



A STUDY ON STUDENT'S ATTITUDE TOWARDS LEARNING MATHEMATICS BY APPROPRIATE USE OF SOCIAL MEDIA AT HIGH SCHOOL LEVEL

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ABSTRACT

Social Media is a computer based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. Social Media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and in real time. Social Media is any digital tool that allows users to quickly create and share content with the public. Social Media encompasses a wide range of websites and apps. Network is nothing but computers that are connected with or without wires either within the premises or outside the premises to share the devices like printers, storage media, images, audio files, documents and other files. A social network is a software created by a set of individuals or organizations. Social Media is any form of online publications or presentation that allows end users to engage in multi directional conversations in or around the content on the website. Social Media refers to websites and computer programs that make communication possible. It's a catchall term for a variety of Internet applications that allow users to create content and conclusion. Few examples are "Gab, Google+, Instagram, LinkedIn, Pinterest, Reddit, Snapchat, Twitter, Viber, Wechat, WhatsApp and YouTube."

Key Words: communication, knowledge, Social Media, websites, Internet applications

SOCIAL MEDIA SUPPORT IN TODAY'S SOCIETY

Social Media means websites and applications that enable users to create and share content or to participate in social networking. Knowledge is strength and power. We all recognize this saying; it is the flow of information to add to their knowledge. In today's world Social Media plays a vital role in impacting our culture, our economy and our overall view of the world. Social Media is a new form that brings people to exchange ideas, connect with, relate to, and mobilize for a cause, seek, advice, and offer guidance.

Social Media has removed communication barriers and created decentralized communication channel and open the door for all to have a voice and participate. It enables common interest based groups such as students to work in a collaborative group projects outside of their class. It encourages creativity and collaboration with a wide range of commentators on a number of issues such as Education, the economy, politics, race, health, relationship etc. Although it has

brought many benefits, allowing us to easily connect with friends and family around the globe, allowing us to break down international borders and cultural barriers.

Social Media is defined by its interactivity, connectedness, and user-generated content. In today's society, the use of Social Media has become a necessary daily activity. Social Media is typically used for social interaction and access to news and information, and decision-making. It is a valuable communication tool with others locally and worldwide, as well as to share, create, and spread information. Essentially, Social Media vastly impacts our ability to communicate, form relationships, access and spread information, and to arrive at the best decision.

The most influential Social Media tool is a social networking site. Facebook, Twitter, Tumblr, Blogger, LinkedIn and Google + are familiar names to the large majority of the society. Almost everyone from the ages 13 to 64 has a Facebook account. These social networking sites can be used to connect people worldwide.

This means that business meetings can be conducted internationally via Google Hangouts or old friends can reconnect. During this pandemic situation, schools, and various other groups, the communication possibilities are endless.

These social networking sites have increasingly grown beyond personal use. Recently, teachers can schedule virtual meetings or brainstorm together even when they can't physically meet their students. This eases the scheduling pressures for Learning during this COVID 19. It goes without saying that we as a society have grown reliant and dependent on social networking sites. Overall, we rely on social networks for connectivity and High School communication in today's world.

SIGNIFICANCE OF THE STUDY

Learning Mathematics by appropriate use of Social Media is an important factor in the academic achievement of the students. Some students have good Learning, some students have poor Learning which may be due to several factors such as family background, economic status, size of the family, Education of the Parents etc.,. Individual differences also lay a vital role in Learning of children. Learning may be different from child to child and they also differ in case of high, average and low achievers. The Learning also vary among the students from school to school, management to management, locality to locality etc.

Every human being is born with an innate urge to know. This urge to know is the seed and in an environment, it grows and yields the fruit of knowledge. This knowledge is the source of happiness, joy and peace of mind leading to a state of bliss. In our present societal setup, school serves as one major instrument in imparting knowledge.

It has become mandatory and obligation for the Parents and the Government to provide Education to all children in our nation. In this scenario, no child is entitled to lose the privilege of studying in our school. All school entrants, from beginning to end, require some s and practice them to successfully pursue knowledge. These possessed Learning in mathematical play a vital role in deciding their level of Social Media usage.

Networking applications may assist the teachers, the learners, Parents and Educational authorities in various ways of sending or receiving student's information, progress and other school related circulars in a single tap. Moreover, the recent trends in the Educational

technology like mobile phones or smart phones, tablet PCs, Wikipedia's and other Educational applications like Google meet, Google classrooms, Zoom app and other Educational applications like Google meet, Google classrooms, Zoom app, Whatsapp chat rooms are also helpful in the teaching Learning scenario.

Problem solving as an activity that involves the student "Engagement in variety of cognitive action including and accessing and using previous knowledge and experience". Successful problem solving involves coordinating previous experience of inference, institution in and an effort to generate new representation and related patterns of inference that resolve the tension or ambiguity that prompts the original problem solving activity.

Learning is a turning point in an individual life. Therefore cerebral dominance and Learning are very closely related. Learning refers to the knowledge attained or skills developed in the school subjects, usually designed by test, art and craft creative works and especially Mathematics given by the teachers or by different concepts assigned by teachers. Learning of the students depends upon so many factors.

Cerebral dominance is one of the factors. This factor is in positive, and then they will lead to good Learning which in turn help the student to develop their problem solving ability skills Therefore the investigator has selected the problem.

STATEMENT OF THE PROBLEM

The problem selected for the present study is entitled as "A STUDY ON STUDENT'S ATTITUDE TOWARDS LEARNING MATHEMATICS BY APPROPRIATE USE OF SOCIAL MEDIA AT HIGH SCHOOL LEVEL".

OBJECTIVES OF THE STUDY

General objectives

- i. To find out the level of Learning of the High School level students.
- ii. To find out the level of Appropriate use of Social Media in Mathematics of the High School level students.
- iii. To find out relationship between Learning and Appropriate use of Social Media in Mathematics of the High School level students.

NULL HYPOTHESES

I. Learning Mathematics and its dimensions.

- 1.1 There is no significant difference between Boys and Girls in their Learning Mathematics.
- 1.2 There is no significant difference between Government school and Government aided school students in their Learning Mathematics.
- 1.3 There is no significant difference between Rural and Urban students in their Learning Mathematics.
- 1.4 There is no significant difference among Hindu, Christian and Muslim students in their Learning Mathematics.
- 1.5 There is no significant difference among FC, BC, MBC and SC/ST students in their Learning Mathematics.

III Relationship between Learning Mathematics and Appropriate use of Social Media of High School level students

- 3.1. There is no significant relationship between Learning Mathematics and Appropriate use of Social Media of High School level students.

TOOLS USED IN THE PRESENT STUDY

The investigator used the following tools for collecting data that were very useful for fulfillment of various objectives of his study.

- a) General Data Sheet
- b) Learning Scale
- c) Social Media Scale

APPROPRIATE USE SOCIAL MEDIA IN MATHEMATICS

DESCRIPTION OF THE SCALE IN MATHEMATICS

The appropriate use in Social Media scale consists of 30 questions. The tool was prepared by the investigator. Each item of the tool focused to use in Social Media in High school level.

3.11 ESTABLISHING VALIDITY OF THE TOOL

In order to establish of the tool, it has been submitted to a panel of experts in Stanley College of Education, Vellore and the teachers in Government High School, Vellore. The experts have given suggestions regarding to items. Thus the content validity of the tool has been established.

