International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Social Media Competence and Social Intelligence: Navigating the Relationship Among Prospective Teachers

Remya. M[1], Prof. (Dr.) Smitha. R[2]

[1]Research Scholar (Part time), Department of Education, NSS Training college, Ottapalam
[2]Principal in charge & DDO, Department of Education, NSS Training College, Ottapalam.

Abstract
This study investigates the relationship between Social Media Competence and Social Intelligence among Prospective teachers. Through this exploration, the investigator aims to elucidate various levels of Social Media Competence and Social Intelligence among prospective teachers. In this study, the investigator collected data from 378 samples from population and analysed major five hypothesis by using various statistical analysis. The investigator found the relationship between Social Media Competence and Social Intelligence and suggested to add more advanced technological ideas in prospective Mathematics teacher's curriculum.

Keywords: Social Media Competence, Social Intelligence and Prospective teachers

Introduction

Nowadays Social media plays a significant role in shaping an individual social life as well plays a significant role in education as well. In today's world, media-focused education has become popular from kindergarten to higher education and that leads from the background like cooperating Social Media Competence along with their training, career development with formal and informal learning. It reshaped an educator's daily life like how they communicate, collaborate and perceive relationship in their classroom. For a prospective teacher's digital media interaction through various social media is not only a social activity for their daily life but also a critical aspect of professional development. At the same time, social intelligence is the ability to navigate social situations effectively and understand interpersonal dynamics also a part of their professional development.

Need and Significance

As future educators, prospective teachers must balance their professionalism through best Social Intelligence. While Social Media Competence has a vital role in communication, collaboration and professional networking, its misuse can lead to ethical, psychological, and interpersonal challenges and also Prospective teachers must competent in using Social Media responsibility and also demonstrating high levels of Social Intelligence to foster healthy classroom environments. The pedagogical integration of Social Media Competence and Social Intelligence always a produce a good teaching learning output to our society. However, there are limited researches exists on the relationship between these two constructs.

So, it is essential to conduct such studies to seek information how Social Media Competence and Social Intelligence relate among Prospective teachers.

Review of Related Literature

Sharma and Thomas (2023) discovered a moderate positive relationship between Social Media communication abilities and social empathy in future teachers. Lee and Part (2022) noted that those with elevated Social intelligence are more likely to engage in ethical and constructive social media use. There are only a limited studies that related the two variables Social media competence and Social Intelligence.

Definitions of Key terms

Social Media Competence: The Merriam- Webster Dictionary defines "social as pretraining to human society, the interaction between individuals and groups, or the well-being of individuals as member of society. The term 'media' means the plural form communication systems. "Social media is a public space where posted statements have lasting impact; it is anticipated that discussions will be significant and thoughtful" (Chenm Hsia, and Hu, 2012). Social Media Competence refers the overall skills, knowledge and attitudes required to engage responsibility and effectively in digital communication.

Social Media Competence is operationally defined as the overall and essential skills and knowledge that allows an individual to enrich their Social Media usage in their daily life also in the part their professional life.

Social Intelligence: The term Social Intelligence is the ability to know himself/herself and to know others. It says the way of performing social life perfectly. The major perceptions of Social Intelligence are perception, judgement and memory of social stimuli. It reveals the interpersonal and intra personal affairs of an individual. It includes the social awareness and social cognition and social attunement of an individual in their own life and professional life.

Social Intelligence is operationally defined as the process focusing on social cognition, representing knowledge and skills how an individual stores and processes the information about themselves, other people and social world in their own individual and professional life.

Prospective teachers: According to Merriam Webster dictionary' prospective' means likely to be or become something specifies in the future and 'teacher' means a person. Thus, a prospective teacher is one who were undergoing the teacher training course and ready to a teacher in future.

The term Prospective teachers operationally defined as those currently undergoing a professional teacher training course and are preparing to become a certified teachers in the future.

Objectives

1. To find out the levels of Social Media Competence of the Prospective teachers for the whole sample.
2. To find out the levels of Social Intelligence of the prospective teachers for the whole sample.
3. To compare the levels of Social Media Competence of the Prospective teachers with reference to the dimensions of Social Media Competence such as

- Individual Media Competence
- Critical Media Competence
- Technical Media Competence
- Educational Media Competence
- Life- long Media Competence

4. To compare the levels of Social Intelligence of the Prospective teachers with reference to the dimensions of Social Intelligence such as
- Intellectual level
- Emotional level
- Behavioural level
- Environmental level
- Ethical level

5. To find out whether there is any relationship between Social Media Competence and Social Intelligence among Prospective teachers for the whole sample.

Hypotheses

1. There exist different levels of Social Media Competence of the Prospective teachers for the whole sample.
2. There exist different levels of Social Intelligence of the prospective teachers for the whole sample.
3. There exist different levels of Social Media Competence of the Prospective teachers with reference to the dimensions of Social Media Competence such as
- Individual Media Competence
- Critical Media Competence
- Technical Media Competence
- Educational Media Competence
- Life- long Media Competence

4. There exist different levels of Social Intelligence of the Prospective teachers with reference to the dimensions of Social Intelligence such as
- Intellectual level
- Emotional level
- Behavioural level
- Environmental level
- Ethical level

5. There exist different a relationship between Social Media Competence and Social Intelligence among Prospective teachers for the whole sample.

Methodology

Method adopted for the study

By taking into consideration the nature of the study, the researcher decided to adopt Survey method for collecting data.

