

International Journal of Multidisciplinary Comprehensive Research

Usage & acceptance of social media by pre service teachers of teacher education institutions (TEIs)

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Article Info

ISSN (online): 2583-5289

Volume: 02

Issue: 03

May-June 2023

Received: 23-04-2023;

Accepted: 14-05-2023

Page No: 28-33

Abstract

A relatively recent but potentially significant development that has implications for 21st-century teaching, learning, and teacher education is the rising use of social networking sites to broaden and deepen one's social connections. Many universities & educational institutions implement social media for various reasons. Social networking is increasingly attracting the attention and interest of academics and researchers in the education field as well. Recently, educational institutions have begun incorporating these social media tools such as Facebook, WhatsApp etc into their marketing mix to connect with everyone, from prospective students to alumni. Social media has a greater impact on the teaching and learning environment. Its applications can improve debates, collaborative work, and class materials. Researchers and educators are experimenting with social media technology to promote teamwork, knowledge production, and critical thinking. However, little reliable research existed to indicate whether these social media sites are appropriate or effective resources to use in the teaching learning process. A few studies have been conducted in these areas, especially in our country. This paper aims to assess the acceptance and usage of social media by pre-service teachers in their training program. A sample of 280 pre-service teachers took part in the research.

The study found that the usage of social media differs among pre-service teachers on the basis of their level of qualification. The analysis also revealed that there is significant relationship in the usage of social media among pre-service teachers based on their experience in using social media & time spend in using social media on daily basis. The study therefore recommends that social media sites are a strong tool that can support the teaching learning process among pre-service teachers.

Keywords: social networking sites, social media acceptance, social media usage, pre-service teachers, teaching learning process

Introduction

In academic application, social media has taken on a wide range of definitions as a rising phenomena. Media that promote social interaction are referred to as social media. Therefore, the term "social media" (technology) refers to web-based applications that let individuals and organisations create, interact with, and distribute fresh user-generated material or already existing content through two-way communication.

With the increased use of the internet worldwide, social media sites like Facebook, Twitter, and Instagram are becoming popular (Kemp, 2018)^[8]. More research needs to be conducted on social media use and behaviour, notably in the areas of privacy and e-professionalism (Duke, Anstey, Carter, Gosse, Hutchens, & Marsh, 2017)^[6]. These issues are especially important because professions like education and healthcare have higher expectations and standards for both students and working professionals (Barnable, Cunning, & Parcon, 2018; Cain, 2008; Foss & Olson, 2013)^[2, 5, 7].

With the introduction of social media, the network of persons who are connected to one another has undergone a significant transformation. Regardless of socioeconomic status, religion, or culture, social media has an impact on all facets of society (Rasheed, Malik, Pitafi, Iqbal, Anser & Abbas, 2020) ^[15]. Social media allows for greater active involvement with one another, as well as the ability to produce, contribute, and chat with one another. This allows users to grasp current events on a global scale. As a result, the knowledge society is established throughout the world. The students may also display their superiority and expertise.

Social networking websites play a significant role in social communication by enabling people to express their love, care, concern, and accomplishments. Adoption of social media is now simple, allowing users to join, connect, socialise, share information, and stay up to date on current events.

In the field of education the social media plays a tremendous role. Utilizing social networking sites for teaching and learning has a beneficial influence on social media adoption and ushers in a new era of education. According to Kevin, P. B., Lori, B. H., and Bethany (2010) the key concerns with social networks were identity, network infrastructure, privacy concerns, technological challenges, and the need for using them as teaching and learning tools. The students can have abreast of knowledge in the subject contents, as they acquire everything through web sources. It has become evident that the learners don't need to rely only upon the textual material and lectures. Even the teachers and demonstrators have also widely depend on the net sources & social media, which ensures them to acquire wider knowledge in the content deliverance. Social media offers opportunity to go from a teacher-centered to a learner-centered classroom since it encourages the most engagement and cooperation. Social media allows for the individualization of learning while still facilitating group work and engagement, making this a feasible goal.