ESTABLISHING RELIABILITY OF THE TOOL

Reliability is the degree of accuracy and consistency. The investigator has used test- retest method for establishing reliability of the tool. The investigator randomly selected 50 High School level students from Government High School, Vellore. The tool was administered to them. The same tool was administered to the same sample of 50 students after an interval of 15 days. The responses were scored. The correlation co-efficient was found to be 0.68. Thus the reliability of the tool was established.

MATHEMATICAL ABILITY SCALE

The scale is used for IX and X standard students, in the present study, the investigator studied some of the available tools and the scale developed by the investigator with the guidance of the Research Supervisor. There are four specific types of Learning Mathematics of the tool are ability to understanding, ability to formulating the equations, ability to substitute values and ability to verify the results.

LEARNING OF HIGH SCHOOL LEVEL STUDENTS

A) PERCENTAGE ANALYSIS

To find out the level of Learning and its dimensions of High School level students.

TABLE – 1
LEVEL OF LEARNING AND ITS DIMENSIONS OF LEARNING HIGH SCHOOL LEVEL STUDENTS

Dimensions	Low		Average		High	
	Count	%	Count	%	Count	%
Linguistic	80	24.2	179	54.1	72	21.8
Logical	78	23.6	173	52.3	80	24.2

Spatial	73	22.1	182	55.0	76	23.0
Musical	67	21.2	182	55.0	82	24.8
Bodily Kinesthetic	71	21.5	187	56.5	73	22.1
Interpersonal	77	23.3	175	52.9	79	23.9
Intrapersonal	69	20.8	193	58.3	69	20.8

It is inferred from the above table that 21.8% of the High School level students have high level of linguistic Learning .It is inferred from the above table that 24.2% of the High School level students have high level of logical Learning.

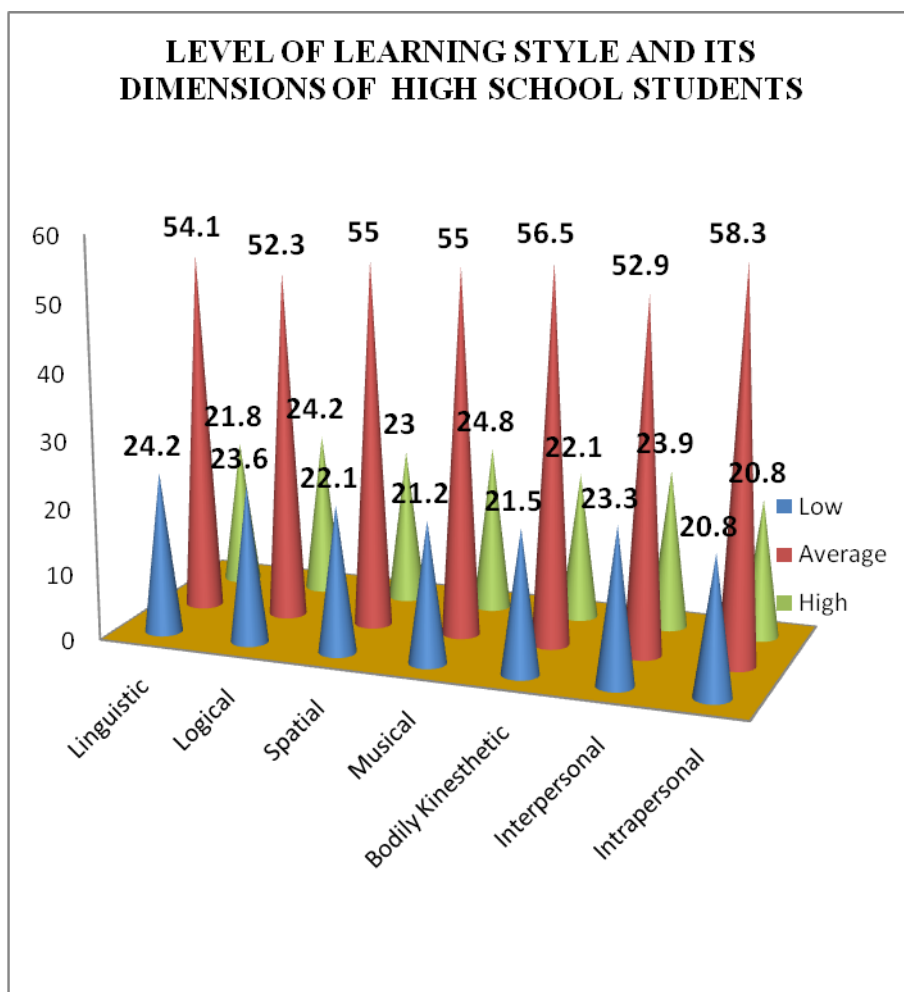
It is inferred from the above table that 23.0% of the High School level students have high level of spatial Learning.

It is inferred from the above table that 41.8% of the High School level students have high level of musical Learning.

It is inferred from the above table that 22.1% of the High School level students have high level of bodily kinesthetic Learning.

It is inferred from the above table that 23.9% of the High School level students have high level of interpersonal Learning. It is inferred from the above table that 20.8% of the High School level students have high level of intrapersonal Learning.

FIGURE – 1



To find out the level of Learning and its dimensions of High School level students with respect to Sex.

TABLE - 2
LEVEL OF LEARNING AND ITS DIMENSIONS OF
LEARNING HIGH SCHOOL LEVEL STUDENTS WITH RESPECT TO SEX

Dimensions	Category	Low		Average		High	
		Count	%	Count	%	Count	%
Linguistic	Male	38	23.0	90	54.5	37	22.4
	Female	42	25.3	89	53.6	35	21.1
Logical	Male	45	27.7	83	50.3	37	22.4
	Female	33	19.9	90	54.2	43	25.9
Spatial	Male	44	26.7	78	47.3	43	26.1
	Female	29	17.5	104	62.7	33	19.9
Musical	Male	33	20.6	86	52.1	46	27.9
	Female	34	20.5	96	57.8	36	21.7
Bodily Kinesthetic	Male	35	21.2	89	53.9	41	24.8
	Female	36	21.7	98	59.0	32	19.3
Interpersonal	Male	40	24.2	86	52.1	39	23.6
	Female	37	22.3	89	53.6	40	24.1
Intrapersonal	Male	35	21.2	98	59.4	32	19.4
	Female	34	20.5	95	57.2	37	22.3

It is inferred from the above table that 22.4% of male High School level students have high level of linguistic Learning. It is inferred from the above table that 21.1% of female High School level students have high level of linguistic Learning. It is inferred from the above table that 22.4% of male High School level students have high level of logical Learning. It is inferred from the above table that 25.9% of female High School level students have high level of logical Learning. It is inferred from the above table that 26.1% of male High School level students have high level of spatial Learning.

Null hypothesis 1

There is no significant difference between IX and X std high students in their Learning and its dimensions.

**TABLE 3
SIGNIFICANT DIFFERENCES BETWEEN IX AND X STANDARD IN THEIR
LEARNING AND ITS DIMENSIONS**

Dimension	Category	N	Mean	SD	't' value	Remarks
Linguistic	IX	178	32.89	7.244	0.529	NS
	X	153	32.45	7.689		
Logical	IX	178	27.51	5.726	0.260	NS
	X	153	27.32	7.387		
Spatial	IX	178	21.11	4.856	1.273	NS
	X	153	23.29	20.772		
Musical	IX	178	26.12	5.236	2.826	S
	X	153	24.38	5.861		
Bodily Kinesthetic	IX	178	15.12	3.478	0.782	NS
	X	153	15.42	3.488		
Interpersonal	IX	178	21.66	4.745	1.753	NS
	X	153	20.78	5.002		
Intrapersonal	IX	178	35.08	7.094	2.380	S
	X	153	33.03	8.392		
Total	IX	178	179.49	25.587	0.884	NS
	X	153	176.61	32.461		

(At 5% level of significance the table value of 't' value is 1.96)

It is inferred from the above table that there is no significance different between IX and X in their Linguistic Learning , Logical Learning , Spatial Learning , Bodily Kinesthetic Learning , and Intrapersonal Learning .

