



A Study on Attitude of Student-Teachers Towards Using Social Media

Bina Mahato
Ph.D. Research Scholar
Srinath University
Adityapur, Jamshedpur, Jharkhand

Dr. Suchitra Behra
Associate Professor
HOD, M.Ed. Department
Kolhan University, Chaibasa Jharkhand

Dr. Mamta Sharma
Associate Professor
School of Education
Srinath University
Adityapur, Jamshedpur Jharkhand

Abstract

This study investigates the attitudes of student-Teachers towards using social media. With the growing influence of social media in various sectors, including education, understanding these attitudes can provide insights into how future educators might integrate technology into their teaching practices. Questionnaire tools have been used for the Attitude towards using social media. On this study data was collected from 100 student-Teachers through surveys. It is found that the Teacher Trainers have good Attitude towards using social media. The findings reveal that while most students view social media positively for personal use, there are mixed feelings about its educational value. Key barriers include concerns about distractions and the reliability of information. The study concludes with recommendations for better integrating social media into educational contexts.

Keywords: Social media, Student- Teachers, attitudes, education, technology integration

Introduction

The emergence of social media has had a profound influence on communication, knowledge sharing, and learning. Platforms like Facebook, Twitter, Instagram, and WhatsApp are not only useful for social engagement, but also for academic and professional advancement. Future instructors must grasp how to properly use these platforms. Social media may be an effective tool for encouraging collaboration, increasing student involvement, and offering access to a variety of educational resources.

One of the key advantages of social media in education is its capacity to boost student participation. According to studies, adding social media into the classroom can improve learning by making it more participatory and interesting.

Social media makes collaborative learning easier by allowing students to work together on assignments and projects regardless of their physical location. Platforms like Google Classroom, Edmodo, and Microsoft Teams allow students to exchange work, offer feedback, and communicate in real time. According to Tess (2013), collaborative learning using social media can assist students improve critical thinking and problem-solving abilities. Additionally, it fosters a sense of community and peer support, which can improve the entire learning experience.

The large quantity of material available on social media platforms allows students to access a wide range of resources and opinions. Educators may utilize social media to provide articles, films, and other educational resources that supplement the curriculum. YouTube, for example, is an excellent resource for instructional videos and tutorials, whilst Twitter may be used to follow professionals and organizations from a variety of sectors.

Social media allows students to communicate with professionals, organizations, and specialists in their field of study. This real-world link can give useful insights and increase the relevancy of academic information. According to Veletsianos and Kimmons (2012), these links can assist students bridge the gap between academic knowledge and practical application, better preparing them for their future employment. The incorporation of social media into education has had a revolutionary impact on how students and instructors connect, access information, and engage in collaborative learning.

Social media sites like Facebook, Twitter, Instagram, LinkedIn, and YouTube have become indispensable tools in the educational environment, presenting several opportunities and difficulties. This study investigates the role of social media in education, including its advantages, disadvantages, and consequences for students, instructors, and educational institutions.

A student teacher is an individual who is in the process of completing their teacher education program by gaining practical experience in a classroom setting. Typically, a student teacher is a college or university student who is studying to become a certified teacher. During their student teaching period, they work under the supervision of an experienced teacher (often called a cooperating teacher) to learn the day-to-day responsibilities of teaching, including lesson planning, classroom management, and student assessment. Student teaching is usually one of the final stages in teacher education programs, allowing prospective teachers to apply their theoretical knowledge in a real-world educational environment before becoming fully certified.

Review of literature

According to Manca and Ranieri (2016) highlighted that students appreciate the interactive nature of social media, which can make learning more engaging and dynamic. The ability to easily share information, discuss ideas, and collaborate on projects was particularly valued. These platforms were also recognized for promoting digital literacy and helping students develop critical thinking and communication skills.

Social media is also recognized as a valuable tool for professional development among B.Ed students. Carpenter and Krutka (2015) emphasized that platforms like Twitter and LinkedIn offer opportunities for networking, sharing best practices, and staying updated with the latest trends in education. By participating in online professional communities, B.Ed. students can enhance their knowledge and skills, which is essential for their growth as future educators.

Junco, Heiberger, and Loken (2011) found that using Twitter in a classroom setting increased student engagement and improved grades. The study demonstrated that social media could foster a sense of community and encourage active participation in the learning process. For B.Ed. students, such engagement is crucial as it prepares them for their future roles as educators who need to create engaging and interactive learning environments for their students.

