



# AWARENESS OF SOCIAL MEDIA AMONG STUDENT-TEACHERS

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## Abstract

The 21st century is the world of technology where most people do not even imagine their life without technology. The growth and popularity of social media has created a new world of collaboration and communication. Social networking sites refer to various applications, websites or new online media that allows large numbers of individuals to share their information and develop a proper social and specialized contact. These sites emphasize the creation of a connection between people to enable them to share their interests. More than a billion individuals around the world are connected and networked together to create, collaborate, and contribute their knowledge and wisdom. Teenagers, especially students also engage in social media whether to use it as a platform to seek for new information or connect with their friends. Despite the importance of social media, it also brings the drawbacks to those who misuse this technology. Therefore, this paper aims to discuss the awareness of Social Media among student-teachers and to find whether there is any significant differences with respect to gender, locality and type of management of colleges. The research design is of normative survey method and the sampling technique used for the study is stratified random sampling. Keeping in view the aim of the study, 440 student-teachers from B.Ed students belonging to government, government aided and self finance colleges of education in the Chennai district were randomly selected. Further, it is observed that male student-teachers have high social media awareness when compared to female student-teachers and rural locale student-teachers have high social media awareness when compared to urban locale student-teachers. It is further inferred that student-teachers of government colleges of education had exhibited high social media awareness than student-teachers of government aided colleges of education and then followed by self finance colleges of education. In the modern world, we need to develop the awareness of social media among student-teachers in the colleges of education because today's student-teachers are going to be future teachers, who are responsible to monitor, regulate and shape the future generations.

**Keywords:** Social Media, Awareness, Student-teachers.

## 1. INTRODUCTION

Social media refers to all applications and websites or blogs that enable people around the globe to interconnect via the internet, chat, and share content, video call among many other functionalities it offers to its users. For a person to be a member of any social media, he or she has to first signup and then sign in to access content and be able to share and chat with other users of that social media platform. Some of the common and widely used social media platforms include Facebook, Twitter, WhatsApp, Snapchat, You tube, Quora, Skype, Instagram many among others. Social media plays an important part of students' lives and are accessed multiple times daily. Over the past years, social media have been transforming how individuals, communities, and association create, share and seek information from each other. Most of the student-teachers also have become so familiar to social media that the types of communications, self-expression, community building, and other forms of online engagement are now parts of the only reality they know. Therefore it is important to take a step back to reflect on how we have arrived at the present and what our most recent social media "advances" might mean for us in the future. This is because the modern social media differ from the traditional media (e.g., newspaper and television) in the terms of their accessibility, interactivity, usability and ubiquity.

With the existence of the social media, individuals can communicate and interact with each other around the world which is known as one of the best inventions today, and they lead a life in a global village. Although social media access does not necessarily require mobile devices, its effectiveness is enhanced with the mobile technologies because it increase the frequency of utilization. Now a days majority of student-teachers have access to some sort of mobile device that connects to the internet, meaning that using mobile technology for educational purpose will possibly exclude less number of students. However, computer labs are available on campus at most institutions. Some of it also offer student-teachers the alternative to briefly borrow a laptop or tablet device, which can encourage the information seeking and to study the accessibility issue. Providing student-teachers with the opportunities need is one of the main goals for them to learn how to socialize with others, and build social networks that will give them support throughout their school career and beyond.

## 2. NEED OF THE STUDY

Over the past two decades, social media have gained so much growth and fame worldwide to an extent in learning more about these social platforms and their effects on the community. Despite the fact that almost everyone in the community is connected to at least one social media platform, the student-teacher and teenagers are the leading and most fanatic of these social platforms to the point that they even social network while in class or even outside the educational institutions. Social media makes the lives of our student-teacher in a society a great deal in terms of morals, behaviour and even education-wise.

Now a days , teaching and learning process is common for both the students and teachers. It includes teacher-centred as well as student-centred process. Sometimes, it is difficult to address queries of students during classroom sessions. This makes it further difficult for students to clear their doubts. However, teachers can take advantage of social media technology to extend teaching hours beyond classroom. They can set up Facebook Live sessions or Twitter discussions to cover unlearned doubts of their students. As a matter of fact, teachers can allocate dedicated time slots for online discussions to answer any question or to work with a student. Through Facebook sessions, teacher can connect with large audiences at one go which otherwise is not possible in one class. Teachers may like to continue engagement with their students even when they are travelling and not taking sessions. They can even stream lectures to avoid any cancellation of classes while travelling. If the teacher is unavailable during the actual class time, he can use Youtube to record a lecture beforehand.