But there is significant difference between IX and X in their Musical Learning and Interpersonal Learning .

Null hypothesis 2

There is no significant difference between male and female students in their Learning and its dimensions.

**TABLE 4
SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE STUDENTS IN
THEIR LEARNING AND ITS DIMENSIONS**

Dimension	Category	N	Mean	SD	't' value	Remarks
Linguistic	Male	165	32.54	7.509	0.356	NS
	Female	166	32.83	7.400		
Logical	Male	165	27.01	6.416	1.158	NS
	Female	166	27.84	6.647		
Spatial	Male	165	22.00	14.772	0.146	NS

	Female	166	22.23	14.431		
Musical	Male	165	25.32	5.637	0.023	NS
	Female	166	25.31	5.566		
Bodily kinesthetic	Male	165	15.35	3.354	0.462	NS
	Female	166	15.17	3.609		
Interpersonal	Male	165	21.05	4.867	0.639	NS
	Female	166	21.40	4.904		
Intrapersonal	Male	165	33.82	7.816	0.726	NS
	Female	166	34.45	7.749		
Total	Male	165	177.09	28.987	0.669	NS
	Female	166	179.22	28.978		

(At 5%level of significance the table value of 't' value is 1.96)

It is inferred from the above table that there is no significant difference between male and female in their Learning and its dimensions.

Null hypothesis 3

There is no significant difference between Rural and Urban of high students in their Learning and its dimensions.

TABLE 5
SIGNIFICANT DIFFERENCE BETWEEN RURAL AND URBAN OF HIGH SCHOOL LEVEL STUDENTS IN THEIR LEARNING AND ITS DIMENSIONS

Dimension	Category	N	Mean	SD	't' value	Remarks
Linguistic	Rural	234	32.77	7.687	0.332	NS
	Urban	97	32.48	6.859		
Logical	Rural	234	27.33	6.559	0.407	NS
	Urban	97	27.65	6.510		
Spatial	Rural	234	21.69	12.577	0.713	NS
	Urban	97	23.15	18.582		
Musical	Rural	234	25.16	5.755	0.822	NS
	Urban	97	25.69	5.191		
Bodily Kinesthetic	Rural	234	15.16	3.275	0.742	NS
	Urban	97	15.49	3.940		
Inter personal	Rural	234	21.12	4.972	0.635	NS
	Urban	97	21.48	4.668		
Intra personal	Rural	234	33.91	7.965	0.865	NS
	Urban	97	34.69	7.313		
Total	Rural	234	177.13	29.579	1.040	NS
	Urban	97	180.65	27.389		

(At 5%level of significance the table value of 't' value is 1.96)

It is inferred from the above table that there is no significant difference between Rural and Urban of High School level students in their Learning and its dimensions.

Null hypothesis 4

There is no significant difference between home and Hostel of High School level students in their Learning and its dimensions.

TABLE 6
SIGNIFICANT DIFFERENCE BETWEEN HOME AND HOSTEL OF HIGH SCHOOL LEVEL STUDENTS IN THEIR LEARNING AND ITS DIMENSIONS

Dimension	Category	N	Mean	SD	't' value	Remarks
Linguistic	Home	195	33.32	7.007	1.830	NS
	Hostel	136	31.77	7.968		
Logical	Home	195	27.19	6.687	0.785	NS
	Hostel	136	27.76	6.323		
Spatial	Home	195	21.76	13.557	0.513	NS
	Hostel	136	22.63	15.972		
Musical	Home	195	25.22	5.307	0.357	NS
	Hostel	136	25.45	5.997		
Bodily Kinesthetic	Home	195	15.22	3.362	0.255	NS
	Hostel	136	15.32	3.655		
Inter personal	Home	195	21.05	4.899	0.806	NS
	Hostel	136	21.49	4.861		
Intra personal	Home	195	33.84	7.578	0.831	NS
	Hostel	136	34.57	8.062		
Total	Home	195	177.59	28.145	0.419	NS
	Hostel	136	178.97	30.172		

(At 5% level of significance the table value of 't' value is 1.96)

It is inferred from the above table that there is no significant difference between home and Hostel of High School level students in their Learning and its dimensions.

Null hypothesis 5

There is no significant difference between High School level students whose Fathers have right hand behaviour and whose Fathers have left hand behaviour in their Learning and its dimensions.

TABLE 7
SIGNIFICANT DIFFERENCE BETWEEN HIGH SCHOOL LEVEL STUDENTS WHOSE FATHERS HAVE RIGHT HAND BEHAVIOUR AND WHOSE FATHERS HAVE LEFT HAND BEHAVIOUR IN THEIR LEARNING AND ITS DIMENSIONS

Dimension	Category	N	Mean	SD	't' value	Remarks
Linguistic	RHB	305	32.57	7.625	1.428	NS
	LBH	26	34.04	4.745		
Logical	RHB	305	27.29	6.649	1.624	NS
	LBH	26	28.96	4.870		
Spatial	RHB	305	22.25	15.145	1.467	NS
	LBH	26	20.58	3.775		
Musical	RHB	305	25.27	5.696	0.644	NS
	LBH	26	25.85	4.259		
Bodily Kinesthetic	RHB	305	15.31	3.503	0.993	NS
	LBH	26	14.65	3.199		
Inter personal	RHB	305	21.14	4.953	1.288	NS
	LBH	26	22.19	3.889		
Intra personal	RHB	305	34.05	7.818	0.704	NS
	LBH	26	35.12	7.356		
Total	RHB	305	177.89	29.389	0.712	NS
	LBH	26	181.38	23.549		

(At 5%level of significance the table value of ‘t’ value is 1.96)

It is inferred from the above table that there is no significant difference between High School level students whose father have right hand behaviour and whose father have left hand behaviour in their Learning and its dimensions.

Null hypothesis 6

There is no significant difference between High School level students whose Mothers have right hand behaviour and whose Mothers have left hand behaviour in their Learning and its dimensions.

TABLE 8
SIGNIFICANT DIFFERENCE BETWEEN HIGH SCHOOL LEVEL STUDENTS WHOSE MOTHERS HAVE RIGHT HAND BEHAVIOUR AND WHOSE MOTHERS HAVE LEFT HAND BEHAVIOUR IN THEIR LEARNING AND ITS DIMENSIONS

Dimension	Category	N	Mean	SD	‘t’ value	Remarks
Linguistic	RHB	321	32.60	7.502	1.789	NS
	LBH	10	35.40	4.766		
Logical	RHB	321	27.47	6.314	0.382	NS
	LBH	10	26.00	12.111		
Spatial	RHB	321	22.13	14.785	0.192	NS
	LBH	10	21.80	4.733		
Musical	RHB	321	25.28	5.635	0.842	NS
	LBH	10	26.40	4.088		
Bodily Kinesthetic	RHB	321	15.26	3.510	0.074	NS
	LBH	10	15.20	2.440		
Inter personal	RHB	321	21.16	4.919	2.228	S
	LBH	10	23.30	2.908		
Intra personal	RHB	321	34.10	7.781	0.469	NS
	LBH	10	35.30	7.973		
Total	RHB	321	178.00	29.056	0.635	NS
	LBH	10	183.40	26.421		

(At 5%level of significance the table value of ‘t’ value is 1.96)

It is inferred from the above table that there is no significant difference between High School level students whose mother have right hand behaviour and whose mother have left hand behaviour in their Linguistic Learning , Logical Learning , Spatial Learning, Musical Learning, Bodily Kinesthetic Learning and Intrapersonal Learning . But there is significant difference between High School level students whose mothers have right hand behaviour and whose mothers have left hand behaviour in their interpersonal Learning.