Numerous studies indicate that B.Ed students generally have a positive attitude towards using social media for educational purposes. For instance, Ajjan and Hartshorne (2008) found that pre-service teachers viewed social media as a valuable tool for enhancing communication, collaboration, and resource sharing. Social media platforms such as Facebook, Twitter, and WhatsApp were seen as effective for creating learning communities, facilitating peer interactions, and providing access to diverse educational resources.

Gaps in Literature While there is substantial research on social media in general education contexts, there is a lack of studies focused specifically on student-teachers. This research aims to fill this gap by exploring their unique perspectives and experiences. Additionally, previous studies have not thoroughly addressed the specific barriers and facilitators perceived by future educators regarding social media use in professional settings.

Problem Statement Despite the pervasive use of social media, there is limited research specifically focused on the attitudes of Student- Teachers towards these platforms. This study seeks to address this gap by exploring their perceptions and attitudes towards the use of social media in their academic and future professional lives.

Significance of the Study Social media plays a critical role in helping student-teachers achieve their goals and supports their overall development. Academic institutions that integrate social media into their systems can facilitate easier and more effective interaction with student-teachers. This digital platform is vital for the future of student-teachers, as it provides valuable opportunities for both learning and teaching. Through peer interaction, social media fosters a collaborative and dynamic educational environment.

Moreover, social media enhances communication between students and teachers, allowing them to exchange ideas and resources more efficiently. As students become more engaged with new technologies, they also gain proficiency in using computers and other electronic devices. By emphasizing technology in education and business, student-teachers can further hone their skills, making them more adaptable to the demands of modern education.

Understanding the attitudes of student-teachers towards social media is critical for developing more effective instructional strategies that leverage these platforms. It can also provide valuable insights for policymakers and educators on how to better integrate technology into the curriculum, ultimately enhancing learning outcomes. Consequently, the investigator has chosen to study the “attitude of student-teachers towards the using social media.”

Objective of the Study

1. To find out the level of attitude towards using social media among student- teachers.
2. To find out the significant difference between male and female student-teachers with respect of attitude towards using social media.
3. To find out the significant difference between rural and urban student-teachers with respect of attitude towards using social media.

Hypothesis of the Study

1. The level of attitude towards using social media among student- teachers is unfavourable.
2. There is no significant difference between male and female student-teachers with respect to attitude towards using social media.
3. There is no significant difference between rural and urban student-teachers with respect to attitude towards using social media.

Methodology

The purpose of this research is to learn about the "Attitude of Student-Teachers towards Using Social Media". The investigator used the "Descriptive Survey Method" for the current investigation. The questionnaire was adopted was by the investigator and was forwarded to the student-teachers for the response.

Sample of the Study

The sample refers to the small part of the population chosen for observation and study. The sample for the current investigation was selected using a simple Random sampling technique. The investigator gathered 100 student-teachers from the Seraikella-Kharsawan District in Jharkhand.

Tools Used for the Study

The following research tool has been administered in the study for the collection of data regarding the selected variables.

- Social Media attitudes scale adopted by U. Karthik and Dr. R. Shivakumar for the present study (2022).

Statistical Techniques Used for The Study

Descriptive statistics and ‘t’ test has been used for Testing Hypotheses.

Data Collection Methods

- **Surveys:** A questionnaire was distributed to all participants to gather quantitative data on attitude of social media. The survey included Likert scale items, multiple-choice questions.

Results and Discussion

1. Objective 1: To find out the level of attitude towards using social media among student- teachers.

**Table 1. Mean and Standard Deviation of Student-Teachers
Attitude towards Using Social Media**

Variables	N	Mean	Standard Deviation
Social Media Attitude	100	3.59	0.29

From the Table 1 Mean and Standard Deviation of Student-teachers Attitude towards Using social media is 3.59 and 0.29. It shows that the student- teachers favourable attitude towards using social media. Figure no. 1 shows the Mean and Standard Deviation of 100 student- teacher.

