TEACHERS PERCEPTION TOWARDS SOCIAL MEDIA BASED LEARNING

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Abstract

In the era of information and communication technology (ICT), both developed and developing nations are putting a lot of emphasis on social-based learning (SMBL). Social media relies on a variety of platforms, including YouTube, Google, Facebook, Twitter, Instagram, and Whatsapp. People use these platforms for a variety of learning and communication purposes. Younger generations are particularly interested in social media-based education, both in formal and informal settings. It makes it easier for them to interact, take part, and learn cooperatively. For professional development, teachers and students regularly employ a variety of e-format educational studies that are available. According to the study, a significant proportion of students and researchers in India regularly utilize social media for both learning and research purposes. The function of social media in teaching and learning has received very little attention in studies to far. Using varied perspectives on student teachers in the context of their course background, the present article aims to explore the many levels of uses by teacher education at the B.Ed. and M.Ed. levels.

Keywords: Perception, Information Communication Technology, Social Media

Introduction

Technology for information and communication is in its infancy. Social media has gained popularity in both developed and underdeveloped nations. Social media has gained popularity in India thanks to Whatsapp, Facebook, the Internet, Google, Twitter, and Hike. Social media is used by people for many different types of communication. One of the characteristics of information and communication technology is education through social media. Individuals learn about the different educational possibilities, both formal and informal, that are available. For the goal of professional development, instructors and students can use a variety of educational studies that are available online. According to studies on social media usage, in the Indian context, students in the

younger generations use social media daily for one to three hours (Kumar & Sahoo 2015) The research students frequently use social media for their work (Kumar & Kumar 2016). Students pursuing teacher education at various levels may use learning. In the B.Ed. and M.Ed. levels of one of the country's central universities, the researcher aimed to investigate the various levels of use by teacher education students. Depending on the context of their course background, student teachers may be perceived differently. The following aims guided the researcher's conduct of the current investigation.

It is impossible to dispute the use of social media for communication. The majority of people use social networking sites like Facebook, Whatsapp, Youtube, and Twitter. Using social media is advantageous for business, marketing, social awareness, entertainment, news updates, banking, and particularly educational purposes. Social media platforms have gained an incredible amount of appeal among teachers over the past few decades. Social media tools are also being used for teaching, learning collaboratively, and information sharing. Social media has given people a huge platform on which to converse and exchange knowledge. Social media is being used by universities for both professional and social interactions with students and employees. In both rich and developing nations, professors often give students' academic assignments and share content via Facebook and WhatsApp. Social media is thought to be a significant change agent for language teaching and learning. The usage and acceptance of social media in language learning have been the subject of several studies, but it is uncommon to find research that examines the subtle distinctions between specific social media elements and how learners and teachers interact with them.

Objective of the Study

The current study aims to investigate teachers' perceptions of the trend of social media usage in the social sciences at public universities. Examining social media's potential to help teachers perform better in the classroom is also required.

- To investigate how B.Ed. and M.Ed. student teachers perceive social media-based learning.
- To analyze the relationship between the course backdrop and the student teachers' perspective of social media-based learning.

Significance of the study

The results of the current study could help us better understand how social media is used and its value for instructors' classroom performance. University teachers will be educated on the positive social media role geared towards teaching performance to remove obstacles and attain fulfillment in teaching performance. Several studies have shown that university lecturers use social media tools like Facebook and Whatsapp to teach all over the world. The majority of instructors in Uttar Pradesh support the usage of social media in educational institutions and actively participate in learning more about how social media is being applied in that context.

Method and procedure of the study

An exploratory investigation was conducted. The researcher used a self-made questionnaire to gather information about the institution's reputation, its courses, expert advice, its curriculum, its teaching and learning procedures, its course materials, its methods of learning, its projects, learner evaluation, and its research on social awareness and social action. There were 25 items total, which covered 12 social media-based learning topics. All B.Ed. and M.Ed. students enrolled in Uttar Pradesh of different schools made up the study's population. 50 B.Ed. students from two constituent colleges and 50 M.Ed. students from the education department of the Uttar Pradesh made up the study's sample. The social media platforms that make up the sample were specifically chosen. For assessing the study's research hypothesis, the chi-square test of independence level was used.

Data Analysis and Interpretation

Table-1

Student instructors' perceptions of the institution's repute and the course's background were independently tested using the two-way method of Anova χ^2.

