

Consciousness of Social Media and Exploitation for Learning Among B. Ed Student Teachers in Dindigul District

Dr. K. Kannadasan¹, Dr. Mani Mookkiah²

^{1,2}Assistant Professor in Education, Sakthi Institute of Teacher Education and Research, Ottanchatriam, Dindigul, Tamilnadu-624619

ABSTRACT

This present study explores the Consciousness of Social Media and Exploitation for Learning among B.Ed Student-Teachers. Social networks are becoming rather popular throughout the world. Their multi-dimensional uses and specifications increase every day. However, research shows that their scientific and educational functions are still limited. We believe that social networks have the potential to create new contexts and opportunities that increase students' ability and knowledge. This study consists of 200 B.Ed Student-Teachers used simple random sampling technique. An analysis of the results was carried out using the SPSS software package. And the finding of this study shows that Consciousness of Social Media and Exploitation of Social Media for Learning are low for B.Ed Student-Teachers.

Keywords: Social Media, Consciousness, Exploitation, Learning, Networks

INTRODUCTION

Social media has discharged as a set of online sermons where the people create content, share it, bookmark it and network at a phenomenal speed (Tao, X., Huang, W., Mu, X., & Xie, H. 2016). Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and plan in topics that range from the situation and policies to technology and the entertainment (Kannadasan. K and Muthuchamy 2018). Social media are computer-mediated technologies that allow individuals, companies, NGO's governments, and other organizations to view, create and share ideas, information, career interests, and other forms of expression through virtual communications and networks (Zandt, D. 2010). Social media use web-based and mobile technologies on smartphones and computers to create highly interactive platforms through which individuals, communities and organizations can share, co-create, discuss, and modify user-generated content or pre-made content posted online (Mangal, S. K., & Mangal, U. 2019).

Education does not exist outside of the social or technological contexts in which it is located (Kannadasan. K and Muthuchamy 2017). Therefore, it should come as no surprise that both users and developers are suggesting and introducing teachers and students to new social networking tool concordances (Mookkiah, M., & Mahendraprabu, 2022). Educators are also starting to comprehend and recognize the learning designs and benefits that using unofficial social media technologies within formal education offers (Mookkiah, M., & Prabu, M. 2020). They introduce substantial and pervasive

changes to communication between businesses, organizations, communities, and individuals (Mani, M., & Prabu, M. 2019).

NEED OF THE STUDY

Social media has expanded considerably during the last 20 years, and its global fame has helped people understand more about these platforms and how they affect society. Despite the fact that almost everyone in the neighborhood is signed up for at least one social media site, students, teachers, and teenagers are the most avid users of these sites, going so far as to socialize during school and even outside of educational institutions. Social media significantly affects the student-teachers' lives in society in terms of morality, behavior, and even education. Today, both pupils and educators participate in the teaching and learning process. It involves both student- and teacher-centered processes. It can be challenging at times to respond to students' questions in class. This makes it more challenging for students to get their questions answered. However, teachers may broaden their teaching hours outside of school through the use of social media technology. To clarify students' misinformed doubts, they can organize Twitter discussions or live streaming sessions. In fact, professors can set down specific time windows for online chats where they may converse with students and clarify concerns. A teacher can connect with a lot of people at once through Facebook sessions, which is not possible in a single class. Even when they are traveling and not in the classroom, educators may still want to interact with their pupils. Especially courses can be streamed to avoid class cancellations while traveling. The instructor can record a lecture on YouTube in advance if he can't be there in class.

OBJECTIVES OF THE STUDY

The objectives of the present study are as follows;

1. To measure the level of Consciousness of Social Media and Exploitation of Social Media for Learning of B.Ed Student-Teachers.
2. To find out the significance of difference, if any between Male and Female B.Ed Student-Teachers with respect to their Consciousness of Social Media and Exploitation of Social Media for Learning.
3. To find out the significance of difference, if any between Hosteller and Day Scholar B.Ed Student-Teachers with respect to their Consciousness of Social Media and Exploitation of Social Media for Learning.
4. To find out the level of correlation between Consciousness of Social Media and Exploitation of Social Media for Learning among the B.Ed Student-Teachers.

HYPOTHESIS OF THE STUDY

The hypotheses of the present student are as follows;

1. The mean score on the level of Consciousness of Social Media and Exploitation of Social Media for Learning among the B.Ed Student-Teachers in the colleges of Education in Dindigul District is high.
2. There is no significance difference, if any between the mean scores on the level of Consciousness of social media and Exploitation of social media for Learning with respect to gender.
3. There is no significance difference, if any between the mean scores on the level of Consciousness of social media and Exploitation of social media for Learning with respect to residence.
4. There is no significance of correlation between the level of Consciousness of Social Media and Exploitation of Social Media for Learning among B.Ed Student-Teachers

METHODOLOGY OF THE STUDY

The investigator followed the survey method for the study. Consciousness of Social Media Scale and Exploitation of Social Media Scale was developed and administered by the investigator to the B.Ed Student-Teachers in Dindigul District.

