



## A STUDY OF SOCIAL NETWORKING AWARENESS OF PRE SERVICE TEACHERS

**Mr. Rajendra Chandrakant Thigale**

*Associate Professor, Tilak College of Education, Pune 30*



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### **Introduction: -**

The term "Social Networking" refers to the formation of a community on the Internet, facilitating users to interact for a common purpose or sharing mutual views towards various aspects. Online Social Networking facilitates grouping of friends or family members, helping them share their opinions.

Wayne A. Selcher Use of Internet Sources in International Studies Teaching and Research, Elizabethtown College. This bibliographic review discusses and evaluates cost-free, reliable, quality online content useful to academics in international studies, teaching and research at the college level, including how and where to locate such materials through guides, directories, gateway sites, repositories, and various types of search engines; considerations about Internet use in college classes; and undergraduate assignments that use sources of information from the Internet.

The additional features of social networking are: **Blogs Creation, Media sharing services, Wikis, Bookmarking and tagging**

**Awareness-** According to Blooms taxonomy of evaluation, there are three domains such as cognitive domain, affective domain and psychomotor domain. Development of awareness is the first step after sensitization, which leads in the development of attitude. Awareness comes under the affective domain. Awareness regarding a particular thing can be developed through the programme. Awareness is very essential for the use of particular thing in the life for the betterment of the life. Its definition has not yet reached a consensus in the scientific community in this general expression.

Awareness of social networking sites is generally high, although people are not necessarily familiar with the term (ofcom young people and media tracking survey, wave3 September 2007) Despite young people being a core market of social networking sites,

spontaneous awareness of the generic term 'social networking sites' was significantly lower than that of their parents. Once the term was explained, overall awareness was similar to that of their parents. Everyone was familiar to Facebook.

Social networking is one of the tools of communication or it is a kind of software, which is very useful in the communication. Teaching learning process is also based on the effective communication. In present days students and teachers are using technology in the classroom. As well as in future, there will be development in the technology. Thus Pre service teachers must be well aware about the Web 2.0 technology or social networking tool.

**Need of the Research: -**

The subject ICT is introduced in B.Ed. syllabus of University of Pune since 2001. And the researcher is teaching ICT at B.Ed level in Tilak College of Education, Pune 30. The researcher has seen up gradation in ICT syllabus and gradual progress among the students in computer proficiency. Considering all these changes in the ICT, One can develop the ICT culture in the teacher education colleges. They should form social group or learning group of the college, so that they can interact with one another and there will be peer learning which is very effective. E-books, e-journals, e-publications, e- articles are the new avenues of education. E-learning and e-teaching will be the buzz words in educational system. Teacher should use technology in daily teaching- learning process to create ICT culture in the college. Thus the use of ICT will be very effective to enhance the quality of teacher education.

Over 5 million educators worldwide have made technology learning more compelling and more relevant. Since 1999 Intel teach program has helped educators in more than 45 countries (Intel Teach Program Essentials course in-service Edition V.10.1) The social networking and web 2.0 concepts were developed in 2005 and University of Pune incorporated it in the syllabus in 2009.

Most of the school goers are good in computer technology Even they are using web 2.0 technology more proficiently. In order to cope up with their pace, the teachers must be well aware about the Web 2.0 i.e. Social networking and use of blogs for the communication.

As per the reviews done by the researcher, In India most of the researches based on offline use computer for Instruction. Thus there is paucity in the area of research regarding web 2.0 technology

The results of this study will be helpful to the Pre service Teachers, Teacher Educators, Professors from Other streams and University Professors regarding the effective use of web 2.0 technology for quality improvement.

**Importance of the Research: -**

- Present study will Check the social networking awareness among the Pre service teachers
- This study will be helpful to the Pre service Teachers, in-service teachers, Teacher educators, Educational Institutions regarding the use of social networking.
- Social Networking Awareness Program will be helpful to develop the network for non-formal Channel of Education
- This study will contribute the methodology of teaching ICT
- This study will direct the social networking as the teaching tool in formal education

**Title of the problem:-A Study of Social Networking Awareness of Pre service Teachers**

**Statement of the Problem:-**

**To study the social networking awareness of Pre-service Teachers**

**Explanation of the Problem: -** To develop the social networking awareness test for the Pre-service teachers, studying in the Colleges of Education, located in all the three districts affiliated to the Savitribai Phule Pune University, Pune.

