude towards Text Messaging among Post graduate students and also to find out the differences among the post graduate students’ attitude towards Text Messaging on their total samples and sub-samples i.e. gender and academic stream of the students.

Population and Samples

The students studying at eighteen (18) academic departments of the post graduate level in the University of Gour Banga in West Bengal, India were treated as the population of the study. The total sample of the study was consisted of 300 students selected from nine (09) departments of the University

of Gour Banga.

Variables of the Study

In this study, attitude towards Text Messaging of the post graduate students was considered as the research variable and the gender and the academic stream of the students was treated as the background variable.

Tools used in the Study

The researchers adopted the Scale of Attitude toward Text Messaging (SATM) and a Socio-Economic Status Scale developed (in Bengali) and standardized by Halder and Hasan (2013) for data collection.

Analysis and Interpretation of the data

The data were analysed statistically by Pearson’s correlation method through SPSS software in order to find out the correlations between the following sample groups –

- Total post graduate students’ attitude towards text messaging and their socio-economic status
- Post graduate science students’ attitude towards text messaging and their socio-economic status
- Post graduate male students’ attitude towards text messaging and their socio-economic status
- Post graduate female students’ attitude towards text messaging and their socio-economic status

Analysis pertaining to Null Hypothesis 1

H_{0.1}: There will be no significant correlation between post graduate students’ attitude towards text messaging and their socio-economic status.

Table 1: Presentation of the correlation of attitude towards text messaging and socio-economic status of the post graduate students

Correlations			
		Attitude towards Text messaging	Socio-economic status
Attitude towards Text messaging	Pearson Correlation	1	.131*
	Sig. (2-tailed)		.023
	N	300	300
Socio-economic status	Pearson Correlation	.131*	1
	Sig. (2-tailed)	.023	
	N	300	300

*. Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows a significant correlation ($r = 0.131$, $N = 300$, $p < 0.05$) between attitude towards text messaging and socio-economic status of post graduate students with their total scores which indicates that the null hypothesis (**H_{0.1}**) will be rejected. hence, it may be interpreted that post graduate students’ attitude towards text messaging and their socio-economic status have a significant and positive relation.

Analysis pertaining to Null Hypothesis 2:

H_{0.2}: There will be no significant correlation between post graduate science students’ attitude towards text messaging and their socio-economic status.

Table 2: Presentation of the correlation of attitude towards text messaging and socio-economic status of the post graduate science students

Correlations			
		Attitude towards Text messaging	Socio-economic status
Attitude towards Text messaging	Pearson Correlation	1	-.007
	Sig. (2-tailed)		.935
	N	121	121
Socio-economic status	Pearson Correlation	-.007	1
	Sig. (2-tailed)	.935	
	N	121	121

Table 2 shows a non-significant correlation ($r = 0.935$, $N = 121$, $p > 0.05$) between attitude towards text messaging and socio-economic status of post graduate science students with their total scores, which indicates that the null hypothesis ($H_{0.2}$) will be accepted. Hence, it may be interpreted that post graduate science students' attitude towards text messaging and

their socio-economic status have no any significant relation. Analysis pertaining to Null Hypothesis 3:

H_{0.3}: There will be no significant correlation between post graduate arts students' attitude towards text messaging and their socio-economic status.

Table 3: Presentation of the correlation of attitude towards text messaging and socio-economic status of the post graduate arts students

Correlations			
		Attitude towards Text messaging	Socio-economic status
Attitude towards Text messaging	Pearson Correlation	1	.264*
	Sig. (2-tailed)		.000
	N	179	179
Socio-economic status	Pearson Correlation	.264*	1
	Sig. (2-tailed)	.000	
	N	179	179

*. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows a significant correlation ($r=0.264$, $N=179$, $p < 0.01$) between attitude towards text messaging and socio-economic status scores of the post graduate arts students with their total scores, which indicates that the null hypothesis ($H_{0.3}$) will be rejected. Hence, it may be interpreted that post graduate arts students' attitude towards text messaging and

socio-economic status have a significant and positive relation. Analysis pertaining to Null Hypothesis 4:

H_{0.4}: There will be no significant correlation between post graduate male students' attitude towards text messaging and their socio-economic status.

Table 4: Presentation of the correlation of attitude towards text messaging and socio-economic status of the post graduate male students

Correlations			
		Attitude towards Text messaging	Socio-economic status
Attitude towards Text messaging	Pearson Correlation	1	.032
	Sig. (2-tailed)		.697
	N	155	155
Socio-economic status	Pearson Correlation	.032	1
	Sig. (2-tailed)	.697	
	N	155	155

Table 4 shows a non-significant correlation ($r=0.032$, $N=155$, $p > 0.05$) between attitude towards text messaging and socio-economic status of post graduate male students with their total scores, which indicates that the null hypothesis ($H_{0.4}$) will be accepted. Hence, it may be interpreted that post graduate male students' attitude towards text messaging and socio-economic

status have no any significant relation. Analysis pertaining to Null Hypothesis 5:

H_{0.5}: There will be no significant correlation between post graduate female students' attitude towards text messaging and their socio-economic status.

Table 5: Presentation of the correlation of attitude towards text messaging and socio-economic status of the post graduate female students

Correlations			
		Attitude towards Text messaging	Socio-economic status
Attitude towards Text messaging	Pearson Correlation	1	.235*
	Sig. (2-tailed)		.004
	N	145	145
Socio-economic status	Pearson Correlation	.235*	1
	Sig. (2-tailed)	.004	
	N	145	145

*. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows a significant correlation ($r=0.235$, $N=145$, $p < 0.01$) between attitude towards text messaging and socio-economic status of the post graduate female students with their total scores, which indicates that the null hypothesis ($H_{0.5}$) will be rejected. Hence, it may be interpreted that post graduate female students' attitude towards text messaging and socio-economic status have a significant and positive relation.

Findings

1. It is found that post graduate students' attitude towards text messaging and their socio-economic status have a significant and positive relation.
2. It is found that post graduate science students' attitude towards text messaging and their socio-economic status have no any significant relation.
3. It is found that post graduate arts students' attitude towards text messaging and socio-economic status have a significant and positive relation.
4. It is found that post graduate male students' attitude towards text messaging and socio-economic status have no any significant relation.
5. It is found that post graduate female students' attitude towards text messaging and socio-economic status have a significant and positive relation.

Discussion

The study revealed that the significant correlation between the attitude towards text messaging and socio-economic status have been found among the total post graduate student, arts student and female student groups. It also revealed that no significant correlation between the attitude towards text messaging and socio-economic status have been found among to post graduate science student and total post graduate male student groups.

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