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INFLUENCE OF SOCIAL MEDIA ON INFORMATION SOURCES AMONG PROSPECTIVE TEACHERS IN SELECTED B.ED COLLEGES IN TIRUNELVELI AND THOOTHUKUDI - A STUDY

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Abstract

This study focusing the influence of social media on information sources among prospective teachers in selected teacher education colleges situated in Tirunelveli and Thoothukudi district. The investigator conducted the random sampling method and prepared the self-made questionnaire for collected the responses from the sample consists of 270 prospective teachers. 264 duly filled-in responses were analyzed. The findings of the study revealed that, 75.8 % (200) of the female prospective teachers have participated in this study. 68.9 % (182) of the prospective teachers were found at the moderate level in their influence of social media on information sources. 71.9 % (46) of the male prospective teachers were found at the moderate level in their influence of social media on information sources, and followed by 73.8 % (45) of the hostel prospective teachers, 70.7 % (106) of the arts subject prospective teachers were found at the moderate level in their influence of social media on information sources. There is significant difference between (i) male and female and There is no significant difference between (i) rural and urban (ii) day scholar and hosteller iii) Hindu, and Christian iv) Arts and Science subject prospective teachers among influence of social media on information sources.

Keywords: Social Media, Prospective Teachers, Information Sources

Introduction

Mon (2015) defined that the term “social media” envisions a new type of media that is shared and participatory in nature, involving others in the information lifecycle of creation, organization, sharing, finding, and use. Internet-based social sites such as Facebook, Twitter, Tumblr, YouTube, Flickr, and Delicious provide a variety of digital spaces that house and Support interactive and participatory information sharing, and offer new forms of collective and collaborative information creation. Tuten and Solomon (2015) defined that social scientist refers to an online community as a cyberspace where “people connect online with kindred spirits, engage in supportive and sociable relationships with them, and imbue their activity online with meaning, belonging, and identity”.

Review of Related Literature

Griesemer (2012) Social media tools radically alter the way people view and use communication. The task of knowledge construction is thus being shared among the instructor, students, and other individuals who share an interest for the subject. This article focuses on continuing efforts using social media to enhance undergraduate business students' learning experiences. My college makes an online course management system (CMS) and training available to instructors, but leaves its use to the instructor for traditional courses. I use the CMS's features such as bulletin boards, wikis, and online meetings and also

incorporate other tools like blogs, podcasts, really simple syndication (RSS), and Twitter. Although incorporating social media into a course requires considerable time and effort, the results to date have exceeded expectations

Rajesh and Michael (2015) Social Media networks have vast acceptance in current circumstances. Almost everyone who has access with internet is connected with some kind of social interaction using available social media. Social Media are now providing lots of services to its users. This paper studies how the services provided by the Social media are helpful for students in Education. This paper also tries to explain the effectiveness of Social Media in young people.

Raut and Patil (2016) Use of Social media is being swiftly increasing during last few years. It is not only being used by the working people but also there is heavy rise in the use of social media by the students or we can say in education society. Use of social media has been created a positive impact on the society. With the help of Internet all the social site and various applications are available which can be access easily, also allow users to converse and interact with each other, to create, edit and share new forms of textual, visual and audio content. It has a vital influence on our live as it helps a lot in every field of life such as political field, economic field and educational field. As the time passing by social media has started creating a negative impact by permeating today's society with millions of us engrossed, unhealthy addiction, in the latest happenings via apps such as Whatsapp, Facebook and Twitter. They create longer term friendships by being in touch online even when friends are no longer physically meeting. The paper tries to highlight how social media influenced our population there is a need to know for the good and bad impacts of the social media on our education sectors as well as on our next generation and make a proper plan in both cases if the usage of social media is good or bad.

Research Methodology

Sample of the Study

The data is collected from St. Xavier's College of Education (Autonomous), St. John's College of Education Palayamkottai, Tirunelveli district and St. Mary's college of education, Seidunganallur, Thoothukudi district.