The use of social media has both positive and negative impacts on our student-teachers today. The positive impacts of social media on the student-teacher today include making them up date on the events happening around the globe and also enables them network and stay connected with their friends without physical meetings. It bridges the gap between friends since a person say in Tamilnadu can network and interact with his or her friend in the United States. This in turn helps in strengthening relationships say amongst classmates in high school or college, who after finishing school, moved to different locations around the world.

Spending long hours chatting in social medias also decreases productivity amongst the student-teachers. This may cause the student-teachers not to be self-dependent and instead depend on their parents and families for upkeep. The long hours wasted online on social media can be channelled to productive activities that will enable one earn a living or even acquire an education for instance through online tutorials and make good use of online research materials. Social media also provides a good platform where cyber theft and bullying is done and this increases the chances and incidences of identity theft. This has a number of risks to the student-teachers as their personal information can get stolen since it is stored in some locations they do not know about or whose security is in not known or is questionable.

In conclusion, Social Media has been proved to have both positive and negative effects on our student-teachers. A need is felt on investigate the participation of Student-teachers in the Social Media and assess the awareness of social media among student-teachers. Because today's student-teachers are going to be future teachers, who are responsible to monitor , regulates and shapes the future generations.

## 3. OBJECTIVES

To find whether there is any significant differences in the awareness of social media with respect to

- ❖ Gender
- ❖ Location
- ❖ Type of management of colleges.

## 4. HYPOTHESES OF THE STUDY

1. There will be no significant difference in social media awareness among student-teachers with respect to gender.
2. There will be no significant difference in social media awareness among student-teachers with respect to locality.
3. There will be no significant difference in social media awareness among student-teachers with respect to type of management of colleges.

## 5. METHODOLOGY

The research design is of normative survey method and the sampling technique used for the study is stratified random sampling technique.

### 5.1 POPULATION AND SAMPLE

The population of this study includes all the student-teachers studying in colleges of education of TamilNadu. The data for the present study were collected from the population of student-teachers in Chennai district. Keeping in view the aim of the study 440 student-teachers were randomly selected. Samples were collected from B.Ed students belonging to government, government aided and self finance colleges of education.

### 5.2 SAMPLE DISTRIBUTION

Keeping in view, the aim of the study, 440 student-teachers from B.Ed belonging to the Chennai district were randomly selected. The sample were selected on the basis of gender namely male (176) and female (264). Further, the sample were selected as student-teachers residing at urban(184) and rural(256) areas pursuing their secondary teacher education(B.Ed) course in colleges of education situated at Chennai district. Further, the sample drawn from various government(233), government aided(146) and self financing(61) colleges of education in rural and urban areas.

### 5.3 INSTRUMENT USED:

Social Media Awareness Scale(SMAS) was constructed by the investigator, as there was no standardized tool for measuring awareness of Social media among student-teachers. The Scale consisted of 60 items relating to assess the awareness of social media among student-teachers towards Facebook, Whatsapp, Twitter, Instagram, Skype, Snapchat, Youtube and Quora on a five point scale ranging from 'strongly agree' to 'strongly disagree'. Out of 60 items, 56 items were positive and 4 items were negative. The scales were administered to the students with the following instructions, "Please read the statements carefully, because some are phrased positively and others negatively . Respond by putting tick mark (✓) against the appropriate one which you feel suitable, according to the Likert scale, ( Strongly agree, Agree, Uncertain, Disagree , Strongly Disagree)". The maximum score for each statement is 5 and the minimum score is 1. The maximum score of the tool is 300 and the minimum is 60. Care was taken to collect the data from student-teachers studying in the colleges of education situated at rural and urban areas.

### 5.4 ANALYSIS AND INTERPRETATION OF DATA

The data collected in the present study were analysed using t-test and Analysis of Variance (ANOVA).

## 6. TESTING OF HYPOTHESIS

### HYPOTHESIS-1

There will be no significant difference in social media awareness among student-teachers with respect to gender.