Null hypothesis 7

There is no significant difference among Hindu, Christian and Muslim High School level students in their Learning and its dimensions.

TABLE 9
DIFFERENCE AMONG HINDU, CHRISTIAN AND MUSLIM HIGH SCHOOL LEVEL STUDENTS IN THEIR LEARNING AND ITS DIMENSIONS

Dimension	Source of variation	df = 2, 328		Calculated ‘F’ value	Remarks
		Sum of Squares	Mean Square		
Linguistic	Between	255.228	127.614	2.321	NS

	Groups				
	Within Groups	18034.095	54.982		
Logical	Between Groups	187.546	93.773	2.211	NS
	Within Groups	13911.240	42.412		
Spatial	Between Groups	769.704	384.852	1.819	NS
	Within Groups	69382.701	211.533		
Musical	Between Groups	13.519	6.760	0.215	NS
	Within Groups	10309.804	31.432		
Bodily Kinesthetic	Between Groups	7.435	3.717	0.306	NS
	Within Groups	3989.737	12.164		
Inter personal	Between Groups	16.726	8.363	0.350	NS
	Within Groups	7845.280	23.919		
Intra personal	Between Groups	102.046	51.023	0.843	NS
	Within Groups	19856.837	60.539		
Total	Between Groups	1082.159	541.080	0.644	NS
	Within Groups	275642.354	840.373		

(At 5% level of significant the table value of F for df 2, 328 is 3.03)

It is inferred from the above table that there is no significant difference among Hindu, Christian and Muslim High School level students in their Learning.

Null hypothesis 8

There is no significant difference among FC,BC, MBC and SC/ST of High School level students in their Learning and its dimensions.

TABLE 10
DIFFERENCE AMONG FC, BC, MBC AND SC/STHIGH SCHOOL LEVEL
STUDENTS IN THEIR LEARNING AND ITS DIMENSIONS

Dimension	Source of variation	df =3, 327		Calculated 'F' value	Remarks
		Sum of Squares	Mean Square		
Linguistic	Between Groups	140.032	46.677	0.841	NS
	Within Groups	18149.292	55.502		
Logical	Between Groups	57.292	19.097	0.851	NS
	Within Groups	14041.493	42.940		
Spatial	Between Groups	543.666	181.222	0.433	NS
	Within Groups	69608.739	212.871		
Musical	Between Groups	40.886	13.629	0.134	NS
	Within Groups	10282.438	31.445		
Bodily Kinesthetic	Between Groups	4.894	1.631	0.134	NS
	Within Groups	3992.279	12.209		

Inter personal	Between Groups	29.988	9.996	0.417	NS
	Within Groups	7832.018	23.951		
Intra personal	Between Groups	110.344	36.781	0.606	NS
	Within Groups	19848.538	60.699		
Total	Between Groups	1773.654	591.218	0.703	NS
	Within Groups	274950.860	840.828		

(At 5% level of significant the table value of F for df 3, 327 is 2.64)

It is inferred from the above table that there is no significant difference among FC,BC,MBC and SC/ST High School level students in their Learning and its dimensions.

Null hypothesis 9

There is no significant difference among reading, watching TV, games and music High School level students in their Learning and its dimensions.

TABLE 11

DIFFERENCE AMONG READING, WATCHING TV, GAMES AND MUSIC HIGH SCHOOL LEVEL STUDENTS IN THEIR LEARNING AND ITS DIMENSIONS

Dimension	Source of variation	df = 2, 328		Calculated 'F' value	Remarks
		Sum of Squares	Mean Square		
Linguistic	Between Groups	284.259	94.753	1.721	NS
	Within Groups	18005.064	55.061		
Logical	Between Groups	66.688	22.229	2.518	NS
	Within Groups	14032.097	42.912		
Spatial	Between Groups	427.696	142.565	1.669	NS
	Within Groups	69724.709	213.225		
Musical	Between Groups	229.496	76.499	2.478	NS
	Within Groups	10093.827	30.868		
Bodily Kinesthetic	Between Groups	5.575	1.858	1.152	NS
	Within Groups	3991.597	12.207		
Inter personal	Between Groups	48.943	16.314	1.683	NS
	Within Groups	7813.063	23.893		
Intra personal	Between Groups	579.522	193.174	3.260	S
	Within Groups	19379.360	59.264		
Total	Between Groups	3716.939	1238.980	1.484	NS
	Within Groups	273007.575	834.886		

(At 5% level of significant the table value of F for df 2, 328 is 3.03)

It is inferred from the above table that there is no significant difference among reading, watching TV, games and music High School level students in their Learning dimensions of Linguistic Learning , Logical Learning , Spatial Learning , Musical Learning , Bodily Kinesthetic Learning and Interpersonal Learning .

But there is significant difference among reading, watching TV, games and music High School level students in their Intrapersonal Learning.

Null hypothesis 10

There is no significant difference among Government school, Government aided and Self finance school High School level students in their Learning and its dimensions.

TABLE 12
DIFFERENCE AMONG GOVERNMENT SCHOOL GOVERNMENT AIDED AND SELF FINANCE HIGH SCHOOL LEVEL STUDENTS IN THEIR LEARNING AND ITS DIMENSIONS

Dimension	Source of variation	df= 2, 328		Calculated 'F' value	Remarks
		Sum of Squares	Mean Square		
Linguistic	Between Groups	11.150	11.150	0.201	NS
	Within Groups	18278.174	55.557		
Logical	Between Groups	73.801	73.801	1.731	NS
	Within Groups	14024.984	42.629		
Spatial	Between Groups	686.539	686.539	3.252	S
	Within Groups	69465.866	211.142		
Musical	Between Groups	62.379	62.379	2.000	NS
	Within Groups	10260.945	31.188		
Bodily Kinesthetic	Between Groups	9.056	9.056	0.747	NS
	Within Groups	3988.116	12.122		
Inter personal	Between Groups	18.560	18.560	0.779	NS
	Within Groups	7843.446	23.840		
Intra personal	Between Groups	25.103	25.103	0.414	NS
	Within Groups	19933.779	60.589		
Total	Between Groups	.004	.004	0.082	NS
	Within Groups	276724.509	841.108		

(At 5% level of significant the table value of F for df 2, 328 is 3.03)

It is inferred from the above table that there is no significant difference among Government school, Government aided and Self finance High School level students in their Linguistic Learning , Logical Learning , Musical Learning , Bodily Kinesthetic Learning , Interpersonal Learning and Intrapersonal Learning .

But there is significant difference among Government school, Government aided and Self finance High School level students in their Learning dimensions of Spatial Learning.

Null hypothesis 11

There is no significant difference among Boys, Girls and co- Education High School level students in their Learning and dimensions.