Over the past few years, social media have grown in both popularity and notoriety. It has significantly enhanced user interaction on the Web and progressed in the field of education. However, there needs to be improvement in the implementation of these technologies in teacher education in underdeveloped nations, especially India. Due to a lack of supporting factors including administrative assistance, equipment, talents, and infrastructure, it has been inadequate. As a result, it is now important to understand the usage & acceptance rate of social media by Pre service teachers and the relevance of the study to the curricular framework.

Literature Review

Several studies have been carried out in India to evaluate use of social media sites in connection to different academic variables. However, the current researchers highlighted a handful of the most important papers in the field.

Lee and Lan (2007) ^[11] examined Web 2.0 technologies as a way to achieve collaborative intelligence and suggested that, theoretically, Web 2.0 can facilitate collaborative intelligence.

A study on "The effectiveness of Wiki as a collaborative learning tool" was carried out by Minocha and Thomas (2007) ^[13] they discovered that effective collaboration requires ensuring participant socialisation. They discovered proof of the Wiki's effectiveness as a collaborative authoring tool for enhancing

learning.

Neelamalar and Chitra (2009) ^[14] in their study entitled "New Media and Society: A Study of the Impact of Social Networking Sites on Indian Youth", show that most Indian youth use one or more social networking sites. They use the internet more to post and download content.

Kuppuswamy (2010) ^[10] in his study entitled, "The Effect of Social Networking Sites on the Education of Youth" found that social networking sites such as orkut, Facebook, MySpace and YouTube have become popular and take place in most people's daily lives.

Madhusudhan (2012) ^[12] conducted a study on 'Use of Shared Sites by Researchers at Delhi University'. It was found that most of the respondents prefer SNS Facebook and Research Gate to learn.

Ms Brintha (2017) ^[4] conducted study on acceptance & usage of social Media by B.Ed Teacher trainees in Bharathiar university and results showed that there are no significant differences among usage of social media by pre-service teachers based on their qualification of being Bachelors and Post Graduates.

Jamal Abdul Nasir Ansari and Nawab Ali Khan (2020) ^[1] conducted a study investigating the role of social media in collaborative, innovative. Collaborative learning of college students in a social setting results in better relationships with friends and colleagues

Manzur kolhar and Raisa nazir Ahmed (2021) ^[9] investigated the effect of social media use on relationships and sleep duration in university students. The results showed that 97% of the students used social media. Only 1% use it to study, 35% use apps to chat, and 43% browse apps to pass the time

Significance of Study

In order to launch the future successful implementation of social media in the academic sectors, the research study seeks to present the strategy on the current uses and acceptance of utilizing social media in various educational institutions. The social media has expanded its use in daily life, particularly in the lives of students. As social media improves learners' cognitive abilities.. Social media must be used by the institutions to enhance the teaching and learning process. It fosters curiosity and interest in studying and teaching. The academic sectors will eventually turn the classroom into a learner-centered environment. Therefore, implementing social media platform utilisation in their context is the responsibility of educational institutions.

The educational institutions must also organize how students use social media. The Pre-Service Teachers need to be well-groomed and educated on how to use social media. The teacher must only rely on the written materials when preparing for the class. Given the globalization of the world, this condition must be entirely abolished. Therefore, teachers need to be aware of how to use social media to gain a deeper understanding of the curriculum, current events, the newest technological advancements, and historical records, all of which are important. Such preparation is sufficient to meet the needs and demands of developing children. These teachers are the only ones who can satisfy the students' thirst for information.

The use of social media must therefore be covered in the B.Ed. curriculum structure. The use of web-based materials and resources in the teaching process is required in order to equip teacher candidates with extraordinary knowledge in the fields of education and subjects. It demonstrates the pressing

necessity for society to hire flexible teachers for its educational institutions.

