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A STUDY ON SOCIAL MEDIA PREFERENCES OF TEACHER EDUCATORS IN NAMAKKAL DISTRICT

Dr. V. Parthiban¹ and Dr. B. Jai Ganesh²

¹Assistant Professor, KSR College of Education, Thiruchengode, Namakkal District, Tamilnadu, India.

²Associate Professor, KSR College of Education, Thiruchengode, Namakkal District, Tamilnadu, India.

ABSTRACT

The current study aims to investigate the various social media usage by the teacher educators and its influence on their personal, social, and academic life. Social media has played a significant role in developing the skill of the prospective teachers in the teaching and learning process. For this study 47 teacher educators from Namakkal educational district of Tamilnadu were selected as samples. The statistical technique cum rank frequency was used to find the best choice of social media among teacher educators. Result of the study shows among the seven social media applications "WhatsApp" is highly used by the teacher educators in Namakkal district.



KEYWORDS : Social media, Teacher educators.

INTRODUCTION :

Networking is the predominant nature of human beings which fulfills their biological and sociological needs. The driving force that sustains livelihood in these social networks is communication. So simplifying the communication with near and far ones is a challenging task for the humans. Social media is the best solution to this issue. It is the fastest communication channel that provides easy sharing of information throughout the world within a fraction of second. This social media influences every aspects of human life ie. Sociological, political, psychological and also educational.

Nowadays social media plays an inevitable role in the field of education. The advancements in teaching and learning mostly depend on technology. This is to say teachers have moved from the application of "talk and chalk" to "point and click" and now the application of social media enables classroom instructions in which learners' need for relationships, and self-actualization can be satisfied. In addition, the usual teaching steps like presentation, practice and production can be blended with the impact of social media by the consideration of "post, share and like".(Chaiwat Tantarangsee et al. 2017)

Exploring the social media preferences of teacher educators involves testing various aspects: which platforms they prefer for professional networking, knowledge sharing, personal growth; how they utilize social media to enhance teaching methodologies and student engagement; and the challenges and opportunities they perceive in integrating social media into their professional lives. The role of teacher educator is inexorable in shaping the future education and fostering continuous professional growth among prospective teachers. Their preferences regarding social media platforms

such as Facebook, Google+, Instagram, LinkedIn, WhatsApp and so on. This study provides insights into these preferences, shedding light on the evolving landscape of professional development in education.

NEED AND SIGNIFICANCE OF THE STUDY

A study on the social media preferences of teacher educators is not only pertinent for understanding communication dynamics within the educational community but also for leveraging social media as a tool for professional development, collaboration, and enhancing teaching practices. National education policy-2020 states that “Education will play a critical role in this digitally empowered society transformation, technology itself will play an important role in the improvement of educational processes and outcomes; thus, the relationship between technology and education at all levels is bidirectional. So this particular study will address current gaps in knowledge and provide valuable insights for educational stakeholders aiming to harness the potential of social media in education effectively.

Objectives of the study: To analyze the influence of social media application used by the teacher educators in Namakkal district.

Statement of the problem: The present study was entitled as “A study on Social media preferences of teacher educators in Namakkal district”.

OPERATIONAL DEFINITION

Social media: Social media is the communication platform that allows individuals and communities to create, share and exchange their information, ideas, knowledge, images, and data through virtual platforms.

Teacher educators: Teacher educators works in the teacher education institutions, they teach for the prospective teachers, those who study B.Ed., and M.Ed., programs.

METHODOLOGY

To achieve the objectives of the present study, a normative survey method was adopted.

Sample: For the present study a sample of 47 teacher educators were selected through convenient sampling from Namakkal educational district of Tamilnadu, India.

Tools used: Seven social media lists were prepared by the researcher which explores different social media used by the teacher educators. Among the seven social media applications respondents are allowed to give their rank preference for each media viz. 1, 2, 3,4,5,6 and 7. The social media used by the teacher educators were Instagram, WhatsApp, YouTube, Google +, LinkedIn, Facebook and Telegram.

Statistical techniques used: Rank frequency method was used for finding the first choices from the social media list chosen by teacher educators.

