



Social Media As A Tool For Self-Learning: A Study Among B.Ed. Student-Teachers

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Abstract

This study investigates the role of social media as a tool for self-learning among B.Ed. student-teachers using secondary data. Drawing upon peer-reviewed journals, policy reports, and academic literature, the study explores the pedagogical implications of platforms such as YouTube, WhatsApp, Telegram, and Instagram. The findings indicate that social media significantly enhances accessibility, flexibility, collaboration, and digital competence. However, issues such as distraction, misinformation, and lack of digital literacy hinder effective utilization. The study concludes that structured integration of social media into teacher education programmes is essential for maximizing learning outcomes.

Keywords: Social Media, Self-Learning, Digital Learning, E-Learning and Teacher Education.

Introduction

In the contemporary digital era, social media has emerged as a powerful platform influencing various aspects of human life, particularly the field of education. The rapid growth of internet connectivity, smartphones, and digital applications has transformed the traditional methods of learning into more interactive, accessible, and technology-driven processes. Social media platforms such as YouTube, WhatsApp, Facebook, Instagram, Telegram, and LinkedIn are no longer used merely for communication and entertainment; they have increasingly become important tools for knowledge sharing, collaborative learning, and self-directed education.

Self-learning refers to the process in which learners take initiative and responsibility for their own learning activities by identifying learning needs, selecting appropriate resources, and evaluating learning outcomes independently. In recent years, social media has significantly contributed to promoting self-learning among students by providing easy access to educational content, online discussions, tutorials, webinars, and academic communities. These platforms enable learners to acquire knowledge anytime and anywhere according to their interests and pace of learning.

Among different groups of learners, B.Ed. student-teachers occupy a significant position because they are future educators who are expected to adapt to modern educational technologies and innovative teaching methods. The effective use of social media for self-learning can enhance their pedagogical skills, subject knowledge, communication abilities, creativity, and professional development. Moreover,

social media helps student-teachers remain updated with current educational trends, teaching strategies, digital tools, and classroom management practices.

Despite its educational benefits, the use of social media for learning also presents certain challenges such as distraction, misinformation, excessive screen time, and lack of academic discipline. Therefore, it becomes essential to understand how B.Ed. student-teachers utilize social media as a self-learning tool and to examine its impact on their academic and professional growth.

The present study aims to explore the role of social media as a tool for self-learning among B.Ed. student-teachers. The study seeks to analyze the patterns of social media usage, its educational benefits, and the challenges faced by student-teachers in utilizing these digital platforms for independent learning and professional development.

Objectives:

- To identify and examine the extent of social media usage among B.Ed. student-teachers for self-learning purposes.
- To identify the various social media platforms used by B.Ed. student-teachers for educational and academic learning.
- To study the role of social media in enhancing professional knowledge, teaching skills, and academic performance among student-teachers.
- To identify the benefits and challenges faced by B.Ed. student-teachers while using social media as a self-learning tool.
- To suggest measures for the effective and responsible use of social media in teacher education and self-learning practices.

Review of Literature:

The integration of social media into education has attracted significant attention from researchers across the globe. Several studies have examined the role of social media in teaching, learning, collaboration, and professional development among students and teachers. The following review presents important studies related to social media as a tool for self-learning among B.Ed. student-teachers.

Perez et al. (2023) conducted a systematic review on the use of social media as a teaching and learning tool in higher education. The study analyzed publications from 2009 to 2021 and found that social media platforms such as Facebook, YouTube, WhatsApp, Twitter, and Instagram promote collaborative learning, communication, and knowledge sharing among students. The study highlighted that social media supports student-centered learning and enhances engagement in academic activities.

Gorai (2025) examined the benefits of Social Media Technology (SMT) among B.Ed. student-teachers and its implications for classroom learning. The study revealed that social media improves communication skills, critical thinking, classroom participation, and professional development among student-teachers. The research also pointed out challenges such as lack of ICT infrastructure, insufficient training, and limited access to digital resources.

Bhatt (2023) studied teachers' perceptions toward social media-based learning and found that platforms such as YouTube, Google, Facebook, WhatsApp, and Instagram significantly support both formal and informal learning processes. The study concluded that social media facilitates collaborative learning, information sharing, and digital interaction among student-teachers and educators.

Ramos and Berrocoso (2024) conducted a systematic literature review on social media in higher education between 2018 and 2023. The findings showed that social media positively influences communication, academic engagement, collaborative learning, and digital participation among students.

