IMPACT OF SOCIAL MEDIA IN TEACHER EDUCATION

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Abstract

Interactive computer-mediated technologies such as social media make it easier to create and share content, ideas, career interests, and other kinds of expression through online groups and networks. Social networking services enable users to share messages, thoughts, digital images and videos, and updates about events and activities that are happening in their network or online. According to the social networking platform, every member may be able to contact any other member. Members can also get in touch with anyone they know, and then with anyone that contact knows, and so on. The term "mobile social media" describes the usage of social media on portable electronics like tablets and smartphones. For teacher education, social media offers both opportunities and challenges. It can improve professional growth, give educators access to materials, and help them communicate and work together. Therefore, the researcher was driven to conduct this survey among prospective educators. 240 prospective educators were chosen by the researcher from various educational institutions in the Chennai district. Stratified random sample and the survey method were used to determine the research. With the use of SPSS software, the developed hypothesis was examined through the proper statistical methods.

Keywords: Social Media, Prospective Teachers, Teacher Education, Smart Phone, Network.

Introduction

The term "social media awareness" describes how someone perceives or comprehends social media. Social media sites are commonplace today and have brought us together in ways that were unthinkable only twenty years ago. We constantly receive notifications with updates from the networks of connections we created, and we instantly share information and updates with individuals. This kind of information exchange has many benefits, but it also carries a number of concerns. As part of a course to become a teacher, a person must teach at a school for a set amount of time under supervision. But nowadays integrating technology with teaching is mandatory.

Need of the study

The term "social media" refers to any apps, websites, or blogs that allow users to connect with each other globally, communicate, exchange material, and make video calls, among many other features. In order to learn more about social media platforms and their impact on communities, social media has grown and produced global attention during the last 20 years. Student-teachers' lives in a culture are greatly impacted by social media in terms of morals, behaviour, and even education. Social media platforms can be used by teachers to extend their teaching hours beyond the classroom. Social media is a huge part of our educational system's activities nowadays. And so, the need is felt by the investigator to do this research entitled, “Impact of Social Media in Teacher Education”.

Review of Related Literature

Yaser Numan Al Sabi and et.al (2022) examined on Using Social Media Network by Special Education Teachers. This study aimed at identifying the use of the social media network (Facebook) and its relationship to psychological compatibility of special education teachers by answering four questions that include all the variables of the current study. The study used the descriptive approach and developed a scale to reveal the relationship of Facebook use and psychological compatibility. The psychological scale was applied to a random sample of special education teachers (n=520), who constitute 18% from the study population in Aseer region. The results of the study showed that the period that special education teachers spend using Facebook that received the highest frequency was less than two hours per day. The results revealed that the level of psychological compatibility among special education teachers, who use Facebook was high. There was a negative relationship between the period that special education teachers spend using Facebook and the level of psychological compatibility. The results also indicated that there were no statistically significant differences attributed to the effect of gender on the period of use of Facebook among special education teachers.

Baishya & Maheshwari (2020) investigated on WhatsApp Groups in Academic Context: Exploring the Academic Uses of WhatsApp Groups among the Students. It examines utilities and burdens associated with educational WhatsApp groups. The study also explores how the presence of teachers in the groups can influence the group functioning. In the first study chats of four WhatsApp groups of one year, where two groups were included teacher and two groups were without teachers, were analyzed. In the second study, interviews were conducted with two participants from each group, a total of eight participants. The results of the studies show that the major functions these groups serve are mostly education-related. However, apart from academic uses, students do use this platform for wishing/ congratulations, for extra curriculum activities as well as for entertainment purposes. In addition, the results show that the presence of the teacher influences the group conversation

significantly. Though students reported that sometimes these WhatsApp groups become burden and take a lot of time, but they also believe that is unavoidable, since these WhatsApp groups not only provide them important information related to class, exam, holidays, etc., but members are also able to connect with others and involve in non-academic activities.

Erarslan (2019) investigated on Instagram as an Education Platform for EFL Learners. Social media platforms have gained an exceptional popularity especially in the last ten years and become an important part of human lives. Among the popular social media platforms, Instagram is used by millions of people every day especially by the young adults. Given this significance, social media platforms have been used for educational purposes, too. Thus, this study aimed at exploring university students' opinions about Instagram as an educational platform with respect to educational and language learning purposes and its effect on students' language learning process supplementary to formal classes. Using mixed methodology, 219 university students learning English were included in the survey, and 80 students took part in the experimental part of the study which was designed to explore the impact of Instagram on students' language learning process. Thus, it is concluded that Instagram can be used to enhance learning of English supplementary to formal teaching by exposing the students to language while they are using this platform as part of their every day practices.

Objectives

- To investigate the level to which prospective teachers use social media.
- To find out whether there is any significant difference in social media usage among prospective teachers with respect to gender.
- To find out whether there is any significant difference in social media usage among prospective teachers with respect to their locality of residence.
- To find out whether there is any significant difference in social media usage among prospective teachers with respect to type of management of colleges.