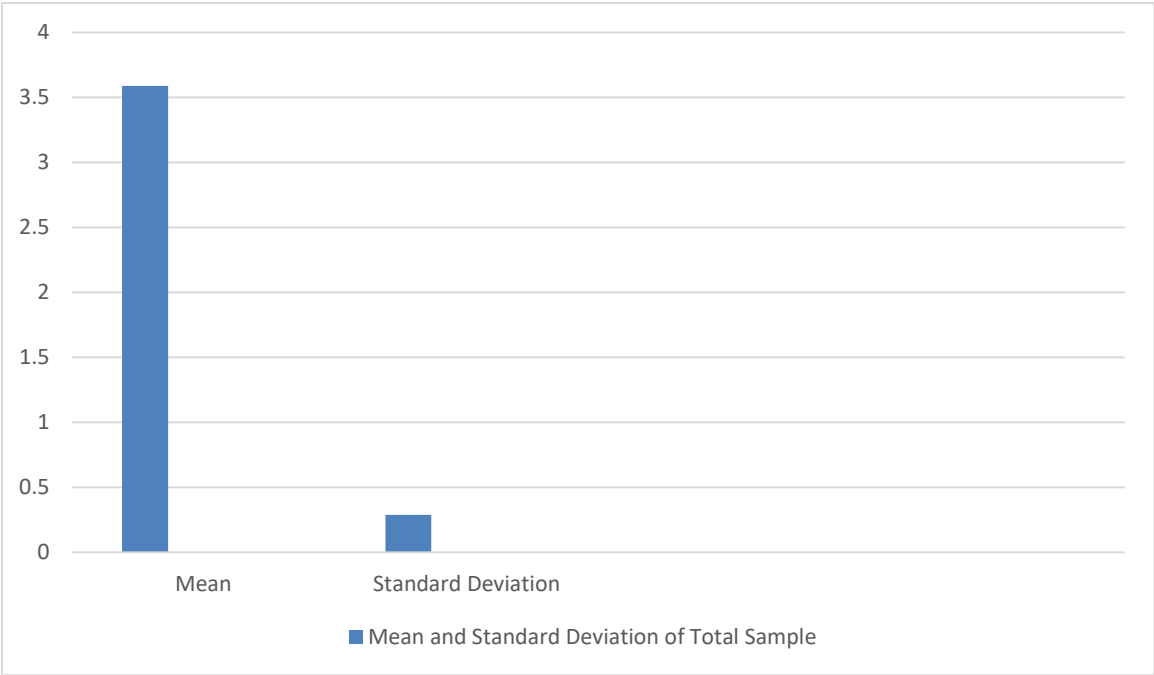


Figure no. 1

2. To find out the significant difference between male and female student-teachers with respect of attitude towards using social media.

Table 2. Mean and Standard Deviation Difference between Student-Teachers Social Media Attitude Scores of Gender

Social Media Attitude		N	Mean	S.D	t-value	Significant level
Gender	Male	36	3.61	0.30	0.160	Not Significant
	Female	64	3.58	0.28		

From the Table -2 the Mean value of Male and Female student-teachers are found to be 3.61 and 3.58 respectively and the ‘t’ value is 0.160. The calculated value ‘t’ 0.160 is lesser than the table value is 1.97 is not significant. Hence null hypothesis is accepted. It is calculated that male and female student-teacher do not differ significantly in their attitude towards social media. Figure no. 2 shows the sample size of student teacher on the basis of gender that is respectively 64% of Female sample and 36% of Male sample.