Population and sample

The prospective teachers who were undergoing teacher training course in Kerala from different Teacher training colleges is identified as the population of the study.

The sample of the study identified by using stratified sampling. Here 378 Prospective teachers from Palakkad and Thrissur districts included in this study.

Identification of the variables

Independent Variable: Social Media Competence

Dependent variable: Social Intelligence

Tools and Techniques

The investigator used Social Intelligence scale which broadly consists the following levels

- Intellectual level
- Emotional level
- Behavioural level
- Environmental level
- Ethical level

The investigator used Social Media Competence Scale of the Prospective teachers prepared by Kumar and Ampili (2014) which broadly consists the following levels

- Individual Media Competence
- Critical Media Competence
- Technical Media Competence
- Educational Media Competence
- Life- long Media Competence

Statistical analysis

The collected data was analysed using the various statistical techniques by using SPSS software.

- Preliminary Statistical Analysis (Measures of Central tendency, Measures of Central Tendency, Measures of Dispersion, Skewness and Kurtosis).
- Percentage analysis
- Karl Pearson's Product Moment Correlation Analysis

Scope of the study

Information and communication technologies are always growing in each and every second in this world. Today's classrooms are always challenging to each and every teacher with the most powerful weapon Social Media. Nowadays there is no partition in Social Media usage like teachers and students. But teachers are the real guides happened to say how and what are the importance in the Social Media usage in teaching and learning. The professional growth and development of prospective teachers depends on the competent use of Social Media and Social Intelligence in their classrooms. So there is a wide scope in this study in prospective teacher's profession.

Analysis & findings

Preliminary Analysis

The major preliminary analysis done by the researcher and the details of the results are given below.

Table 1: Preliminary Analysis of Social Media Competence of Prospective Teachers

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Social Media Competence	378	279.61	276.50	293	33.52	0.37	0.24

Results given in Table 1 suggest that mean, median and mode were found to be 279.61, 276.50 and 293 respectively that means there is no much variance in the three measures of central tendency. Skewness and Kurtosis were found to be 0.37 and 0.24 respectively. This result shows that the distribution of the variable is positively skewed and that the curve is inclined (skewed) more to the right. The value of Kurtosis is 0.24 and is greater than zero for the normal curve and hence the curve is Leptokurtic. This frequency distribution is Leptokurtic. These are illustrated with the help of Figure 1.

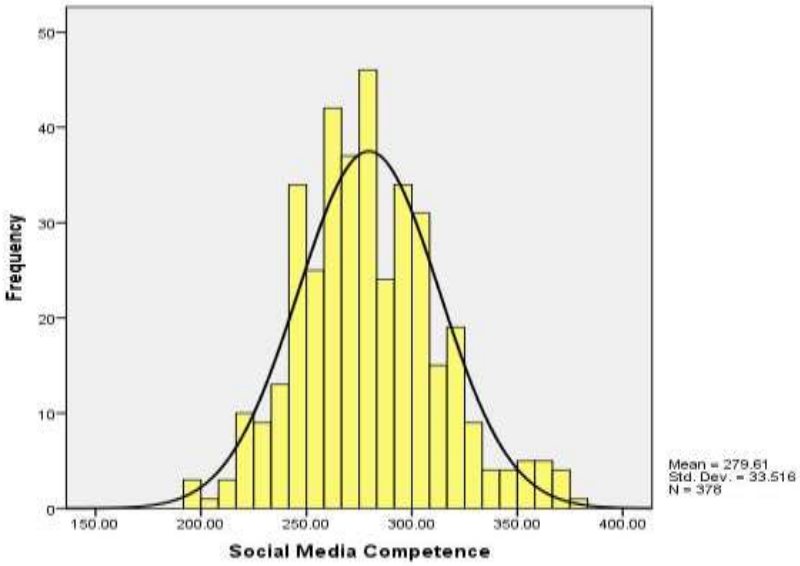

Figure 1 **Graphical representation of Social Media Competence among Prospective Teachers**

Table 2 Data and Results of the Preliminary Analysis of Social Intelligence among Prospective Teachers

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Social Intelligence	378	144.74	145	142	11.79	-0.05	0.37

Results given in Table 2 shows that mean, median and mode were found to be 144.74,145 and 142 respectively that means there is no much variance in the three measures of central tendency. Skewness and Kurtosis were found to be -0.05 and 0.37 respectively. This suggests that the distribution of the variable is negatively skewed when there are individuals in a group who score greater than the average score for their group. The value of Kurtosis is 0.37 and is greater than zero for the normal curve and hence the curve is Leptokurtic.

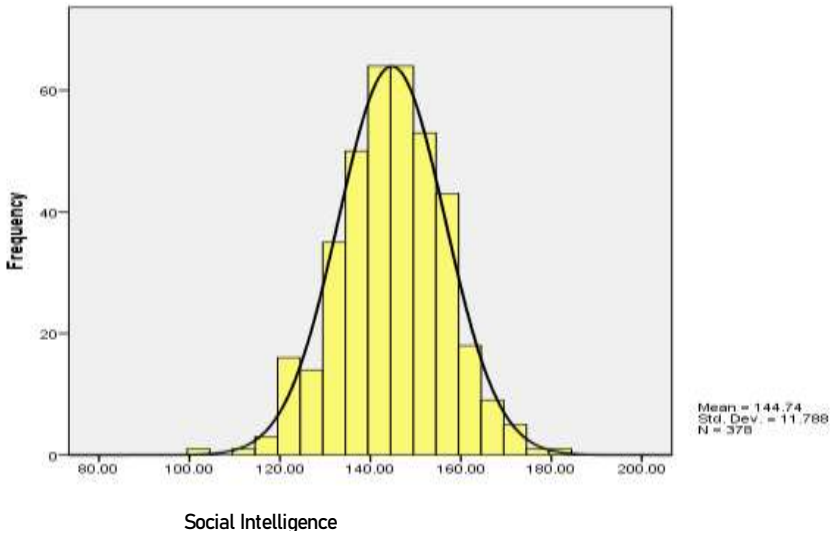

Figure 2 **Graphical representation of Social Intelligence of Prospective Teachers**

Hypotheses 1. There exist different levels of Social Media Competence among Prospective Teachers for the whole sample

Analysis of the levels of Social Media Competence among Prospective Teachers for the whole sample.

