

Pre-Service Teachers' Facebook Usage in Relation to Various Background Variables

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Abstract- The aim of this study was to examine the level of Facebook usage among pre-service teachers. Participants of this study were 208 pre-service teachers of various government, private-aided and private-unaided B Ed colleges. For the purpose of this study, the tool used was questionnaire of 5-point scale from 'Never' to 'Very frequently', developed by Ilfa – Zaidi, which was useful to collect demographic information and about Facebook usage (general, educational and overall purposes) of pre-service teachers. This study is a quantitative research method which includes collection of data through Survey method. The collected data was then analyzed through Statistical Package for the Social Sciences (SPSS) and MS-Excel, descriptive statistics were used which include frequency, percentage, mean, standard deviation and t-test. The results conclude that there was no significant difference in the levels of Facebook usage (general, educational and overall purposes) between pre-service teachers studying in English and Kannada medium as well as the pre-service teachers of Age group of below 25 years and above 25 years of age, but there was a significant difference between the male and female pre-service teachers in the levels of Facebook usage for general, educational and overall purposes. Facebook groups provide pre-service teachers with informational, social as well as intellectual support during their teaching practice, it also helps to incorporate the technology into their lives in a way that may differ from intentions of the course instructor.

Key Words- Facebook, Pre-service teachers, quantitative research method, General and educational purpose of Facebook usage.

1. INTRODUCTION

Recently, the development and usage of Internet has been shaped and updated the world. It can be considered as the most popular communication medium in the world. It enables the connection of large portion of people in the world through Internet by social networks. The technological tools used by the users of internet are the social networking websites

which results in the development of mutual relationships for personal interests, business, games or academic purposes from the global perspective, there are a number of social networking sites which are used as a channel for the purpose of transforming multiple areas of knowledge. The networking through Internet particularly, with the pace of the global arena, the Facebook has become very popular. In the recent times, Facebook has been used for social networking purpose by the young people of the country. By considering this reality, there are chances to provide the descriptive information about the uses of social networking site like Facebook by the students.

Introduction of infrastructure and technological innovations into countries have always been the adversaries and blessing opportunities for socio-economic and political life of human beings. Every technological innovation has been a topic of debate and center of researchers' attention and same is the case with the development of social networking sites. Various researchers have conducted studies to pinpoint the several impacts of these sites on their users and findings suggested both bright and dark aspects. Hence, many countries gained open access to the Internet due to rapid advances in information technology within last 20 years.

Social networking sites, most notably Facebook have become so popular today that they are leading words on the lips of every student. They love to spend most of their time checking Facebook update, but they don't know that there are many negative effects of using Facebook. Most of the students don't realize the negative effects or impacts of Facebook on their life. And, this addiction can lead to several negative developments.

The focus of this study is to determine the level of impact- Facebook has on the quality of life of college students and their academic performance. In this study, we have used the perception of Facebook and

number of hours spent on this medium as predictors of quality of life and academic performance of Pre-service teachers.

USES OF FACEBOOK IN AND AROUND THE CLASSROOM

1. A space for Revision of resources.
2. For homework tasks.
3. Getting updates related to co-curricular events,
4. Use Facebook pages to enable Group Project Work.
5. Collaborate with and learn from other students.

BENEFITS OF FACEBOOK :

1. To use time inside and outside of the class better.
2. It provides opportunities for writing.
3. Encourage dialogue, reach more students.
4. Helps students get ahead of the professional curve.
5. Participation and Build connections.
6. Communications.

2. NEED FOR THE STUDY / SIGNIFICANCE OF THE STUDY

According to Al-Mashaqbeh (2015), it is very helpful to provide motivation and opportunity to use technology in an useful way so that students can get a good learning experience during their course.

Clements (2015) suggested that Facebook can be used to enhance extra-curricular engagement in an University education setting and can be valuable to University students beyond the scope of achievement scores.

Cubukcuolu and Elci (2012) states that students use Facebook for uploading, sharing and watching videos and collaborating with their teachers and peers. Moreover, this social network supported students' learning by facilitating them with an opportunity to learn by doing.

According to Deng & Tavares (2013), Facebook groups provide student teachers with informational, social as well as intellectual support during their teaching practice.

