Rev.Dr.D.Thomas Alexander S.J., Principal

Rev.Dr.D.Thomas Alexander S.J., currently working as principal of St. Xavier's College of Education (Autonomous) has sixteen years of experience as teacher educator. Earlier he has served as the Director of Alumini Association of SXCE, Director of Fr. Utarid Library and Director of Jesuit Council for Educational Research and Training before assuming the present position. He has also served as member of NAAC, University and Government inspection committees. He is instrumental in making SXCE as autonomous and the Second Best College of Education at the All India Level at Grade 'A' with 3.67 score out of 4. He has published more than 50 articles / papers as author / Co-author and he also edited monographs for 10 seminars. He was the Convener of many UGC sponsored Seminars and Workshops. He has been the most sought after Resource person for Seminars / Youth related Workshops / Camps / University Refresher Courses. His areas of interests are: Moulding the prospective youth / teachers in commitment, compassion and competence (as a different / unique teacher), personality development programme and Social Analysis.

Dr.T.Raja, Librarian, SXCE & Secretary, SALIS TVL Chapter

Dr.T.Raja has completed BLIS, MLIS from Annamalai University, M.Phil from Alagappa University and Ph.D from Bharathiyar University. He has also cleared the SET from Bharathiyar University. He has published 5 articles in reputed journals and 15 papers in the conference proceedings. He has attended 54 national and international conferences, seminars and workshops. He has also served as a resource person in the public library training programmes and handled the classes for the B.Ed Students of at St.Xavier's College of Education (Autonomous) where he is working at present and Tamil Nadu Open University. He has been conducting NET examination coaching programmes for the last 3 years and so far 76 LIS professionals have benefited and among them, two of them cleared the NET examination. He served as a Member of Editorial Board in SALIS National Journal of Information Management and Technology and International Journal of Information Technology and Library Science (IJITLS). He was received the AUTOLIB Tamil Nadu best young librarian award from the year 2013 and also received best paper award in the SALIS National Annual Conference on 2011.

Dr.K.Murugan, Librarian, UVOCCE, AU, Thoothukudi & Chairman SALIS TVL Chapter

Dr.K.Murugan holds Ph.D in the Library an Information Science from Annamalai University. Having more than 18 years of experience, he has attended 70 Conferences/Seminars/Workshops. He has published 34 Articles in International Journals/Indian Journals/Book Chapters and 41 articles in International/National Proceedings. He is a member of Editorial boards of 11 International and 2 national Journals of Library and Information Science. He is a reviewer of the International journal of the Library and Information Science and an editor of one Conference Proceedings. He has published two books. He served as resource persons in many conferences and organized many programmes. He has received SALIS Autolib Tamil Nadu Young Best Librarian Award – 2015.

Dr.S.Dhanavandan, Asst.Librarian, Gandhigram Rural University, Dindigul

Dr. S. Dhanavadan has been serving as an active LIS professional since eighteen years. He has guided many Ph.D scholars. He has published more than 100 articles in National and International Journals. He has presented and published more than 120 papers in the National and International Conferences. He has authored more than 20 books in Library and Information Science. He has contributed 25 Chapters in edited books. He has attended more than 50 Seminars/Workshops and training programmes. He served as Chairperson and resource person in many workshops and conferences. He has organized five workshops. He has received Rs.60, 000/- cash award for the best article in 2015 and Rs.27,500/- cash award for the best article in 2016 from Konkuk University, South Korea. He served as Resource Person in the International Workshop at Sri Lanka. He also serves as the Editor for few Library and Information Science journals.
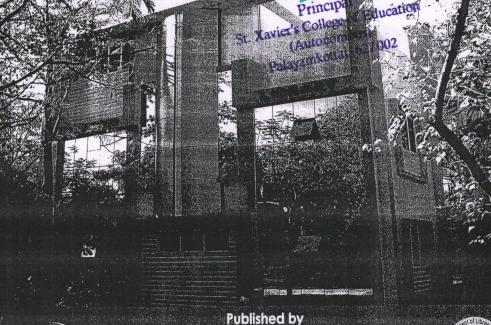
Electronic Resources and Academic Libraries