TABLE 13
DIFFERENCE AMONG BOYS, GIRLS AND CO- EDUCATIONHIGH SCHOOL LEVEL STUDENTS IN THEIR LEARNING AND ITS DIMENSIONS

Dimension	Source of variation	df=2, 328		Calculated 'F' value	Remarks
		Sum of Squares	Mean Square		
Linguistic	Between Groups	235.899	117.950	2.143	NS
	Within Groups	18053.424	55.041		
Logical	Between Groups	181.743	90.871	2.142	NS
	Within Groups	13917.043	42.430		

Spatial	Between Groups	63.502	31.751	0.149	NS
	Within Groups	70088.903	213.686		
Musical	Between Groups	56.652	28.326	0.905	NS
	Within Groups	10266.671	31.301		
Bodily Kinesthetic	Between Groups	63.924	31.962	2.665	NS
	Within Groups	3933.248	11.992		
Inter personal	Between Groups	12.832	6.416	0.268	NS
	Within Groups	7849.174	23.930		
Intra personal	Between Groups	195.310	97.655	1.621	NS
	Within Groups	19763.572	60.255		
Total	Between Groups	2302.990	1151.495	1.376	NS
	Within Groups	274421.523	836.651		

(At 5% level of significant the table value of F for df 2, 328 is 3.03)

It is inferred from the above table that there is no significant difference among Boys, Girls and co- Education High School level students in their Learning and its dimensions.

Null hypothesis 12

There is no significant association between first born, second born, third born, fourth born and last born High School level students in their Learning and its dimensions.

TABLE 14
ASSOCIATION BETWEEN FIRST BORN, SECOND BORN, THIRD BORN, FOURTH BORN AND LAST BORN OF HIGH SCHOOL LEVEL STUDENTS LEARNING AND ITS DIMENSIONS

Dimensions	Category	Low		Average		High		Calculated 'χ ² ' value	Remarks at 5% level
		O	E	O	E	O	E		
Linguistic	First	17	20.5	44	46.0	24	18.5	10.70	NS
	Second	17	23.0	55	51.4	23	20.7		
	Third	28	23.4	54	52.5	15	21.1		
	Fourth	7	4.6	10	10.3	2	4.1		
	Last	11	8.5	16	18.9	8	7.6		
Logical	First	15	20.0	49	44.4	21	20.5	13.41	NS
	Second	18	22.4	48	49.7	29	23.0		
	Third	32	22.9	46	50.7	19	23.4		
	Fourth	6	4.5	12	9.9	1	4.6		
	Last	7	8.2	18	18.3	10	8.5		
Spatial	First	19	18.7	48	46.7	18	19.5	7.37	NS
	Second	15	21.0	54	42.2	26	21.8		
	Third	25	21.4	55	53.3	17	22.3		
	Fourth	6	4.2	7	10.4	6	4.4		
	Last	8	7.7	18	19.2	9	8.0		
Musical	First	14	17.2	50	46.7	21	21.1	12.00	NS
	Second	15	19.2	49	52.2	31	23.5		
	Third	27	19.6	53	53.3	17	24.0		
	Fourth	6	3.8	8	10.4	5	4.7		
	Last	5	7.1	22	19.2	8	8.7		

Bodily kinesthetic	First	16	18.2	49	48.0	20	18.7	3.14	NS
	Second	22	20.4	52	53.7	21	21.0		
	Third	22	20.8	55	54.8	20	21.4		
	Fourth	6	4.1	10	10.7	3	4.2		
	Last	5	7.5	21	19.8	9	7.7		
Interpersonal	First	22	19.8	39	44.9	24	20.3	6.92	NS
	Second	17	22.1	53	50.2	25	22.7		
	Third	26	22.6	55	51.3	16	23.2		
	Fourth	4	4.4	11	10.0	4	4.5		
	Last	8	8.1	17	18.5	10	8.4		
Intra personal	First	21	17.7	49	49.6	15	17.7	14.22	NS
	Second	13	19.8	51	55.4	31	19.8		
	Third	24	20.2	58	56.6	15	20.2		
	Fourth	5	4.0	11	11.1	3	4.0		

(At 5% level of significant the table value of ' χ^2 ' for df 8 is 15.07)

It is inferred from the above table that there is no significant association between first born, second born, third born, fourth born and last born High School level students in their Learning and its dimensions.

Null hypothesis 13

There is no significant association between Mothers' Education of High School level students in their Learning and its dimensions.

TABLE 15
ASSOCIATION BETWEEN MOTHERS'S EDUCATION OF HIGH SCHOOL LEVEL STUDENTS LEARNING AND ITS DIMENSIONS

Dimensions	Category	Low		Average		High		Calculated ' χ^2 ' value	Remarks at 5% level
		O	E	O	E	O	E		
Linguistic	Illiterate	43	45.2	102	101.1	42	40.7	2.23	NS
	Up to XII	22	20.3	43	45.4	19	18.3		
	UG	13	13.3	31	29.7	11	12.0		
	PG	2	1.2	3	2.7	0	1.1		
Logical	Illiterate	47	44.1	87	97.7	53	45.2	11.94	NS
	Up to XII	16	19.8	50	43.9	18	20.3		
	UG	12	13.0	35	28.7	8	13.3		
	PG	3	1.2	1	2.6	1	1.2		
Spatial	Illiterate	46	41.2	97	102.8	44	42.9	5.26	NS
	Up to XII	12	18.5	53	46.2	19	19.3		
	UG	13	12.1	30	30.2	12	12.6		
	PG	2	1.1	2	2.7	1	1.1		
Musical	Illiterate	40	37.9	100	102.8	47	46.3	1.93	NS
	Up to XII	13	17.0	50	46.2	21	20.8		
	UG	13	11.1	29	30.2	13	13.6		
	PG	1	1.0	3	2.7	1	1.2		
Bodily kinesthetic	Illiterate	35	40.1	110	105.6	42	41.2	9.50	NS
	Up to XII	23	18.0	48	47.5	13	18.5		
	UG	12	11.8	25	31.5	18	12.1		
	PG	1	1.1	4	2.8	0	1.1		

Interpersonal	Illiterate	42	43.5	97	98.9	48	44.6	1.71	NS
	Up to XII	19	19.5	47	44.4	18	20.1		
	UG	14	12.8	29	29.1	12	13.1		
	PG	2	1.2	2	2.6	1	1.2		
Intra personal	Illiterate	34	39.0	110	109.0	43	39.0	6.31	NS
	Up to XII	24	17.5	46	49.0	14	17.5		
	UG	9	11.5	35	32.1	11	11.5		
	PG	2	1.0	2	2.9	1	1.0		

(At 5% level of significant the table value of ' χ^2 ' for df 6 is 12.592)

Null hypothesis 14

There is no significant association between Fathers occupation of High School level students in their Learning and its dimensions.

