

## INFLUENCE OF SOCIAL MEDIA ON ACADEMIC ACHIEVEMENT OF STUDENT TEACHERS

**Dr. V. Kasirajan**

*Assistant Professor, Arulmigu Kalasalingam College of Education, Krishnankoil, Tamil Nadu, India*

### **Abstract**

*The main objective of the study was to find out there is any significant influence of social media on the academic achievement of student teachers. The investigator adopted normative survey method for the collection of data. The sample consists of 200 student teachers randomly selected from 10 colleges of education from Virudhunagar district. The investigator used two tools. The social media scale tool was prepared and validated by the investigator (Dr.V.Kasirajan). The findings of the result revealed that i)13.5% of the students have low, 72.5% of them have moderate, and 14.0% of them have a high level of student teachers in their social media. ii)21.5% of the students have low, 5 7.5% of them have moderate, and 21.0% of them have a high level of student teachers in their Academic achievement. iii) there is a significant relationship between social intelligence and social media of student teachers. iv) there is a significant influence of social media on the academic achievement of student teachers.*

### **Introduction**

There are many positive effects associated with social media use amongst student teachers related to their academics. Student teachers can attach with various educational groups associated with their field of study on social media and access all the important and real information shared by others. Social media can also share superior information they found out on such groups, which in turn will progress their confidence, and this will assist in the learning process. The ability to shape groups on social media allows professors to join with the student teachers to share significant instructions for the class as well as essential study material for the student teachers. Student teachers can also share their viewpoints, innovative ideas, or even doubts related to studies with their classmates and professors on these groups. Social media will help student teachers to actively participating in group discussions, and this, in turn, will help to improve their knowledge. Professors can also provide a link for student teachers to upload their homework or assignments on such study groups. All of this will save a lot of time and effort from student teachers, which can use for revise. Social media helps student teachers to collaborate if they are working together on some group projects. Social media helps them to converse and exchange information for the project easily, thus saving their power and commute time that can utilize for their project work. Student teachers use social media platforms such as YouTube, which have millions of educational videos, which help student teachers to broaden their scope of knowledge as well as develop various other fine skills and talents.

Student teachers also have exposure to contact experts or refer to their blogs in various fields of study using social media, to expand proper information and knowledge for their ground of study. Social media can help them to augment some real-world and actual knowledge information, which will increase their knowledge scope. Student teachers can use

social media platforms like LinkedIn to investigate for internships related to their field of study. Student teachers can also read various educational blogs, which can help to improve knowledge and thus assist to learn. So the investigator selects the entitled on “Influence of social media on academic performance of student teachers”

### **Significance of the Study**

In the present scenario, technology has tried to accomplish its position in helping humanity, leading to the substantial medium of communication in the social world as well as in teaching and learning. Over the years, that in higher educations has explored the exciting chances new technologies bring to organizations, instructors, and learners. Technology has changed the way people interrelate and has brought about the appearance of an open communal platform such as social media that allows the occupants of this planet earth to attach making the world a global village. Social networking websites supply tools by which people can communicate, share information, and generate new associations. Social networking websites on the climb, social communication is overstated in manifold method as adapt to increasingly technological world. Social networking websites have embellished our social interaction by changing the ways interrelate face-to-face, receive information and the dynamics of our social groups and friendships.

Social media has detonated as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the atmosphere and politics to technology and the entertainment industry. Social media is captured inside the use of internet through Facebook, Whatsap, Twitter, Skype, MySpace as well as Yahoo Messenger for announcement shareing of ideas, sharing of photos and videos by users. The increased use of Social Networking Websites has become an international occurrence in the past several years. Teenagers and young adults have especially embraced social sites as a way to connect with peers, to share information, reinvent personalities, and platform their social.

The student teachers can communicate through the internet, and social networking websites are quite diverse from converse in person- to- person situation. When users converse through these websites, they use things like instant message (IM) and chatting as well as status or Twitter modernizes to talk to friends about their academic information's and also expresses educational information themselves. The prospective teachers' use of social media sites and their impact on academic attainment focused on student teachers in the developed world. With this background the investigator wants to study on manipulate of social media on academic performance of student teachers

### **Objective of the Study**

1. To measure the level of social media of student teachers
2. To measure the level of academic achievement of student

3. To find out whether there is any significant correlation between social media and academic achievement of student teachers
4. To find out whether there is any significant influence of social media on the academic achievement of student teachers

### Methodology

A descriptive survey method was adopted by the investigator to conduct this study

### Population and sample

A descriptive survey method was adopted for the present study. The present study covers student teachers in Virudhunagar district. The sample of research was consisted of 200 student teachers, and these samples were selected from 10 colleges of education using a simple random sampling technique

### Tools Used

A five-point social media scale was prepared and validated by Dr. V. Kasirajan (2020) was adopted. The tool was highly reliable for the investigation, and it contains 31 items representing the student teachers' attitude towards social media.