However, the study also reported concerns regarding distraction, addiction, and misuse of social media platforms in educational settings.

A systematic review by researchers in *Information and Learning Sciences* explored how teachers use social media for professional learning and development. The study revealed that educators increasingly rely on social media platforms to improve teaching practices, share educational resources, and engage in professional collaboration. The review emphasized that social media enables personalized and self-directed learning opportunities for teachers.

Studies based on Social Learning Theory suggest that learners acquire knowledge effectively through observation, interaction, and collaboration in social environments. Social media platforms provide virtual learning communities where students can exchange ideas, observe peer activities, and participate in collaborative educational discussions, thereby enhancing self-learning abilities.

Several online educational discussions and community perspectives also indicate that social media platforms increase student engagement, provide access to updated educational content, and create flexible learning environments. At the same time, researchers and educators emphasize the need for structured and responsible use of social media to avoid distractions and excessive dependency.

Overall, the reviewed literature indicates that social media plays a significant role in promoting self-learning, collaborative learning, and professional growth among students and teachers. However, limited studies specifically focus on B.Ed. student-teachers and their use of social media for independent learning. Therefore, the present study attempts to bridge this research gap by examining social media as a tool for self-learning among B.Ed. student-teachers.

Conceptual Model

Social Media as a Tool for Self-Learning: A Study among B.Ed. Student-Teachers

The conceptual model of the study explains the relationship between the use of social media and self-learning among B.Ed. student-teachers. In this study, social media acts as the independent variable influencing different dimensions of self-learning and professional development, which are considered dependent variables.

Social Media Usage (Independent Variable)

YouTube
WhatsApp
Facebook
Instagram
Telegram
Educational Apps & Online Platforms



Self-Learning among B.Ed. Student-Teachers(Dependent Variable)

Academic Learning
Independent Learning Skills
Digital Literacy
Teaching Competency
Professional Development
Communication Skills
Collaborative Learning

Educational Outcomes

Improved Academic Performance
Better Teaching Skills
Enhanced Technological Awareness
Increased Learning Motivation
Lifelong Learning Attitude

Moderating Factors:

- Internet Accessibility,
- Digital Literacy Level
- Time Spent on Social Media
- Purpose of Usage
- Institutional Support
- Self-Discipline

Research Methodology:

Research Design The present study adopts a descriptive research design based entirely on secondary data to examine the role of social media as a tool for self-learning among B.Ed. student-teachers.

Nature of the Study The study is analytical and qualitative in nature, focusing on understanding the educational use of social media platforms and their influence on self-learning practices among student-teachers.

Sources of Data The study is based exclusively on secondary data collected from various published and unpublished sources. The required data and information for the study will be collected from various

Research journals, Academic articles, Books and e-books, Conference proceedings, Government reports, Educational websites, Online databases, UGC and NCERT publications, Previous studies related to social media, digital learning, and teacher education.

Method of Data Collection Relevant literature and scholarly publications related to social media usage and self-learning among B.Ed. student-teachers will be systematically reviewed and analyzed to derive meaningful interpretations and conclusions.

Area of the Study

The study focuses on the educational significance of social media in teacher education, particularly among B.Ed. student-teachers in the context of digital and self-directed learning.

The collected secondary data will be analyzed using: Content Analysis, Comparative Analysis, Thematic Interpretation, Review and Synthesis of Literature, Significance of Secondary Data Study

Content Analysis

The content analysis of the reviewed literature indicates that social media has become an influential educational tool in the field of teacher education and self-learning. Most studies emphasize that platforms such as YouTube, WhatsApp, Facebook, Telegram, Instagram, and Google Classroom are widely used by B.Ed. student-teachers for accessing academic content, sharing educational materials, participating in online discussions, and improving teaching competencies.

The literature also reveals that social media supports independent learning by providing flexibility, accessibility, and interactive learning opportunities. Researchers have identified that social media enhances communication skills, collaborative learning, creativity, critical thinking, and digital literacy among student-teachers. However, certain studies also highlight negative aspects such as distraction, addiction, misinformation, cyber issues, and excessive dependency on digital platforms. The overall analysis shows that social media plays both supportive and challenging roles in self-learning among B.Ed. student-teachers, depending on the manner and purpose of its usage.

Comparative Analysis

A comparative analysis of previous studies reveals similarities and differences in the findings related to social media and self-learning.