According to Irwin et al. (2012), it is interesting to incorporate Facebook into students' academic engagement and to get benefits through enhances communication, interaction and flexibility in the delivery of educational content.

Ivala and Gachago (2012) suggested that technologies in the students' everyday life, such as Facebook enhanced to Cell phones, should be utilized in higher Education to promote student interaction and greater engagement with learning materials.

Manca & Ranieri,(2017) highlighted that, though not organized explicitly in professional groups, pre-service teachers took advantage of Facebook features to carryout professional and task-oriented interactions on their profiles; this kind of interaction helps individual to share resources, collaboratively construct innovative, instructional strategies and provide support and mentorship.

Paculan, (2013) stated that social networking sites, most notably Facebook has become so popular today that it has become leading word on the lips of every student.

Sendurur et al., (2015) showed that students feel comfortable with social media when it is used as a communication tool among students and instructors.

Singh (2012) stated that student teachers more frequently checked their Facebook account as compared to teacher educators. They use Facebook for sharing educational material, project, homework, resources or ideas. Other most popular reasons to use Facebook includes keeping up with people they know in the real world and following photos, videos, events etc.,

3. OBJECTIVES OF THE STUDY

In order to achieve the purpose of the study, the following objectives were stated :

1. To study the use of Facebook by pre-service teachers for general and educational purposes in terms of Facebook messenger, Facebook pages, Facebook groups, Facebook events and other Facebook activities (including newsfeed and wall activities).
2. To study the level of Facebook usage (general, educational and overall purposes) of pre-service teachers in relation to the medium of instruction.
3. To study the level of Facebook usage (general, educational and overall purposes) of pre-service teachers in relation to the Age group.
4. To study the level of Facebook usage (general, educational and overall purposes) of pre-service teachers in relation to the Sex.

4. SCOPE OF THE STUDY

The main purpose of this present investigation was to study the level of Facebook usage among pre-service teachers in relation to the effect of medium of instruction, age group as well as Sex. This study was conducted on samples of 208 B Ed college pre-service teachers from different types of college management such as Government, Private-aided and private-unaided.

The level of Facebook usage is treated as dependent variable and Medium of instruction, Age group and Sex were considered as background variables.

Percentage analysis, Mean, standard Deviation and t-test analysis were used to analyze the data, the results and conclusions were drawn based on the analysis and findings.

5. STATEMENT OF HYPOTHESES

The following hypotheses have been formulated in order to get a direction for the study. The hypotheses have been formulated in the null form :

Null Hypothesis – 1

There is no significant difference in the levels of Facebook usage (general, educational and overall purpose) between pre-service teachers studying in English and Kannada medium.

Null Hypothesis – 2

There is no significant difference in the levels of Facebook usage (general, educational and overall purpose) of pre-service teachers of below 25 years and above 25 years of age group.

Null Hypothesis – 3

There is no significant difference in the levels of Facebook usage (general, educational and overall purpose) of male and female pre-service teachers.

6. METHODOLOGY

The purpose of this study was to examine the level of Facebook usage among pre-service teachers in relation to the effect medium of instruction, age group and Sex of pre-service teachers. This study was conducted on samples of 208 pre-service teachers from different types of college management such as Government, private-aided and private-unaided B Ed colleges. The level of Facebook usage is treated as dependent variable and medium of instruction(English and Kannada),Age group of pre-service teachers(below 25 years and above 25 years of age) and Sex of pre-service teachers(Male and Female) were considered as background variables for the study. The tool used for the study was a questionnaire-designed by the author-Ilfa - Zaidi which had 2 sections.

Section I- Related to demographic information of the respondent and

Section II- To examine the general, educational and overall usage of Facebook among pre-service teachers. Items of part-II of questionnaire were analyzed on 5-point scale from Never(1) to Very frequently(5) which were related to general and educational use of Facebook. At the end, the marks were added.

The data obtained was analyzed descriptively and inferentially by calculating percentage, mean, standard deviation and t-values.

7. ANALYSIS AND INTERPRETATION OF DATA

Section 1 : Percentage Analysis:

Distribution of Sample over background variables such as Medium of instruction, Age group and Sex of pre-service teachers.