The number and percentage of the college students with different levels (high, average, low) of the variable Social Media Competence is worked out and presented under this section.

The investigator estimated the number of Prospective Teachers under the three levels with respect to obtained M+1σ and above in the variable Social Media Competence are labelled as high group, those who obtained scores between M+1σ and M-1σ in the variable Social Media Competence are classified as low group and those who obtained scores M-1σ and below are classified as low group. The analysis is presented in the Table 3.

Sl. No	Category	N	%
1	High	52	13.76
2	Average	271	71.69
3	Low	55	14.55

Table 3 ***Levels in Social Media Competence among Prospective Teachers***

It is seen from Table 3 that 71.69% of the Prospective Teachers have average level of Social Media Competence, 13.76% have high Social Media Competence and 14.55% have low Social Media Competence. The results indicate that the majority of Prospective Teachers have average Social Media Competence. These are illustrated with the help of Figure 3.

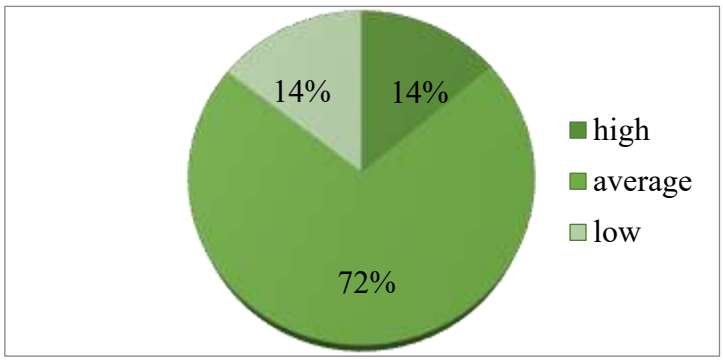

Figure 3 **Graphical representation of levels of Social Media Competence among Prospective Teachers**

Discussion

Result shows that a large majority is having average Competence in using Social Media effectively for teaching and learning purposes.

Thus, the hypothesis 1 is fully substantiated.

Hypotheses 2. There exist different levels of Social Intelligence among the Prospective Teachers for the whole sample

Analysis of levels of Social Intelligence among the Prospective Teachers for the whole sample

The number and percentage of the Prospective teachers with different levels of the variable Social Intelligence obtained as M+1σ and above in the variable Social Intelligence are labelled as high group, those obtained scores between M+1σ and M-1σ in the variable Social Intelligence are classified as Average group and those who obtained scores M-1σ and below are classified as low group. The result of the analysis is presented in the Table 4.

Sl. No	Category	N	%
1	High	53	14.02
2	Average	267	70.63
3	Low	58	15.34

Table 4 Levels in Social Intelligence among Prospective Teachers

It is seen from Table 4 that 70.63% of the Prospective Teachers have average level of Social Intelligence, 14.02% have high Social Intelligence and 15.34% low Social Intelligence level. These are illustrated with the help of Figure 4

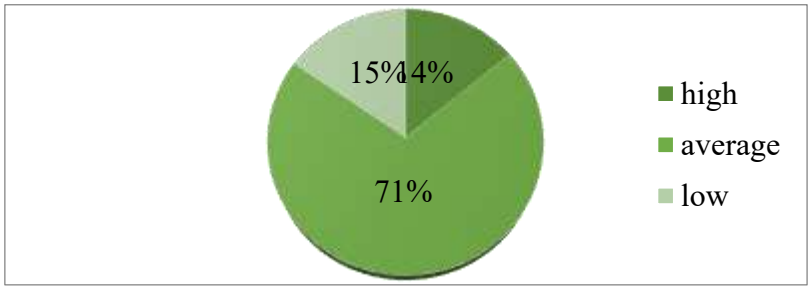

Figure 4. **Graphical representation of levels of Social Intelligence among Prospective Teachers**

Discussion

Result shows that a large majority is having average Social Intelligence.

Thus, the hypothesis 2 is fully substantiated.

Hypotheses 3. There exist different levels of Social Media Competence among Prospective Teachers with reference to the dimensions of Social Media Competence such as Individual media competence, Critical media competence, Technical competence, Educational design competence and Life-long learning competence

Analysis of different levels of Social Media Competence among Prospective Teachers with reference to the dimensions of Social Media Competence such as Individual media competence, Critical media competence, Technical competence, Educational design competence and Life-long learning competence.

The investigator estimated the number of Prospective Teachers obtained as M+1σ and above in the variable Social Media Competence are labelled as high group, those who obtained scores between M+1σ and M-1σ in the variable Social Media Competence are classified as low group and those who obtained scores M-1σ and below are classified as low group in each level of Social Media Competence. The result of the analysis is presented in the Table 5.