**Operational Definitions:-**

1. **Social Networking:-** These are the facilities available on the net for communication between various groups or individuals. These include the use social networking tools as micro blogging, blogs, Wikis, bookmarking and tagging.
2. **Awareness:-** The individual is exposed to a the eight components of social networking such as general, technological, security, sharing, tool, educational use, application by trainee, usability etc.
3. **Pre-service Teachers:** The students, who are studying and pursuing training in B. Ed. Colleges and are the future teachers of ICT generation, are called as Pre service teachers.

**Objectives:-**

1. To test the Social Networking Awareness of the Pre service teachers.

2. To compare the Social Networking Awareness of Pre service Teachers according to their gender, faculty, age, locale, educational qualification, teaching experience and computer training.

### **Research Hypothesis**

There are four objectives in this research, for the objective no.1 and 2 the researcher decided to use the survey method, thus instead of hypothesis research questions are framed first

### **Research Questions for Survey Method.**

1. What is the level of social networking awareness among the Pre service Teachers?
2. Whether the level of social networking awareness differs from male to female?
3. Whether the level of social networking awareness differs from rural to urban?
4. Whether the level of social networking awareness differs from Marathi medium to English medium?
5. Whether the level of social networking awareness differs from arts, commerce and science background Pre service teachers?
6. Whether the level of social networking awareness differs in various age groups of Pre service teachers?
7. Whether the level of social networking awareness differs in graduates and post graduates Pre service teachers?
8. Whether the level of social networking awareness differs on the basis of teaching experience Pre service teachers?
9. Whether the level of social networking awareness differs in computer trained and computer untrained Pre service teachers?
10. Whether the level of social networking awareness differs in grant in aid and Non-grant in aid Pre service teachers?

### **Scope: -**

The conclusions of this research study will be applicable to all the Pre service teachers of Savitribai Phule Pune University, Pune, regarding the Social Networking Awareness.

### **Limitations: -**

The conclusions will be based on the responses given by the Pre service - teachers.

### **Delimitations: -**

The survey will be conducted only on the Colleges of Education affiliated to Savitribai Phule Pune University, Pune.

**Review of related researches:-** The researcher reviewed various books, theses, research articles from the following areas such as, Awareness 13 research articles, ICT 3 research articles, CAI 5 Ph.D. thesis, Social Networking 8 books, 2 reports, 4 Ph.D. thesis, 9 research articles, Facebook 3 research articles, Blogs 11 research articles, Wikis 20 research articles, Book marking 29 research articles, Tagging 15 research articles, and total 124

**Research Method: -**

The present research work will be carried out with the help of **Survey Method**, **Research Method is described as per the objectives**

**Objective 1:-** To test the Social Networking Awareness of the Pre service teachers.

**Objective 2: -** To compare the Social Networking Awareness of Pre service Teachers according to their gender, faculty, age, locale, educational qualification, teaching experience and computer training.

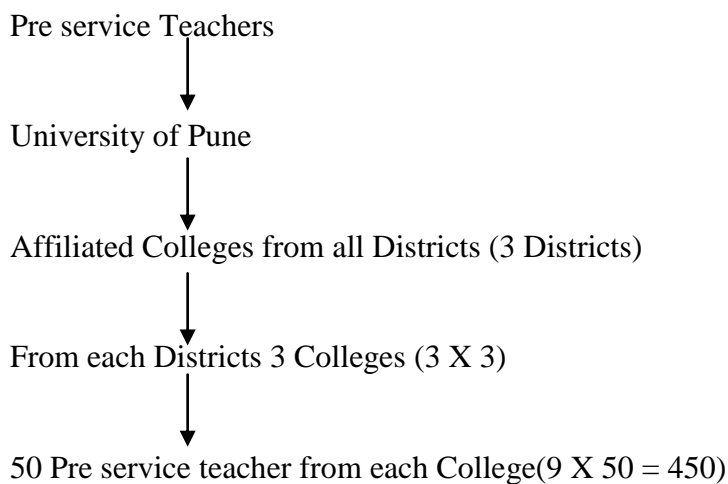
**1. Survey Method: -**To fulfill the first objective of the study, the researcher decided to use descriptive research. It is necessary to know the level of awareness of Pre service teachers about the social networking. Hence for that survey method will be used.

**3 Population:-**

All the Pre service teachers from the Education Colleges affiliated to Savitribai Phule Pune University, Pune.

**4 Sample: -**

From the population the sample was selected by **random sampling method for survey method** the sample will be selected by following way.



