



ACCEPTANCE OF SOCIAL MEDIA AMONG B.ED., TEACHER TRAINEES

Brintha. S¹, Ph. D. & K. S. Ramakrishnan², Ph. D.

¹Research Scholar Bharathiar University Coimbatore Assistant Professor,

Sri Muthukumaran College of Education Chennai – 69

²Research Supervisor Assistant Professor, Tamilnadu Open University Chennai – 600005

Abstract

The present study aims to analyze the acceptance of social media among B.Ed., teacher trainees. Social media plays a significant role among learners community. The educational institutions have to take rapid initiatives to inculcate the social media application among students. Normative survey method has been employed to collect the data from 320 B.Ed., teacher trainees by adopting random sampling technique. The main objective of the study is to analyse the level of acceptance of social media usage among B.Ed., teacher trainees, to find out the significant difference in the social media acceptance based on gender, medium of instruction, optional subject. The findings of the study reveal that the level of social media acceptance is moderate in nature. There is a significant difference in the social media acceptance based on gender, medium of instruction and optional subject.



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INTRODUCTION

The interconnected network among the individuals transformed with the emergence of the social media. Social media afford more socially connected experience by enabling active engagement with one another to contribute and to chat with one another. This enables the individuals to understand the worldly affairs. This in turn establishes the knowledge society to the world. The learners also can bring out their excellence, charmness, knowledge with cognitive domain in the field of science and technology. Social networking websites form a major part of the social communication which brings out the love, care, concern and their achievements. The adoption of social networks has become ease which enables the learners to become members, communicate, socialize, share information and abreast of knowledge in current affairs.

STATEMENT OF THE PROBLEM

“Acceptance of Social media among B.Ed., Teacher trainees.”

OPERATIONAL DEFINITION

(i) Acceptance of social media

Acceptance of social media implies the demonstrable willingness with in a user group to employ any technology for the tasks. It also explains how a new technology and the various aspects of it are received and used by the user.

(ii) B.Ed., Teachers trainees

The student who is studying to be a teacher and who, as part of the training, observes classroom instruction or does closely supervised teaching in an elementary or secondary school level.

NEED FOR THE STUDY

The primary goal of the research is to establish the different aspects of social media among B.Ed., teacher trainees. Social media usage on the part of teacher trainees and also adolescents is considered to be one of the most leading public concerns. It is the responsibility of the educationists, parents and the care takers to imbibe social – values among learners. The social media has found its application in day to day activities particularly in the life of the learners. Since the social media enhance the cognitive domain of the learners. Social media has penetrated remarkably in the minds of the younger generation. The usage of social media in the academic sectors will ultimately transform the class room in the learner centre. By keeping in view, the researcher under the guidance and supervision of research guide, the investigator has augmented to do the research in the topic “Social media acceptance among B.Ed., teacher trainees”.

OBJECTIVES

1. To find the level of acceptance of social media among B.Ed., Teacher trainees.
2. To find the significant difference between male and female students with respect to acceptance of social media.
3. To find the significant difference between English and Tamil medium students with respect to acceptance of social media.
4. To find the significant difference between Science and Commerce students with respect to acceptance of social media.

HYPOTHESES

1. The level of acceptance of social media among B.Ed., teacher trainees is moderate.
2. There is no significant difference between male and female students with respect to acceptance of social media.
3. There is no significant difference between English and Tamil medium students with respect to acceptance of social media.
4. There is no significant difference between Science and Commerce students with respect to acceptance of social media.

1.07 DESIGN OF THE STUDY

(a) Population and Sample

The area of this research is thiruvallur District. It consists of three B.Ed., colleges under a self financing stream. About 320 students were identified in the survey.

(b) Tool used

Social media acceptance scale was developed and standardized by the investigator under the guidance and supervision of the research guide. The acceptance of social media among B.Ed., teacher trainees has been assessed by evaluating the following four dimensions,

1. Self awareness
2. Motivation
3. Self manageable
4. Development of social skill

There are 35 items in the social media acceptance. The scale is four point likert type rating scale having the weightage of 4,3,2,1 for very often, often, sometimes and never.

PILOT STUDY

Pilot Study was conducted on higher secondary B.Ed., Teacher trainees. 50 samples was selected to test the feasibility of Acceptance of social media Inventory. The Pilot study helped to compute the reliability and validity of the test.