ANALYSIS AND INTERPRETATION

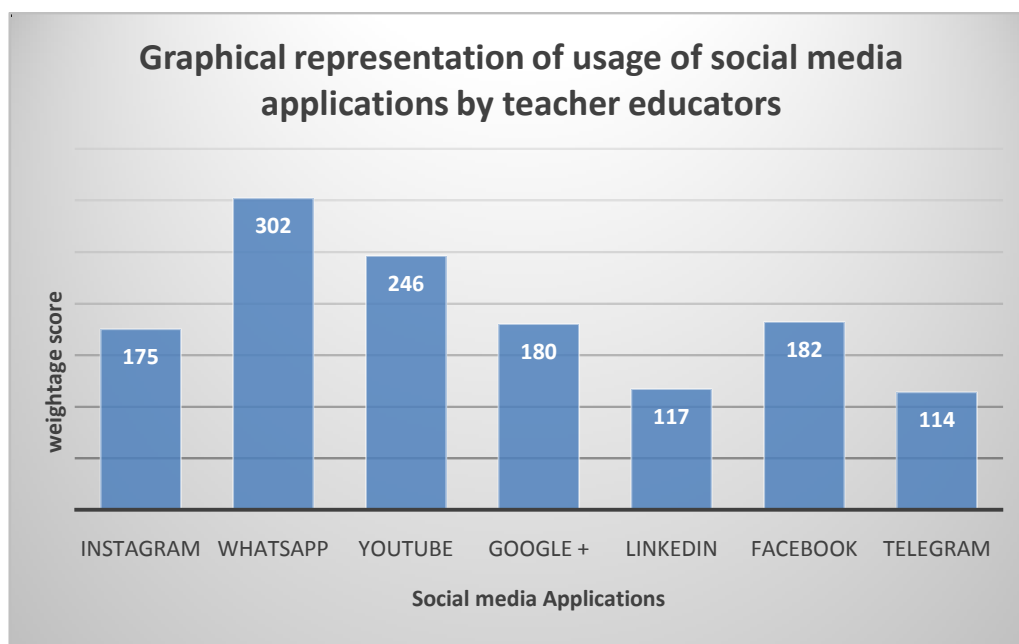
Table 1- The rank frequency of social media used by teacher educators

Social media used by the teacher educators	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th
	Social media preference frequency						
Instagram	3	2	8	15	8	7	4
WhatsApp	31	11	1	3	0	1	0
YouTube	5	17	16	4	3	2	0
Google +	7	7	8	1	7	7	10
LinkedIn	1	3	2	5	8	10	18
Facebook	0	5	11	15	7	7	2
Telegram	0	2	1	4	14	13	13

The above table shows the frequency distribution of usage of social media application preferences selected by the teacher educators in Namakkal district of Tamilnadu. It is inferred that Facebook and telegram social media applications show 'Nil'(0) responses in first rank preference whereas WhatsApp applications have high response (37) in first rank preference.

Table 2 – Weightage score ranking for social media usage by the teacher educators

Social media used by the Teacher Educators	Frequency weightage							Weigh tage score	Rank
	1 st *7	2 nd *6	3 rd *5	4 th *4	5 th *3	6 th *2	7 th *1		
Instagram	21	12	40	60	24	14	4	175	5
WhatsApp	217	66	5	12	0	2	0	302	1
YouTube	35	102	80	16	9	4	0	246	2
Google +	49	42	40	4	21	14	10	180	4
LinkedIn	7	18	10	20	24	20	18	117	6
Facebook	0	30	55	60	21	14	2	182	3
Telegram	0	12	5	16	42	26	13	114	7



The above table-2 and graph shows that the social media application WhatsApp has more weightage score (302) i.e. The teacher educators from Namakkal district shows more interest in using WhatsApp social media application when compared to other listed social media applications.in addition to that telegram application shows low weightage score (114), when compared to other listed social media applications.

RESULT AND CONCLUSION

The study on the social media preferences of teacher educators in Namakkal districts provides valuable insights into how these professional engage with digital platforms for professional development and educational enhancement. Through a comprehensive survey and analysis, several key findings emerged,

In results the teacher educators in the Namakkal district of Tamilnadu has more interest in usage of WhatsApp social media and low interest preference in Telegram Social media application, due to WhatsApp applications' global reach, messaging simplicity, cost –effective communication and group chatting options it has high preference weightage score compare to other applications. In addition all the seven listed social media applications have 100+ weightage score in their usage preferences.

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