A STUDY ON AWARENESS OF SOCIAL NETWORKS AMONG TEACHER EDUCATORS WITH REFERENCE TO TEACHING SUBJECT

Dr.V.Kasirajan

Assistant Professor, Arulmigu Kalasalingam College of Education, Krishnankoil

Abstract

The main objective of the study was to find out the level of awareness of social networks among teacher educators with respect teaching of subject, The Survey Method is use for collect the data from the respondents through a planned questionnaire designed based on the objective of the study. The population of the study comprises of teacher educators working in colleges of Education of Virudhunagr District. A sample size of 200 teacher educators from randomly selected 16 colleges of education from Virudhunagr District selects for with simple random sampling method. A social network Scale (2019) was developed and standardized by the investigators to get the level of the social network of the sample. In this study, used to different statistical measures such as Mean, Standard Deviation and, f-test. The investigator observed that the level of awareness of social networks among teacher educators is average and there is a significant difference among language, arts and mathematics & science of teacher educators in their awareness of social networks.

Introduction

Social networking is an online service, stage or spots that hearts on structure and shiny social networks or social relations among citizens who share interests and behaviors. Social networking position functions as an online society of internet users. People utilize social networking sites for communication personally as well as efficiently to contact others. Now a day's social networking has happen to one of the most significant communiqué tackles among people nowadays. However, social networks live on the Internet websites wherever millions of citizens share attention son certain disciplines, and make available to members of these networks various shared files, photos, videos, create blogs, send messages and conduct real-time conversations.

The function of social networking sites in instruction, and the expansion of communication between educators and scholars, on the one hand, teachers and teachers, and learners and learners on the other hand. The awareness of teacher educators towards social networking has also been studied together with its usefulness in developing students' scientific and academic aspects, and the challenges facing the use of these sites.

Similarly, the findings of this investigation determination help those working in the instruction and education sectors to recognize the achievable benefits set of utilizing social networking media tools to improve teaching and learning processes.

Significance of the Study

In the new millennium, the means of communication have dramatically increased because of revolutionary changes and developments in the field of communication science and technology. The social media has brought forth the infinite access to free speech in the

modern social environment. The social media have brought people closure to the mainstream of life. The social media has practically become media of the people, by the people and for the people and touched the lives of people remarkably. The social media have expanded circle of social connections of people and brought about several changes and modifications in the educational, social, economic, political, and cultural orders.

Social networking is brilliant online instrument used all more than the globe by millions of citizens for communication. Twitter, Facebook, and LinkedIn are the main social networks. Twitter contracts through more than 400 million tweets a day, LinkedIn users come to a total of 238 millionm, and Facebook has 1.15 billion users. Social media websites, such as Facebook, Twitter, and LinkedIn are currently used many people to attach with their friends and associations around the world. These sites establish, maintain and cultivate a range of social relationships, from close friendships to casual acquaintances.

In addition, the present investigation provided an atmosphere where the teacher educators could engage and interact together, that connectivity to determine whether the particular social networking platform is fostering and enhancing a positive environment for instructional purposes or it is only a social platform and nothing to do with education. Similarly, it provided insight into how using for educational purposes may provide a policy perspective for potential practices about how these sites should be used or ignored totally in teacher education. In this context, the researcher farmed the entitled study on awareness of social networks among teacher educators.

Objectives of the Study
- To discover the level of awareness of social networks among teacher educators.
- To find out the level of awareness of social networks among teacher educators with respect to teaching subject.
- There is no significant difference in social networks of teacher educators with reference to teaching subject

Methodology
Survey Method employs to collect the data from the respondents through a planned questionnaire designed based on of the objectives of the study. The population for the present study comprises all the teacher educators working in the colleges of education in Virudhunagar District. In the present study, the investigator used a sample random sampling technique for selecting the sample. The investigator selected randomly, seven colleges of education from Virudhunagar distract. From these colleges of education, 200 teacher educators were selected. Awareness of Social networks scale (2019) was prepared and validated the investigators was used for getting the level of awareness of social networks.

Analysis of the Study
Objective : 1
The level of awareness of social networks among teacher educators is average.

Table 1 Level of Awareness of Social Networks among Teacher Educators

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Awareness of social networks	27	13.5	142	71.0	31	15.5

13.5% of teacher educators have low, 71.0% of them have moderate, and 15.5% of them have high level of awareness of social networks.

Objectives: 2

The level of awareness of social networks among teacher educators with respect to teaching subject is average.

