

B.ED TEACHER TRAINEES USAGE OF SOCIAL NETWORKING SITES

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ABSTRACT

The objectives of this study is to find out the B.Ed., Teacher Trainees' level of Social Networking sites usage and to determine whether there is any notable difference in the B.Ed., Teacher Trainees' level of Digital Resources availability, with regard to the sub samples, Gender, Locality, Medium of study. For the present study, the investigator adopted normative survey method. This investigation was carried out in the Vellore, Thiruvannamalai and Ranippaettai districts of Tamilnadu, India. The sample of 836 B.Ed., Teacher Trainees was selected using a random sampling procedure. Social Networking sites usage Scale constructed and validated by Nawab Ali Khan, et al (2022) was used for this study. The B.Ed., Teacher Trainees' are possessing a moderate level of Social Networking sites usage. There is significant dissimilarity in Social Networking sites usage between male and female, rural and urban, Tamil and English medium B.Ed., Teacher Trainees.

KEY WORDS: Social Networking Sites, B.Ed., Teacher Trainees

INTRODUCTION

Teacher Trainees increasingly use social networking sites to interact with one another, obtain information and resources, and take part in online debates. These websites make it easy for teacher candidates to exchange concepts, practical knowledge, and resources, which makes it simpler to seek advice from more seasoned educators. Additionally, learners have the chance to network professionally, communicate with other educators, and have access to current information and tools. However, there are known hazards associated with using social networking services. These include the potential for online bullying, privacy issues, and the dissemination of unsuitable content. It is crucial for teacher candidates to be aware of these threats and take the required precautions to protect their privacy and security online. It's crucial for teacher candidates to understand the standards of online conduct in order to maintain professional interactions. In general, social networking websites provide excellent opportunities for teacher candidates to interact in academic discourse, exchange materials, and work together on projects. However, it is crucial that students understand the hazards and take precautions to safeguard their online safety.

REVIEW OF RELATED LITERATURE

The use of social media, particularly Facebook and Twitter, as a teaching tool in introductory Spanish classes was investigated by Miller A.M., et al., in 2019. Students' preferences and the academic impact of adding social media as a course component were examined in two university-level, introductory Spanish courses; one used Facebook and the other Twitter. Assignments lasting an equivalent number of weeks were added to both the Facebook and Twitter classes. The findings indicate that students' perceptions of their skill growth and their awareness of Spanish-speaking nations and current events were generally positive. The findings also show that students thought social media was a useful tool for learning about culture and how to use the target language. These results support the use of social media as a teaching tool

in language classrooms of the twenty-first century.

Alhumaid F. (2020) confirmed the value of social media and digital media in education and acknowledged the potential uses of networks in knowledge production. It has used a survey methodology by asking instructors and students in the United Arab Emirates how they feel about using social media in the classroom. The technological approach, inside the teaching-learning process, allows teachers and students better tune in and communicate in ways that have evolved into the current life of all groups through a more flexible and sensitive teaching process, it is decided.

OBJECTIVES OF THE STUDY

The objectives of the present investigation are as follows:

- To find out the B.Ed., Teacher Trainees' level of Social Networking sites usage.
- To determine whether there is any notable difference in the B.Ed., Teacher Trainees' level of Social Networking sites usage, with regard to the sub samples, Gender, Locality, Medium of study.

HYPOTHESES OF THE STUDY

- Suitable null hypotheses were framed.

METHOD OF STUDY

- For the present study, the investigator adopted normative survey method.

LOCATION OF THIS STUDY

- The current investigation was carried out in the vicinity of Vellore, Thiruvannamalai and Ranippaettai districts of Tamilnadu, India.

SAMPLE OF THIS STUDY

- The sample of 836 B.Ed., Teacher Trainees was selected using a random sampling procedure.

TOOL USED FOR THIS STUDY

- Social Networking sites usage Scale constructed and validated by Nawab Ali Khan, et al (2022) was used for this study.