By keeping in view, the investigators augmented to do the research on the topic “ USAGE AND ACCEPTANCE OF SOCIAL MEDIA BY PRE SERVICE TEACHERS IN TEACHER EDUCATION INSTITUTIONS (TEIs)”

Objectives

1. To study the extent of usage of variety of social media by Pre-service teachers for different Purposes?
2. To find out whether there is any significant difference in the usage of social media among Pre-service Teachers based on qualification?
3. To find out whether there is any significant difference among Pre-service teachers in their usage of social media with regard to Experience in using social media?
4. To find out whether there is any significant difference among Pre-service teachers in their usage of social media with regard to daily time spent in using social media?

Hypotheses

1. There is no significant difference among Pre-service teachers in using & accepting social media in their training programme with respect to their qualification.
2. There is no significant difference among pre-service teachers in using & accepting social media in their training programme with respect to their experience in using social media.
3. There is no significant difference among pre-service teachers in using & accepting social media in their training programme with respect to their daily time spent on social media.

Delimitations

1. Sample was confined to 280 Pre-service teachers drawn randomly.
2. The investigation was restricted only to Pre-service teachers undergoing B.Ed course.
3. The study was confined to the B.Ed. Colleges in 4 educational zones of District Kathua i.e Lakhampur zone, Hiranagar zone , Kathua zone & Basohli zone.

Methods and Procedure

The normative survey method was adopted in the present study. Surveys are conducted to establish the nature of existing conditions. The survey approach to educational problem is one of those most commonly used. It is the best method used to obtain information usage of social media among Pre service teachers.

Population: The population for thr present study was consisted of 725 Pre service teachers from B.Ed. Colleges in District Kathua in session 2021-23. (13 B .Ed. colleges)

Sample: The total sample for the present study consisted of 280 pre service teachers from B.Ed. colleges in District Kathua (7 colleges).Random sampling method was adopted to select the sample.

Sampling technique: Simple random sampling technique is adopted in the present investigation.

Tools: Tools employed for the present study were self constructed. Following tools were prepared:

- A. Social Media Usage Scale
- B. Social Media Acceptance Scale.

For the present investigation, the researchers prepared a Social Media Usage Scale. It was a matrix based scale which explored the usage of various social networking tools like Facebook, Whatsapp, Youtube, Blogs, Google Meet and Twitter etc. by pre-service teachers for various professional development activities like lesson planning, content delivery, collaborative teaching , multi directional communication. Social media questionnaire with 30 statements were designed to collect primary data on the social media acceptance. Each statement was put on a five point Likert scale. After eliminating and modifications made on some items as suggested by the experts 30 items were finalized for the tool.

Table 1: Scoring procedure for the Social Media Acceptance scale is given in the table.

Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

The questionnaire was distributed to 280 pre-service teachers within the age group of 20-30 years to understand their acceptance & usage of social media as an educational tool in their training programme.

Data Analysis

The most important step in any research project is the organization, analysis & interpretation of data. After the collection of data, the next step is analysis and interpretation of data and formulations of conclusions and generalizations to get a meaningful picture of raw data collected. The tabulated data has no meaning unless it is analyzed and interpreted by some sophisticated statistical techniques so as to arrive at conclusion.

In the present study analysis of data involves following techniques:

1. Percentage Analysis & Checking frequencies
2. Applying t test for testing hypothesis.

Objective 1: To study the extent of usage of variety of social media by Pre-service teachers for different Purposes.

Table 2: Frequent Usage of Different Social Media tools for various purposes

Items	Communicating and Collaborating with colleagues		Student Support, Moderation		Lesson Planning		Teaching competencies		Assessments & Evaluations	
	N	%	n	%	n	%	n	%	n	%
Facebook	54	19.2	30	34.2	13	4.64	16	5.71	13	4.64
WhatsApp	63	22.5	49	17.5	41	14.64	40	14.2	37	13.21
Gmeet/zoom	38	13.57	31	11.07	30	10.71	41	14.64	27	9.64
You tube	37	13.21	42	15	48	17.14	42	15	32	11.4
Blogs	33	11.7	36	12.85	19	6.7	26	9.28	29	10.35
Mails	46	16.42	36	12.85	32	11.42	41	14.64	37	13.21