Table 2 Level of Awareness of Social Networks among Teacher Educators with Respect to Teaching Subject

Variable	Teaching subject	Low		Moderate		High	
		N	%	N	%	N	%
Awareness of social networks	Language	10	13.7	53	72.6	10	13.7
	Arts	14	14.9	67	71.3	13	13.8
	Mathematics & Science	3	9.1	22	66.7	8	24.2

Among the language teacher educators, 13.7% of them have low, 72.6% of them have moderate, and 13.7% of them have high level of awareness of social networks.

Among the arts teacher educators,14.9% of them have low,71.3% of them have moderate, and 13.8% of them have high level of awareness of social networks.

Among the Mathematics &Science teacher educators, 9.1% of them have low, 66.7% of them have moderate, and 24.2% of them a have high level of awareness of social networks.

Null hypothesis: 1

There is no significant difference among language, arts and mathematics & science of teacher educators in their awareness of social networks**.**

Table 3 Difference among Language, Arts and Science Teacher Educators in their Awareness of Social Networks

Variable	Source of variation	df = 2, 197		Calculated 'F' value	Remarks at 5% level
		Sum of squares	Mean square		
Awareness of social networks	Between	5916.106	2958.053	13.530	S
	Within	43068.811	218.623		
	Total	48984.917			

(At 5% level of significance, for (2,197) df the table value of 'F' is 3.00)

The calculates 'f' value (13.530) is greater than the table value (3.00) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference among language, arts and mathematics & science of teacher educators in their awareness of social networks.

Findings of the Study
- 13.5% of teacher educators have low, 71.0% of them have moderate and 15.5% of them have high level of awareness of social networks.
- Among the language teacher educators, 13.7% of them have low, 72.6% of them have moderate, and 13.7% of them have high level of awareness of social networks.
- Among the arts teacher educators, 14.9% of them have low, 71.3% of them have moderate, and 13.8% of them have high level of awareness of social networks.
- Among the Mathematics &Science teacher educators, 9.1% of them have low, 66.7% of them have moderate and 24.2% of them have high level of awareness of social networks.

Interpretation

The 'F' test reveal a there is a significant difference among language, arts, and mathematics & science of teacher educators in their awareness of social networks. The Mathematics & science discipline teacher educators are greater than the other discipline teacher educators in their awareness of social networks This may be due to the reason that the students who are all belong to the empirical studies are more logical and calculative, their rational thinking merges with the societal needs and deeds.

Recommendations of the Study
1. The teacher educators should be disciplined enough, to minimize the time spent on social networking sites.
2. The educators should also advise and monitor their arts discipline teacher educators to limit the time they spend on social networking. They should use those hours to read other academic books that will help to improve their knowledge. Most educators make use of mobile phones with internet facilities to access social networking sites. Therefore such teacher educators should be encouraged to use the same facility to support their research and learning instead of using the internet source to chat with friends for a long time.
3. Giving personal information of females on social networking sites should be restricted / avoided. The teacher educators must trained to utilize the social networking sites more for the educational purposes.
4. The colleges of education should conduct seminars, conferences, and workshops for enhancing the social networks awareness among teacher educators.
5. The teacher educators should make efforts to spend more time studying their books than on social networking sites.
6. The teacher education institutions should create their account on social networking sites and disseminate academic information needed for student teachers as well as teacher educators.

References

1. Agarwal, J.C.(1996).*Theory and Principle of Education.*New Delhi: Vikas Publishing House.

2. Aggarwal, Y.P(2012).*Statistical Methods Concepts Application and Computation.* New Delhi.: Sterling Publishers Private Limited,

3. Amsaveni, S and S. Subramanian,S. (2018). Awareness of social media among the students of teacher education. Indian journal of research, 7(7), 7-8

4. Anuj Sheopuri & Anitha Sheopuri, (2015). Impact of Social Networking Sites on Studies', *International Journal of Core Engineering & Management*, 1(11),76-85.

5. Chauhan, S.S. (2007). *Advanced Educational Psychology*, Vikas Publishing House Private Limited, Noida, pp.278.

6. Margaret S. M. Chui. (2016). Impact of social media on higher education in Hong Kong. *Global Journal for Research Analysis,*7(6), 97-99

7. Statistics in Education and Psychology, Meerut:R.Lall Book Depot, . 641.

8. Singh K P & Malkeet Sigh Gill, 2015, 'Role and Users Approach to Social Networking Sites: A Study of Universities of North India' *The Electronic Library, .*33(1),19- 34.