Sl. No	Variable	Groups	Number	Percentage
1.	Medium of Instruction	English	120	57.7
		Kannada	88	42.3
2.	Age	Below 25 years	149	71.6
		Above 25 years	59	28.4
3.	Sex	Male	47	22.6
		Female	161	77.4

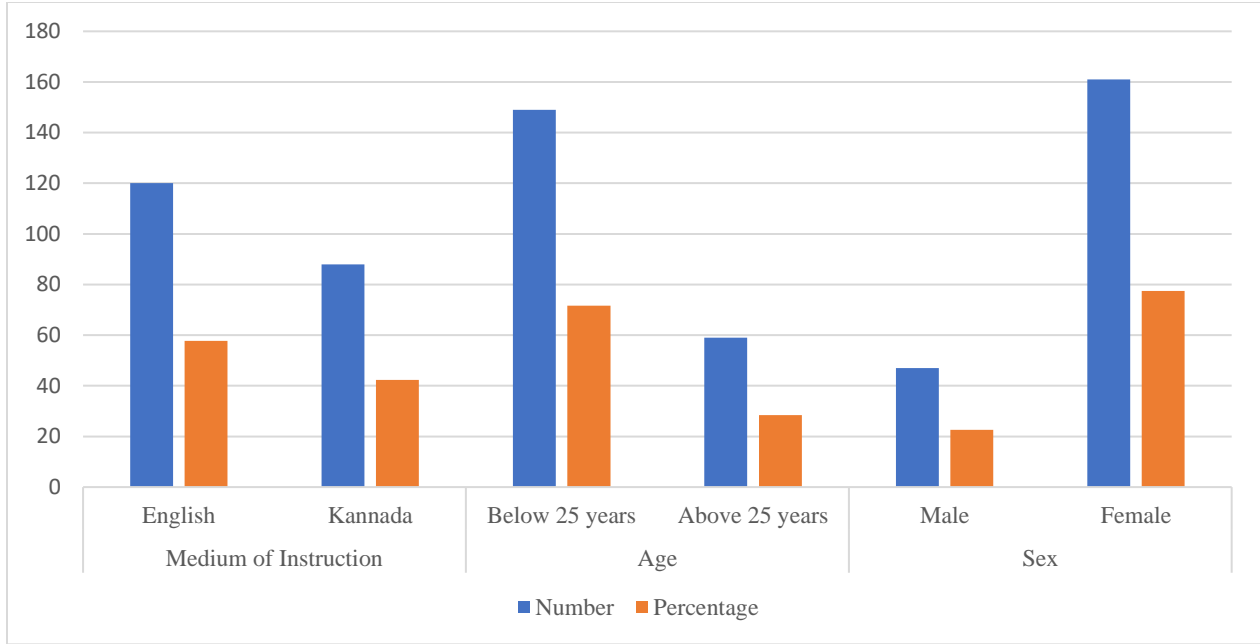
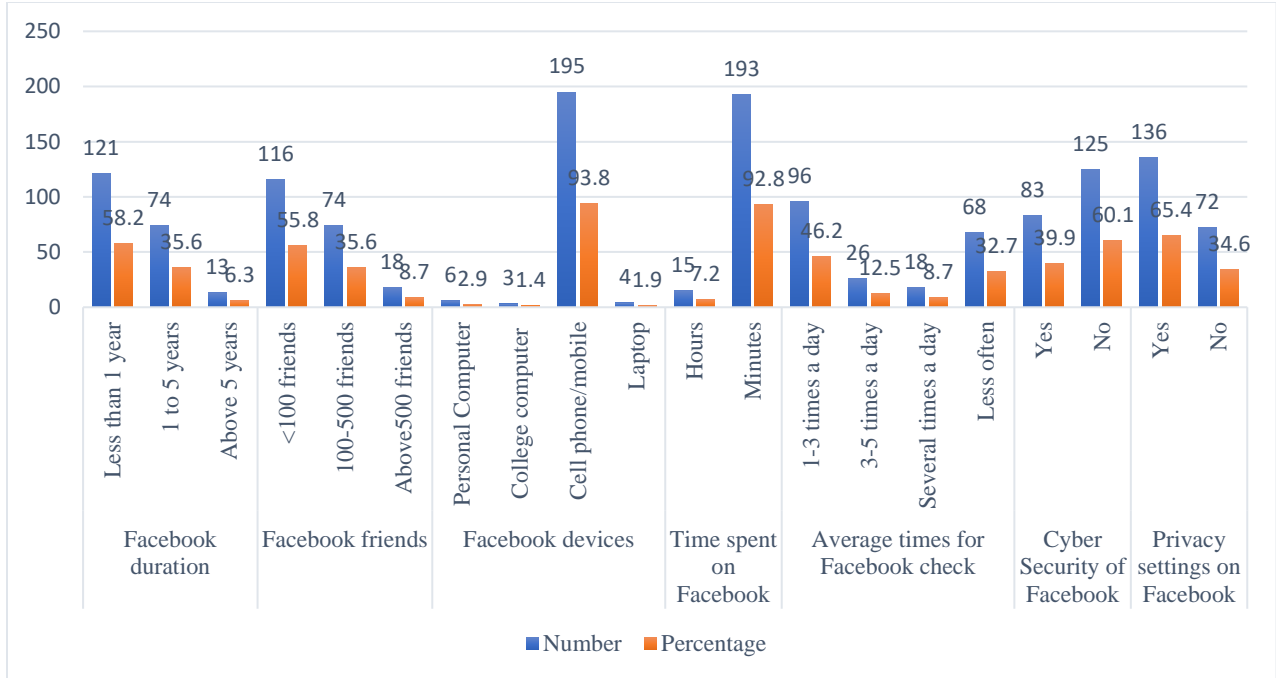


