

## **SOCIAL WEB NETWORKING COMPETENCY OF PROSPECTIVE TEACHERS**

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### **ABSTRACT**

In the modern world of connected learning, the impact of social web technologies in education is becoming a driving factor. The technologies such as what app, Facebook, Twitter, Snap chat etc. are some of the driving forces. There are positive and adverse effects of social networking to students and still out concerning the long term effects of social media exposure may have. A social web networking tool is all of the recorded actions someone commits in a digital environment. These can include but are not limited to: login and logouts, emails, texts, tweets, blog posts, visit to websites, use of mobile device, online purchases and so on. In the present study, the major objective was to find out the social web networking competency of prospective teachers. The study employed survey method with a sample of 410 students studying B.Ed. in various colleges under Calicut University. Social web networking competency scale was used for collecting data. Statistical techniques of descriptive statistics, percentage analysis and one way ANOVA were used for analyzing the data. The results found that the majority of the prospective teachers have high level of social web networking competency. The results also indicate that there is significant difference in the social web networking competency of prospective teachers based on type of management but there is no significant difference in the social web networking competency of prospective teachers based on their subject of study.

### **INTRODUCTION**

In the present condition, the society is in the hands of the social media. The computer mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. Social web networking are interactive Web 2.0 internet based applications. User generated content such as text posts or comments, digital photos or videos and data generated through all online interactions are the lifeblood of social networking. Users create service-specific profiles for the website or App that are designed and maintained by social networking platform. It facilitates the development of online social networks by connecting a user's profile with those of other individuals or groups.

In the world of connected learning, the impact of social media on education is becoming a driving factor. The world is getting smaller, and through the use of technology

such as social networking, the way to deliver instruction is changing. The technology means social networking technologies such as Facebook, Twitter, Snap chat, WhatsApp, Zoom, Google Classroom etc. there are positive and adverse effects of social networking to students, and the jury is still out concerning the long-term effects of social networking exposure.

### **NEED AND SIGNIFICANCE OF THE STUDY**

Social media is very close to student's life. It is easier and convenient to access information and communicate via social web networking. Teachers and students are connected to each other and can make good use of these platforms for the networking of their education. A new era of social web networking is increasing its popularity that is focused on building relationships outside the classroom. Social media skills have useful presence in modern classrooms. Teachers and students alike use them to connect and to expand learning; it can be a powerful learning tool if it used properly.

Social web networking competency is a complex multidimensional concept consisting of social, emotional, cognitive and behavioral skills as well as motivational and expectancy sets needed for successful social adaptation. These competencies empower to use social media for communication, knowledge sharing, commerce and other social activities. Social media users are competent users; technically, culturally, socially and psychologically. Social networking competency is important for teachers while it is a handy tool in the classroom. Social web networking allow teachers to share idea with each other. It help teachers to connect with teachers and students in other school too. These partnership are useful to keep abreast of the changes in curriculum and content. Teachers should have the awareness and competency about these facts. Teacher blogs and other online resources help students to stay connected, engaged, inspired and to continue learning with a community of like-minded educators.

### **VARIABLES OF THE STUDY**

Criterion variable: The criterion variable selected for the present study is

- ★ Social web networking competency

Classificatory variables: The classificatory variables selected for the study are

- Type of management
- Subject of study

### **OBJECTIVES OF THE STUDY**

- ☞ To find out the levels of social web networking competency of prospective teachers.
- ☞ To compare the social web networking competency of prospective teachers for the subsamples based on type of management.

- ☞ To compare the social web networking competency of prospective teachers for the subsamples based on subject of study.

### **HYPOTHESES OF THE STUDY**

- There exist different levels of social web networking competency among prospective teachers.
- There exist significant difference in the mean scores of social web networking competency of prospective teachers for the subsamples based on type of management.
- There exist significant difference in the mean scores of social web networking competency of prospective teachers for the subsamples based on subject of study.

### **METHODOLOGY IN BRIEF**

Survey method was used for the study. To obtain sample representatives of its population, the investigator followed stratified random sampling technique. The B.Ed. colleges under Calicut University were considered for taking the sample. The total sample for the present study consists of 410 B.Ed. students. The tool used in the present study was social web networking competency scale. The value of the reliability coefficient of the social web networking competency scale was obtained as 0.994, hence the tool is highly reliable. As the tool described to some experts for judgment which was positive, the tool ensured face validity. The following statistical techniques were used for analyzing the data.

- ♦ Descriptive analysis
- ♦ Percentage analysis
- ♦ One way ANOVA

### **DATA ANALYSIS AND INTERPRETATION OF DATA**

#### **I. DESCRIPTIVE ANALYSIS**

The important statistical properties of the scores in the variable, social web networking competency under the study was analyzed as a preliminary step. The mean, median, mode, standard deviation, skewness and kurtosis were worked out for the variable given in Table 1.

Table 1

Data and Results of the Descriptive Analysis of Social Web Networking Competency of Prospective Teachers

Variable	Mean	Median	Mode	SD	Skewness	Kurtosis
Social Web Networking Competency	263.31	263	260	11.84	-0.096	1.552

Results given in Table 1 suggest that there is not much variance in the three measures of central tendency viz; mean, median and mode were found to be 263.31, 263 and 260 respectively. The value of skewness is -0.096, suggests that the distribution of the variable is negatively skewed. The value of kurtosis is 1.552, which is greater than zero for the normal curve and hence the curve is leptokurtic.