DESCRIPTIVE AND DIFFERENTIAL ANALYSIS

The B.Ed., Teacher Trainees' Social Networking sites usage scores of year end examinations are collected from the 836 B.Ed., Teacher Trainees. For both the total sample and its sub-sample, the mean and SD were determined and are given in Table No. 1.

Table 1: The Mean and SD of B.Ed., Teacher Trainees ' Social Networking Sites usage Scores

Demographic Variables	Sub Sample	N	Mean	Sd
Gender	Male	366	54.05	11.486
	Female	470	61.61	11.998
Locality	Rural	450	61.23	12.334
	Urban	386	54.89	11.483
Medium of study	Tamil	589	57.37	12.119
	English	247	60.53	12.645

The B.Ed., Teacher Trainees' are having moderate level of Social Networking sites usage (M=58.30).

Further, the mean values for the sub samples of B.Ed., Teacher Trainees indicates that Female, Rural, English, are having higher level of Social Networking sites usage than their counterparts.

NULL HYPOTHESIS

There is no significant dissimilarity in Social Networking sites usage between male and female B.Ed., Teacher Trainees.

For the purpose of testing the hypothesis ' t ' value is calculated

Table 2: The significance of dissimilarity Social Networking sites usage between Male and Female B.Ed., Teacher Trainees' usage

Gender	N	Mean	Sd	T-Value	State of Significance
Male	366	54.05	11.486	9.267	Significant
Female	470	61.61	11.998		

It is found from the above table, that the calculated ' t ' value (9.627) is greater than the table value. Hence the formulated null hypothesis is disproved, and it is concluded that there is a significant dissimilarity in Social Networking sites usage between male and female B.Ed., Teacher Trainees.

NULL HYPOTHESIS

There is no significant dissimilarity in Social Networking sites usage between rural and urban B.Ed., Teacher Trainees.

For the purpose of testing the hypothesis ' t ' value is calculated

Table 3: The Significance of Dissimilarity in Social Networking Sites Usage Between Rural and Urban B.Ed., Teacher Trainees

Locality	N	Mean	SD	t-value	State of significance
Rural	450	61.23	12.334	7.696	Significant
Urban	386	54.89	11.483		

It is found from the above table, that the calculated ' t ' value (7.696) is greater than the critical value. Hence the formulated null hypothesis is disproved, and it is concluded that there is a significant dissimilarity in Social Networking sites usage between rural and urban B.Ed., Teacher Trainees.

NULL HYPOTHESIS

There is no significant dissimilarity in Social Networking sites usage between Tamil and English B.Ed., Teacher Trainees.

For the purpose of testing the hypothesis ' t ' value is calculated.

Table 4: The significance of dissimilarity in Social Networking sites usage between Tamil and English B.Ed., Teacher Trainees

Medium of Study	N	Mean	SD	T-Value	State of Significance
Tamil	589	57.37	12.119	3.341	Significant
English	247	60.53	12.645		

It is found from the above table, that the calculated 't' value (3.341) is greater than the table value. Hence the formulated null hypothesis is disproved, and it is concluded that there is a significant dissimilarity in Social Networking sites usage between Tamil and English Higher Secondary.

CONCLUSIONS

The conclusion of this study is that B.Ed., Teacher Trainees usage of Social Networking sites can be beneficial in a variety of ways, but it also has the potential to cause a range of negative outcomes. It is clear that the use of social networking sites can be a powerful teaching tool, providing teachers with access to a wide variety of educational resources. However, it is also important to consider the potential risks associated with such use. The risks can include cyberbullying, wasting of time, and the potential for damaging personal reputations through inappropriate postings. Therefore, it is essential that teachers take the necessary steps to ensure that they use social networking sites in an appropriate and responsible manner. This includes setting clear expectations and guidelines for use, monitoring the usage of students, and educating students about appropriate online behavior.

REFERENCES

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