Editors
- **Rev.Dr.D.Thomas Alexander S.J.,**
- **Dr.T.Raja**
- **Dr.K.Murugan**
- **Dr.S.Dhanavandan**

Principal
St. Xavier's College of Education
(Autonomous)
Palayamkottai 627 002

SALIS
To Reach the Unreached

(Spine) Electronic Resources and Academic Libraries

(Spine) Editors
Rev.Dr.D.Thomas Alexander S.J.,
Dr.T.Raja
Dr.K.Murugan
Dr.S.Dhanavandan

Chapter – III
E-Resources in Academic Libraries: Trends, Techniques and Marketing

Conclusion

These highlighted practices are well accepted practices experimented in different library environments in optimizing the use of library and information services. Use of technology in designing and delivering the information products and services has always made good results.It has to be encouraged for wider adaptation of all higher education institutions. Though Information literacy and user awareness programs are seemed to be normative practices, in its effective implementation that make significant change in enhancing the use of information sources. Hence adopting new techniques and tools in imparting user friendly education may be of best practice in extent of use of library services. Developing digital repositories with subscribed subject content, open sources and institutional information and customizing as to the internal requirements with remote access is one of the globally adopted best practices in large libraries. Disseminating information through library website/ homepage in a networked environment is made possible due to the advent of technology and this has to be adopted in our academic libraries. The documentation on the best practices followed in the selected libraries will initiate other libraries to opt for the ideal way of managing the libraries and services of academic institutions. With the global village concept, the academic libraries need to orient to the highly qualitative information collection and services. The current networked environment enables the libraries to outreach any users at remote locations. Thus the libraries need to be dynamic and extend their services beyond the traditional ones, which were confined to book and other print collections.

References

1. NAAC. Best Practices in Library and Information Services. (Website) Library and Information Services: Case Presentations. NAAC, 2006.

2. Siraj Nissa Begum, S. (2003). Total Quality Management in the Academic Library. *Library Philosophy and Practice*. 5(2), 1-3.

3. Tikekar, A.C.(2009). Best Practices in Academic Libraries. Paper Presented at the Program "Vision Libraries - 2020 organized by North Maharastra University, Jalgaon on 8th April 2009.

4. Tikekar, A.C. (n.d.) Remembering Professor D. N. Marshall. A document prepared by Professor Tikekar on the eve of Professor Marshall's Birth Centenary.

Attitude towards Usage of Social Networking Sites among Prospective Teachers

[1]Raja, T. (Dr.) and [2]Antony Raj, M. (Dr.)

1)Librarian, St. Xavier's College of Education (Autonomous), Palayamkottai.

2)Assistant Professor & Dean, St. Xavier's College of Education (Autonomous), Palayamkottai.

Abstract

Social networking sites are play a dynamic role for explosion of information one to another. Students, teachers and prospective teachers were using the social networking sites everyday activities for learning the information and sharing the information from one to another. This article discussed the attitude of social networking sites among prospective teachers. The findings of the study as follows: 63.8 percentages of the Girl's respondents using SNS at Moderate, followed by 65.8 percentages of the urban area respondents using SNS at Moderate, there is no significant difference between the boys and girls respondents regarding the usage of SNS, there is no significant difference between the rural and urban area respondents regarding the usage of SNS, and there is no significant difference between the nature of the college (both boys and girls college) respondents regarding the usage of SNS.

Keywords: Attitude, Social Networking Sites (SNS) and Prospective Teachers.

Introduction

Social networks are broadly defined as associations of people linked by diverse motives, which configure a structure consisting of nodes that are interconnected by more than one type of relationship (Hernández, 2008). In the context in question, social network web services allow this general definition to be refined, in the sense that they offer people with shared interests the opportunity to get in touch with each other via the Internet and to jointly exploit resources such as the creation of sub-groups, public or private messaging, chats and so on. The origin of these online platforms is as varied as the platforms themselves: some of them, like Facebook for example, were developed to support different student groups on American campuses, while others have a more professional focus, such as LinkedIn, the aim of which is to establish work or business contacts through networking (Esteve, 2009; Santamaría, 2008) social networks have gradually become powerful spaces of interaction between different social groups, some of which are ever more specialised, where it is possible to meet people or find old friends or colleagues who share the same interests.