Table shows variable, Groups, number and percentage of level of Facebook usage among pre-service teachers

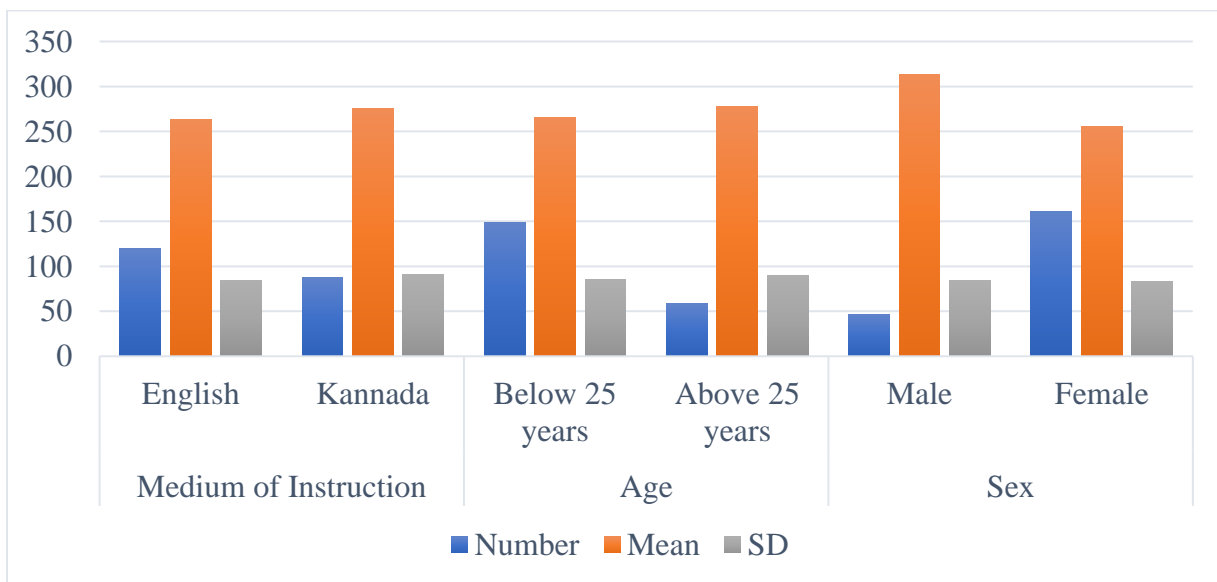
Sl. No	Variable	Groups	Number	Percentage
1.	Facebook duration	Less than 1 year	121	58.2
		1 to 5 years	74	35.6
		Above 5 years	13	6.3
2.	Facebook friends	<100 friends	116	55.8
		100-500 friends	74	35.6
		Above500 friends	18	8.7
3.	Facebook devices	Personal Computer	6	2.9
		College computer	3	1.4
		Cell phone/mobile	195	93.8
		Laptop	4	1.9
4.	Time spent on Facebook	Hours	15	7.2
		Minutes	193	92.8
5.	Average times for Facebook check	1-3 times a day	96	46.2
		3-5 times a day	26	12.5
		Several times a day	18	8.7
		Less often	68	32.7
6.	Cyber Security of Facebook	Yes	83	39.9
		No	125	60.1
7.	Privacy settings on Facebook	Yes	136	65.4
		No	72	34.6