### Analysis of Data

1. To measure the level of social media of student teachers

**Table 1: Level of Social Media of Student Teachers**

| Low   |      | Moderate |      | High  |      |
|-------|------|----------|------|-------|------|
| Count | %    | Count    | %    | Count | %    |
| 27    | 13.5 | 145      | 72.5 | 28    | 14.0 |

13.5% of the students have low, 72.5% of them have moderate, and 14.0% of them have a high level of student teachers in their social media.

2. To measure the level of academic achievement of student teachers

**Table 2: Level of Academic Achievement of Student Teachers**

| Low   |      | Moderate |      | High  |      |
|-------|------|----------|------|-------|------|
| Count | %    | Count    | %    | Count | %    |
| 43    | 21.5 | 115      | 57.5 | 42    | 21.0 |

21.5% of the students have low, 57.5% of them have moderate, and 21.0% of them have a high level of student teachers in their Academic achievement.

3. There is no significant correlation between Social media and academic achievement of student teachers

**Table 3: Significant Correlation between Social Media and the Academic Achievement of Student Teachers**

| Social media |                | Academic Achievement |                | XY      | Calculated value | Table Vale | Remarks |
|--------------|----------------|----------------------|----------------|---------|------------------|------------|---------|
| X            | X <sup>2</sup> | Y                    | Y <sup>2</sup> |         |                  |            |         |
| 26860        | 3633972        | 13909                | 994403         | 1869135 | 0.34             | 0.088      | NS      |

The calculated 'r' value (0.34) is better than the table value (0.088) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant correlation between social intelligence and the academic achievement of student teachers.

- There is no significant influence of social media on the academic achievement of student teachers.

**Table 4: Regression Analysis Showing the Significant Influence of Social Media on the Academic Achievement of Student Teachers**

| Predictors   | B       | SE     | $\beta$ | T      | Sig.  | R     | R <sup>2</sup> | R <sup>2</sup> x 100<br>(% of Variance) | F     | Sig.   |
|--------------|---------|--------|---------|--------|-------|-------|----------------|---|-------|--------|
| Constant     | 269.720 | 18.812 | 0.128   | 14.338 | .000  | 0.128 | 0.016          | 0.0131                                  | 4.876 | .027** |
| Social media | 0.228   | 0.102  |         | 2.228  | 0.027 |       |                |   |       |        |

**\*\* Not Significant at 1% level**

The obtained 'F' value, 4.876 with degrees of freedom (1,198), is less than the table value 3.03 at 0.01 level of significance. The predictor variable, social media (X), is not significant in predicting academic achievement (Y). So the null hypothesis is rejected. It indicates that there is a significant influence of social media on the academic achievement of student Teachers.

### Major Findings

- 13.5% of the students have low, 72.5% of them have moderate, and 14.0% of them have a high level of student teachers in their social media.
- 21.5% of the students have low, 5 7.5% of them have moderate, and 21.0% of them have a high level of student teachers in their Academic achievement.
- There is a significant relationship between social media and the academic achievement of student teachers.
- There is a significant influence of social media on the academic achievement of student Teachers.

### Recommendations

As we have seen, social media can have a positive impact on the academic performance of student teacher's. The teacher's educators can make the student teachers aware of the future implications of social media over engagement such as unemployment, lack of development of social skills, inability to develop adequate critical and logical thinking

skills, psychological disorders, loss of confidence, and so on. Educational institutions should try to recommend social media use for positive things, such as learning, knowledge sharing, or watching informational and educational videos rather than just for social networking, chatting, or entertainment purpose. These institutions must encourage student teachers and teachers to implement the positive use of social media. The creating online groups on social media to discuss assignments or any study issues faced by student teachers, student teachers sharing their viewpoints about a curriculum-related task with their peers or professors on such groups, professors are trying to make learning a fun experience using social media and many more. Social media platforms can also be used by professors to gather feedback from student teachers in real-time. Professors can incorporate this feedback from student teachers to make their lectures more interesting and engaging.

As student teachers use their mobile phones, laptops, or tablets openly for using social media even during lectures, schools and universities should think about limiting the use of social media during instructs. The university can also have high-quality academic counselors or mentors to provide proper help and guidance to assist students teachers Student teachers should avoid over indulgence with social media and use it moderately. Parents must be vigilant about their children's social media use and try to pay attention to their academic as well as overall performance. Parents should try to interact with their children daily and try to have superior family time, which will help their children to feel emotionally secure and safe.

### **Conclusion**

The use of social media among students must be moderate. The prospective teachers could make fully aware of the difference between the real world in which they are living and the virtual world which they have created using social media. Student teachers should know that the virtual world on social media is not going to help them build a successful future, but excellent academic performance will. Social media will help them to be more focused and responsible for their studies.

Student teachers should try to create a balance between social media use and their learning so that they do not get distracted while studying. When using social media, students should try to use it more often for educational purposes such as acquiring or sharing information, seeking help from friends, classmates, or professors to get their doubts clarified, collaborating with classmates for group tasks, and so on. They must try to limit t social media use for enjoyment purposes or just to waste their time.

Hence, if used effectively for constructive purposes such as learning or sharing information online, social media can prove to be accommodating tool for student teachers. On the other hand, excessive social media use for social networking or entertainment can seriously negatively affect their academic performance.

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