Review of Related Studies

Mahat (2014) revealed that SNS are providing platform for giving suggestions on various social issues. Adolescents are getting more aware about social issues through Facebook. One should focus on ethical use of these SNS because it serves the society in a right way. Adolescent's can play an important role in society as SNS are boob and curse for the Indian society.

Jain (2012) revealed that SNS are acting as a means for mobilization. People feel free in sharing their thoughts on various issues. Even adolescents raise their voice against social acts like corruption, reservations, and violation of human rights. Social networking sites are successful in providing a platform where people can share their views on these social issues.

Objectives of the Study

1. To find out the level of attitude towards usage of social networking sites among prospective teachers.
2. To find out the level of attitude towards usage of social networking sites among prospective teachers with respect to gender.
3. To find out the level of attitude towards usage of social networking sites among prospective teachers with respect to locality.
4. To find out the level of attitude towards usage of social networking sites among prospective teachers with respect to nature of the college.
5. To find out whether there is any significant difference in attitude towards usage of social networking sites among prospective teachers with respect to their gender, locality of students and nature of college.

Hypotheses of the Study

H_o1: There is no significant difference between male and female prospective teachers in their attitude towards usage of social networking sites.

H_o2: There is no significant difference between rural and urban area prospective teachers in their attitude towards usage of social networking sites.

H_o3: There is no significant difference between boys and girls college prospective teachers in their attitude towards usage of social networking sites.

Method Used

In the present study the investigator has adopted the survey method.

Population and Sample

The population for the present study consisted of prospective teachers, who are studying B.Ed. degree in St. Xavier's College of Education and St. Ignatius College of Education, Palayamkottai. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consisted of 111 prospective teachers.

Tool Used

Attitude towards Usage of Social Networking Sites Scale was prepared and validated by the Arockiasamy and Raja (2016).

Statistical Techniques Used

Percentage Analysis and 't' test were used in this study.

Analysis of Data

Table - 1

Level of Attitude towards Usage of Social Networking Sitesamong Prospective Teachers

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Attitude towards Usage of Social Networking Sites	27	24.3	68	61.3	16	14.4

Table - 2

Level of Attitude towards Usage of Social Networking Sitesamong Prospective Teachers with respect to Gender

Variable	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Attitude towards Usage of Social Networking Sites	Male	15	23.4	38	59.4	11	17.2
	Female	12	25.5	30	63.9	5	10.6

Table - 3

Level of Attitude towards Usage of Social Networking Sitesamong Prospective Teachers with respect to Locality of Students

Variable	Locality of Students	Low		Moderate		High	
		N	%	N	%	N	%
Attitude towards Usage of Social Networking Sites	Rural	11	31.4	18	51.4	6	17.2
	Urban	16	21.1	50	65.7	10	13.2

Table - 4

Level of Attitude towards Usage of Social Networking Sitesamong Prospective Teachers with respect to Nature of College

Variable	Nature of College	Low		Moderate		High	
		N	%	N	%	N	%
Attitude towards Usage of Social Networking Sites	Boys	15	23.1	39	60.0	11	16.9
	Girls	12	26.1	29	63.0	5	10.9

Table - 5

Difference between Male and Female Prospective Teachers in their Attitude towards Usage of Social Networking Sites

Variable	Gender	N	Mean	S.D	Calculated 't' value	Remark
Attitude towards Usage of Social Networking Sites	Male	64	25.17	2.670	0.22	NS
	Female	47	25.06	2.316		

(At 5% level of significance the table value of 't' is 1.96, NS - Not Significant)

Table - 6

Difference between Rural and Urban Area Prospective Teachers in their Attitude towards Usage of Social Networking Sites

Variable	Locality of Students	N	Mean	S.D	Calculated 't' value	Remark
Attitude towards Usage of Social Networking Sites	Rural	35	24.97	2.662	0.43	NS
	Urban	76	25.20	2.460		

(At 5% level of significance the table value of 't' is 1.96, NS - Not Significant)

Table - 7

Difference between Boys and Girls College Prospective Teachers in their Attitude towards Usage of Social Networking Sites

Variable	Nature of College	N	Mean	S.D	Calculated 't' value	Remark
Attitude towards Usage of Social Networking Sites	Boys	65	25.15	2.653	2.13	S
	Girls	46	25.09	2.336		

(At 5% level of significance the table value of 't' is 1.96, S - Significant)

Results and Discussion

- The table 1 reveals that 24.3% of prospective teachers have low level, 61.3% of them have moderate level and 14.4% of them have high level in their attitude towards usage of social networking sites.