SAMPLE

The population for the study consisted of B.Ed Student-Teachers in Dindigul District. The investigator selected 200 B.Ed Student-Teachers from the selected Colleges of Education by using simple random sampling technique.

STATISTICAL TECHNIQUES USED

The data were tabulated and statistically analyzed by percentage analysis, differential analysis and relational analysis.

RESULTS AND INTERPRETATION

Hypothesis – 1

The mean score on the level of Consciousness of Social Media and Exploitation of Social Media for Learning among the B.Ed Student-Teachers in the colleges of Education in Dindigul District is high.

Table 1.1

Mean and Standard Deviation Scores of Consciousness of Social Media and Exploitation of Social Media for Learning among the B.Ed Student-Teachers

S. No	N	CONSCIOUSNESS		EXPLOITATION	
		MEAN	S.D	MEAN	S.D
1.	200	37.13	10.72	35.01	16.16

From the above table (1.1) that the Mean and Standard Deviation scores on the level of Consciousness of social media are 37.13 and 10.72. It is interpreted that the level of Consciousness of social media is low. It is also seen the Mean and Standard Deviation scores on the level of Exploitation of social media for Learning are 35.01 and 16.16. It I revealed that the level of Exploitation of social media for Learning is low. Hence, the null hypothesis framed is rejected.

Hypothesis – 2

There is no significance difference, if any between the mean scores on the level of Consciousness of social media and Exploitation of social media for Learning with respect to gender.

Table 1.2

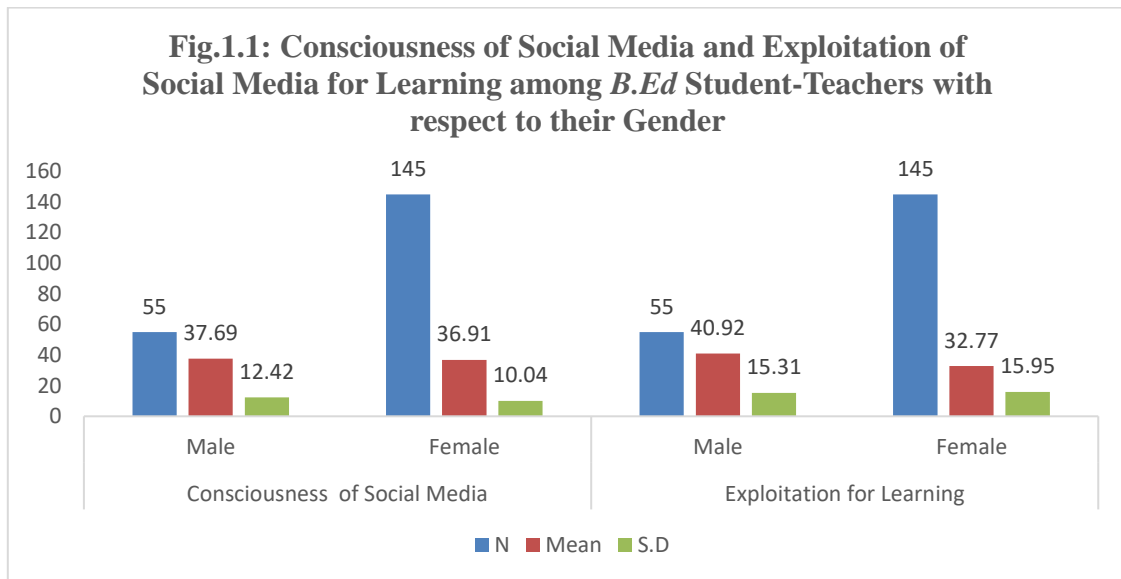
Consciousness of Social Media and Exploitation of Social Media for Learning among B.Ed Student-Teachers with respect to their Gender

Dependent Variables	Gender	N	Mean	S.D	‘t’ value
---------------------	--------	---	------	-----	-----------

Consciousness of social media	Male	55	37.69	12.42	0.415**
	Female	145	36.91	10.04	
Exploitation for Learning	Male	55	40.92	15.31	3.321*
	Female	145	32.77	15.95	

** - Not Significant at 0.05 level

* - Significant at 0.05 level



From the table 1.2 and Figure1.1, the ‘t’ value (0.415) for the Consciousness of social media is less than the table value 1.96. Hence, it is not significant at 0.05 level. It is understood that there is no significant difference between the Mean scores on the level of Consciousness of social media among Male and Female respondents. It is also revealed that the ‘t’ value (3.321) of Exploitation of social media for Learning is greater than the table value 1.96. Hence, it is significant at 0.05 level. It is understood that there is a significant difference between the Mean scores on the level of Exploitation of social media for Learning among the Male and Female respondents.