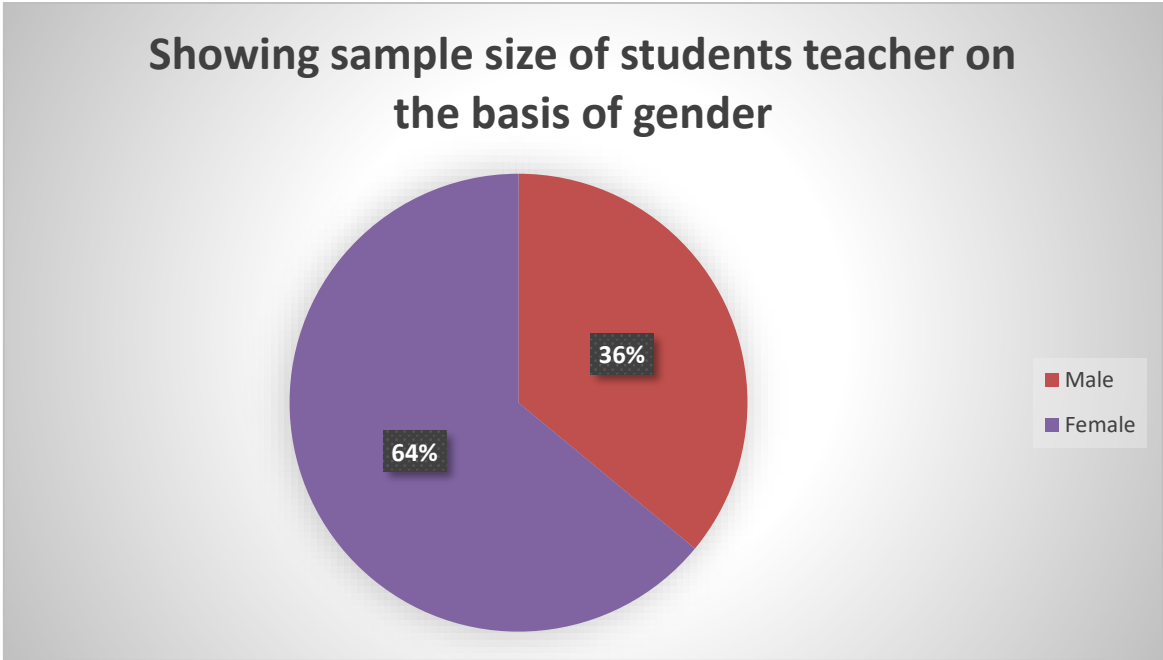


Figure no. 2

3. To find out the significant difference between rural and urban student-teachers with respect of attitude towards using social media.

Table 3. Mean and Standard Deviation Difference between Student-Teachers Social Media Attitude Scores of Locality

Social Media Attitudes		N	Mean	S.D	t-value	Significant Level
Locality	Rural	58	3.53	0.27	0.00042	Not Significant
	Urban	42	3.64	0.31		

From the Table-2 the Mean value of Rural and Urban student-teachers are found to be 3.53 and 3.64 respectively and the ‘t’ value is 0.00042. The calculated value ‘t’ 0.00042 is lesser than the table value is 1.97 is not significant. Hence null hypothesis is accepted. It is calculated that rural and urban student-teachers do not differ significantly in their attitude towards social media. Figure no. 3 shows the sample size of student teacher on the basis of locality that is respectively 58% of Rural sample and 42% of Urban sample.

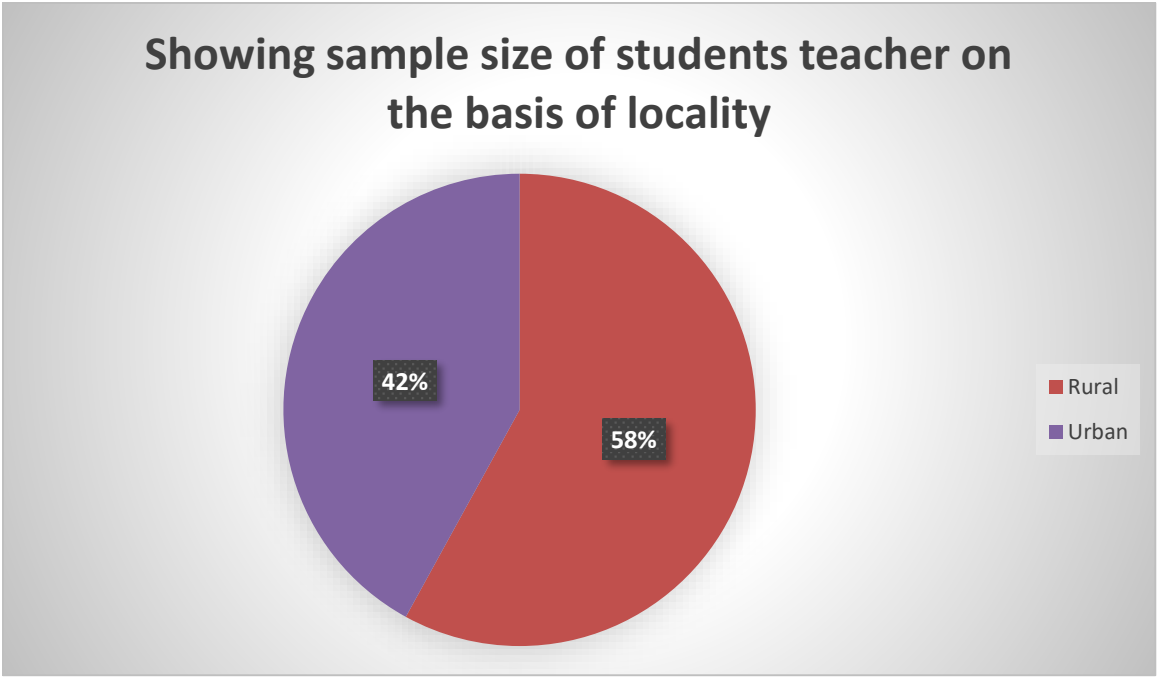


Figure no. 3

Findings

1. The level of social media attitude among student- teachers is favourable.
2. There is no significant difference between student- teachers attitude towards using social media on the basis of gender.
3. There is no significant difference between student- teachers attitude towards using social media on the basis of locality.

Implications for Students, Educators, and Educational Institutions

For Students

The integration of social media into education has profound implications for students. It offers opportunities for enhanced learning, collaboration, and access to diverse resources. However, students must also navigate the challenges of managing distractions, ensuring their privacy, and critically evaluating information.