**Table 1**

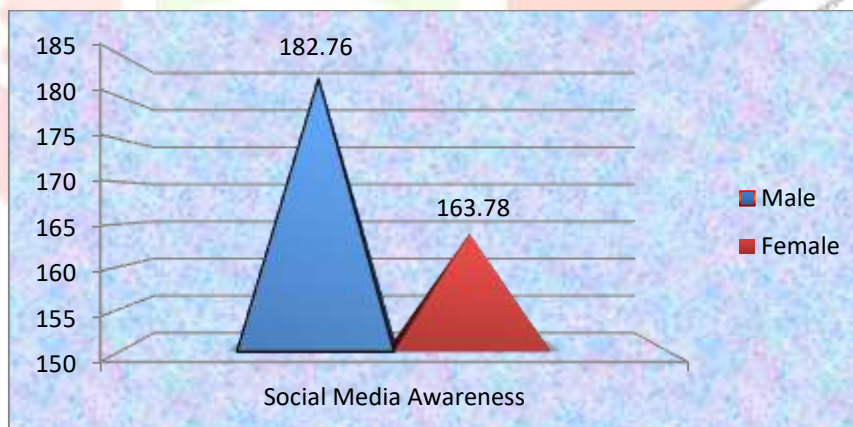
**Table showing the significant difference between male and female student-teachers with respect to social media awareness.**

Variable	Gender	N	Mean	SD	CR value	Level of significance
Social Media Awareness	Male	176	182.76	34.553	5.992	0.01
	Female	264	163.78	29.303		

From the CR-value presented in the above table it is inferred that there is significant difference between male and female student-teachers with respect to social media awareness at 0.01 level. The mean score of social media awareness shows that male student-teachers (182.76) are found to have high social media awareness when compared to female student-teachers (163.78). Hence, the formulated hypothesis that there will be no significant difference between male and female student-teachers in social media awareness is not accepted. This might be due to the reason that male student-teachers develop better networking with society through the freedom they get from the family and environment when compared to female student-teachers.

**Figure 1**

**Significant difference between male and female student-teachers with respect to Social Media Awareness.**



### HYPOTHESIS-2

There will be no significant difference in social media awareness among student-teachers with respect to locality.

**Table 2**

**Table showing the significant difference between rural and urban Locale student-teachers with respect to Social Media Awareness.**

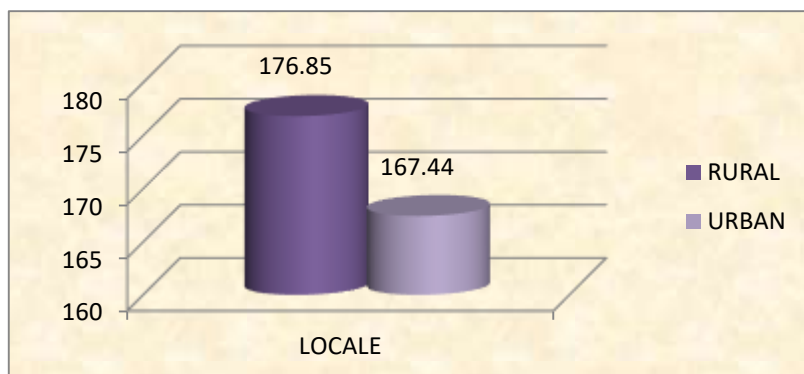
Variable	Locale	N	Mean	SD	CR value	Level of Significance
Social Media Awareness	Rural	184	176.85	35.323	2.921	0.01
	Urban	256	167.44	30.357		

❖ From the CR value presented in the above table it is observed that there will be significant difference between rural and urban locale student-teachers with respect to social media awareness at 0.01 level. The mean score of social media awareness shows that rural locale student-teachers (176.85) are found to have high social media awareness when compared to urban locale student-teachers (167.44). Hence, the formulated hypothesis that there will be no significant difference between rural and urban locale

student-teachers with respect to social media awareness is not accepted. This may be due to the fact that rural student-teachers have better access to technology as they eagerly involved in social media for their educational and personal activities since they are living in an environment which is away from city where more advancement and development take place when compared to urban student-teachers.

Figure 2

Significant difference between Rural and Urban Locale student-teachers with respect to Social Media Awareness



### HYPOTHESIS-3

There will be no significant difference in social media awareness among student-teachers with respect to type of management of colleges.

Table 3

Table showing the significant difference among Government, Government aided and Self finance college student-teachers with respect to Social Media Awareness