RELIABILITY AND VALIDITY OF THE TOOL

The reliability of Acceptance of social media Inventory was established by Spearman Brown formula odd-even method. The reliability of co-efficient was computed and the value is 0.73. The index of reliability is taken as measures of validity (Garret, 1981) and this works out in our study to square root of 0.73 equal to 0.85 which is highly significant.

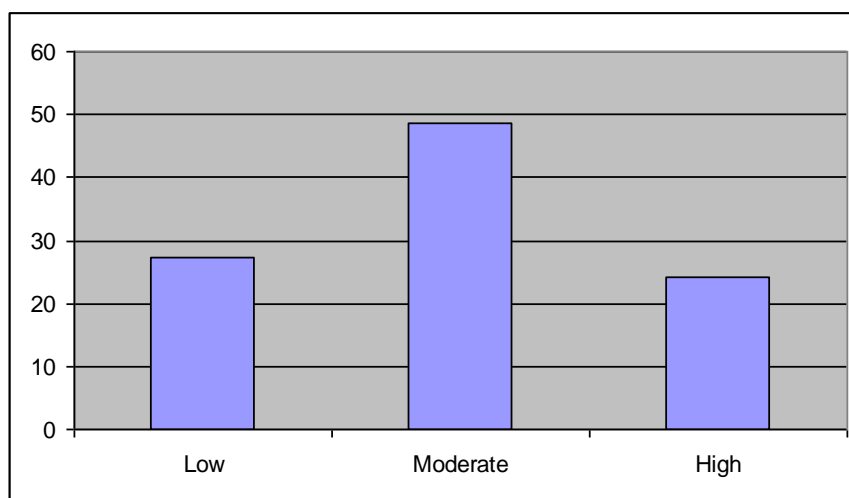
Hypothesis 1: The level of acceptance of social media of higher secondary students is moderate.

Table 1.1 Showing percentage analysis - acceptance of social media.

Category	Number of Students	Percentage
Low	87	27.19
Moderate	156	48.75
High	77	24.06
Total	320	100

It is observed from the above table that 48.75 percentage of students fall under the category of having moderate acceptance of social media and hence the hypothesis is accepted.

Showing percentage analysis of - acceptance of social media.



Hypothesis 2:

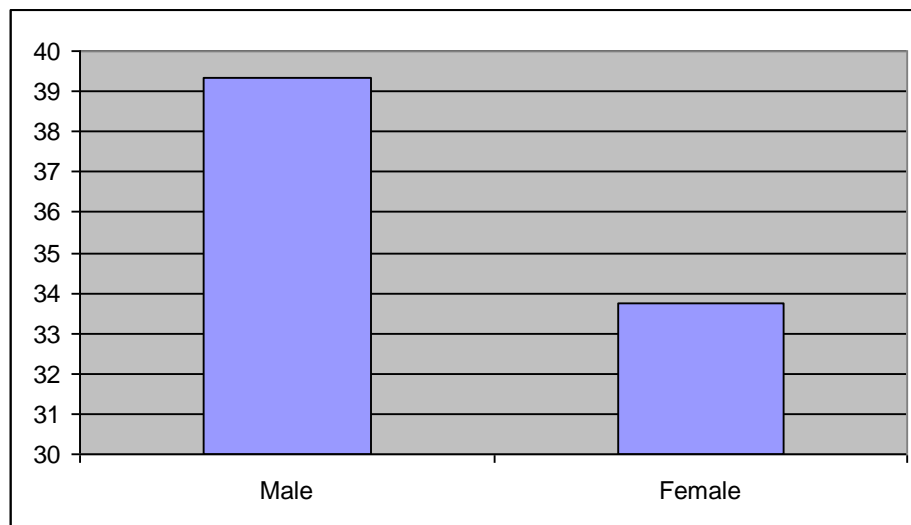
There is no significant difference between male and female students with respect to acceptance of social media.

Table 1.2 Showing Mean, SD, and CR for acceptance of social media based on gender

Gender	N	Mean	S.D	S.E.M	t-ratio	L.S
Male	151	39.36	8.74	0.67	4.67	0.01
Female	169	33.74	10.12	0.82		

It is observed from the above table that the obtained mean scores show that there is difference in the acceptance of social media AMONG b.Ed., teacher trainees. It is also observed from the mean aspiration scores that Male students have higher level of aspiration than the female counterparts and is statistically proved and hence the null hypothesis is rejected.