	Course	Agree	Disagree	Not Decided	Total	χ^2 – value
	B.Ed	46 (94%)	3 (4%)	1 (2%)	50	3.34

Social Networking for Institution reputation	M.Ed	48 (96%)	1 (1%)	2 (4%)	50	N.S.
	Total	94	4	3	100	

Note   : * =Significant at .05 level.

: N.S. =Not Significant

The computed 2-value independence between responses to institution reputation and students' academic backgrounds is determined to be 3.34, as can be shown in Table 1. The calculated value, at a 0.5 level of significance with df: 2, is smaller than the table value (5.99). The observe value is therefore not considered noteworthy. The perception of students and their academic background are thus not strongly related. 94–96% of B.Ed. and M.Ed. students agreed that social media had an impact on institutions' reputations.

Table-2

Student instructors' perceptions of institutional communication and course background were independently tested using a two-way ANOVA.

	Course	Agree	Disagree	Not Decided	Total	$\chi^2 -$ value
Social Networking for Institutional communication	B.Ed	43 (82%)	6 (12%)	2 (4%)	50	2.08 N.S.
	M.Ed	33 (70%)	13 (26%)	3 (6%)	50	
	Total	76	19	6	100	

Note   : * =Significant at .05 level.
: N.S. =Not Significant

The computed 2-value of independence between responding institution communication and student course background was determined to be 2.08 in Table 2. The obtained value, with a.05 level of significance and df: 2, is smaller than the table value (5.99). The observed value is therefore considered significant. The perception of students and their academic background are

thus not strongly related. The majority of B.Ed. and M.Ed. students (between 72 and 80%) felt that social media plays a role in institutional communication.

Table-3

Test of independence by two between student teachers' perceptions of study sessions and the context of the course

	Course	Agree	Disagree	Not Decided	Total	χ^2- value
Social Networking for study session	B.Ed	15 (30%)	18 (36%)	18 (36%)	50	3.79 N.S.
	M.Ed	22 (44%)	14 (28%)	13 (26%)	50	
	Total	37	32	31	100	

Note : * =Significant at .05 level.
        : N.S. =Not Significant

The computed 2 - value of independence between responses to study sessions and students' academic backgrounds was determined to be 3.79, as can be shown in Table 3. The obtained value, at the.05 level of significance with df: 2, is smaller than the table value (5.99). The observed value is therefore not considered noteworthy. The perception of students and their academic background are thus not strongly related. Just 28-46% of B.Ed. and M.Ed. students believed that social media had a place in classroom learning. The majority of students (62–64%), however, either disagree or are still unsure.

Table-4

Student instructors' perceptions of the shared curriculum for all and the course background were independently tested using a two-way ANOVA.

	Course	Agree	Disagree	Not Decided	Total	χ^2 – value
Social Networking for common curriculum for all	B.Ed	33 (66%)	11 (22%)	9 (18%)	50	5.3 N.S.
	M.Ed	23 (46%)	19 (38%)	11 (22%)	50	
	Total	50	30	20	100	

Note   : * =Significant at .05 level.
: N.S. =Not Significant

Table 4 shows that the computed 2 - value of independence between students' responses to the common curriculum and their academic backgrounds is determined to be 5.3. The obtained value, at the.05 level of significance with df: 2, is smaller than the table value (5.99). The observed value is therefore not considered noteworthy. The perception of students and their academic background are thus not strongly related. Over half of B.Ed. and M.Ed. students (50%) agreed on the need of social media in a universal curriculum.

Conclusion

The study found that despite having different backgrounds in their courses, the vast majority of student teachers had positive opinions about many aspects of social media, including gathering data on an institution's credibility, students' backgrounds and experiences, students' support networks, international networking, teaching and learning strategies, social issues, and research projects. Students generally responded positively to various curriculum topics, the veracity of the information, evaluations, projects, and social action. The study shows a positive trend in the usage of social media to promote learning by students pursuing teacher education. Programmes for teacher education should receive concentrated attention. We conducted an inductive thematic analysis of the discussion data collected during the workshops to better understand the underlying views of and attitudes about social media features. We draw three conclusions from this: social media is a unique language type; appropriateness; and valuing true communication flow. We provide four design ideas based on these themes for practitioners and scholars who want to use social media in language teaching.

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