Section 2 : MEAN AND STANDARD DEVIATION:

Mean and Standard deviation of Facebook usage scores of Pre-service teachers due to variation in their background variables:

Sl. No	Variable	Groups	Number	Mean	SD
1.	Medium of Instruction	English	120	263.533	84.079
		Kannada	88	275.634	90.485
2.	Age	Below 25 years	149	265.114	85.527
		Above 25 years	59	277.593	90.193
3.	Sex	Male	47	313.766	83.893
		Female	161	255.484	83.430



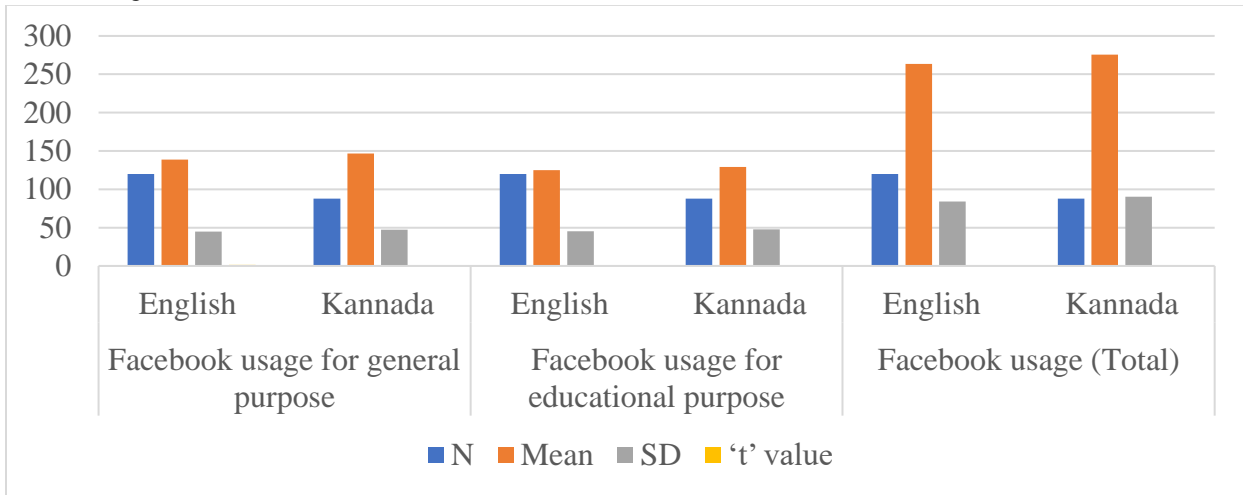
Section 3 : t- TEST ANALYSIS :

The researcher finds out significant difference in the level of Facebook usage of pre-service teachers due to variations in their background variables such as medium of instruction, age group and Sex of pre-service teachers by using independent ‘t’ test(two-tailed equal variance not assumed) analysis. The level of significance was set at 0.05 & 0.01 levels.

Table-1: Table showing the number, mean, SD, t-value & levels of significance of level of Facebook usage(general, educational and overall purpose) pre-service teachers studying in English and Kannada medium.

Variable	Medium of Instruction	N	Mean	SD	‘t’ value	Level of significance
Facebook usage for general purpose	Kannada	120	138.683	44.940	1.22	NS
	English	88	146.590	47.301		
Facebook usage for educational purpose	Kannada	120	124.850	45.112	0.64	NS
	English	88	129.045	47.805		
Facebook usage (Total)	Kannada	120	263.533	84.079	0.98	NS
	English	88	275.636	90.485		

NS= Not Significant(N=208; df=206)



The obtained t-values of 1.22, 0.64 and 0.98 are lesser than the table value 1.97(df=206) at 0.05 level of significance. Hence, the null hypothesis is accepted that, “there is no significant difference in the levels of Facebook usage for general, educational and overall purpose between pre-service teachers studying in English and Kannada medium. It is inferred that pre-service teachers studying in English and Kannada medium had similar usages of Facebook for general, educational and overall purposes.