Table 5 Levels in Different Dimensions of Social Media Competence among Prospective Teachers

Levels of Social Media Competence	Levels	%
Individual Media Competence	High	15.61
	Average	69.05
	Low	15.35
Critical Media Competence	High	14.82
	Average	71.17
	Low	14.03
Educational Media Competence	High	14.03
	Average	71.69
	Low	14.29
Life-long Media Competence	High	13.49
	Average	73.54
	Low	12.96
Technical Media Competence	High	13.76
	Average	71.16
	Low	15.08

It is seen from Table 5; the majority of the Prospective Teachers have average level of competence in each of the dimensions of Social Media Competence. Most of them were effectively using Social Media platforms for efficient teaching and training purpose. The bar diagram of the five dimensions based on the total sample on Social Media Competence is shown in the figure below.

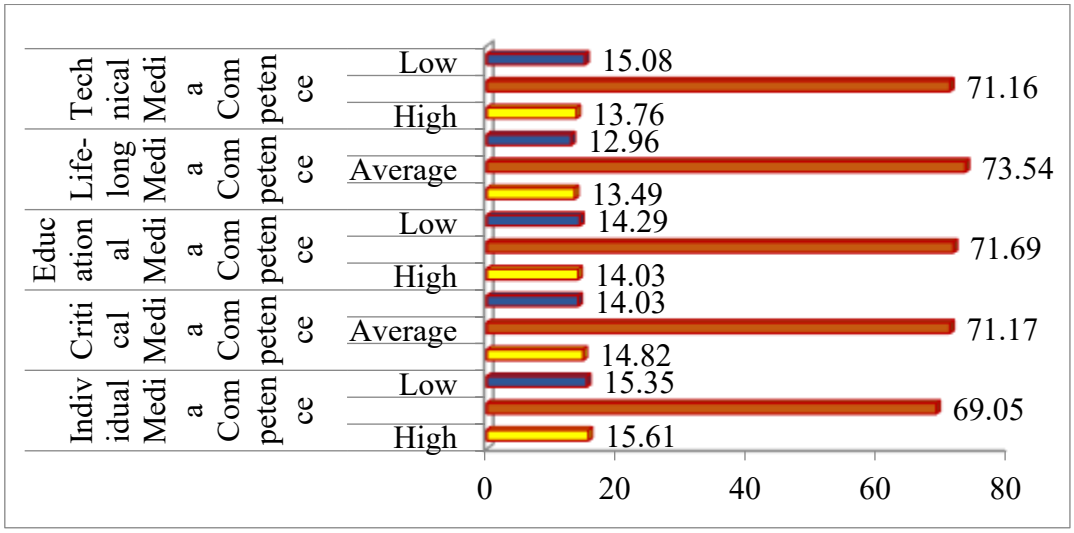

Figure 5 **Bar diagram representing levels in different dimensions of Social Media Competence**

Discussion

Here a large majority is having average Competence in using Social Media effectively for teaching and learning purposes.

Thus, the hypothesis 3 is fully substantiated.

Hypotheses 4. There exist different levels of Social Intelligence among Prospective Teachers with reference to the dimensions of Social Intelligence such as Intellectual Level, Emotional Level, Behavioural Level, Environmental Level and Ethical Level

Analysis of different levels of Social Intelligence among Prospective Teachers with reference to the dimensions of Social Intelligence such as Intellectual Level, Emotional Level, Behavioural Level, Environmental Level and Ethical Level.

The number and percentage of the Prospective Teachers with different levels (high, average, low) of the various dimensions of Social Intelligence is worked out and presented under this section.

The investigator estimated the number of Prospective Teachers under the three levels named High, Average and Low of each dimension of variable Social Intelligence for the total sample obtained as M+1σ and above in the variable Social Intelligence are labelled as high group, those who obtained scores between M+1σ and M-1σ in the variable Social Intelligence are classified as low group and those who obtained scores M-1σ and below are classified as low group in each level of Social Intelligence.

Table 6 Levels in different Dimensions of Social Intelligence among Prospective Teachers

Level of Social Intelligence	Levels	%
Intellectual Level	High	15.08
	Average	70.11
	Low	14.81
Emotional Level	High	18.78
	Average	64.02
	Low	17.19
Behavioural Level	High	19.84
	Average	61.64

	Low	18.52
Environmental Level	High	14.81
	Average	71.69
	Low	13.49
Ethical Level	High	24.34
	Average	62.43
	Low	13.23

It is seen from Table 6; the majority of the Prospective Teachers have average level in each of the dimensions of Social Intelligence. The bar diagram of the five dimensions based on the total sample on Social Intelligence is shown in the figure below

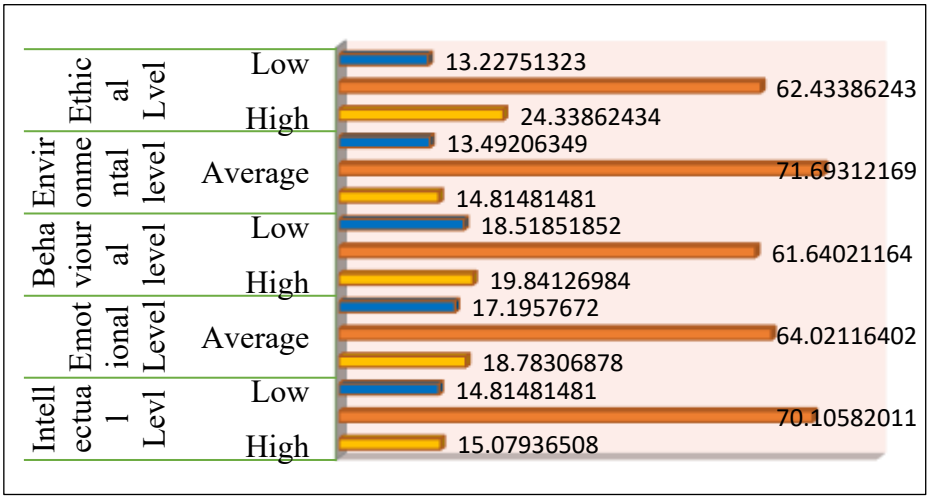

Figure 6. Bar diagram representing levels in different dimensions of Social Media Competence

