
A STUDY ON THE AWARENESS OF TEACHERS ABOUT SOCIAL MEDIA

Article Particulars

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Mrs. JOAN LATHA SHALINI

*Ph.D. Research Scholar**Mother Teresa Womens' University, Kodaikanal, Tamil Nadu, India*

Abstract

The present study has been conducted among 72 teachers belong to various schools in all over Tamil Nadu to find out the awareness towards social media. The researcher used a self constructed tool for this research. The data collected was analysed and interpreted to draw inference using appropriate statistical methods like mean, standard deviation, t-test, and F-test. The result shows that there is a significant difference between the awareness of teachers towards social media with respect to the type of school, the teachers who have smart phones, and locality. Also it is revealed that there is no significant difference between the awareness of teachers towards social media with respect to the awareness of number of social sites and the time they spend in using social media.

Introduction

Socialisation has evolved across centuries. As it stands today socialisation over virtual space has become a significant part of social lines. The line between real world and the virtual world is just collapsing and to be aware and adapt to it is an important challenge for students. School is the place where children learn and practice many of their social skills. In this context the role of teachers and their lives on social media become significant. Their influence on students depends largely on their experience with the social media. Therefore this study is an attempt to study the awareness of the teachers about the social media.

Objectives of the Study

1. To find out the awareness of teachers about social media
2. To find out whether there is any significant difference between the Government and Private school teachers regarding the awareness about social media
3. To find out whether there is any significant difference between the teachers who have smart phones of their own and those who don't have smart phones regarding the awareness about social media

4. To find out whether there is any significant difference between the teachers are the aware of more than 5 social networking sites and who are not aware of less than 5 social networking sites
5. To find out whether there is any significant difference between the Rural and Urban school teachers regarding the awareness about social media
6. To find out whether there is any significant difference between the awareness of teachers towards social media with respect to the time they spend in using social media

Hypotheses of the Study

1. There is no significant difference between the Government and Private school teachers regarding the awareness about social media.
2. There is no significant difference between the teachers who have smart phones of their own and those who don't have smart phones regarding the awareness about social media.
3. There is no significant difference between the teachers who are aware of more than 5 social networking sites and those who do are not aware of less than 5 social networking sites.
4. There is no significant difference between the Rural and Urban school teachers regarding the awareness about social media.
5. There is no significant difference between the awareness of teachers about social media with respect to the time they spend in using social media.

Review of Related Literature

A study entitled "The impact of WhatsApp messenger usage on students performance in tertiary institutions in Ghana" by Johnson Yeboah and George Dominic Ewur published in the journal of Education & Practice in the year 2014, has concentrated on the negative aspects of WhatsApp. Their study proved that the usage of WhatsApp has impacted negatively on the performance of students in Ghana. Some of the findings of the study were the following. WhatsApp usage has led to lack of concentration during lectures, consumes much of students study time, distracts students from completing their assignments, destroys students' spellings and grammatical construction of sentences.

Facebook and WhatApp were also found as common application used for information sharing and academic communication among the university students (Devi& Tevera, 2014). Same finding was encountered by Lenhart (2007) where he stated that WhatsApp and emails are creating the ease of information sharing among students where every thought and feelings are translated into words. They tend to write more and it is supported by other educators where they could see the impact of this new phenomenon could teach the students about language evolution. Overall,

responding through WhatsApp was viewed as thriving because it helped to develop the students' voice. The use of technologies like smartphones has gradually changed the traditional way of communication like handwriting (Ardilla, 2004).

Methodology

Survey method has been used for this study.

Sampling Technique and Sample Size

Random sampling technique has been used for this study and the sample size was 72. Data has been collected from 72 school teachers belonging to various schools in all over Tamil Nadu.

Tool Used for the Study

The researcher used a self constructed tool for this research. The tool consists of 21 statements for which the respondent has to answer Yes/No regarding the awareness of teachers about social media.

Analysis and Interpretation

Table 1 Table showing the awareness of teachers about social media with respect to the type of school, the teachers who have smart phones, the awareness of number of the social networking sites and locality

S.No	Variables	Category	N	Mean	S.D	t-value	p-value
1	Type of the School	Government	30	8.56	4.14	6.33	0.00*
		Private	42	13.97	3.10		
2	Having Smart Phones	Yes	68	12.26	3.93	4.90	0.00*
		No	4	2.50	1.73		
3	Presence of number of social networking sites	Below 5	47	11.85	3.97	2.98	0.05
		Above 5	13	15.30	2.89		
4	Locality	Rural	30	8.56	4.14	6.34	0.00*
		Urban	42	13.97	3.10		

Since p value is less than 0.05, the null hypothesis is rejected and there is a significant difference between the government and private school teachers in their awareness about social media. The reason for this may be due to the exposure and availability of technology. In private school as where teachers don't have access to high speed internet and a peer group which is active on social media. This may be the reason for the difference between the government and private school teachers in their awareness about social media. Since p value is less than 0.05, the null hypothesis is rejected and there is a significant difference between teachers with and without smartphones in their awareness about social media. Having access to a smart phone

and the currently available free data under mobile scheme plans like Geo network influence how social media is accessed by teachers.

Since p value is greater than 0.05, the null hypothesis is accepted and there is no significant difference between the teachers who have the presence on of 5 or more social networking sites and less than 5 social networking site. Presence in one site usually leads to awareness of other networking sites. This could be the reason that awareness is not dependent in the number of social sites teachers have a presence on.

Since p value is less than 0.05, the null hypothesis is rejected and there is a significant difference between rural teachers and urban teachers in their awareness of social media. Rural teachers do not have access to high speed internet and peer group who have much social presence. This could be the reason why urban teachers are more aware of social media than rural teachers.

Table 2 F Table showing the significant difference between the Awareness of Teachers towards Social Media with Respect to the time they Spend in using Social Media

Variable	Sources of Variation	Sum of Squares	df	Mean Square	F	Sig
Spending Time In Social Media	Between Groups	960	3	0.320	0.015	0.997
	Within Groups	1403.485	68	20.639		
	Total	1404.444	71			

Since the sig value in the table is greater than 0.05, the null hypothesis is accepted and there is no significant difference between the teachers who are spending their time in social media for about 30minutes,1 hour,2 hours and more than 2 hours. The reason for this may be due to teachers staying on the sites they are comfortable to varying amounts of time than experimenting on new ones or time out new social networking site.

Findings

From table 1, the null hypothesis is accepted, hence there is a significant difference between the awareness of teachers towards social media with respect to the type of school, the teachers who have smart phones, and locality. Also it is revealed that there is no significant difference between the awareness of teachers towards social media with respect to the awareness of number of social sites From table 2, there is no significant difference between the awareness of teachers towards social media with respect to the time they spend in using social media

Conclusion

It can be concluded that awareness about social media among teachers is varied and depends on a number of factors. The teachers in the government schools are not

as aware as their counterparts in private schools. The teachers who have smart phones are more aware of the social media as they tend to visit them more. The number of social sites they are present in also doesn't seem to impact their awareness. Urban teachers surely are more aware of social media than the ones from rural areas. However the time they spend on social media surprisingly doesn't seem to have an impact on their awareness.

The awareness of teachers about social media will play a vital role in how they perceive the use of social media by their students. It can also have a considerable impact on the scope of using these for educational purposes.

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