AWARENESS OF FACEBOOK EDUCATION AMONG STUDENT TEACHERS IN PRESENT SCENARIO

By

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ABSTRACT

Facebook is one of the most popular social networks in the world. Day by day, it is becoming an indispensable part of people lives affecting the daily routine of people. Developments in Computer Technology lead to developments in Communication Technologies and styles as well. Facebook is one of the significant examples of these developments. In addition, mobile phone companies encourage people to use wireless devices in order to connect to Social Network. The aim of the present study is to investigate the awareness of Facebook Education among student teachers in current scenario. The objective of the study was to find the difference between/among student teachers in their awareness of facebook education with respect to gender, locality, religion and family income, and also to find the correlation between Facebook awareness and Academic achievement among student teachers in Kanyakumari district. The investigator used the survey method to determine the facebook awareness of the students in the college of education. The present study consists of 140 samples from the population of Colleges of Education. The investigator has used two tools for the present study. They are 'Facebook awareness scale' and 'Personal data sheet'. The hypothesis of this study was that there is no significant difference/among student teachers in their facebook awareness with respect to gender, locality, religion and family income. Also there is no significant correlation between facebook awareness and academic achievement among student teachers in Kanyakumari district. The finding shows that there is no significant difference between/among student teachers in their facebook awareness with respect to gender, locality, religion and family income. But there was positively very high correlation between Facebook Awareness and Academic achievement. Therefore it was concluded, that facebook awareness in education is important to all the student teachers in different areas irrespective of the, gender, religion and income of the family.

Keywords: Facebook Awareness, Timeline, News Feed, Ticker, Profiles, Pages and Groups

INTRODUCTION

Facebook has established itself as one of the most popular Social networking sites. The use of Facebook has increased rapidly. Within five-year period after its initial appearance, it has attracted over 500 millions of users worldwide (Facebook Info, 2011). Developments in computer technology lead to developments in communication technologies and styles as well. Facebook is one of the significant examples of these developments. In addition, mobile phone companies encourage people to use wireless devices in order to connect to Social Networks. The users do not have to be at home. Nowadays, one can connect to the Internet outside their houses like in cafes, restaurants, on the way etc. In a nutshell, young people particularly university students, have easy and quick access to the web; thus, they get engaged with it more and more. Thus, Facebook has become an indispensable part of daily routine of young people. However, heavy use may cause addiction which is a bad habit.

Explosive Growth

Initially targeting Harvard students, Facebook was later opened to other universities and then high schools. In 2006, it allowed everyone to join and added a News Feed feature that would broadcast changes in members' pages to all Facebook users identified in their network of friends. It turned Facebook into a personalized social news service that by 2010 had more than 500 million members. Two years later, Facebook surpassed one billion users.

Significance of the Study

Facebook directly comes into people's life and it has become one of the major daily routines of people, especially young adults'. The students are using facebook continuously and create some problematic issues like addiction to it. Also, facebook was used for education purpose for creating relationship with peers, experts, teachers, etc. So the present study suitable to the current situation.

Facebook

In Facebook it is usually best not to write personal messages on friends' walls. Instead, we can send a person a private message, which will show up in his or her private Inbox, similar to an e-mail message. Also people can communicate with a person or search for information about (a person) by using Facebook.

Facebook Procedure Note

The official trademark name of the social-networking service and website is spelled "facebook," all in lowercase letters. Formal writing style as exemplified by most news and book publishers is to treat such names as regular proper nouns, in this case "Facebook," using an initial capital letter. However, when a trade name begins with a lowercase letter followed by an uppercase one, such as eBay or iPad, this spelling is retained, even at the beginning of a sentence.

Awareness

Awareness is the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns. In this level of consciousness, sensing data can be confirmed by an observer without necessarily implying understanding. More broadly, it is the state or quality of being aware of something. In biological psychology, awareness is defined as a human's or an animal's perception and cognitive reaction to a condition or event.