TABLE 16
ASSOCIATION BETWEEN FATHER'S OCCUPATION OF HIGH SCHOOL LEVEL STUDENTS LEARNING AND ITS DIMENSIONS

Dimensions	Category	Low		Average		High		Calculated ' χ^2 ' value	Remarks at 5% level
		O	E	O	E	O	E		
Linguistic	Coolie	27	33.8	79	75.7	34	30.5	12.64	S
	Govt.	22	18.6	44	41.6	11	16.7		
	Private	11	12.3	25	27.6	15	11.1		
	Business	20	15.2	31	34.1	12	13.7		
Logical	Coolie	36	33.0	68	73.2	36	33.8	12.56	S
	Govt.	19	18.1	39	40.2	19	18.6		
	Private	8	12.0	29	26.7	14	12.3		
	Business	15	14.8	37	32.9	11	15.2		
Spatial	Coolie	40	30.9	66	77.0	31	32.1	11.59	NS
	Govt.	19	17.0	44	42.3	14	17.7		
	Private	3	11.2	32	28.0	16	11.7		
	Business	11	13.9	37	34.6	15	14.5		
Musical	Coolie	30	28.3	69	77.0	41	34.7	5.37	NS
	Govt.	16	15.6	47	42.3	14	19.1		
	Private	10	10.3	27	28.0	14	12.6		
	Business	11	12.8	39	34.6	13	15.6		
Bodily kinesthetic	Coolie	29	30.0	79	79.1	32	30.9	8.62	NS
	Govt.	21	16.5	44	43.5	12	17.0		
	Private	5	10.9	30	28.8	16	11.2		
	Business	16	13.5	34	35.5	13	13.9		
Interpersonal	Coolie	37	32.6	70	74.0	33	33.4	5.24	NS
	Govt.	20	17.9	42	40.7	15	18.4		
	Private	7	11.9	28	27.0	16	12.2		
	Business	13	14.7	35	33.3	15	15.0		
Intrapersonal	Coolie	30	29.2	82	81.6	28	29.2	11.54	NS
	Govt.	9	16.1	51	44.9	17	16.1		
	Private	9	10.6	28	29.7	14	10.6		
	Business	21	13.1	32	36.7	10	13.1		

(At 5% level of significant the table value of ' χ^2 ' for df 6 is 12.592)

It is inferred from the above table that there is no significant association between Fathers occupation of High School level students in their Spatial Learning , Musical Learning , Bodily kinesthetic Learning , Interpersonal Learning and Intrapersonal Learning .

But there is significant association between Fathers occupation of High School level students in their linguistic Learning and logical Learning .

Null hypothesis 15

There is no significant association between Mothers occupation of High School level students in their Learning and its dimensions.

TABLE 17
ASSOCIATION BETWEEN MOTHERS'S OCCUPATION OF HIGH SCHOOL LEVEL STUDENTS LEARNING AND ITS DIMENSIONS

Dimensions	Category	Low		Average		High		Calculated 'χ ² ' value	Remarks at 5% level
		O	E	O	E	O	E		
Linguistic	Coolie	30	37.0	87	827	36	33.3	4.5	NS
	Govt.	9	9.2	20	20.5	9	8.3		
	Private	16	13.3	30	29.7	9	12		
	Business	25	20.5	42	46.0	18	18.5		
Logical	Coolie	34	36.1	74	80.0	45	37.0	9.76	NS
	Govt.	9	9.0	24	19.9	5	9.2		
	Private	9	13.0	34	28.7	12	13.3		
	Business	26	20.2	41	44.4	18	20.5		
Spatial	Coolie		33.7	87	84.1	35	35.1	6.33	NS
		31							
	Govt.	11	8.4	19	20.9	8	8.7		
	Private	8	12.1	36	30.2	11	12.6		
Musical	Business	23	18.7	40	46.7	22	19.5	9.30	NS
	Coolie	30	31.0	86	84.1	37	37.9		
	Govt.	10	7.7	19	20.9	9	9.4		
	Private	9	11.1	38	30.2	8	13.6		
Bodily kinesthetic	Business	8	17.2	39	46.7	28	21.1	8.46	NS
	Coolie	26	32.8	97	86.4	30	33.7		
	Govt.	8	8.2	19	21.5	11	8.4		
	Private	17	11.8	28	31.1	10	12.1		
Interpersonal	Business	20	18.2	43	48.0	22	18.7	3.42	NS
	Coolie	35	35.6	78	80.9	40	36.5		
	Govt.	12	8.8	19	20.1	7	9.1		
	Private	13	12.8	28	29.1	14	13.1		
Intrapersonal	Business	17	19.8	50	44.9	18	20.3	2.13	NS
	Coolie	30	31.9	91	89.2	32	31.9		
	Govt.	7	7.	25	22.2	6	7.9		
	Private	12	11.5	32	32.1	11	11.5		
	Business	20	17.7	45	49.6	20	17.7		

(At 5% level of significant the table value of 'χ²' for df 6 is 12.592)

It is inferred from the above table that there is no significant association between Mothers occupation of High School level students in their Learning and its dimensions.

Null hypothesis 16

There is no significant association between Parents income of High School level students in their Learning and its dimensions.

TABLE 18
ASSOCIATION BETWEEN PARENTS INCOME OF HIGH SCHOOL LEVEL
LEARNING AND ITS DIMENSIONS

Dimensions	Category	Low		Average		High		Calculated ' χ^2 ' value	Remarks at 5% level
		O	E	O	E	O	E		
Linguistic	Below 5000	34	35.5	79	79.5	34	32.0	2.84	NS
	5001 – 10000	25	21.0	42	47.0	20	18.9		
	Above 10000	21	23.4	58	52.5	18	21.1		
Logical	Below 5000	43	34.6	65	76.8	39	35.5	8.26	NS
	5001 – 10000	18	20.5	52	45.5	17	21.0		
	Above 10000	17	22.9	56	50.7	24	23.4		
Spatial	Below 5000	42	32.4	70	80.8	35	33.8	8.30	NS
	5001 – 10000	13	19.2	53	47.8	21	20.2		
	Above 10000	18	21.4	59	53.3	20	22.3		
Musical	Below 5000	32	29.8	75	80.8	40	36.4	2.58	NS
	5001 – 10000	14	17.6	52	47.8	21	21.6		
	Above 10000	21	19.6	55	53.3	21	24.0		
Bodily kinesthetic	Below 5000	33	31.5	82	83.0	32	32.4	4.64	NS
	5001 – 10000	23	18.7	49	49.2	15	19.2		
	Above 10000	15	20.8	56	54.8	26	21.4		
Interpersonal	Below 5000	35	34.2	76	77.7	36	35.1	6.77	NS
	5001 – 10000	18	20.2	49	46.0	20	20.8		
	Above 10000	24	22.6	50	51.3	23	23.2		
Intrapersonal	Below 5000	33	30.6	84	85.7	30	30.6	7.66	NS
	5001 – 10000	24	18.1	44	50.7	19	18.1		
	Above 10000	12	20.2	65	56.6	20	20.2		

(At 5% level of significant the table value of ' χ^2 ' for df 4 is 9.488)

It is inferred from the above table that there is no significant association between Parents income of High School level students in their Learning and its dimensions.

Null hypothesis 19

There is no significant association between birth orders of High School level students in their Social Media and its dimensions.

TABLE 19
ASSOCIATION BETWEEN BIRTH ORDER OF HIGH SCHOOL LEVEL
STUDENTS SOCIAL MEDIA AND ITS DIMENSIONS

Dimensions	Category	Low		Average		High		Calculated ' χ^2 ' value	Remarks at 5% level
		O	E	O	E	O	E		
AU	First	16	18.7	55	45.5	14	20.8	14.78	NS
	Second	27	21.0	46	50.8	22	23.2		
	Third	21	21.4	42	51.9	34	23.7		

	Fourth	3	4.2	11	10.2	5	4.6		
	Last	6	7.7	23	18.7	6	8.6		
AFE	First	13	13.9	60	58.5	12	12.6	9.05	NS
	Second	22	15.5	62	65.4	11	14.1		
	Third	10	15.8	67	66.8	20	14.4		
	Fourth	4	3.1	13	13.1	2	2.8		
	Last	5	5.7	26	24.1	4	5.2		
ASV	First	19	19.0	54	51.4	12	14.6	10.06	NS
	Second	23	21.2	55	57.4	17	16.4		
	Third	15	21.7	60	58.6	22	16.7		
	Fourth	5	4.2	10	11.5	4	3.3		
	Last	12	7.8	21	21.1	2	6.0		
AVR	First	69	64.2	16	20.8	85	85.0	8.34	NS
	Second	72	71.8	23	23.2	95	95.0		
	Third	64	3.3	33	23.7	97	97.0		
	Fourth	15	14.4	4	4.6	19	19.0		
	Last	30	26.4	5	8.6	35	35.0		

(At 5% level of significant the table value of ' χ^2 ' for df 8 is 15.07)

It is inferred from the above table that there is no significant association between birth orders of High School level students in their Social Media and its dimensions.