- The table 2 reveals that 23.4% of male prospective teachers have low level, 59.4% of them have moderate level and 17.2% of them have high level in their attitude towards usage of social networking sites. Regarding the female prospective teachers, 25.5% of them have low, 63.9% of them have moderate level and 10.6% of them have high level in their attitude towards usage of social networking sites.

- The table 3 reveals that 31.4% of rural area prospective teachers have low level, 51.4% of them have moderate level and 17.2% of them have high level in their attitude towards usage of social networking sites. Regarding the urban area prospective teachers, 21.1% of them have low, 65.7% of them have moderate level and 13.2% of them have high level in their attitude towards usage of social networking sites.

- The table 4 reveals that 23.1% of Boys College prospective teachers have low level, 60.0% of them have moderate level and 16.9% of them have high level in their attitude towards usage of social networking sites. Regarding the girls college prospective teachers, 26.1% of them have low, 63.0% of them have moderate level and 10.9% of them have high level in their attitude towards usage of social networking sites.

- The table 5 reveals that there is no difference between male and female prospective teachers in their attitude towards usage of social networking sites.

- The table 6 reveals that there is no difference between rural and urban area prospective teachers in their attitude towards usage of social networking sites.

- The table 7 reveals that there is difference between boys and girls college prospective teachers in their attitude towards usage of social networking sites. While comparing the mean scores of boys college (Mean=25.15) and girls college (Mean=25.09) prospective teachers, boys college prospective teachers are better than the girls college prospective teachers in their attitude towards usage of social networking sites. This may be due to the fact that the boys college prospective teachers have more facilities and opportunities to use social networking sites than female college prospective teachers.

Conclusion

Social network sites (SNSs) have the potential to fundamentally change the character of our social lives, both on an interpersonal and a community level. Changes in interaction patterns and social connections are already evident among young people, who are the heaviest users of these sites. As adoption spreads to a wider audience, we expect such changes to be amplified across all segments of society. At an interpersonal level, the identity information included in public profiles serves to lower the barriers to social interaction and thus enable connections between individuals that might not otherwise take place. On a community level, the organizing features of these sites lower the transaction costs for finding and connecting with others who may share one interest or concern but differ on other dimensions. Both of these processes have the potential to have positive effects on society at large because they encourage disparate individuals to connect, communicate, and take action.

References

1. Anjali Shokeen & Avni Jain. (2013). A Study on the Attitude of Parents, Teachers and Adolescents towards Social Networking Sites. *International Journal of Science and Research (IJSR)*, 5(3), 1111-1114.

2. Cecily, S.N., & Santhosh, T. R. (2016). Students perception towards social networking sites. *International Journal in Management and Social Science*, 4(1), 128-142.

3. Cinta Espuny, Juan González Martínez, Mar Lleixà Fortuño, & Mercè Gisbert Cervera. (2011). University Students' Attitudes towards and Expectations of the Educational Use of Social Networks. *Revista de Universidad y Sociedad del Conocimiento*. 8 (1), 186-199.

4. Esteve, F. (2009). Bolonia y las TIC: de la docencia 1.0 al aprendizaje 2.0. *La cuestión universitaria*. 5, 59-68.

5. Hernandez Requena, S. (2008). The Constructivist Model and the New Technologies, Applied to the Learning Process. *Revista de Universidad y Sociedad del Conocimiento*. 5 (2), 26-35.

6. Santamaría, F. (2008). Posibilidades pedagógicas. Redes sociales Y comunidades educativas. TELOS. *Cuadernos de Comunicación e Innovación*. 76, 99-109.

7. Tuckman, H.P. (1975). Teacher Effectiveness and student performance. *The Journal of Economic Education*, 7(1), 34-39.