#### **4 Tools for data collection: -**

The purpose of the present research study is to test the effectiveness of the social networking awareness program for the Pre service teachers. Therefore, the researcher developed following tools to undertake the study:

Social Networking Awareness Test (SNAT) for teachers.

#### **5 Statistical Techniques for Data Analysis: -**

1. Mean

#### **Findings**

1. The social networking awareness of all the Pre service teachers is above average [139.62],
2. The social networking awareness of Male Pre service teachers is above average [145] and of Female Pre service teachers is also above average [138], but the social networking awareness of Male Pre service teachers is more than the Female Pre service teachers.
3. The social networking awareness of urban Pre service teachers is above average [145] and of rural Pre service teachers is also above average [139.5], but the social networking awareness of urban Pre service teachers is more than the rural Pre service teachers
4. The social networking awareness of *Pre service Teacher below 24yrs age* is above average [139.07] *and above 24 yrs age* is also above average [140.25], but the social networking awareness of Pre service teachers *above 24 yrs age* is more than the *Pre service Teacher below 24yrs age* Pre service teachers.
5. The social networking awareness of Science Pre service teachers is above average [140] and of Non Science Pre service teachers is also above average [139.5], but the social networking awareness of Science Pre service teachers is more than the Non Science Pre service teachers.
6. The social networking awareness of Graduate Pre service teachers is above average [140.29] and of Post Graduate Pre service teachers is also above average [138.9], but the social networking awareness of Graduate Pre service teachers is more than the Post Graduate Pre service teachers.
7. The social networking awareness of Computer trained Pre service Teachers is above average [140] and of Computer Un-trained Pre service Teachers is also above average [135.2], but the social networking awareness of Computer trained Pre service Teachers is more than the Computer Un-trained Pre service Teachers.
8. The social networking awareness of Experienced Pre service Teachers is above average [141.05] and of Inexperienced Pre service Teachers is also above average [139], but the

social networking awareness of Experienced Pre service Teachers is more than the Inexperienced Pre service Teachers.

9. The social networking awareness of Grant in aid Pre service Teachers is above average [140.4] and of Non- Grant in aid Pre service Teachers is also above average [139.05], but the social networking awareness of Grant in aid Pre service Teachers is more than the Non-Grant in aid Pre service Teachers.

10. The social networking awareness of English Medium Pre service Teachers is above average [140.71] and of Marathi medium Pre service Teachers is also above average [139.32], but the social networking awareness of English Medium Pre service Teachers is more than the Marathi medium Pre service Teachers.

**Conclusions: -**

The conclusions were based upon the research data collected and the perception of the researcher as the collector of the primary data. Conclusions regarding each of the research questions and recommendations for further action or research are provided in the following description.

**Conclusions of objective No. 1: To test the Social Networking Awareness of the Pre service teachers.**

1. The social networking awareness of Pre service teachers is **above average**.

**Conclusions of objective No. 2: To compare the Social Networking Awareness of Pre service Teachers according to their gender, faculty, age, locale, educational qualification, nature of college, medium of instruction, teaching experience and computer training.**

The Social Networking Awareness of Male Pre service Teachers is significantly more than the female Pre service teachers. Also the Social Networking Awareness of Computer trained Pre service Teachers is significantly more than the Computer Un-trained Pre service teachers.

The Social Networking Awareness of Urban Pre service Teachers is more than the Rural Pre service teachers, Pre service Teachers below 24yrs age is more than the Pre service teachers above 24yrs age, Science Pre service Teachers is more than the Non-science Pre service teachers, Graduate Pre service Teachers is more than the Post Graduate Pre service teachers, Experienced Pre service Teachers is more than the In-Experienced Pre service teachers, Grant in aid Pre service Teachers is more than the Non-Grant in aid Pre service teachers, English medium Pre service Teachers is more than the Marathi medium Pre service teachers, but it is not significant.

**Discussion & Comparison: -**

Klenowski, Paul M.; Bell, Keith J.; Dodson, Kimberly D. (2010) found that juvenile awareness programs that use confrontational techniques do not work. However, their non-confrontational counterparts may show some promise. Mulligan, Joanne T.; Mitchelmore, Michael C.; English, Lyn D.; Robertson, Greg (2010) found key aspects of the intervention, and preliminary analysis of the impact of Pattern and Structure Mathematical Awareness Program (PASMAT) on students' representation, abstraction and generalization of mathematical ideas.