Null hypothesis 20

There is no significant association between Mothers Educational qualification of High School level students in their Social Media and its dimensions.

TABLE 20
ASSOCIATION BETWEEN MOTHERS EDUCATIONAL QUALIFICATION OF HIGH SCHOOL LEVEL STUDENTS IN THEIR SOCIAL MEDIA AND ITS DIMENSIONS

Dimensions	Category	Low		Average		High		Calculated ' χ^2 ' value	Remarks at 5% level
		O	E	O	E	O	E		
AU	Illiterate	34	41.2	108	100.0	45	45.8	12.13	NS
	Up to XII	16	18.5	44	44.9	24	20.6		
	UG	21	12.1	23	29.4	11	13.5		
	PG	2	1.1	2	2.7	1	1.2		
AFE	Illiterate	32	30.5	124	128.5	31	27.7	9.11	NS
	Up to XII	10	13.7	59	57.9	15	12.4		
	UG	12	9.0	41	37.9	2	8.1		
	PG	1	0.8	3	3.4	1	0.7		
ASV	Illiterate	42	41.8	113	113.0	32	32.2	4.35	NS
	Up to XII	17	18.8	48	50.8	19	14.5		
	UG	14	12.3	36	33.2	5	9.5		
	PG	1	1.1	3	3.0	1	0.9		
AVR	Illiterate	0	0	139	141.2	48	45.8	3.89	NS

	Up to XII	0	0	60	63.4	24	20.6		
	UG	0	0	47	41.5	8	13.5		
	PG	0	0	4	3.8	1	1.2		

(At 5% level of significant the table value of ' χ^2 ' for df 6 is 12.592) :: It is inferred from the above table that there is no significant association between Mothers Educational qualification of High School level students in their Social Media and its dimensions.

Null hypothesis 21

There is no significant association between Fathers occupation of High School level students in their Social Media and its dimensions.

TABLE 21
ASSOCIATION BETWEEN FATHERS OCCUPATION OF HIGH SCHOOL LEVEL STUDENTS IN THEIR SOCIAL MEDIA AND ITS DIMENSIONS

Dimensions	Category	Low		Average		High		Calculated ' χ^2 ' value	Remarks at 5% level
		O	E	O	E	O	E		
AU	Coolie	30	30.9	76	74.9	34	34.3	3.09	NS
	Govt.	15	17.0	46	41.2	16	18.8		
	Private	11	11.2	26	27.3	14	12.5		
	Business	17	13.9	29	33.7	17	15.4		
AFE	Coolie	26	22.8	92	96.4	22	20.7	6.44	NS
	Govt.	11	12.6	56	53.0	10	11.4		
	Private	12	8.3	32	35.1	7	7.5		
	Business	5	10.3	48	43.4	10	9.3		
ASV	Coolie	32	31.3	84	84.6	24	24.1	8.61	NS
	Govt.	17	17.2	48	46.5	12	13.3		
	Private	16	1.4	23	30.8	12	8.8		
	Business	9	14.1	45	38.1	9	10.8		
AVR	Coolie	0	0	104	105.7	36	34.3	4.10	NS
	Govt.	0	0	63	58.2	14	18.8		
	Private	0	0	34	38.5	17	12.5		
	Business	0	0	49	47.6	14	15.4		

(At 5% level of significant the table value of ' χ^2 ' for df 6 is 12.592)

It is inferred from the above table that there is no significant association between Fathers occupation of High School level students in their Social Media and its dimensions.

Null hypothesis 22

There is no significant association between Mothers occupation of High School level students in their Social Media and its dimensions.

TABLE 22
ASSOCIATION BETWEEN MOTHERS OCCUPATION OF HIGH SCHOOL LEVEL STUDENTS IN THEIR SOCIAL MEDIA AND ITS DIMENSIONS

Dimensions	Category	Low		Average		High		Calculated ' χ^2 ' value	Remarks at 5% level
		O	E	O	E	O	E		
AU	Coolie	23	33.7	86	81.8	44	37.4	10.54	NS

	Govt.	11	8.4	19	20.3	8	9.3		
	Private	18	12.1	25	29.4	12	13.5		
	Business	21	18.7	47	45.5	17	20.8		
AFE	Coolie	27	25.0	94	105.4	32	22.6	12.01	NS
	Govt.	7	6.2	29	26.2	2	5.6		
	Private	9	9.0	43	37.9	3	8.1		
ASV	Business	11	13.9	62	58.5	12	12.6	5.53	NS
	Coolie	35	34.2	87	92.4	31	26.3		
	Govt.	10	8.5	25	23.0	3	6.5		
AVR	Private	14	12.3	34	33.2	7	9.5	5.29	NS
	Business	15	19.0	54	51.4	16	14.6		
	Coolie	0	0	119	111.5	44	37.4		
	Govt.	0	0	31	28.7	7	9.3		
AVR	Private	0	0	47	41.5	8	13.5	5.29	NS
	Business	0	0	63	64.2	22	20.8		
	Coolie	0	0	119	111.5	44	37.4		

(At 5% level of significant the table value of ' χ^2 ' for df 6 is 12.592)

It is inferred from the above table that there is no significant association between Mothers occupation of High School level students in their Social Media and its dimensions.

Null hypothesis 23

There is no significant association between Parents income of High School level students in their Social Media and its dimensions.

TABLE 23
ASSOCIATION BETWEEN PARENTS INCOME OF HIGH SCHOOL LEVEL STUDENTS IN THEIR SOCIAL MEDIA AND ITS DIMENSIONS

Dimensions	Category	Low		Average		High		Calculated ' χ^2 ' value	Remarks at 5% level
		O	E	O	E	O	E		
AU	Below 5000	30	32.4	84	78.6	33	36.0	2.77	NS
	5001 – 10000	20	19.2	41	46.5	26	21.3		
	Above 10000	23	21.4	52	51.9	22	23.7		
AFE	Below 5000	23	24.0	99	101.3	25	21.8	2.40	NS
	5001 – 10000	12	14.2	62	59.9	13	12.9		
	Above 10000	19	15.8	67	66.8	11	14.4		
ASV	Below 5000	29	32.9	94	88.8	24	25.3	3.49	NS
	5001 – 10000	19	19.5	49	52.6	19	15.0		
	Above 10000	26	21.7	57	58.6	14	16.7		
AVR	Below 5000	0	0	111	111.0	36	36.0	0.350	NS
	5001 – 10000	0	0	64	65.7	23	21.3		
	Above 10000	0	0	75	73.3	22	23.7		

(At 5% level of significant the table value of ' χ^2 ' for df 4 is 9.488)

Null hypothesis 24

There is no significant relationship between Learning Mathematics and Social Media ability.

TABLE 24
RELATIONSHIP BETWEEN LEARNING MATHEMATICS AND SOCIAL MEDIA

Variable	Calculated 'γ' value	Remarks
Learning Mathematics and Social Media support	-0.023	NS

(At 5% level of significance for 2 df, the table value 'γ' is 0.113)

It is inferred from the above table that there is no significant relationship between Learning Mathematics and Social Media support.