Discussion

Analysis shows that a large majority is having average Competence in using Intelligence for teaching and learning purposes.

Thus, the hypotheses 4 is fully substantiated.

Hypotheses 5. There exists significant relationship between Social Media Competence and Social Intelligence among Prospective Teachers for the whole sample.

Analysis of relationship between Social Media Competence and Social Intelligence among Prospective Teachers for the whole sample.

To find out the extent the relationship between Social Media Competence on Social Intelligence of Prospective Teachers, the scores of Social Media Competence and Social Intelligence of the total sample of student teachers were subjected to Karl Pearson's Product Moment Correlation analysis.

Table 7 Data and Results of the Relationship between Social Media Competence and Social Intelligence of Prospective Teachers for the total sample

Variables	Sample	*r*
Social Media Competence & Social Intelligence	Total Sample	0.37^{**}

**. Correlation is significant at the 0.01 level (2-tailed).

The coefficient of correlation between Social Media Competence on Social Intelligence for the whole sample is 0.37. The relationship can be verbally interpreted as low correlation. This shows that there exists a significant positive relationship between Social Media Competence and Social Intelligence of Prospective Teachers for the whole sample.

Discussion

There exists a significant positive relationship between Social Media Competence and Social Intelligence of Prospective Teachers for the Total sample.

Conclusion

In the present study, found that there exists significant relationship between Social Media Competence and Social Intelligence among the Prospective teachers. Also, the study revealed that there exist different levels of Social Media Competence and Social Intelligence among prospective teachers.

Suggestions

The present study gives the possibilities of further researches in the following way:

- We can adopt a training package for our prospective teachers in formal way in order to improve their Social Media Competence in their regular teaching learning.
- We can adopt a training package for our prospective teachers in formal way in order to improve their Social Intelligence using Social Media Competence in their regular teaching learning.
- A follow up study can be conducted to make policies and revisions to add more current technology related practical trainings in our current B.Ed. curriculum.

References

1. Abraham, J., & Sharma, B. (2010, August).Relevance of ICT components in pre service Teacher Education Curriculum. *Edutracks August 2010,*9(1).
2. Admiraal, Wilfried., Vugt, V. Felix., Kranenbeurg, Frans., Koster Bob., Smit, Ben., Weijers, Sanne., and Lockhorst, Ditte.(2017). Preparing Pre-Service Teachers to Integrate Technology into K-12 Instruction: Evaluation of a Technology-Infused Approach. Retrieved from http://www.tandfponline.com.
3. Ala, M. K. (2009). Review of Learning in ICT enabled networks and communities. *JRC-Scientific and Technical Reports-European Communities.*
4. Alhaji, G. S., Kaur, T., Singh, R., & Mohammed, Y. N. (2013). Innovative use of technology in Teacher Education Pedagogical practices: the effects of ICT based inquiry approach on pre service teacher's achievement in the inquiry learning process. *The Asian Conference on technology in the classroom.*
5. Alper, M. (2013). Developementally Appropriate New media Literacies: Supporting cultural competencies and social skills in Early childhood education. *Jornal of Early Childhood Literacy,* 13(2), 175-196
6. American Psychological Association APA sixth edition. (2012). *Publication Manual of the American Psychological Association*. Washington DC, United States of America:Authour..

