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INNOVATIVE LIBRARIANSHIP CHALLENGES AND OPPORTUNITIES

Vol. I

Prof. S. Ravi
Dr. S. Dhanavandan



ICSSR

Department of Library and Information Science
& Central Library

Central University of Tamil Nadu

Thiruvarur - 610 005



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St. Xavier's College of Education
(Autonomous)
Thiruvarur - 610 012

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INFLUENCE OF SOCIAL MEDIA ON INFORMATION SOURCES AMONG PROSPECTIVE TEACHERS: A SPECIAL REFERENCE TO ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS) – A STUDY

Raja T (Dr.)

College Librarian, St. Xavier's College of Education (Autonomous), Palayamkottai – 627 002

Ravi Kumar Kennedy I (Dr.)

St. John's College, Palayamkottai, Tirunelveli – 627 002

Abstract

Number of Web 2.0 tools and social media applications to make use of about teachers and prospective teachers. Today the technological crunch, the prospective teachers should know all the latest social media tools for their innovative classroom and student's academic achievement. So that this paper was influence of social media about information sources among the prospective teachers in the St. Xavier's College of Education (Autonomous), Palayamkottai, in Tirunelveli district. Questionnaire was used to collect the required datas. The sample consists of 160 prospective teachers randomly selected from our college. 152 duly filled-in questionnaires were analysed. The findings of the study revealed that, Female prospective teachers, rural area prospective teachers and arts faculty prospective teachers were mostly collecting the information sources through using the appropriate tools in social media for their studies. There is no Significant Difference between 1) Male and Female 2) Hindu and Christian 3) Rural and Urban 4) Day Scholar and Hosteller 5) Arts and Science prospective teachers among influence of Social Media on Information Sources.

Keywords: Social Media, Prospective Teachers and Information Sources

Introduction

Hargittal (2010) discuss on the young learners of the new millennium embrace these newer modes of online communication more readily than their elders. Many millennials have grown up with interactive programs such as Facebook, Twitter, and Myspace identifying them as the social tool of choice of course, this adoption is not homogenous across populations. Poverty affects the access and frequency with in which some young people access these online communities. Greenhow and Robelia (2009) defined on use of online social media in education seems a logical next step. This assumption is supported by research. In several studies, rich experiences with online social networking promised improved educational achievement, student's engagement, and collaboration. Lei (2009) reported one might resume that age is a factor. However, teacher resistance is not only solely dependent on age. Some pre-service teachers with backgrounds rich in social media report they do not see the benefit of using social media in their classrooms.

Review of Related Literature

Sago, Brad (2010) wrote the report on Social media--such as Twitter, MySpace, Facebook, texting, email and blogs--have significantly impacted how information is shared among the groups of consumers. While used among all age cohorts, members of the Millennial Generation are significant users of social media. Businesses are attempting to understand the changing uses and impacts of these media values on consumer behavior. This research examines the levels of influence positive and negative product comments obtained via social media have on older members of the Millennial Generation based on their relationship to the comment sender (or writer). A survey was administered to 293 undergraduate university students to determine multiple variables, including social networking usage and the attention


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given to positive and negative product comments based on the relationship between the sender/receiver and influence level by information source on product purchasing decisions.

Armentano, Marcelo G (2011) discussed on the finding of high-quality sources in the expanding micro-blogging community using Twitter becomes essential for information seekers, in order to cope with information overload. In this paper, we present a recommendation algorithm aiming to identify potentially interesting users to follow in the Twitter network. This algorithm first explores the graph of connections starting at the target user (the user to whom we wish to recommend previously unknown followers). In order to select a set of candidate users to recommend, according to an heuristic procedure. The set of candidate users is then ranked according to the similarity between the content of tweets that they publish and the target user interests. Experimental evaluation was conducted to determine the impact of different profiling strategies.

Research Methodology

Sample of the Study

The data is collected from St. Xavier's College of Education (Autonomous), Palayamkottai, Tirunelveli district.

The researcher had distributed 160 questionnaires to the prospective teachers from the same college. Among the questionnaires, the researcher selected duly completed and filled-in 152 questionnaires for analysis and interpretation.