INTERPRETATIONS

Social media is an online platform that facilitates interaction between users, sharing content, and participating in online communities (Tajvidi et al., 2020). This can include social networking sites such as Facebook, Twitter, and Instagram, video sharing applications such as YouTube, and instant messaging applications such as WhatsApp and Telegram (Saputra et al., 2023). The use of social media applications in learning has become a significant trend in recent years, with many educators utilizing them to increase student interaction, facilitate collaboration, and present learning material in an engaging and interactive way. One example of the use of social media applications in learning is through creating discussion groups or learning communities on platforms such as WhatsApp or Facebook. Here, teachers and students can interact directly, exchange ideas and share information related to learning material (Shim & Lee, 2020). For example, a math teacher can create a WhatsApp group specifically for his class of students where they can ask questions, share solutions, or discuss a particular topic. Additionally, several social media applications have been developed specifically for learning purposes (Saputra, 2022). For example, Edmodo is a social media platform designed specifically for education, where teachers can create online classes, assign assignments, and interact with students in a safe and controlled environment. As another example, Flipgrid is a video sharing platform that allows students to create and share short videos in response to questions or assignments from teachers or fellow students. In addition, YouTube is often used by educators as a source of rich and varied learning material (Dubovi & Tabak, 2020). Many teachers utilize video tutorials or explanations to support classroom learning in a visual and interesting way. For example, a math teacher can use instructional videos about certain concepts or step-by-step solutions to strengthen students' understanding of the subject matter. In the context of using social media applications in learning, it is important for educators to consider privacy, security, and compliance with policies schools and data protection regulations.

The 't' reveals that female students (M = 6.54) are better than male students (M = 5.89) in their ability in substituting of values and appropriate use of Social Media. This may be due to the fact that female students are more focused in their academic work than male students. During the pandemic period, most of the teachers used Social Media applications in their mobile phones to share their views and experiences with their friends, students, and the Parents. They also set up groups of students and like minded teachers to procure different spheres of life experiences, to share their knowledge with others, to expand their knowledge resources by reading various knowledge resources etc. By conducting the online classes, the teachers make use of their knowledge bank for their effective teaching. They give different types of

works and projects to the students through Social Media applications. Hence the result is only moderate level in the knowledge management.

1. The ANOVA reveals that the students whose Parents have higher income have better linguistic, logical and musical Learning than students whose Parents have less income. This may be due to the fact that Parents' income determines the kind of opportunities they may get in order to pursue their interests in academics. The higher income the better a parent may invest on his child. Therefore, the students whose Parents have more income are better in the above Learning.
2. The Chi-square reveals that theirs significant association between the choice of entertainment of High School level students and with their Learning. This may be due to the fact that the choice of entertainment affects the academic performance. The choice of entertainment can complement the Learning . The reason behind these findings is that the teachers have been equipped with the modern gadgets like cell phones, palmtops, laptops, smart watches, having fastest 4G technologies which are capable of connecting the world by a single tapping the screen of the gadgets. These things are also used by almost all the categories of people to communicate and to share their views using Social Media applications with others. In the case of professional monitoring, the management requires various measuring points regarding the teachers' professional role. In order to fulfill the requirements, the teachers have to take up the whole responsibility of achieving the organizational goals using the Social Media support. Peer group pressure may be overlooked by spending time on the Social Media applications, which might have seriously influenced their organizational performance
3. The Chi-square reveals that theirs significant association between the choice of Fathers occupation of High School level students and with their Learning . This may be due to the fact that the influence of a Father's occupation does have an effect on him and that in turn helps him to impart the same attitude to his siblings with regard to Learning .

The investigator would like to recommend the following points for improving the Social Media support, and Learning Mathematics of the High School level students.

1. The teachers should choose the right type of Social Media applications mostly suitable for their teaching profession. While selecting the Social Media applications, the teachers should analyze the merits and demerits of every Social Media platforms. One may be better than others. Realizing the fact that the teachers should adopt various platforms that are mostly beneficial to the student communities.
2. The teachers using the Social Media platforms should monitor the Social Media proceedings or activities that may occur in the platform. There are various tools to monitor such Social Media applications. In one way or other, the teachers should use such tools to make the teaching and Learning meaningful by observing the students activities in the Social Media platforms for their mental safe and behavioural security.
3. The teachers should use the Social Media platforms in a speedy way because the speed is the real time requirement while using the Social Media support. The teachers should respond the students' activities as quickly as the teachers can. The speedy nature of the Social Media promotes the live responses from the students, which may develop expectations that are application dependent.
4. The teachers should use their voice modulation while they use the Social Media via teaching. This can pretend a little bit challenge in using the Social Media application, where some platforms limit the users to cut short the messages which make it a lot more difficult to get voice in a clear manner. The appropriate volume of the voice completely depends on the users.

5. The teachers should involve themselves in the syllabus making process. Moreover the external experts may be invited during the discussion. The teachers should create a knowledge culture that can help the users to improve their personal Learning and development of certain characteristics.
6. The teachers should ensure the information consistency across the Social Media platforms. Similarly, the teachers should gain deeper insight to the knowledge flow in their school.
7. Most of the teachers can find a faster way to do their teaching, as they wish. This means that if a school lacks a good knowledge base and a centralized place to store responses of the students, the teachers will create their own documents so that they don't have to type them separately.
8. An important amount of observation time in the media centres is spent for responding to the questions raised by the students. These questions may be asked in person by the teachers, or for distribution groups, through various Social Media platforms. By answering these questions more than once is a huge waste of time on the part of the teachers. The answers should be stored in a knowledge base that has the ability to make some information meaningful.
9. The school needs to develop a strategy in how the teachers organize the knowledge and it can be good to act as a knowledge manager to manage this process, collecting statistical information regarding the effectiveness of knowledge resources and maintain the knowledge base. Ideally, the teachers will use knowledge base to identify those knowledge resources that are not being used effectively.
10. Knowledge management is nothing but getting the right type of knowledge to the right person at the right time. It needs to be speedy and effective. This includes the development of new and relevant knowledge, as well as the sharing and continual improvement of this information. Realizing this, the teachers should act accordingly.
11. The teachers should change their teaching strategy and activities which are often difficult to figure out them properly. The teachers need to continuously monitor how well the school is setting the organizational goal and the teachers need to be prepared to change their strategies if needed.
12. The school structure concerns the roles, objectives, and responsibilities of the teachers. When the school structure changes, some changes may relatively be minor, while some of them are mergers are treated as an extreme and intense.
13. The school improvements with regard to teachers consisting of students' academic performance, special coaching and other incidental changes among the teacher communities that will be beneficial for the school itself.
14. The teachers should build a cordial relationship with the students throughout the academic year. At the same time, they should ensure every student can respond to the teacher.

CONCLUSION

From the findings of the present study, it is concluded that majority of the High School school students have just moderate level of Social Media support in Learning Mathematics. Moreover, the Social Media support of High School school students is significantly influenced their Mathematical Learning ability. Similarly, it also influences their Learning performance. From these observations, it is clear that the present day students are using Social Media applications in a remarkable manner during the pandemic period to pursue their Learning process in a meaningful way in which the successful achievement of the Learning process. Hence, it is the liability of the Educational authorities to streamline the pedagogical strategies with gadget enabled + Learning of the High School Level students for the efficient use of Social Media.

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