

**ABSTRACT**

*This study investigates the influence of social media among B.Ed., students in Tirunelveli district, Tamil Nadu. The main objective of the study is to determine the awareness of B.Ed., students towards social media influence. Social media would be any item or apparatus that unites individuals in dialogue or collaboration individually, in print or on the web. As something of shared utilization, social media now mean a particular class, innovation, instrument, and online locales that include social connections, investment, and client-created substance. Social media has brought about significant changes all around the globe with India standing as no exception. With social media, student teachers can promote cooperation and discussion, create meaningful conversations, exchange ideas, and boost student interaction. The quality of education depends upon the excellence of the teaching-learning process. A better classroom environment with the collaboration of these media leads to the effective classroom teaching of student teachers and the better performance of the students. An investigation of the influence of social media on B.Ed., students is done in this study. This research is a survey type and the sample consists of 100 B.Ed., students drawn from five colleges through a simple random sampling technique. The influence of social media tools was prepared and validated by the investigator and Guide. The data were collected and examined with statistical methods such as percentage analysis, mean, standard deviation, and 't'-test. Based on the found results, a precise interpretation is also given.*

**Keywords:** Social Media and B.Ed. Students

**Introduction**

It has been regularly said that India is one of the most youthful nations on the planet. It may be the most youthful because half of Indians are under the age of 25 and 65% of them are under 35. It implies that there are more potential social media clients in India than are at any other place on the planet. To comprehend better where we stand, all we need to do is to see the information on the four top social media sites – Facebook, LinkedIn, Twitter, and Google+. According to the social media survey report by Neilsen, 2012, India is the second largest user of Facebook in the world, just behind the United States.

There are 45,796,460 Facebook clients in India, which is equivalent to 3.90% of the aggregate populace and 56.54% of the aggregate online populace. India has the second largest base of LinkedIn clients too. India has an aggregate of 1.14% clients of aggregate common people and 16.48% of online common people. India is additionally the second biggest client for Google+ and as for Twitter,

16 million Indians are dynamic. When talking about the current state of social media in India, we ought to talk of two other overwhelming social media destinations: Orkut and ibibo, which have 15.5 million and 5 million clients respectively (Anilkumar, 2015).

**Significance of the study**

Social media has brought about significant changes all around the globe with India standing as no exception.

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The online presence of Indian users has increased drastically as compared to the previous years. There are more than 100 million online users from India which comprises of 4.5% of total online users across the globe. India is witnessing a growing revolution in information & communication technology (ICT) and social media usage. Studying social media is of much practical importance in a democratic society like India where freedom of speech and expression is granted by the constitution. A few data surveys show that India is the fifth largest internet-using country (Kcatoto, 2012). The benefits of social media provide for today's digital learners. As an academic device, social media improves the chance to learn by enabling learners and instructors to link and communicate in new, interesting ways. Today's students arrive at school, fluent in web and social networking technologies. Social media is an effective way to increase student involvement and build better interaction skills. Student teachers can make use of this knowledge to enhance opportunities to learn. With social media, student teachers can promote cooperation and discussion, create meaningful conversations, exchange ideas, and boost student interaction. The quality of education depends upon the excellence of the teaching-learning process. A better classroom environment with the collaboration of these media leads to the effective classroom teaching of student teachers and better performance of the students. The present study investigates the status of the influence of social media among B.Ed., students.

### Objectives

1. To find out the level of influence of social media on B.Ed., students.
2. To find out whether there is any significant difference between the influence of social media of B.Ed., students with regard to gender.
3. To find out whether there is any significant difference between the influence of social media on B.Ed., students with regard to the locality of residence.
4. To find out whether there is any significant difference between the influence of social media on B.Ed., students with regard to the location of school.

### Hypotheses

1. There is no significant difference between male and female B.Ed., students in their influence of social media.
2. There is no significant difference between rural and urban B.Ed., students in their influence of social media.
3. There is no significant difference between rural and urban school B.Ed., students in their influence of social media.
4. There is no significant difference between married and unmarried B.Ed., students in their influence of social media.

### Method used

The survey is a fact-finding method. (Best, 1986) states that "The survey method involves interpretation, comparison, measurement, classification, evaluation, and generalization. All directed towards a proper understanding and solution of significant educational problems". So the researcher has chosen the survey method to study the "Influence of social media among B.Ed., students".