Objective of the Study

- To find out the category wise participation in this study.
- To find out gender wise distribution of prospective teachers among influence in usage of social media on information resources.
- To find out religion wise distribution of prospective teachers among influence of social media on information resources.
- To find out location wise distribution of prospective teachers among influence of social media on information resources.
- To find out residence wise distribution of prospective teachers among influence of social media on information resources.
- To find out subject wise distribution of prospective teachers among influence of social media on information resources.

Hypothesis of the Study

- There is no significant difference between male and female prospective teachers among influence of social media on information sources.
- There is no significant difference between Hindu and Christian prospective teachers among influence of social media on information sources.
- There is no significant difference between arts and science prospective teachers among influence using the social media on information sources.
- There is no significant difference between day scholar and hostelers prospective teachers among influence of social media on information sources.
- There is no significant difference between rural and urban prospective teachers among influence of social media on information sources.

Scope and Delimitations of the study

This study focuses its attention only on prospective teachers. It is within the geographical area of St. Xavier's College of Education (Autonomous), Palayamkottai, Tirunelveli district.

Data Analysis and Interpretation

Table – 1 Category wise participation in this study

Category	Variable	Frequency	Percentage
Gender	Male	45	29.6
	Female	107	70.4
Religion	Hindu	63	41.4
	Christian	89	58.6
Location	Rural	90	59.2
	Urban	62	40.8
Residence	Day Scholar	95	62.5
	Hosteller	57	37.5
Subject	Arts	71	46.7
	Science	81	53.3

Source: Primary Data

Table 1 shows that, 70.4 % (107) of the female prospective teachers were participated in this study, followed by 29.6 % (45) of the male prospective teachers, 58.6 % (89) of the Christian prospective teachers, 41.4 % (63) of the Hindu prospective teachers, 62.5 % (95) of the day scholar prospective teachers, 37.5 % (57) of the hostel prospective teachers, 59.2 % (90) of the rural prospective teachers, 40.8 % (62) of the urban prospective teachers, 53.3 % (81) of the science prospective teachers, and 46.7 % (71) of the arts prospective teachers were participated in this study.

Table – 2 Category wise distribution of Prospective Teachers among influence of Social Media on Information Sources

Background Variable	Category	N	Low		Moderate		High	
			N	%	N	%	N	%
Gender	Male	45	5	11.1%	32	71.1%	8	17.8%
	Female	107	21	19.6%	78	72.9%	8	7.5%
Religion	Hindu	63	13	20.6%	43	68.3%	7	11.1%
	Christian	89	13	14.6%	67	75.3%	9	10.1%
Residence	Day Scholar	95	19	20.0%	67	70.5%	9	9.5%
	Hosteller	57	7	12.3%	43	75.4%	7	12.3%
Location	Rural	90	11	12.2%	69	76.7%	10	11.1%
	Urban	62	15	24.2%	41	66.1%	6	9.7%
Subject	Arts	71	12	16.9%	54	76.1%	5	7.0%
	Science	81	14	17.3%	56	69.1%	11	13.6%

Source: Primary Data

Table 2 shows that, 71.1 % (32) of the male prospective teachers among influence of social media on information sources at moderate, followed by 17.8 % (08) at high level and 11.1 % (05) at low level. 72.9 % (78) of the female prospective teachers among influence of social media on information sources at moderate, followed by 19.6 % (21) at low level and 7.5 % (08) at high level. 68.3 % (43) of the Hindu prospective teachers among influence of social media on information sources at moderate, followed by 20.6 % (13) at low level and 11.1 % (07) at high level. 75.3 % (67) of the Christian prospective teachers among influence of social media on information sources at moderate, followed by 14.6 % (13) at low level and 10.1 % (09) at high level. 70.5 % (67) of the day scholar students among influence of social media on information sources at moderate, followed by 20 % (19) at low level and 9.5 % (09) at high level. 75.4 % (43) of the hostel prospective teachers among influence of social media on information sources at moderate, followed by 12.3 % (07) at low level and 12.3 % (07) at high level. 76.7 % (69) of the rural area prospective teachers among influence of social media on information sources at moderate, followed by 12.2 % (11) at low level and 11.1 % (10) at high level. 66.1 % (41) of the urban area prospective teachers among influence of social media on information sources at moderate, followed by 24.2 % (15) at low level and 9.7 % (06) at high level. 76.1 % (54) of the arts subject prospective teachers among influence of social media on information sources at moderate, followed by 16.9 % (12) at low level and 7 % (05) at high level. 69.1 % (56) of the arts subject prospective teachers among influence of social media on information sources at moderate, followed by 17.3 % (14) at low level and 13.6 % (11) at high level.