Interpretation

It is found from data analysis that Pre Service Teachers use social media Apps like Facebook, WhatsApp, G-meet, U tube, blogs & mails for various purposes. On an average, 16.1 % Pre service teachers use social media frequently & 30% use regularly for communicating & collaborating with students. 17.24% use social media frequently & 26.5% Pre-service teachers use regularly for student support & moderation. 10.87% use social media frequently & 25.35 % use regularly for Lesson planning. 12.24% use social media frequently & 25.41% use regularly for enhancing their competencies and approx. 10.4% pre-service teachers use social media frequently & 22% regularly for assessments and evaluations.

Hypothesis 1: There is no significant difference among pre service teachers in using & accepting social media in their training programme with respect to their qualification.

Table 3: Comparison of Mean Scores of the Use of Social Media by Bachelors and Post graduate Pre-service teachers

Qualification	N	Mean	SD	SED	t	Remark
Bachelors	146	117.70	11.0026	1.32	3.59	Significant (0.01 level)
Post Graduates	134	122.50	11.0704			

Interpretation

It is found from above table 3 that calculated t value of the use of social media by Bachelors & Post graduate Pre service teachers is 3.59 which is greater than table value 1.96. It means there is significant difference among pre service teachers in using & accepting social media in their training programme with respect to their qualification. Therefore hypothesis 1 is rejected. Also the usage of social media by Post graduate teachers is more (M=122.5) than Bachelors (M=117.7).

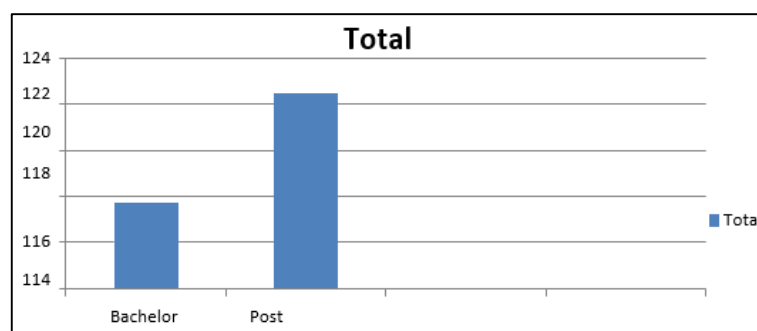


Fig 1: Comparison of mean scores of Bachelors and Post Graduates

Hypothesis 2: There is no significant difference among pre service teachers in using & accepting social media in their training programme with respect to their experience in using social media.

Therefore hypothesis 2 is accepted. Also the usage of social media by Pre service teachers having <5 years of experience in media is slightly more (M=120) than those using for >5 years (M=118.9).

Table 4: Comparison of Mean Scores of the usage of Social Media by pre service teachers with respect to their experience in using social media

Experience in using social media	N	Mean	SD	SED	t	Remark
<5 years	180	120.37	11.5626	1.414	0.99	Not Significant
>5 years	100	118.97	11.2217			

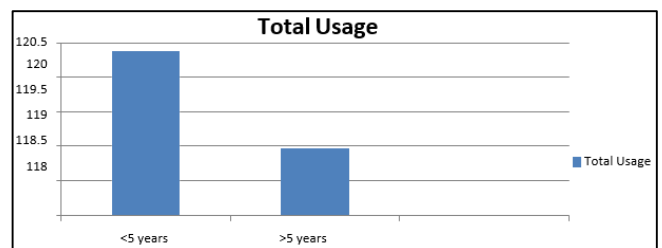


Fig 2: Comparison of mean scores

Interpretation

It is found from above table 4 that calculated t value of the use of social media by Pre-service teachers is 0.99 which is less than table value 1.96. It means there is no significant difference among pre service teachers in using & accepting social media in their training programme with respect to their experience in social media.

Hypothesis 3: There is no significant difference among pre service teachers in using & accepting social media in their training programme with respect to their daily time spent on social media.