The researcher had distributed 270 questionnaires to the prospective teachers from the above colleges. Out of 270 questionnaires distributed to the respondents, only 264 filled-in questionnaires were returned by the respondent and these 264 filled-in questionnaires were considered 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 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 in their influence of social media on information sources.
- There is no significant difference between Hindu and Christian prospective teachers in their influence of social media on information sources.
- There is no significant difference between arts and science prospective teachers in their influence using the social media on information sources.
- There is no significant difference between day scholar and hostellers prospective teachers in their influence of social media on information sources.
- There is no significant difference between rural and urban prospective teachers in their 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 Tirunelveli and Thoothukudi districts.

Data Analysis and Interpretation

The investigator used the following tools for data collection, analysis and interpretation.

- Personal data from prepared by the investigator.
- Awareness and Usage of Social Media applications tool constructed and validated by the investigator.
- The percentage analysis has been used to find out the percentage of the students having the low, moderate and high level of awareness and usage of social media applications.
- ‘t’ test is used to find out the significant difference between the means of two variables.
- ‘F’ test is used to find out the significant difference among three variables.

Table 1 - Category-Wise Distribution of Variables Participation in this Study

Category	Variable	Frequency	Percentage
Gender	Male	64	24.20
	Female	200	75.80
Religion	Hindu	121	45.80
	Christian	143	54.20
Location	Rural	142	53.80
	Urban	122	46.20
Residence	Day Scholar	203	76.90
	Hosteller	61	23.10
Subject	Arts	150	56.80
	Science	114	43.20

Table 1 shows that, 75.8 % (200) of the female prospective teachers were participated in this study, followed by 24.2 % (64) of the male prospective teachers, 45.8 % (121) of the Hindu prospective teachers, 54.2 % (143) of the Christian prospective teachers, 76.9 % (203) of the day scholar prospective teachers, 23.1 % (61) of the hostel prospective teachers, 53.8 % (142) of the rural prospective teachers, 46.2 % (122) of the urban prospective teachers, 56.8 % (150) of the arts subject prospective teachers, and 43.2 % (114) of the science subject prospective teachers have participated in this study.

Table 2 – Overall Influence of Social Media on Information Sources among Prospective Teachers

Social network					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	54	20.5	20.5	20.5
	Moderate	182	68.9	68.9	89.4
	High	28	10.6	10.6	100.0
	Total	264	100.0	100.0	

Table 2 shows that, overall 68.9 % (182) of the prospective teachers were found at the moderate level in their influence of social media on information sources, followed by 20.5 % (54) of the prospective teachers were found at the low level and 10.6 % (28) of the prospective teachers were found at the high level.

Table 3 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	64	6	9.4%	46	71.9%	12	18.7%
	Female	200	48	24.0%	136	68.0%	16	8.0%
Religion	Hindu	121	28	23.1%	79	65.3%	14	11.6%
	Christian	143	26	18.2%	103	72.0%	14	9.8%
Residence	Day Scholar	203	46	22.7%	137	67.5%	20	9.9%
	Hosteller	61	8	13.1%	45	73.8%	8	13.1%
Location	Rural	142	26	18.3%	101	71.1%	15	10.6%
	Urban	122	28	23.0%	81	66.4%	13	10.7%
Subject	Arts	150	31	20.7%	106	70.7%	13	8.7%
	Science	114	23	20.2%	76	66.7%	15	13.2%