Table – 3 Significant Difference between 1) Male and Female 2) Hindu and Christian 3) Rural and Urban 4) Day Scholar and Hosteller 5) Arts and Science Prospective Teachers among influence of Social Media on Information Sources

Background Variable	Category	N	Mean	S.D	Calculated 'T' Value	Remark at 5% level
Gender	Male	45	38.62	2.902	1.025	NS
	Female	107	38.10	2.726		
Religion	Hindu	63	38.32	2.878	0.224	NS
	Christian	89	38.21	2.724		
Location	Rural	95	38.41	2.690	0.813	NS
	Urban	57	38.03	2.914		
Residence	Day Scholar	90	38.11	2.890	0.890	NS
	Hosteller	62	38.51	2.592		
Subject	Arts	71	38.39	2.681	0.573	NS
	Science	67	38.14	2.876		

(At 5% level significance, the table value is 1.96)

Table-3 shows that there is no significant difference between (i) Male and Female ii) Hindu and Christian (iii) Rural and urban (iv) Day scholar and hostel iv) Arts and Science prospective teachers among the influence of social media on information sources. Hence the respective hypothesis is accepted.

Major Findings of the Study

1) Descriptive Analysis

- 70.4 % (107) of the female prospective teachers were participated in this study.
- 58.6 % (89) of the Christian prospective teachers were participated in this study.
- 59.2 % (90) of the rural area prospective teachers were participated in this study.
- 75.4 % (43) of the day scholar prospective teachers were participated in this study.
- 53.3 % (81) of the science prospective teachers were participated in this study.
- 72.9 % (78) of the female prospective teachers among influence of social media on information sources at moderate level.
- 75.3 % (67) of the Christian prospective teachers among influence of social media on information sources at moderate level.
- 87.5 % (7) of the hostel prospective teachers among impact of social media on information sources at moderate level.
- 76.7 % (69) of the urban area prospective teachers among influence of social media on information sources at moderate level.
- 76.1 % (54) of the arts subject prospective teachers among influence of social media on information sources at moderate level.

2) Differential Analysis

- There is no significant difference between male and female prospective teachers among the influence of social media on information sources. Null hypothesis is accepted.
- There is no significant difference between Hindu and Christian prospective teachers among the influence of social media on information sources. Null hypothesis is accepted.
- There is no significant difference between rural and urban prospective teachers among the influence of social media on information sources. Null hypothesis is accepted.
- There is no significant difference between day scholar and hostel prospective teachers among the influence of social media on information sources. Null hypothesis is accepted.
- There is no significant difference between arts and science subject prospective teachers among the influence of social media on information sources. Null hypothesis is accepted.

Conclusion

The prospective teachers are collecting the information sources through useful social media applications and web 2.0 tools in rapidly for learning innovative methods of teaching, preparation of teaching aids cultivate creative and innovative classroom and play way method classrooms. This paper finds that all the category of prospective teachers was collecting the information sources through using the social media applications for their studies in moderate level. Mostly the female prospective teachers from rural area, the arts faculty prospective teachers were mostly collecting the information sources through the appropriate tools in social media. There is no Significant Difference between 1) Male and Female 2) Hindu and Christian 3) Rural and Urban 4) Day Scholar and Hosteller 5) Arts and Science faculty prospective teachers among influence of Social Media on Information Sources. In the 21st century social media applications and web 2.0 tools are very integral part of the information sharing in everyday life to the teacher's community and also the prospective teachers for applying new methods of teaching in their innovative classrooms.

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