### Population and sample

The population of the present study consists of B.Ed., students who are studying in Tirunelveli district, Tamilnadu. The investigator used a simple random sampling technique for selecting the sample from the population. The sample consists of 100 B.Ed., students. Among them 40 were male and 60 were female B.Ed., students.

### Tool used

This study aims to evaluate the influence of social media among B.Ed., students. The investigator has adopted the Influence of social media Scale (ISMS) (2017) from Vences Cyril.

### Establishing the Validity

Validity refers to the degree to which evidence and theory support the interpretation of test scores entailed by proposed uses of tests (Best and Khan, 1999). The validity of the tool has been found in different methods. For the present study, the investigator established the face validity of the tool.

## Establishing Reliability

Reliability refers to the extent to which differences in respondents' observed scores are consistent with differences in their true scores (Furr and Bacharach, 2008). Of the different methods, the split-half method and test-retest method were used to determine the reliability coefficient of the tool. To establish the reliability of the Influence of the social media Scale by the test-retest method, it was re-administered to the same set of student teachers after 15 days. The two sets of scores were correlated using Pearson product-moment correlation and the value was found to be 0.824, which is substantial.

## Statistics techniques used

Percentage analysis and 't-tests were used in this study.

## Analysis of data

**Table 1**  
**Level of Influence of social media on B.Ed., students**

Variable	Low		Moderat		High	
	N	%	N	%	N	%
Influence of social media	13	13	65	65	22	22

**Table 2**  
**Difference between Male and Female B.Ed., students in their Influence of social media**

Variable	Gender	N	Mean	S.D	t-value	'P' value	Re mark
Influence of social media	Male	40	64.52	5.13	8.71	0	S
	Female	60	57.33	4.17			

**Table 3**  
**Difference between Rural and Urban B.Ed., students in their Influence of social media**

Variable	Locality of Residen	N	Mean	S.D	t-value	'P' value	Re mark
Influence of social media	Rural	50	58.42	5.581	3.235	0.002	S
	Urban	50	62	5.432			

**Table 4**

**Difference between Rural and Urban School B.Ed., students in their Influence of social media**

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Variable	Location of College	N	Mean	S.D	t-value	'P' value	Re mark
Influence of social media	Rural	55	59.62	5.328	1.095	0.267	NS
	Urban	45	60.93	6.246			

**Table 5**

**Difference between Married and Unmarried B.Ed., students in their Influence of social media**

Variable	Marital Status	N	Mean	S.D	t-value	'P' value	Re mark
Influence of social media	Married	30	64.33	5.41	7.147	0	S
	Unmarried	70	58.44	4.986			

## Results and discussion

1. Table 1 reveals that the level of influence of social media on B.Ed., students is moderate. In this, 65.0% have a moderate level of influence on social media.
2. Table 2 reveals that there is a significant difference between male and female B.Ed., students in their influence of social media. While comparing the mean scores, the male B.Ed., students are better than female B.Ed., students in their influence of social media. This may be because male teachers have more openings to access social media. Also, male teachers have more relationships with their friends, colleagues, and society at large; through social media, they are sharing their thoughts and feelings. Female teachers didn't have much time to use social media.
3. Table 3 reveals that there is a significant difference between rural and urban B.Ed., students in their influence of social media. While comparing the mean scores, the urban B.Ed., students are better than rural B.Ed., students in their influence of social media. This may be because they may get the right opportunities to have an entry to Wi-Fi cubs and surf the internet, Twitter, Google, and blog even in their home as well as in their working environment.

4. Table 4 reveals that there is no significant difference between rural and urban college B.Ed., students in their influence of social media.
  5. Table 5 reveals that there is a significant difference between married and unmarried B.Ed., students in their influence of social media. While comparing the mean scores, the married B.Ed., students are better than unmarried B.Ed., students in their influence of social media. This may be because married B.Ed., students have gotten information through associates, spouses, peers, stakeholders, and their family members.
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### Conclusion

Social media is a powerful tool for student teachers that can be used either for personal or professional means. The importance of social media has increased for student teachers. Student teachers can respond to students' questions via a Facebook page or Twitter feed. Post homework assignments and lesson plans, send messages and updates, schedule or announce upcoming events and share interesting Web sites and multimedia content. A great way for student teachers to give participation points in addition to in-class participation is by having students tweet about something that was discussed in class. All these social media platforms assist student teachers to increase communication with their students. They can effectively communicate, encourage even shy students to participate actively, and become effective teachers.

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