Hypothesis of the Study

1. Social media use is moderate among prospective teachers.
2. The use of social media by prospective teachers does not significantly differ based on gender.
3. The use of social media by prospective teachers doesn't significantly differ based on where they live.
4. The way that prospective teachers use social media is not significantly affected by the type of college administration.

Methodology

The investigator adopted the survey method of study and selected the stratified random sampling technique. 240 prospective teachers were randomly selected from the Chennai district from various colleges of education belongs to government, government-aided and self-financed management. "Utilization of Social Media Platforms in Teacher Education" Questionnaire was prepared and validated by the investigator. The investigator uses the appropriate statistical techniques to interpret the result.

Testing of Hypotheses

Hypothesis 1: Social media use is moderate among prospective teachers.

Table 4.1 Mean and Standard Deviation of Social Media Usage among Prospective Teachers

Variable	N	Maximum Score	Mean	Standard Deviation	Percentage of Mean
Social Media Usage	240	210	181.38	31.718	86.37%

The mean and standard deviation of social media usage among prospective teachers is presented in the table. The maximum possible score in the social media usage is 210. The mean score of social media usage is 181.38 and its percentage is 86.37%. Hence, from the mean value it is clear that the prospective teachers have high social media usage. Therefore, the null hypothesis that use of social media among prospective teachers is moderate is not accepted.

Hypothesis 2: The use of social media by prospective teachers does not significantly differ based on gender.

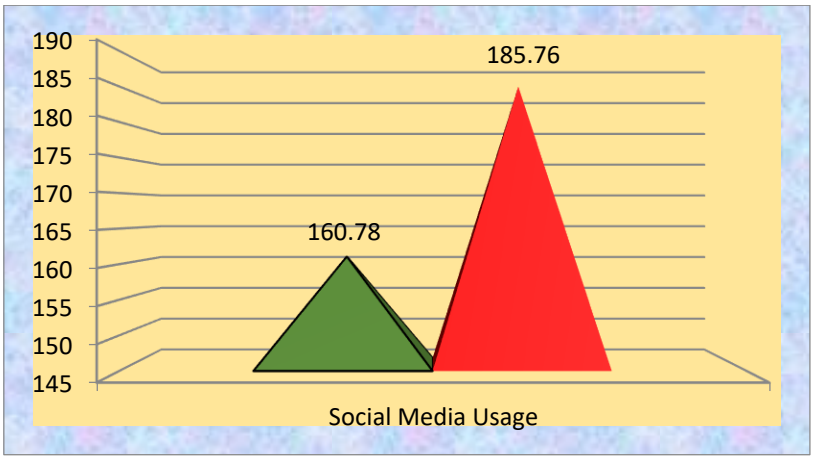
Table 2 Table showing the significance of mean difference between Male and Female Prospective Teachers with respect to Social Media Usage

Variable	Gender	N	Mean	SD	t-value	Level of significance
Social Media Usage	Male	124	160.78	27.303	4.992	0.01
	Female	116	185.76	36.553		

From the above table it is observed that there is significant difference between male and female prospective teachers with respect to social media usage at 0.01 level. The

mean score of social media usage shows that female prospective teachers (185.76) are found to have high social media usage when compared to male prospective teachers (160.78). Hence, the formulated hypothesis that the use of social media by prospective teachers does not significantly differ based on gender is not accepted.

Figure 1 Significant difference between Male and Female Prospective Teachers with respect to Social Media Usage



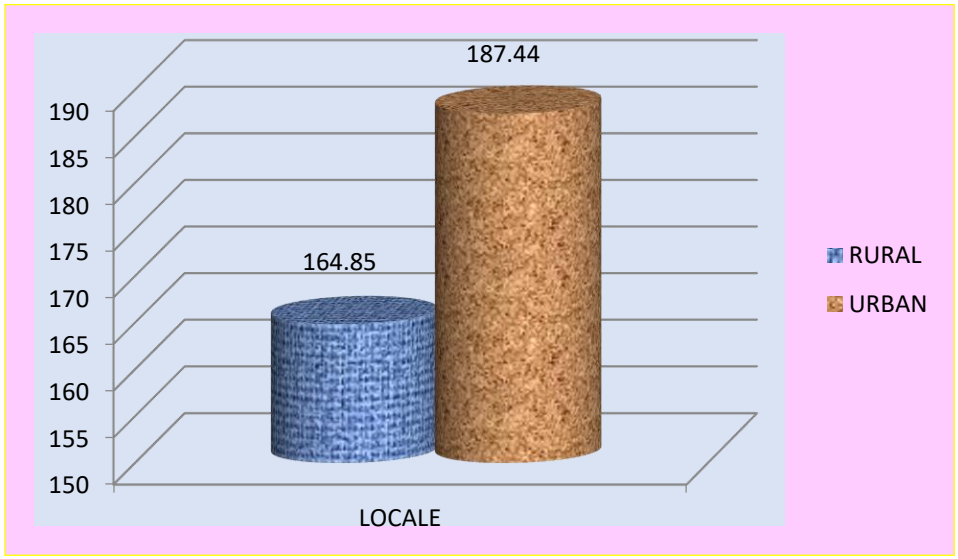
Hypothesis 3: The use of social media by prospective teachers doesn't significantly differ based on where they live.

