DEVELOPMENT OF SNAT TO TEST SOCIAL NETWORKING AWARENESS OF PRE SERVICE TEACHERS

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Introduction:-

Education is continuous and lifelong process. There are three channels of education such as formal education, non-formal education and informal education. Education is a process which takes place from womb to tomb, or cradle to coffin. It is impossible to provide education to all and all the time by means of formal ways i.e. through the schools and colleges. Education is a complicated process or a system which includes input, process and output. Input consists of curriculum, syllabus, content, text-books, infrastructure, teachers, teaching aids and methods of teaching or teaching experiences. But because of the progress in technology, one more input is added to the education which is unavoidable, but it is important as well as far as the quality of education is concerned. To enhance the quality of classroom instruction technology is essential, but what about the instructions outside the classroom or support to the child at home? Whether ICT will help the child at the home? Whether teacher will be connected to the child and parent with the help of ICT? The answers to these questions are "Yes". Technology is very helpful to the teacher to connect their students and their parents. The learning takes place from teacher to the student, but we all know that, the students can even learn better from the other students, which is called as peer learning. Peer learning can occur in the classroom but nowadays it is possible that if the students are connected with each other with the help of technology then the learning will also take place from the distance. Thus ICT and its tools such as social media and social networking are very important in the learning and better understanding of concepts among the students. Though the ICT is important in education, ICT or technology is not the magic but the teachers are. Thus teachers must be aware about the use of ICT and judicious use of ICT. Though the teachers should be born teachers, but it is not possible all the time and their numbers will be less. Thus the teacher training colleges or education colleges are playing a vital role in developing the teacher. Now we are preparing teachers for the next generation schools and colleges, so they must be techno savvy. Today's society is connected society. The students

are connected with their friends and parents, so why not with teacher? And if they are ready to connect with the teachers, whether the teachers are ready? For that purpose there should be awareness among the teachers about the social networking and awareness about the ICT and its tools. They should be able to use technology judiciously to enhance the quality of education.

Actually ICT subject is introduced in the teacher education syllabus of some Indian Universities from the year 2000. ICT is very essential to enhance the quality of education system. One cannot think today's education system without ICT. If we want to see the use of ICT in schools, then teacher must be techno-savvy. That is why there should be integration of ICT in Teacher Education Colleges. In future, there will be e- teachers and e- teaching.

It is assumed that today's students have the knowledge about the computers. They can work on computers offline as well as online. The features of online or internet are net surfing, gaming, downloading and uploading, listening music, viewing movies, e-mailing, blogging, messaging, internet telephony, telephone conferencing, video conferencing, chatting, social networking i.e. use of Facebook, Twitter, Skype, opera mini etc. With the help of social networking like Facebook, one can increases ones contacts and make ones friends closer, it updates one about the birthdays, anniversaries, and some memorable events, one can send invitations to his or her group through it, one can play game on it, through some love quotes or questions one can know more about his or her friend, One can send his or her photos of vacation or some events on this account etc. are some ways of communication, and education is nothing but communication. Now question arises that, whether in-service teachers are using social networking in education system? Whether Novice teachers can use social networking as the teaching tool? If they are using it. Then what is the percentage of users? Marija Matesic, Kristina Vuckovic (2009).If it is less than the students of other streams then. Can we test the social networking awareness of the pre service-teacher? What is the awareness level of pre service Teachers? These are some questions raised in front of the researcher.

Need of the tool:- There are different tools to test the social networking of various stake holders but there were no such exact tool to test the social networking awareness of the pre-service teachers. So the researcher tried to develop the SNAT which is indigenous and researcher made tool.

Objectives to develop the SNAT:- Researcher put some questions before developing the tool. Such as whether the pre service teachers are aware about the, what is social media? What is social networking? What are the types of social networking? How social networking is useful to the teachers? What are the threats of social networking? What are the features of social networking tools, how to use these tools effectively? How to use it safely and securely? After asking such questions researcher could able to find out certain categories to classify these questions and could be able to find out certain indicators to restrict the tool.

Meaning of SNAT:- It means Social Networking Awareness Test to test the awareness regarding social networking among the pre-service teachers.

Procedure of development of SNAT: Details of the development of data collection tool is as follows

i. **Review of related literature and researches-**

The researcher reviewed various researches and literatures. The researcher did not find readymade social networking awareness test. But attitude towards social networking scale was available having different components. From the available resources researcher finalized the areas of social networking such as web 0.1, web 0.2 tools, microblogging, facebook, blogging, wikis, book marking and tagging.

ii. **Identification of the social networking areas-**

The researcher identified eight areas from the literature and researches. They are as follows- general, technology, security, sharing, tool, educational, application, usage etc.

iii. **Development of Initial Format-**

The researcher developed the initial format of the Social Networking Awareness Test, which included 50 statements and three options were given to each statement. It was like a question bank having eight social networking awareness components, but there were no categories and the numbers of statements were not equal in each category.

iv. **Opinions of Novice Teachers, Teacher Educators and Experts-**

The researcher took the opinions of Novice Teachers, Teacher Educators and Experts on the Social Networking Awareness Test, The experts suggested that there should be categorizations of the social networking awareness indicators, so that, that will be easy to the respondents as well as the researcher to analyze the statistical data and to compare each category. The Novice Teachers suggested about the length of the social networking awareness test, and number of statements, some of the difficult words or phrases which were

not easy to understand, they were changed, the Teacher-Educators suggested regarding the demographic fields. Some teacher-educators suggested the correction in the grammar.