Table 5: Comparison of Mean Scores of the Use of Social Media by pre service teachers with respect to their daily time spent on social media

Time spent in using social media	N	Mean	SD	SED	t	Remark
<3 Hours	175	119.26	11.6511	1.39	1.21	Not Significant (0.05 level)
>3 Hours	105	120.95	11.0326			

Interpretation

It is found from above table 5 that calculated t value of the use of social media by Pre service teachers is 1.21 which is

less than table value 1.96. It means there is no significant difference among pre service teachers in using & accepting social media in their training programme with respect to their

time spending in social media on daily basis. Hypothesis 3 is accepted. Also the usage of social media by Pre service

teachers spending time >3 hours is slightly more (M=120.9) than those using for < 3 hours (M=119.2).

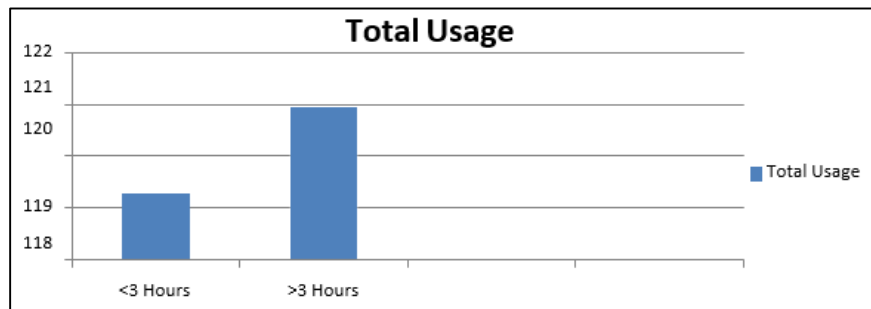


Fig 3: Comparison of mean scores

Findings and Results

On the basis of data analysis, we found that

1. There is significant difference among Pre-service teachers in using & accepting social media in their training programme with respect to their qualification i.e Bachelors and Post Graduates
2. There is no significant difference among Pre-service teachers in using & accepting social media in their training programme with respect to their Experience in social media.
3. It is found that maximum no. of Pre-service teachers (175) use social media for less duration of time (<3 hours) and less no of teachers (105) use social media for more no of hours i.e more than 3 hours.

Educational Implications

1. This study provides insight into the use of social media by teachers involved in most of the activities, and therefore makes them aware of the importance of social media. Media and teaching aids. They use social media more effectively and efficiently.
2. This study shows that pre service teachers who use social media agree that social media can help them change society and improve their social skills. This study will be useful for teacher candidates, teachers and Education leaders.
3. Other, teachers can learn about Pre-service teachers' use of social media, their goals, adoption and behavior. They can use various social media tools according to their choice in their daily classroom activities, and they can also suggest a variety of social media tools to policy makers.
4. Many Pre-service teachers use social media for various educational purposes. This shows that social media, is very effective in teaching. In the current situation, it is said that all schools should develop the media as a unique teaching and include it in the curriculum using appropriate strategies.

Conclusions

The present research suggests that social media apps are widely used by pre service teachers for various purposes in their training programme. Facebook and Whats App have emerged as the most popular apps for communicating & collaborating with colleagues & providing student support. You tube is widely used by Pre-service teachers for Lesson planning & enhancing their competencies. These social networking websites also offer new and innovative ways to

communicate with colleagues & students in a quick manner. Social media has improved the educational process by introducing elements of flexibility, self-paced learning, self-knowledge, and inclusivity. These components, in one way or another, promote the growth of social, technical, and transferable abilities that are important for both formal and informal learning. In addition, pre-service teachers are using social media apps at increasing rates and visiting them quite frequently for enhancing their learning & teaching competences. The teachers can instantaneously and directly communicate with the students and swap comments on pedagogy, curriculum, and other topics. The social media platform supports professional networking, peer support, and reflective practice while assisting pre-service teachers in creating their online identities. In general, we can say that the way education has historically been offered is drastically changing as a result of social media.

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