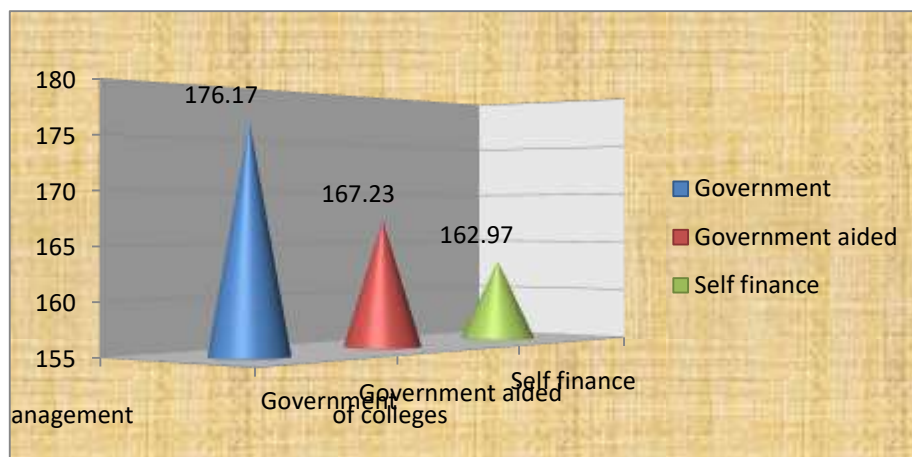
Variable	Government (N=233) (1)		Government Aided (N=146) (2)		Self-finance (N=61) (3)		F-ratio	Level of Significance	Group differ significantly
	Mean	SD	Mean	SD	Mean	SD			
Social Media Awareness	176.17	34.390	167.23	30.765	162.97	28.577	5.781	0.01	(1,2), (1,3),(2,3)

- ❖ From the table 3, F-ratio calculated for the social media awareness with respect to type of management of colleges of education reveals that student-teachers belong to government, government aided and self finance colleges differed significantly in their social media awareness. Further, analysis of difference between the student-teachers of different type of management of colleges tested reveal that in social media awareness the student-teachers belong to government colleges of education differed significantly from those who were belong to government aided and self-finance colleges of education. From the mean score of social media awareness shows that government colleges of education student-teachers (176.17) have high social media awareness followed by government aided colleges of education student-teachers(167.23) and then by self finance colleges of education student-teachers(162.97). Hence, the formulated hypothesis there will be no significant difference among government, government aided and self finance colleges of education student-teachers with respect to social media awareness is not accepted. It is further inferred student-teachers of government colleges of education had exhibited high social media awareness than student-teachers of government aided colleges of education and then followed by self finance colleges of education. This may be due to the fact that student-teachers belong to government colleges of education have better awareness of social media because of the infrastructure facilities provided by the state government as they get more opportunities in college campus and also from the interaction with friends and family environment when compared to student-teachers belong to government-aided colleges of education and then followed by self finance colleges of education.



Figure 3

Significant difference among Government, Government aided and Self finance college student-teachers with respect of social media awareness.



## 7. EDUCATIONAL IMPLICATIONS

With the advent of internet technology, Social media has become an integral part of every student's life. Through social networks, it is easier and convenient to exchange information, communicate with each other and stay connected. Teachers and students can use social platforms to stay connected to each other and can use it for sharing of knowledge and expertise from the teachers in the domain of education. Social networks are empowering students and educational institutions with opportunities to improve teaching-learning process. Professors can use their Twitter or Facebook handles or even messaging services such as WhatsApp to hold live sessions, offer extended support to students thereby enhancing the scope of learning beyond classroom. They can organize discussions related to their subjects or class assignments on social media platforms such as zoom, jitsi, Edmodo etc. Social media therefore helps both teachers and students to remain connected off campus. Social media is paving way for a new age learning which is personalized and customized to suit the need of every learner. In an increasingly interconnected world, professional networks and connections have become key to one's success and future growth. Some of the recommendations are:

- In the modern world, there is need to develop the awareness of social media among student-teachers in the colleges of education .
- Training programs can be organised for student-teachers in the colleges of education to improve the usage of social media in education.
- Workshops can be organised for student-teachers in the colleges of education to improve the knowledge of social media in education.
- Create an opportunity to present the seminar in different platforms of social media by student-teachers for collaborative learning.
- Implement some activities of social media among student-teachers in the colleges of education to realize the usage of social media platforms . For eg: Whatsapp, Facebook, Quora etc
- Create a whatsapp group with all the B.Ed students department wise in the colleges of education to convey the messages regularly that happens in the department and hence it helps to realize the benefit of social media .

## 8. CONCLUSION

For the findings of the research, the student-teachers had stated that the social media played an effective role on them for acquiring new information, provided integrative learning so that the information is shared easier as well as contributing to their lesson success through specific groups and the environment helps motivation growth via multimedia tools. This means that, the live broadcasts that can be done through social media and record of the lessons presents advantages in the use of social media in education. In this way, the student-teachers can repeat the lesson according to their pace. The student-teachers use the social media for messaging, following their friends, catching up the news, taking videos or photos and share them and being aware of the trends. The social media improves the cooperative learning skills and helps students to have communication with their teachers easier so in terms of student-centred education, it is inescapable to use social media environments.

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