Students should be encouraged to develop digital literacy and critical thinking skills to effectively use social media for educational purposes. By engaging responsibly with social media, students can enhance their learning experiences and prepare for the digital demands of the modern workforce.

For Educators

Educators play a crucial role in integrating social media into the curriculum effectively. They must balance the benefits of social media with its potential challenges, creating a safe and productive learning environment. Educators should be trained in digital literacy and social media use to guide students effectively.

According to Carpenter and Krutka (2015), professional development programs that focus on social media integration can help educators develop strategies for using these tools to enhance teaching and learning. Educators should also establish clear guidelines and expectations for social media use in the classroom to mitigate potential risks.

For Educational Institutions

Educational institutions must support the integration of social media by providing the necessary infrastructure, resources, and policies. Institutions should invest in technology and internet connectivity to ensure all students have access to digital learning tools. Additionally, institutions should develop comprehensive policies that address privacy, security, and responsible use of social media.

According to Veletsianos and Kimmons (2012), institutions should foster a culture of digital literacy and innovation, encouraging both students and educators to explore the potential of social media for enhancing education. By creating an environment that supports the effective use of social media, institutions can improve learning outcomes and better prepare students for the future.

Recommendations for Future Research Future studies should explore the long-term impact of social media on learning outcomes and investigate strategies for mitigating the negative effects of distractions and misinformation. Cross-cultural studies could provide insights into how social media attitudes and usage differ across regions and cultures.

Conclusion

This study reveals that student-teachers generally have positive attitudes towards social media for personal use, but their opinions on its educational value are mixed. Understanding the attitudes of student-teachers towards social media is crucial for developing effective educational strategies that incorporate these platforms. Despite these challenges, there is significant potential for social media to enhance communication, resource access, and collaborative learning in educational settings. By addressing the identified barriers and promoting responsible use, educators can harness the potential of social media to enhance learning outcomes. The findings of this study provide valuable insights for educators, policymakers, and researchers interested in the integration of technology in education.

The survey results indicate that most of the student-teachers use social media daily. The most commonly used platforms are WhatsApp, Facebook, and Instagram. A smaller proportion of students reported using LinkedIn and Twitter, primarily for professional networking and educational purposes.

- **Enhanced Communication:** Many students appreciate the ease of communication with peers and instructors through social media platforms.
- **Access to Resources:** Social media provides access to a wide range of educational resources, including articles, videos, and online courses.
- **Collaboration and Networking:** Platforms facilitate collaboration on projects and networking with professionals in the field of education.

References

- Ajjan, H., & Hartshorne, R. (2008). Investigating faculty decisions to adopt Web 2.0 technologies: Theory and empirical tests. *The Internet and Higher Education*, 11(2), 71-80.
- Al-Rahmi, W. M., Othman, M. S., & Yusuf, L. M. (2014). The role of social media for collaborative learning to improve academic performance of students and researchers in Malaysian higher education. *International Review of Research in Open and Distributed Learning*, 15(4), 211-230.
- Asterhan, C. S. C., & Bouton, E. (2017). Social media and academic interaction in higher education: A literature review. *Education and Information Technologies*, 22(3), 623-645.
- Carpenter, J. P., & Krutka, D. G. (2015). Social media in teacher education. *Journal of Digital Learning in Teacher Education*, 31(2), 46-52.
- Chawinga, W. D. (2017). Taking social media to a university classroom: Teaching and learning using Twitter and blogs. *International Journal of Educational Technology in Higher Education*, 14(1), 3.
- Greenhow, C., & Lewin, C. (2016). Social media and education: Reconceptualizing the boundaries of formal and informal learning. *Learning, Media and Technology*, 41(1), 6-30.
- Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27(2), 119-132.
- Karthik, U., & Sivakumar, R. (2022). Attitude of B.Ed. Students towards using social media. Blended learning during pandemic in India: Stakeholders perspective, 40.
- Kirschner, P. A., & Karpinski, A. C. (2010). Facebook and academic performance. *Computers in Human Behavior*, 26(6), 1237-1245.
- Manca, S., & Ranieri, M. (2016). Facebook and the others: Potentials and obstacles of social media for teaching in higher education. *Computers & Education*, 95, 216-230.
- Mason, R., & Rennie, F. (2008). *E-learning and social networking handbook: Resources for higher education*. Routledge.
- Selwyn, N. (2012). *Social media in higher education*. The Europa World of Learning.
- Tess, P. A. (2013). The role of social media in higher education classes (real and virtual) – A literature review. *Computers in Human Behavior*, 29, 60-68.