Grills, Cheryl N.; Fingerhut, Adam W.; Thadani, Vandana; Machon, Ricardo Arturo (2012) Grills, Cheryl N.; Fingerhut, Adam W.; Thadani, Vandana; Machon, Ricardo Arturo (2012) Developed Psychology Early Awareness Program (PEAP) and found that living-learning communities or residential learning communities enhances academic performance, engagement, and retention. Yeung, Susanna S. S.; Siegel, Linda S.; Chan, Carol K. K. (2013) the children who received the phonological awareness instruction performed significantly better than the comparison group on English word reading, spelling, phonological awareness at all levels and expressive vocabulary . Igbeka, J. U.; Okoroma, F. N. (2013) the awareness of the ethical values is quite low; the degree of practicability is not observed. The enlightenment and awareness programs through workshops, seminars, conferences, were effective. Salisu Mohammed Raj, awareness and sensitization campaign texts on HIV/AIDS were not effective.

Kofi Bentum Wilson, Kofi Ayebi-Arthur and Emmanuel Yamoah Tenkorang, (2011) the interventions had resulted in the improvement of the ability of the respondents to undertake various ICT tasks. According to Lincoln Gill, Barney Dalgarno and Lauren Carlson (2015), awareness of issues only at generalized level comments about application. The pre service teachers had general awareness of issues but lacking deeper thought/engagement, including how these issues might interact with or be linked to personal experience.

www.ofcom.org.uk, (2008), Social Networking: A quantitative and qualitative research report into attitudes, behaviours and use [Report]. It was found that, there was difference between the attitudes, behaviours and use of social networks. Non-users also showed the difference regarding their non use.

**Recommendations: -**

- Social networking awareness programme or awareness campaign must be undertaken at various levels and the misunderstanding about the social networking should be removed from the student-teachers mind.
- To enhance the quality of teacher education collaborative learning, Co-operative learning, peer learning and connectivism can be incorporated in the practice and not only at the theoretical level.

**Educational Implications: -**

Social Networking Awareness Test for the Pre service Teachers is developed by the researcher can be used for the testing of social networking awareness level of the Pre



service teachers in future. It can be modified into various forms to test the other students also.

**References: -**

- Alexander, Bryan.,(2006), Web 2.0: A New Wave of Innovation for Teaching and Learning?*
- Aminuddin Hassan, Hafizan Juahir, Nur Syuhada Jamaludin, The Level of Environmental Awareness Among Students to Fulfill the Aspiration of National Philosophy of Education*
- Bell, Steven J.(2006), Search Alternatives and Beyond*
- Berger, Pam, (2010), Student Inquiry and Web 2.0*
- Berry, Shirley Ann,(1994), "Teacher's opinion of Computer Assisted Instruction.(CAI)."*
- Best John W. and V. Kahn (1992) Research in Education, New Delhi, Prentice – Hall of India Pvt. Ltd.*
- Braswell, Charley Alexandria, The Impact of a School-Based Cultural Awareness Program on Students Ethnic Identity and Self-Esteem*
- Brian Edward,(2011), Use of Social Networking as an instructional aide in higher education*
- Doug Gross, CNN, (2009), Social networks and kids: How young is too young?*
- Evgueni Khvilon, (2002), Information and Communication Technologies in Teacher Education: A Planning Guide, UNESCO, USA*
- Gabor Feuer [Ph.D], (2009), Net generation students and their use of social software: assessing impacts on information literacy skills and learning at a laptop university.*
- Igbeka, J. U.; Okoroma, F. N., (2013), Awareness and Practice of Professional Ethics amongst Librarians in Nigeria*
- Koul Lokesh (2000), Methodology of Education Research, Vani Educational Books.*
- Lincoln Gill, Barney Dalgarno, Lauren Carlson, (2015), How Does Pre-Service Teacher Preparedness to Use ICTs for Learning and Teaching Develop Through Their Degree Program?*
- Marija Matesic, Kristina Vuckovic, (2009), Social software: teaching tool or not?*
- Rapaport,P,Savard, (1980), "Computer Assisted Instruction Research on school Effectiveness Project."*
- Robinson, Sarah, The Effects of Embedded Phonological Awareness Training on the Reading and Spelling Skills of Kindergarten Students*
- Rupe, Vickie S., (1986), "A study of Computer Assisted Instruction: Its used, effects, advantages."*
- Salisu Mohammed Raj, Public Awareness and Sensitization Campaigns on HIV/AIDS in Nigeria*
- Smith, Gwendolynn T., Impact of Security Awareness Programs on End-User Security Behavior: A Quantitative Study of Federal Workers*
- Suwarna .P. Nagre, (2009), Case Study: social networking websites development'*