v.   Pilot study-

The researcher conducted the pilot study on the Novice Teachers admitted at Tilak College of Education, Pune (B.Ed. batch 2012-13), to develop the initial format. And second pilot study to finalize the Social Networking Awareness Test again at Tilak College of Education, Pune 30 on B.Ed. batch 2013-14

vi.   Finalization of Social Networking Awareness Test (SNAT) for Novice Teachers-

After administration of the SNA Test, the researcher evaluated test sheets and even took feedback from the Novice Teachers, and rectified the Social Networking Awareness Test. The Tests were developed in Marathi as well as in English.

vii.   Testing Validity and reliability of the test –

a. Validity of the Data Collection Tool:

The Social Networking Awareness Tests were provided to the ten experts. For checking the validity the researcher developed the format of all fifty statements with three options such as statement is useful, most useful and not useful and space was provided for the corrections. The three options were having ratings such as most useful =3, useful=2, and not useful=1. The frequency scores were calculated and high frequency statements were finalized for the test. The experts also suggested the construction and grammatical corrections.

b. Reliability of the Data Collection Tool:

In the present study, the researcher used split haves for measuring internal consistency. To develop the social networking awareness tests statements were separated on the basis of even numbers and odd numbers. Two sets of social networking awareness test were formed. The tests were administered in the SMT College of Education Bhor, Dist Pune. The 100 Novice teachers were selected for testing the reliability of the SNAT, out of them Set A was given to 50 Novice teachers and Set B was given to another 50 Novice teachers. After the administration of test, they were assessed, The 96 Novice teachers submitted Test completely, out of 96, 48 were from SET A, and 48 were from SET B, 4 Tests were discarded because of extensively missing responses, scores were calculated, computed and by using Pearson formula Co-relation coefficient was calculated. It was 0.74 and showed high co-relation. Thus the test was reliable.

viii.   Finalization of Data Collection Tool-

After validation some changes were made as per instructions given by experts. Grammatical corrections, change in the options were made, easy statements and hard statements were removed. Necessary demographic fields were added. Content and construct validity was checked by the experts and changes were made accordingly. The final Social Networking Awareness Test consists of 40 statements with 5 options, rated from 1 to 5; having 19 demographic fields. These 40 statements were categorized into 8 components.

Administration of Social Networking Awareness Test (SNAT):

The researcher selected the sample colleges from the population by means of the random sampling technique and lottery method, and then took the permission of the college Principals to administer the SNAT at their colleges. The strengths of the colleges were 100 Novice teachers, out of those researcher selected Novice teachers by incidental method. Instructions regarding the SNAT was given to the Novice teachers and asked to fill the SNAT. Then the SNAT were collected.

Analysis of the Data:

According to their gender, locale, age, discipline, qualification, and computer skills, teaching experience, and medium of instruction of Novice teacher and following eight categories such as General, Technology, Tool, Sharing, Security, Educational use, Application, and Usage components

Total 596 filled SNATs were collected from the Novice teachers. The data were filled in the SPSS 16. The SNATs were checked, the fully filled SNAT were considered for the analysis and 43 SNATs missing information were discarded, then analysis of 553 SNATs was done as per the demographic fields as well as the eight components of SNAT.

Conclusion and Interpretation of the Data:

The conclusion and interpretation of the data was done and the conclusions were taken care, for finalization of the eight areas of the SNAP and to develop the SNAP.

Social Networking Awareness Level:-

To find out the Social Networking Awareness of the Novice teachers researcher developed the SNAT which includes 40 situational statements with the five options, means five levels of social networking awareness, which are considered as the scores of the test. It means from the test we get minimum score 40 and maximum score 200

Further, researcher decided to convert these obtained scores into five levels of the social networking awareness, from low to high to observe the minute difference in the social networking awareness of the Novice Teachers. These levels are given in the table 3.4

Table 3.4 – Interpretation of Scores – Social Networking Awareness Test

Sr. No.	Mean of SNA Test	Mean of components for SNA Test	SNA Level
1	0- 40	0- 5	Low
2	41- 80	6- 10	Below Average
3	81- 120	11- 15	Average
4	121- 160	16- 20	Above Average
5	161- 200	20- 25	High

Data Analysis Tools for Survey Method:

Mean, Percentage of Frequency, t-test and normality were used to analyze the test.

Topics identified from the survey method for the development of programme:

Following components were selected to develop the programme such as General, Technology, Security, Sharing, Tool, Educational use, Application, and Usage Components

Following areas from Social Networking and Media Sharing were confirmed by the researcher to develop the programme such as Facebook (Social Networking), Blogs, Wikis (Wikispaces), Book Marking and Tagging (Diigo)

Thus the researcher tried to develop the valid and reliable tool to test the social networking awareness level of pre-service teachers, this test can be used as pre test as well as post test during the B.Ed. course. If pre-service teachers awareness level is not up to the mark then the SNAP i.e. Social Networking Awareness Programme can be given to the trainee, and further improvement can be checked after the treatment, This test can be modified as per the development in the technology and new versions of the social media, new features of the social media tools.

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