7. Baim, S. A. (2016). Building Professional Social Media Communications Skills: A STEM-Originated Course with University-Wide Student Appeal. *Journal of Excellence College.* 27(2), 55-182. Sighted on http://www.eric.ed.gov.
8. Bandura. (1965). Bandura AO1 - Psychology Wizard. Retrieved from http://www. *psychology wizard. Net /bandura-ao1.html.*
9. Bem. (1972). Self-perception theory. Retrieved from http://www. wikipedia. Com
10. Best, J. W., & Khan, J. V, (2008). *Research in education.* New Delhi,Prentice:Hall of India.
11. Bisht, D. (2013). Integration of ICT in Teacher Education for Enhancing Competency Based Training. Retrieved from https://www.questia.com/library /.../integration- of-ict-in-teacher-education- for-enhancing
12. Billeke, P., & Aboitiz, F. (February 2013). Social cognition in schizophrenia: from social stimuli processing to social engagement. *Frontiers in Psychiatry 2013*.
13. Bozanta & Mardikyan(2017)conducted a study on The Effects of Social Media Use on Collaborative Learning: A Case of Turkey.
14. Botting, N., Ramsden., & Gina. (2008). The role of language, Social cognition and social skill in the functional social outcomes of young adolescence with and without a history of SLI. *British Journal of Developmental Psychology June 2008 ,* 26(2), 281-300.
15. Bruner, Albert. (1957). Cognitive perspective in learning. Retrieved from http://www. Wikipedia. Com
16. Burnette, A. Summary Social Intelligence- the new science of relationships- Daniel Golman. Quick read, free book services. Retrieved from https://quickread.com/book summary/social-intelligence-173.
17. Callenmar, Ronnqvist, Louise. (2014). Social Cognition Testing in Autism Spectrum Disorder. Sighted on http://www.eric.com.
18. Chen, W., Lim, C., & Tan, A. (2010). Pre-service teacher's ICT experiences and competencies: New generation of teachers in digital age. *18th International conference on computers in education: Malaysia. Asia- Pacific Society for Computers in education.* Malaysia.
19. Chris, I. A., & Solomon, A. O. I. (2014). An assessment of ICT competence among teachers of Federal Unity Colleges in North Central Geo-political of Nigeria. *American International Journal of research in humanities, arts and social sciences Feb 2014*, 147-152.
20. Cuddy, J., & Amy, C. (2008). Fundamental Dimensions of Social Judgment. Sighted on online *European Journal of Social Psychology,* doi. 10.1002.
21. Danbar, R. I. M. (2012). Social Cognition on the Internet: Testing constraints on social network size. Publisher: The Royal Society, June 2012. Retrieved from http://rstb.royalsocietypublishing.org/content/367/1599/2192,
22. Danner, R. B., & Pessu, A. O. C. (2013). A survey of ICT competencies among students in teacher preparation programmes at the University of Benin City, Nigeria. *Journal of Information Technology education research*.12.
23. Davis, V. (September 2010). Updates on using social media in teaching and training and learning. Retrieved from http://www.edutopia.org/blog/guidebook-social-media-in-classroom-vicki-davis.
24. Department of Education and training. (2004). Competency framework for teachers. Western Australia: Department of Education and Training, ISBN 0 7307 4092 7.

25. Digital, Social Media, Mobile and Internet Statistics India. (2014). Estimated Number of Social Media Network users in India from 20012-2018 (in Millions). Sighted on http://google.com.
26. Donelan, H. (2016). Social Media for Professional Development and Networking Opportunities in Academia. *Journal of further and higher education* ,40(5),706-729.
27. Elstad ., & Christophersen. (2017). Perceptions of Digital Competency among Student Teachers: Contributing to the Development of Student Teachers' Instructional Self-Efficacy in Technology-Rich Classrooms reveals that there is a significant relationship between teacher's digital competency and their cognitive schema. Retrieved from https://www.simplypsychology.org..
28. Fedeorov, A. (2011). Levels of media competence: Russian approach. Retrieved from http://www.researchgate.net.publication/235908146.
29. Ferguson, G. V. (1996). Statistical Analysis in Psychology and Edn., Tokyo: Mc Graw Hill Publications.
30. Festinger. (1957). Cognitive-dissonance theory. Sighted on http://www. Instructional desighn. org. theories.
31. Fiske, S. T. (2004). Social beings: A core motives approach to social psychology. New York: Wiley.
32. Fiske, T. Susan., Cuddy, J.C. Amy., & Glick, Peter. (2007).*Universal Dimensions of social cognition: warmth and competence trends in cognitive sciences*, 11(2), 77–83.
33. Fiske, T. Susan., Cuddy, J. C. Amy. & Glick, Peter. (2008). *Advances in experimental Social Psychology*, Publisher: Elsevir Inc. Academic Press.
34. Fluck, E. A. (2000). A model for initial teacher ICT training. Retrieved from http://www.utas.edu.au/users/afluck.
35. Fransisca, S., & Rani, M. (2010). Internet knowledge of research scholars and their usage. *Edutracks October 2010,* 10(2).
36. Francisca, S. (2010). ICT competence of teacher trainees. *Online international interdisciplinary research journal (Bi monthly),* ISSN 22499598,2(1).
37. Garret, H. E. (2005). Statistics in psychology and education. New Delhi: Pragon international publishers.
38. George, K. M., & Joy, H. B. (2011). Challenges of digital inclusion in Indian Higher Education. *Journal of studies in teacher education*.4(1).
39. Giannakos, M. N., & Chorianopoulos, K. (2015). Making sense of video analytic lesson learned from clickstream interations attitudes and learning outcome in a video assisted course. *International review of research in open and distributed learning.* 16(1), 260-283.
40. Gracia, C. M., & Antonio, M. J. (2013 April). ICT Trends in Education. *1st annual international interdisciplinary conference*. Portugal :AIIC Azores.
41. Greenland., & Banagi, R. (1991*). Implicit Social Cognition: Attitudes, Self esteem and Stereo types,* Retrieved from http://www.verywell.com
42. Global Social Media Research Summary. (2016). A report on the basis of Globel web index(GWI), Retrieved from http://www.google.com.
43. Golman, D.(October, 2006). Social Intelligence . Bandom book ISBN : 13: 978-0-553 80352-5 . https://www.dirzon.com/file/telegram/Ebook%20Gallery/Social_Intelligence_The_New_S cience_of_Human_Relationships_by_Daniel.pdf.
44. Hobbs & Tuzel (2017) conducted a study on Teacher Motivations for Digital and Media Literacy: An Examination of Turkish Educators