Table-2: Table showing the number, mean, SD, t-value & levels of significance of level of Facebook usage(general, educational and overall purpose) of pre-service teachers of below 25 years and above 25 years of age group

Variable	Medium of Instruction	N	Mean	SD	‘t’ value	Level of significance
Facebook usage for general purpose	Below 25 years	149	138.838	46.410	1.11	NS
	Above 25 years	59	147.559	44.889		
Facebook usage for educational purpose	Below 25 years	149	125.275	46.410	0.64	NS
	Above 25 years	59	130.033	44.889		
Facebook usage (Total)	Below 25 years	149	265.114	85.527	0.91	NS
	Above 25 years	59	277.593	90.193		

NS= Not Significant(N=208; df=206)

The obtained t-values of 1.11, 0.64 and 0.91 are lesser than the table value 1.97(df=206) at 0.05 level of significance. Hence, the null hypothesis is accepted that, “there is no significant difference in the levels of Facebook usage for

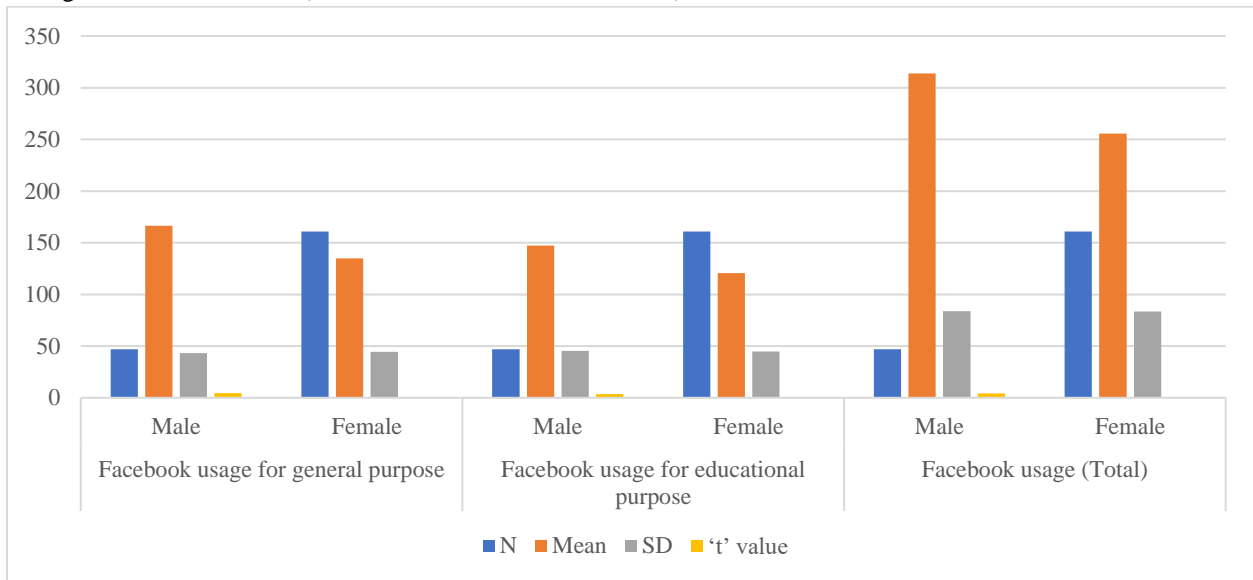
general, educational and overall purpose between pre-service teachers belonging to below 25 years and above 25 years of age group.

It is inferred that pre-service teachers belonging to below 25 years and above 25 years of age group had similar type of Facebook usages for general, educational and overall purposes.

Table-3: Table showing the number, mean, SD, t-value & levels of significance of level of Facebook usage(general, educational and overall purpose) scores of male and female pre-service teachers.