Hypothesis – 3

There is no significance difference, if any between the mean scores on the level of Consciousness of social media and Exploitation of social media for Learning with respect to residence.

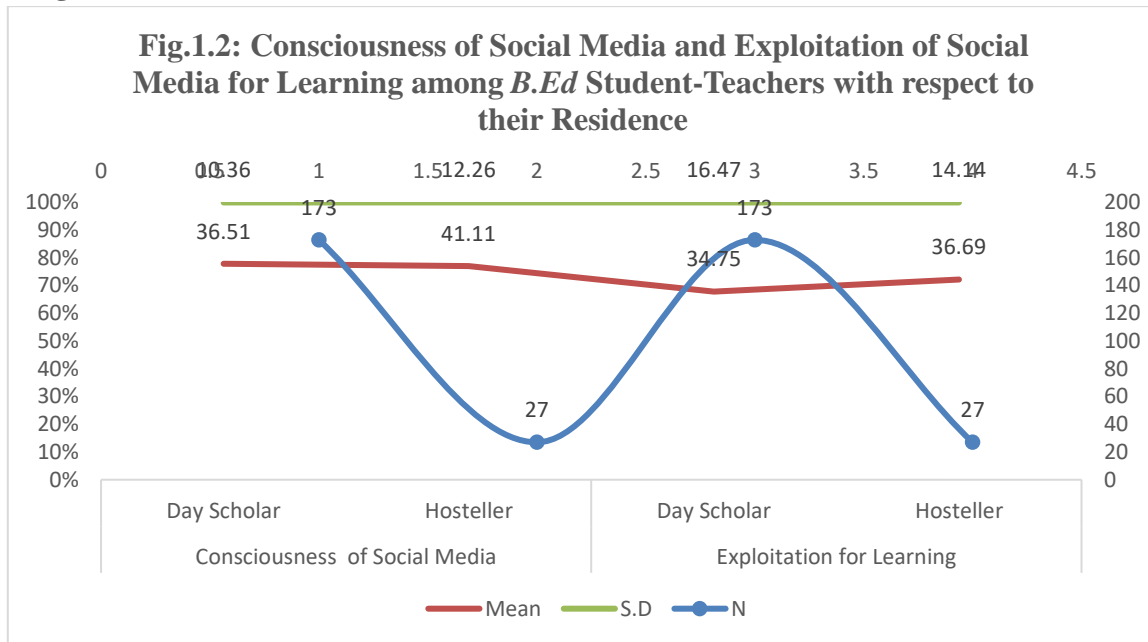
Table 1.3

Consciousness of Social Media and Exploitation of Social Media for Learning among B.Ed Student-Teachers with respect to their Residence

Dependent Variables	Residence	N	Mean	S.D	‘t’ value
Consciousness of social media	Day Scholar	173	36.51	10.36	1.848**
	Hosteller	27	41.11	12.26	
Exploitation for	Day Scholar	173	34.75	16.47	

Learning	Hosteller	27	36.69	14.14	0.648**
----------	-----------	----	-------	-------	---------

** - Not Significant at 0.05 level



From the table 1.3 and figure 1.2, the ‘t’ value (1.848) and (0.648) for the Consciousness of social media and Exploitation of social media is less than the table value 1.96. Hence, it is not significant at 0.05 level. It is understood that there is no significant difference between the Mean scores on the level of Consciousness of social media and Exploitation of social media for Learning among Student-Teachers with respect to their residence.

Hypothesis – 4

There is no significance of correlation between the level of Consciousness of Social Media and Exploitation of Social Media for Learning among B.Ed Student-Teachers

Table 1.4

Significant correlation between Consciousness of social media and Exploitation of social media for Learning

Variables	N	‘r’ value
Consciousness of social media	200	0.025**
Exploitation for Learning		

** - Not Significant at 0.05 level

From the table 1.4, it is observed that the obtained ‘r’ value (0.025) is not to significantly correlate. Hence, there is no significant correlation between the Consciousness of Social Media and Exploitation for Learning among B.Ed Student-Teachers.