45. Igmou., & Solomn. (2014). An Assessment of ICT competence among Teachers of Federal Unity colleges in North Central Geo-political of Nigeria. Retrieved from iasir.net/AIJRHASSpapers/AIJRHASS14-158.pdf.
46. ISTE. (2008). National Education technology standards (NETS.T) and performance indicators for teachers. United States: International society for technology in Education.
47. Houssa, Marine., & Nathalie, Nader,. (2016). Experimental Study of Middle-Term Training in Social Cognition in Preschoolers. *Journal of Education and Training Studies.* 4(1), Red Frame Publishing, E-ISSN 2324-8068.
48. Jakstiene, V. (2011). The coherence of teacher's ICT competence and study programmes. Social Sciences 2011. Retrieved from http:// www.eric.com.
49. Johnon, D. (July 2010). Updates on 21st century teaching competencies. Retrieved from http://doug-johnon.quarespace.com/blue-kunk-blogl/2010/7/31/top-ten-social-media-competencies-forteachers.html.
50. Kahveci., & Nihat. (2015).Pre-Service Teachers' Conceptions on Use of Social Media in Social Studies Education. Retrieved from https://eric.ed.gov/?id=EJ1060879
51. Kumar, Sandhya., & Ampili. (2014). Social Media Competence of Prospective Teachers(unpublished M.Ed. dissertation). University of Calicut, Calicut.
52. Kamehameha, S. H. (2010). 21st century skills for students and teachers. Pacific Policy Research Center 2010. Retrieved from http:// www.eric.com
53. Kandalaft, M. R., Didehbani.,N., Nyaz., Allen., & Chapman. (2013). Virtual Reality Social Cognition Training for Young Adults with High-Functioning Autism. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/22570145.
54. Kapalan, A., & Haelein, M. (2010). Users world, unite! The challenge and opportunities of social media. Business Horizon (Vol 53), issue 1, January-february 2010, 59-68.
55. Lawrence, A. S., & Veena, K. (2010). Improving teacher competency Through ICT. *National seminar on* ICT *competency of teachers* 2011. Retrieved from http:// www.eric.com
56. Lee, K. Y. S., Crooke, P. J., & Lui, A. L. Y. (2016). The Outcome of a Social Cognitive Training for Mainstream Adolescents with Social Communication Deficits in a Chinese Community. *International Journal of Disability, Development and Education,* 63(2).
57. Lei, J. (2009). Digital natives as per service teachers: what technology preparation I needed. *Journal of computing in teacher education*, 25(3).
58. Light, D., & Keisch, P. D. (2010). Integrating Web 2.0 tool in to the classroom: changing the culture of learning. Intel@ the education development centre for children and technology. June 2, 2010.
59. Luria, A.R. (1902). Cognitive Development – its Cultural and Social foundations. Harvard University.
60. Lyn, S.T., Leonard, A., & Meulenbroek, P. (2014). Social Cognition in Adolescent Girls with Fragile X Syndrome. *American Journal on Intellectual and Developmental Disabilities*, *July 2014*, 119(4),319-339.
61. Ma. (2017). How the Media Cover Mental Illnesses: A Review. Retrieved from http:// www.eric.com
62. Mahajan, G. (2012). Multimedia in teacher education: perception and uses, *Journal of education and practice,* retrieved from http://www.iite.org. ISSN-2222-1735.13 (1).
63. Marilynn, B. Brewer, & Miles, H. (2004). Social Cognition: Perspectives on Social Psychology. Publisher: John Wiley & Sons, 2004.ISBN 1405110708,

64. Martin, H. S., & Probst, P. (2008) Dissertation zur Erlangung des akademischen Grades. Theory and Measurement of Social Intelligence as a Cognitive Performance Construct., Doctor of Philosophy. https://core.ac.uk/download/pdf/51447995.pdf,
65. McCulloh, J., McIntoh, E., & Barret, T. (2011). Tweeting for teachers: how can social media support professional development. Pearson center for policy and learning: October 2011.
66. McKeeman, L., & Oviedo, B. (2013). Enhancing communicative competence through integrating 21st century skills and tool. Retrieved from http://www.cctfl.org/document/2013 report.
67. Meece, & Mize. (2009). conducted a study on Cognitive Representations of Peer Relationships: Linkages with Discrete Social Cognition and Social Behavior
68. Milton, M., & Vozzo, L. (2013). Digital literacy and digital pedagogies for teaching literacy: Pre service teacher's experience on teaching rounds. *Journal of literacy and technology,*14(1). ISSN: 1535-0975.
69. MHRD. (2012). National policy on information and communication technology (ICT) in school education. New Delhi: Department of school education literacy.
70. Narayanan, P.J (2014). The role of ICT improving the quality of school education in India. *International educational e-journal(quarterly*), ISSN: 2277-2456, 3(3).
71. NCRT. (2013). ICT for *the school curricula for* ICT *in education Version*#1. 01. New Delhi :Central Institute of educational Technology.
72. NICS (2006). National ICT competency standard for Teachers. Philippines: Commission on Informations and Communication Technology, Department and Education.
73. Paeira, C.C. (2008). Web.2 tools in pre service. An Example from Portugal:Retrieved from http:// www.repoitoriu.ptm.uminho.
74. Patra., H. N. (2014). The Role of ICT in improving the Quality of School Education in India. Retrieved from https://www.theigc.org/wp-content/.../09/Das-Gupta-KPN-2012-Working-Paper.pdf.