Variable	Sex	N	Mean	SD	't' value	Level of significance
Facebook usage for general purpose	Male	47	166.553	43.275	4.39	**
	Female	161	134.869	44.406		
Facebook usage for educational purpose	Male	47	147.212	45.248	3.55	**
	Female	161	120.614	44.860		
Facebook usage (Total)	Male	47	313.766	83.893	4.19	**
	Female	161	255.484	83.430		

** Significant at 0.01 level (N=200; df=206, Table value: 2.60)



The obtained t-value 4.39 is greater than the table value 2.60(df=206) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis has been accepted that “there is a significant difference in the levels of Facebook usage for general purpose between male and female pre-service teachers”.

The mean Facebook usage scores for general, educational and overall purpose of male(166.553;147.212;313.766)pre-service teachers is greater than the mean scores of female (134.869;120.614;255.484) pre-service teachers.

It is inferred that male pre-service teachers had higher Facebook usage(general, educational & overall purpose) than other counterpart.

FINDINGS OF THE STUDY

By the analysis of data, the following findings emerged. The details are as under-

1. There was no significant difference in the levels of Facebook usage for general, educational and overall purposes between pre-service teachers belonging to below 25 years and above 25 years of age.
2. There was no significant difference in the levels of Facebook usage for general, educational and overall purposes between pre-service teachers studying in English and Kannada medium.
3. There was a significant difference in the levels of Facebook usage(general, educational and overall purpose)between male and female pre-service teachers.

The mean Facebook usage scores for general, educational and overall purpose of male(166.553;147.212;313.766)pre-service teachers is greater than the mean scores of females(134.869;120.614;255.484) pre-service teachers.

DISCUSSION OF RESULTS

This quantitative study(descriptive survey) showed that there was no significant difference in the level of Facebook usage (general, educational and overall purposes) between pre-service teachers in relation to the medium of instruction (English and Kannada medium).

The study also revealed that there was no significant difference in the level of Facebook usage (general, educational and overall purposes) between pre-service teachers in relation to the age group (below 25 years and above 25 years of age group).

This quantitative study(descriptive survey) showed that there was a significant difference in the Facebook usage(general, educational and overall purposes) among pre-service teachers in relation to their Sex(male and female pre-service teachers), where the Facebook usage mean scores of male pre-service teachers is greater than the Facebook usage mean scores of female pre-service teachers.

CONCLUSION

Facebook helps instructors to connect with pre-service teachers for class assignments, educational links and upcoming events. Pre-service teachers can contact with their classmates through Facebook in order to complete any educational task and to get information about class assignments. Facebook can be used to develop extra-curricular engagement in higher education and can be helpful for University students. Facebook may help pre-service teachers for improving their reflective skills to look at their own teaching practices more constructively. Pre-service teachers can share ideas with others and get feedback in online community via., Facebook. There is a window of opportunity within teacher education programs for designing tasks & assignments that require students to work with the affordances of various tools. This could help them develop the technical and pedagogical ability to use more of the potential offered by different social media tools for learning. Therefore, it is possible

that media tools for learning. Therefore, it is possible that pre-service teachers may use Facebook in ways that enhance their participation in different educational activities.

IMPLICATIONS AND SUGGESTIONS

In the light of findings and conclusion of study, following implications and suggestions were made by the researcher:

1. There was no significant difference found in the Facebook usage(general, educational and overall purposes) among pre-service teachers studying in English and Kannada medium and also there was no significant difference found in the Facebook usage(general, educational and overall purposes) among pre-service teachers belonging to below 25 years and above 25 years of age group.
2. A significant difference can be found in the Facebook usage(general, educational and overall purposes) among male and female pre-service teachers.
3. The present study focused significantly on a limited number of pre-service teachers. Further study can be conducted on large sample size to get more accurate results from different universities and specialization area.
4. Further researches can be conducted among other teacher education institutions such as DIETs and CTEs; different levels such as Secondary, Higher Secondary level of Education; different courses of teacher education such as D Ed, special B Ed and M Ed.
5. This study is confined only to Facebook; further studies may be conducted w.r.t other social networking sites and applications such as What's app, Twitter, Imo, You tube etc.,
6. Need is also felt to investigate the ethics of using Facebook in the context of Higher education.

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