Table 3 shows that, 71.9 % (46) of the male prospective teachers were found at the moderate level in their influence of social media on information sources, followed by 18.7 % (12) at the high level and 9.4 % (06) at the low level. 68 % (136) of the female prospective teachers were found at the moderate level in their influence of social media on information sources, followed by 24 % (48) at the low level and 08 % (16) at the high level. 65.3 % (79) of the Hindu prospective teachers were found at the moderate level in their influence of social media on information sources, followed by 23.1 % (28) at the low level and 11.6 % (14) at the high level. 72 % (103) of the Christian prospective teachers were found at the moderate level in their influence of social media on information sources, followed by 18.2 % (26) at low level and 9.8 % (14) at the high level. 67.5 % (137) of the day scholar prospective teachers were found at the moderate level in their influence of social media on information sources, followed by 22.7 % (46) at the low level and 9.9 % (20) at the high level. 73.8 % (45) of the hostel prospective teachers were found at the moderate level in their influence of social media on information sources, followed by 13.1 % (08) at the high and low level. 71 % (101) of the rural area prospective teachers were found at the moderate level in their influence of social media on information sources, followed by 18.3 % (26) at the low level and 10.6 % (15) at the high level. 66.4 % (81) of the urban area prospective teachers were found at the moderate level in their influence of social media on information sources, followed by 23 % (28) at low level and 10.7 % (13) at low level. 70.7 % (106) of the arts subject prospective teachers were found at the moderate level in their influence of social media on information sources, followed by 20.7 % (31) at low level and 8.7 % (13) at high level. 66.7 % (76) of the science subject prospective teachers were found at the moderate level in their influence of social media on information sources, followed by 20.2 % (23) at the high level and 13.2 % (15) at the high level.

Table 4 Significant Difference between 1) Male and Female 2) Rural and Urban 4) Day Scholar and Hosteller 5) Arts and Science Subject 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	64	38.97	2.862	2.823	S
	Female	200	37.80	2.998		
Religion	Hindu	121	38.17	3.137	0.423	NS
	Christian	143	38.01	2.894		
Location	Rural	142	38.00	3.055	0.465	NS
	Urban	122	38.17	2.951		
Residence	Day Scholar	203	37.96	3.080	1.311	NS
	Hosteller	61	38.49	2.712		
Subject	Arts	150	38.10	3.043	0.127	NS
	Science	114	38.05	2.962		

Table 4 shows that there is significant difference between Male and Female prospective teachers were found at the moderate level in their influence of social media on information sources. Hence the hypothesis not accepted. There is no significant difference between (i) Rural and urban (ii) Day scholar and hostel iii) Arts and Science Subject prospective teachers were found at the moderate level in their influence of social media on information sources. Hence the respective hypothesis is accepted.

Major Findings of the Study

1) Descriptive Analysis

- 75.8 % (200) of the female prospective teachers have participated in this study.
- 54.2 % (143) of the Christian prospective teachers have participated in this study.
- 76.9 % (203) of the day scholar prospective teachers have participated in this study.
- 53.8 % (142) of the rural prospective teachers have participated in this study.
- 56.8 % (150) of the arts subject prospective teachers have participated in this study.
- 68.9 % (182) of the prospective teachers were found at the moderate level in their influence of social media on information sources.
- 71.9 % (46) of the male prospective teachers were found at the moderate level in their influence of social media on information sources.
- 72 % (103) of the Christian prospective teachers were found at the moderate level in their influence of social media on information sources.
- 73.8 % (45) of the hostel prospective teachers were found at the moderate level in their influence of social media on information sources

- 71 % (101) of the rural area prospective teachers were found at the moderate level in their influence of social media on information sources.
- 70.7 % (106) of the arts subject prospective teachers were found at the moderate level in their influence of social media on information sources.

2) Differential Analysis

- There is significant difference between male and female prospective teachers in their influence of social media on information sources.
- There is no significant difference between rural and urban prospective teachers in their influence of social media on information sources.
- There is no significant difference between day scholar and Hostetler prospective teachers in their influence of social media on information sources.
- There is no significant difference between arts and science subject prospective teachers in their influence of social media on information sources.
- There is no significant difference among Hindu, and Christian prospective teachers in their influence of social media on information sources.

Conclusion

This study revealed that male prospective teachers, Christian prospective teachers, rural area prospective teachers, hostellers were used the social media applications for getting the information sources by frequently various applications in separately and groups. This study concludes that overall 68.9 % (182) of the prospective teachers were found at the moderate level in their influence of social media on information sources. So that this study concludes that most of the prospective teachers were getting the information sources through social media regularly for their studies, lesson plan preparation, records preparation and study materials preparation.

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