Table 3 Table showing the significance of mean difference between Rural and Urban Locale Prospective Teachers with respect to Social Media Usage

Variable	Locale	N	Mean	SD	t-value	Level of Significance
Social Media Usage	Rural	123	164.85	33.323	3.721	0.01
	Urban	117	187.44	32.357		

From the above table it is observed that there is a significant difference between rural and urban locale prospective teachers with respect to social media usage at 0.01 level. The mean score of social media usage shows that urban locale prospective teachers (187.44) are found to have high social media usage when compared to rural locale prospective teachers (164.85). Hence, the formulated hypothesis that the use of social media by prospective teachers doesn't significantly differ based on where they live is not accepted.

Figure 2 Significant difference between Rural and Urban Locale prospective teachers with respect to Social Media Usage



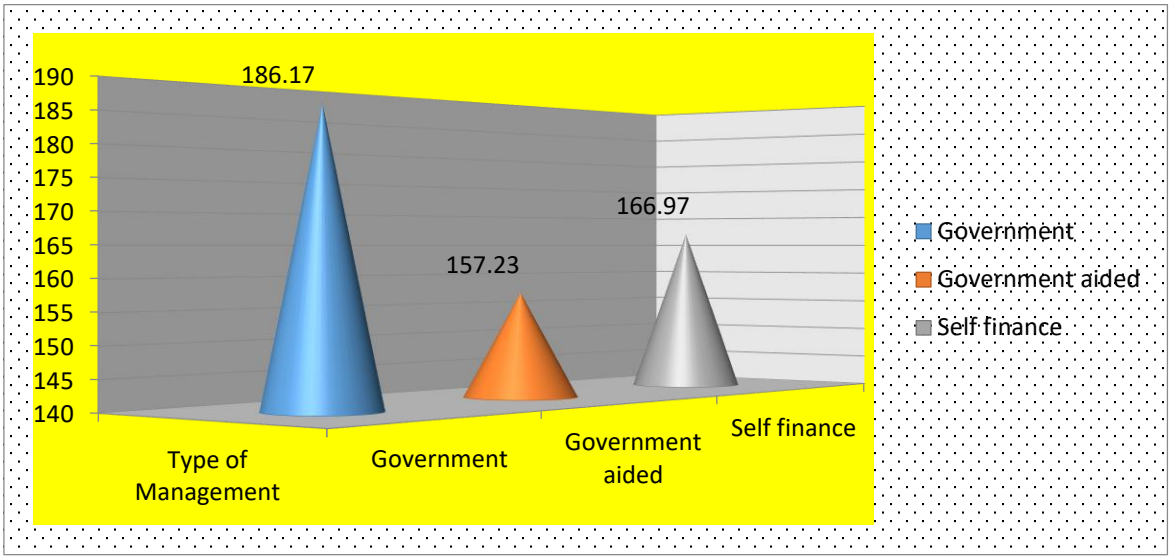
Hypothesis 4: The way that prospective teachers use social media is not significantly affected by the type of college administration.

Table 4 Table showing the significance of mean difference among Government, Government aided and Self finance colleges of education prospective teachers with respect to Social Media Usage

Variable	Government (N=83) (1)		Government Aided (N=83) (2)		Self-finance (N=74) (3)		F-ratio	Level of Significance	Group differ significantly
	Mean	SD	Mean	SD	Mean	SD			
Social Media Usage	186.17	35.390	157.23	29.765	166.97	29.577	5.481	0.01	(1,2), (1,3),(2,3)

From the table 4, F-ratio calculated for the social media usage with respect to type of management of colleges of education reveals that prospective teachers belong to government, government aided and self-finance colleges differed significantly in their social media usage. Hence, the formulated hypothesis that the way that prospective teachers use social media is not significantly affected by the type of college administration is not accepted.

Figure 3 Significant differences in social media usage across Government, Government aided and Self finance prospective teachers



Educational Implication

Students and educational institutions are being empowered by social networks, which present chances to enhance the teaching-learning process. By using their Facebook or Twitter accounts, or even messaging apps like WhatsApp, professors may host live classes and provide students with more support, expanding the scope of learning outside of the classroom. On social media platforms, they can plan conversations about their topics or class assignments. So, social media facilitates students and professors stay in touch when they're not on campus. Social media is opening the door to a new kind of learning that adapts to each learner's needs. The professional life of an individual and future development in an increasingly interconnected world depends heavily on their professional networks and contacts.

Conclusion

The use of social media in teacher education has several aspects, including both significant advantages and possible disadvantages. It can improve cooperation, communication, and resource access, but it also brings with it security concerns, distractions, and the spread of inaccurate data. These issues must be carefully considered in order to maximize advantages and reduce hazards when integrating social media into teacher education.

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