75. Peets., Hodges., Ernest., & Salmivalli. (2011). Actualization of Social Cognitions into Aggressive Behavior toward Disliked Targets. Retrieved from http:// www.eric.com
76. Poonam, & Bala. (2014). Teacher's preparation about provisions of ICT in school management. *Indian stream research journal,* ISSN- 2230- 785, 4(1). Retrieved from http:// www.irj.net.
77. Pronk., Jeroen, D., Tjeert,G., & Firts, A. (2016). Factors Influencing interventions on behalf of victims of Bullying:A counter factual approach to the Social Cognition of outsiders and defenders. *Journal of Early Adolescence,* 36(2), 267-291.
78. Redecher, C. (2013). The use of ICT for assessment of key competencies. *JRC Scientific and policy reports (European Commission).*
79. Sanssanwal, D. N. (2010). Use of ICT in science Teaching Learning and evaluation. *Journal of studies in teacher education,* l, 13(1). Sasson, N. J., Rachel, N. B., & Pinkham, A.E. (2013). Social Cognition, Social Skill, and the Broad Autism Phenotype. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/22987889
80. Sasson, N. J., Nowlin, R. B., & Pinkham, A. E. (2013). Social Cognition, Social skill and the broad Autism phenotype. *Autism: The International Journal of Research and Practice,* 17(6), 655-667. Retrieved from http://ww.eric.com.

81. Scholos, M., & BOttemma, J. (2014). A national ICT competency framework for student teachers. Society for Information Technology and teacher education.
82. Smith & Collins (2009) Contextualizing Person Perception: Distributed Social Cognition
83. Smith, J. J., & Greene, C. H. (2013). Pre service Teacher' use of e learning technologies to enhance their learning. *Journal of Information Technology Education. Reearch*, 12.
84. Soomro., Ahmed., & Za. (2015). Competence and Usage of Web 2.0 Technologies by Higher Education Faculty. Retrieved from http://www.tandfonline.com /doi/abs /10.1080/ 09523987.2015.1095522.
85. Sponcil, M., & Gitimu, P. (2013). Use of social media by collage students: Relationship to communication and self- concept. Sighted in an online journal *Journal of technology research*.
86. Srinivasan, P., & Muthumanickam, R. (2010). An innovative computer assisted instructional programme. *Edutracks August* 2010,9(12).
87. Stefanov, K., Naskinova, I., & Nikolov, R. (2013). ICT-enhanced teacher training for lifelong competence development. TEN Competence Integrated project funded by the European commission's 6th Framework Programme (www.tecompetence.org).
88. Strutin, K. (2011). Social media and the vanishing point of ethical and constitutional boundaries. *Pace la review*. 01,31 issue 1.
89. Tasir, Z., Mohammed, K., Dayana, N., & Harun j. (2012). Relationship between teacher's ICT training programmes: A case study among post graduate students. *The Turkish journal of educational technology, January- 2012.* 11 (1).
90. Taylor, S. J., Barker, L. A. Heavey, L., & McHale, S. (2013). The Typical Developmental Trajectory of Social and Executive Functions in Late Adolescence and Early Adulthood. Retrieved from https://www.google.co.in.
91. Toth, P.D., & Davin, K. J. (2016). The socio cognitive imperative of L2 Pedagogy. *Modern Language Journal,* 106, 148-168.
92. Turner, J. S., & Crouncher, S. M. (2014). An examination of the relationships among United States College student's Media use Habits, Need for Cognition and Grade point average, Leraning Media Technology. 39 (2), 199-214.
93. UNESCO. (2008). *Strategy Framework for promoting* ICT *literacy in the Asia- Pacific region*, Bangkok: UNESCO Bangkok publishing.
94. UNESCO. (2011). Digital literacy in education – policy brief by UNESCO. *Institute of Information Technology in Education* . Paris: UNESCO.
95. UNESCO. (2011). UNESCO ICT *competency framework for teachers*. Paris: UNESCO.
96. UNESCO. (2011). Social media for learning by means of ICT – policy brief by UNESCO *institute of Information Technologies in Education*. Paris: UNESCO.
97. UNESCO. (2013). UNESCO global media and information literacy assessment framework: Country readiness and competencies. Japan:UNESCO communication and information sector & UNESCO institute for statistics.
98. Uplane, M., Sonawane A. S., & Padmini, M. S. (2011). CAI: An effective instructional method for secondary school low achiever. *Edutracks march 2011*.10(7).
99. VanVen, M. J. M., Baars, G. J. A., Wieland, A., & Jager, K. M. (2006). Leren(en) decerenmet digitale leermiddelen in het hoger onderwijs. Den Haag: Lemma (in Dutch).

100. Vera, Dooley., & Beauchamp, M. H. (2015). Cognitive Underpinnings of Moral Reasoning in Adolescence: The Contribution of Executive Functions. *Journal of moral education,* 44(1).
101. Watson, G., & Pretige, S. (2001). Changing pattern of pre service teacher's ICTcompetencies and what it means for pre service teacher education programs. *AARE Conference Fermantle*. 2-6.
102. Williamson, Rabeecca., Brooks, Rechele., & Meltzoff, N. Andrew. (2015). The Sound of Social Cognition: Toddlers' Understanding of How Sound Influences Others. *Journal Of Cognition And Development,* Advance online publication*, doi:10.1080/15248372.2013.824884.*
103. Yamaguchi &Wynn (2009) conducted a study Continuity in Social Cognition from Infancy to Childhood.
104. Zorba, E. (2011). Identifying the computer competency levels recreation department undergraduates. *Turkish online journal of educational technology*. October 2011 10(4).
105. Zwaneveld, B., & Batiaens, T. (2010). ICT competencies of the teacher: About supporting learning and teaching processes with the use of ICT. Retrieved from http://www.accedemia.edu. .