**II. Analysis of the Levels of Social Web Networking Competency of Prospective Teachers**

The number and percentage of the prospective teachers (B.Ed. students) with different levels (high, average and low) of the variable social web networking competency worked out and presented in Table 2.

Table 2

Data and Results of levels in Social Web Networking Competency of prospective Teachers

Variable/ Category		N	%
Social web Networking Competency	High	228	56
	Average	127	31
	Low	55	13

Table 2 shows the levels of prospective teachers’ social web networking competency. 56% of the prospective teachers have high level of social web networking competence, 31% have average social web networking competence and 13% have low social web networking competence. The results indicate that the majority of the prospective teachers have high social web networking competency.

**III. Analysis of the test of significance of difference in the mean scores of Social Web Networking Competency of Prospective Teachers based on the subsamples; Type of Management and Subject of Study.**

III. (I). There exist significant difference in the mean scores of social web networking competency of prospective teachers for the subsample based on type of management.

One way analysis of variance used to test significant difference in the mean scores of social web networking competency of prospective teachers belonging to government, aided and unaided colleges presented in Table 3

Table 3

Data and Results of the test of significance of difference in the mean scores of Social Web Networking Competency of Prospective Teachers based on the subsample; Type of Management

Variable	Groups	Sum of Squares	df	Mean Squares	F-value
Social Web Networking Competency	Between groups	10136.501	2	5068.251	43.656
	Within groups	47250.643	407	116.095	
	Total	57387.144	409		

From Table 3, it shows that the obtained F value of social web networking competency of prospective teachers based on the subsample type of management is 43.656 which is greater than the table value. It means that there exist significant difference in social web networking competency of prospective teachers based on the subsample type of management; government, aided and unaided. Thus the hypothesis is substantiated.

Since the obtained F value of the test of significance of difference between the mean scores of the sample based on type of management is found to be significant for multiple comparisons, scheffe post hoc test is conducted for further study of the result. The data and results of scheffe post hoc test is shown in Table 4.

Table 4

Scheffe’s Post Hoc analysis of significant difference in the mean scores of Social Web Networking Competency of Prospective Teachers based on the subsample; Type of Management

Type of Management (I)	Group/Type of management (J)	Mean difference (I-J)	Sig.
Aided	Government	14.221*	.000
	Unaided	6.016*	.000
Government	Aided	14.221*	.000
	Unaided	8.204*	.000
Unaided	Aided	6.016*	.000
	Government	8.204*	.000

\*The mean difference is significant at 0.05 level

From Table 4 Scheffe post hoc test analysis reveals that there exists significant difference in the mean scores of social web networking competency of prospective teachers for subsample based on type of management; government, aided and unaided. Thus the hypothesis is fully substantiated.

III. (II). There exist significant difference in the mean scores of social web networking competency of prospective teachers for the subsample based on subject of study.

One way analysis of variance used to test significant difference in the mean scores of social web networking competency of prospective teachers based on the sub sample subject of study; language, science and humanities presented in Table 5

Table 5

Data and Results of the test of significance of difference between the mean scores of Social Web Networking Competency of Prospective Teachers based on the subsample; Subject of Study

Variable	Groups	Sum of Squares	df	Mean Squares	F-value
Social Web Networking Competency	Between groups	309.537	2	154.768	0.104
	Within groups	57077.07	407	140.240	
	Total	57387.14	409		

From table 5 the obtained F value of social web networking competency of prospective teachers based on the subsample, subject of study is 0.104, which is less than the table value. It means that there exists no significant difference in social web networking competency of prospective teachers based on the subsample; subject of study. Thus the hypothesis is not substantiated.

### MAJOR FINDINGS OF THE STUDY

The different statistical analysis enabled the investigator to summarize the major findings of the study are;

- From the study, it is found that the majority of the prospective teachers have high level of social web networking competency.
- There exists significant difference in social web networking competency of prospective teachers based on the subsample type of management; government, aided and unaided ( $F=43.656, p>0.05$ ).
- There exists no significant difference in social web networking competency of prospective teachers based on the subsample subject of study ( $F=0.104, p<0.05$ ).

### EDUCATIONAL IMPLICATIONS OF THE STUDY

- Technology plays an important role in education. The social web networking competency help the teachers to use the technology in teaching and learning process. The enrichment of social media awareness will improve the competency in using social web networking technologies in classroom.

- The open, emergent and chaotic nature of online interactions in social web networking environment helps to build a positive relationship between student and teachers. It makes the teaching and learning more active and flexible.
- With the new directives for teacher development, technology and social web networking tools usage are skills in professional development. It makes the prospective teachers are good professional competent teachers.
- Social web technologies offer a broad variety of versatile tools which address different channels and involve learners more actively in constructing their own learning process, allowing more effective learning strategies to be implemented.
- Social web networking environment creating an atmosphere in which teachers can learn from their peers about communication norms and cultures.

## CONCLUSION

In the present study, the major purpose is to study the social web networking competency of prospective teachers. It analyses the influence of type of management and subject of study of prospective teachers. The teachers admitted that social web technologies provides an additional forum by which students can communicate with each other. Further, social web technologies extends the student teacher relationship outside of the classroom. Admitting that social web networking could extend learning process to outside of the classroom, participants described ways in which colleagues used forums such as texting, blogs or social networking sites etc. This information shows the relevance of social media in the modern classroom.

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