FIGURE-1.2 Showing Mean, SD, and CR for acceptance of social media based on gender



Hypothesis 3:

There is no significant difference between English and Tamil medium students with respect to acceptance of social media.

Table 1.3 showing significant difference of acceptance of social media school - English and Tamil medium.

Medium	N	Mean	S.D	S.E.M	t-ratio	L.S
English	191	39.19	8.40	0.61	4.01	0.01
Tamil	129	33.02	10.59	0.93		

It is observed from the above table that the obtained mean scores show that there is difference in the acceptance of social media among B.Ed., teacher trainees studying in English and Tamil medium. The English medium students have higher acceptance of social media than the Tamil medium students and it is statistically proved and hence the null hypothesis is rejected.

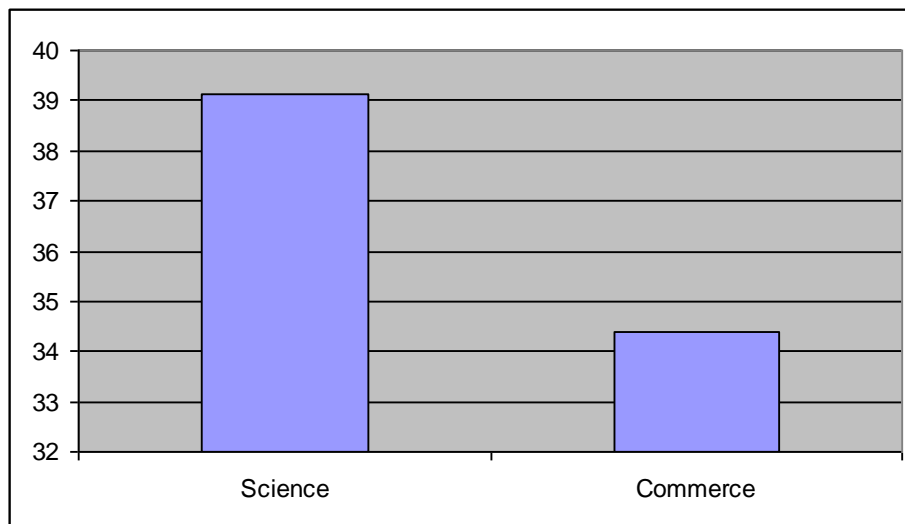
Hypothesis 4: There is no significant difference between science and Commerce students with respect to acceptance of social media

Table 1.4 Showing the significant difference of acceptance of social media - based on the optional subjects

Subject	N	Mean	S.D	S.E.M	t-ratio	L.S
Science	156	39.13	8.43	0.67	3.33	0.01
Commerce	164	34.40	10.48	0.82		

From the above table it is found that the obtained mean scores show that there is difference in the acceptance of social media among B.Ed., teacher trainees studying in science and commerce group. The science group students have high acceptance of social media than the commerce group students and it is statistically proved and hence the null hypothesis is rejected.

FIGURE-1.3 Showing the significant difference of acceptance of social media score - based on the Optional subjects



MAJOR FINDINGS

The major findings of the work undergone is summarized and shown below

1. The level of acceptance of social media among B.Ed., teacher trainees is found to be moderate (48.75%).
2. It is found that there is significant difference between male and female students with respect to acceptance of social media and male students have high acceptance of social media as compared to their female counterparts.

3. It is found that there is significant difference between English and Tamil medium students with respect to acceptance of social media and the English medium students have high acceptance of social media than the Tamil medium students.

4. It is found that there is significant difference between Science and Commerce students with respect to acceptance of social media; the science group students have high acceptance of social media than the commerce group students.

EDUCATIONAL IMPLICATION

Given the diversity and gravity of these problems, there is an urgent need for strategies to combat such a complex social phenomenon such as social media usage. But formulating effective strategies demands a solid understanding of social media usage its causes and prevention. The educational institutions must introduce the various coping strategies to overcome the social media usage. Social values and other behavioural modification techniques have to be introduced with in the schools which help them to meet the emerging needs of the society.

CONCLUSION

The study expounds the various social media usage of B.Ed., Teacher trainees and the importance of intervening the offenders with various remedial and intervention procedure to over come the risk factors and to reduce the rate of victimization.

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