DISCUSSION

For the findings of the exploration, the pupil-preceptors had stated that the social media played an effective part on them for acquiring new information, handed integrative literacy so that the information is participated easier as well as contributing to their assignment success through specific groups and the terrain helps provocation growth via multimedia tools.

1. The Mean Consciousness scores of B.Ed Student-Teachers towards Social Media is Low.
2. The Mean Exploitation scores of B.Ed Student-Teachers towards Social Media for Learning is Low.
3. There is no significant difference between the Mean scores on the level of Consciousness of social media among Male and Female students.
4. There is a significant difference between the Mean scores on the level of Exploitation of social media for Learning among the Male and Female students.
5. There is no significant difference between the Mean scores on the level of Consciousness of social media and Exploitation of social media for Learning with respect to their residence.
6. There is no significant correlation between the Consciousness of Social Media and Exploitation for Learning among B.Ed Student-Teachers.

EDUCATIONAL IMPLICATIONS

With the introduction of internet technology, social media has become a basic part of every student's life. Through social networks, it is easier and appropriate to exchange information, communicate with each other and stay linked. Teachers and students can use social stages to stay connected to each other and can use it for sharing of information and skill from the teachers in the domain of education.

Social networks are authorizing students and educational institutions through opportunities to improve teaching-learning process. Professors can use their Twitter or Facebook grips or even messaging services such as WhatsApp to hold live sessions, offer extended support to students so enhancing the scope of learning elsewhere classroom. They can organize discussions related to their subjects or class assignments on social media stages such as zoom, jitsi, google Meet, Edmodo etc. Social media consequently 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 influences have become key to one's success and future growth.

CONCLUSION

The present study has investigated into the Consciousness of Social Media and Exploitation of Social Media for Learning among B.Ed Student-Teachers of Colleges of Education in Dindigul District. The study has shown that there is wide scope for improving the Consciousness of B.Ed Student-Teachers and there is a grave need to improve the Exploitation of B.Ed Student-Teachers towards Social Media. Consciousness towards the social media and their useful tools for the rich enhancement of learning which concentration on sustaining and improving this adequate knowledge and developing Student-Teachers right behaviour are essential in the present situation.

REFERENCE

1. Mangal, S. K., & Mangal, U. (2019). Essentials of educational technology. PHI Learning Pvt. Ltd.
2. Mani, M., & Prabu, M. M. (2019). A Study On Self Efficacy Of Higher Secondary Students With Respect To Locality Of The Schools. Think India Journal, 22(10), 807-813.
3. Kannadasan. K and Muthuchamy. I (2018) "Use of WhatsApp in Transmitting Knowledge to Higher Secondary Students in Dindigul District", in Review of Research International Online Multidisciplinary Journal, Volume 7, Issue 11, August 2018, ISSN No: 2249-894X.

4. Mahendraprabu, Mani Mookkiah, a study on the awareness of new education policy (2020) among the primary school teachers in dindigul district, universe international journal of interdisciplinary research (uijir), 2021, 1(10), pp19-23.
5. Zandt, D. (2010). Share this!: how you will change the world with social networking. Berrett-Koehler Publishers.
6. Mookkiah, M., & Kumar, A. (Eds.). (2023). A VISION OF NEP 2020 - INDIA'S 2047 ON HIGHER EDUCATION (1st ed., Vol. 1). Krishna Publication House.
7. Kannadasan. K and Muthuchamy. I (2018) "Social Media Consciousness of Higher Secondary Students in relation to certain select variables" SELP Journal of Social Science, published by Indian Academic Researchers Association, ISSN No. 0975-9999.
8. Tao, X., Huang, W., Mu, X., & Xie, H. (2016, January). Special issue on knowledge management of web social media. In Web Intelligence (Vol. 14, No. 4, pp. 273-274). IOS Press.
9. Mookkiah, M., & Mahendraprabu, A. P. (2022). Study Habits And Its Impact On Academic Performance In English Of Higher Secondary School Students. International Journal of Creative Research Thoughts (IJCRT), 10(5).
10. Kannadasan. K and Muthuchamy. I (2017) "Social Media Behaviour of Higher Secondary Students in Dindigul District". Shanlax International Journal of Arts, Science and Humanities, Vol.5, Issue 1, July 2017. ISSN No. 2321-788X.
11. Mookkiah, M., & Prabu, M. M. (2020). Impact of Social Media on the Academic Achievement of secondary school students. Journal of Xi'an University of Architecture & Technology, 12(3), 3106-3109.
12. Mani, M., & Prabakaran, V. (Eds.). (2023). HOLISTIC EDUCATION IN THE PRESENT SCENARIO (1st ed., Vol. 1). Shanlax Publications.