Most studies agree that social media positively influences learning outcomes, student engagement, communication, and knowledge sharing. Researchers commonly identify YouTube and WhatsApp as the most frequently used platforms for educational purposes among student-teachers.

However, differences are observed in terms of the extent of educational use, technological accessibility, and learners' attitudes toward social media. Some studies focus primarily on collaborative learning and professional development, while others emphasize self-learning, digital participation, and independent learning practices.

Certain studies conducted in urban educational settings report higher digital awareness and effective usage of social media compared to studies conducted in rural or semi-urban contexts where technological limitations and lack of digital literacy are major concerns.

Thus, the comparative analysis indicates that while social media generally contributes positively to self-learning, its effectiveness varies according to educational environment, digital infrastructure, and users' technological competence.

Thematic Interpretation

The reviewed literature can be interpreted under the following major themes:

1. Social Media as a Learning Platform

Most studies identify social media as an alternative and supplementary learning platform that enables easy access to educational resources, online tutorials, webinars, and academic discussions.

2. Self-Learning and Independent Learning

Researchers emphasize that social media encourages self-directed learning by allowing students to learn according to their interests, pace, and academic needs.

3. Professional Development of Student-Teachers

The literature indicates that B.Ed. student-teachers use social media to improve teaching strategies, classroom management skills, pedagogical knowledge, and professional communication.

4. Collaborative and Interactive Learning

Several studies highlight that social media promotes collaboration, peer interaction, discussion forums, and knowledge exchange among learners and educators.

5. Challenges and Risks

Common challenges identified include distraction, misuse of social media, lack of concentration, misinformation, privacy concerns, and digital addiction.

The thematic interpretation suggests that social media has multidimensional implications in the educational experiences of B.Ed. student-teachers.

Review and Synthesis of Literature

The review of literature reveals that social media has emerged as an important educational tool that significantly influences self-learning among students and educators. Existing studies consistently report that social media platforms facilitate communication, collaboration, content sharing, and access to educational resources.

The synthesis of literature indicates that B.Ed. student-teachers increasingly use social media for academic support, professional learning, and skill development. Studies also suggest that digital platforms encourage active learning, creativity, and learner autonomy. At the same time, researchers caution against excessive and unregulated use of social media due to its negative effects on academic discipline and concentration.

Although substantial research has been conducted on social media in higher education, limited studies specifically focus on B.Ed. student-teachers and their self-learning practices. Therefore, the present study attempts to fill this research gap by examining the educational role of social media in promoting self-learning among future teachers.

Significance of Secondary Data Study

The present study based on secondary data is significant in several ways:

It provides a comprehensive understanding of the role of social media in self-learning among B.Ed. student-teachers through existing scholarly literature. The study helps identify major trends, opportunities, and challenges associated with educational use of social media platforms. It contributes to

the field of teacher education by highlighting the importance of digital learning and technological integration in modern education. The study enables researchers and educators to understand how social media supports independent learning, professional development, and collaborative learning practices.

It helps identify research gaps and areas requiring further investigation in the field of social media and self-learning. The findings of the study may assist educational institutions, policymakers, and teacher educators in developing effective strategies for the responsible and productive use of social media in education. The study also contributes to academic literature by synthesizing existing knowledge related to social media-based learning among student-teachers.

Conclusion:

The present study concludes that social media has emerged as an important and effective tool for self-learning among B.Ed. student-teachers in the digital age. The reviewed literature clearly indicates that social media platforms such as YouTube, WhatsApp, Facebook, Telegram, and Instagram provide significant opportunities for accessing educational resources, improving communication, sharing knowledge, and enhancing professional skills.

The study reveals that social media supports independent and self-directed learning by enabling student-teachers to learn beyond the traditional classroom environment. It also promotes collaborative learning, creativity, digital literacy, and professional development among future educators. B.Ed. student-teachers increasingly utilize social media platforms to access teaching materials, participate in academic discussions, attend webinars, and stay updated with modern educational practices. At the same time, the study identifies certain challenges associated with the use of social media, including distraction, misinformation, excessive screen time, and lack of academic discipline. Therefore, the effective and responsible use of social media is essential to maximize its educational benefits and minimize its negative impacts.

Overall, the study highlights that social media plays a crucial role in transforming the learning experiences of B.Ed. student-teachers and contributes positively to their self-learning and professional growth. The findings of the study emphasize the need for educational institutions and teacher educators to encourage the constructive use of social media as a supportive learning tool in teacher education.

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