Facebook Awareness

Facebook awareness is the knowledge or perception about facebook. In this study, Facebook awareness means awareness of facebook education.

Timeline/Wall, News Feed and Ticker

The Timeline (new format) or Wall (old format) is the area on Facebook where members post comments and update their current status and location as well as upload photos and videos. The News Feed shows the activity of the people and organizations members follow, while very active members see updates in real-time on their Ticker.

Profiles, Pages and Groups

There are three types of representation on Facebook. Individuals create a Facebook Profile, which is normally a two-way interaction with friends. Businesses create a Facebook Page to promote products and brands. Also called a Fan Page, all members are accepted as fans, and although comments can be posted by them, a Page is primarily a one-way broadcast from the business. In addition, Facebook provides demographic statistics about usage. The third presence is a Facebook Group, and any community of people may create one. Group administrators may accept all members or reject requests based on the Group's criteria.

Review of Related Literature

Donlan, L. (2010) conducted a study on "Exploring the Views of Students on the Use of Facebook in University Teaching and Learning"

Facebook use among students is almost ubiquitous; however, its use for formal academic purposes remains contested. Through an online survey monitoring, this study explores students' current academic uses of Facebook and their views on using Facebook within University modules. Students reported using Facebook for academic purposes, notably for peer-peer communication around the group work, and for assessment conceptualised by students as learning. Focus groups revealed that, students are not ready or equipped for the collaborative style of learning envisaged by the tutor and see Facebook as their personal domain, within which they will discuss academic topics where they see a strong relevance and purpose, notably in connection with assessment. Students use Facebook for their own mutually defined purposes and a change in student mind- and skill-sets is required to appropriate the collaborative learning benefits of Facebook in formal educational contexts.

Blanche W., Beard, J. L., Britt, V. G. (2013) conducted a study on "Using a Facebook Group As an Educational Tool:

Effects on Student Achievement."

This study examined the effectiveness of using a Facebook group to increase pre-service teachers' knowledge of core technology topics. Further, it examined their use of Facebook, their use of a course-related Facebook group, their participation habits in the group, and their perceptions of using Facebook for educational purposes. Results revealed a significant gain in achievement as measured by scores on pre and post tests. Additionally, Facebook was most frequently used to maintain existing relationships, to share photographs, and to communicate. The Facebook group was used to lurk/read, post comments, like comments, and post additional information. The pre-service teachers indicated that the Facebook group was beneficial in improving readiness for course assessments, was convenient, provided a good means of communication, and enhanced learning.

Ekoc, A. (2014) conducted a study on "Facebook Groups as a Supporting Tool for Language Classrooms."

This paper attempts to present a review of Facebook group pages as an Educational tool for language learning. One of the primary needs of foreign language learners is to gain the opportunity to use the target language outside the classroom practice. Social media communication provides occasions for learners to receive input and produce output while engaging in negotiation of meaning. In line with this point, teachers can instigate class group pages in the social media in an attempt to provide a space for practice and communication free of the traditional pedagogic concerns of a typical classroom. The distinctive discursive behaviour of Facebook group pages helps, one to achieve that attempt. In light of these views, the researcher, in this study, formed a group page to understand the dynamics of social media environment as a supporting tool for language classrooms. This paper addresses various features which make social media a unique place to contribute to the sense of class community and collaboration outside the classroom. The face-to-face classroom is a controlled communication event, that means, teachers and students are required to be in the classroom at the same time but a teacher's use of Facebook is an attempt to communicate with students outside of that controlled environment where teachers can meet students in their territory. When compared to its disadvantages, the advantages of setting a class group page on the social media outweigh. Students can feel motivated to contribute to an online community if they subsequently receive support or help. It also leads students to feel that they are being supported by a whole portion of their class community and promotes students' desire to maintain a valued relationship with others. Students continue to develop and strengthen relationships with others.

Kabilan, M.K., Ahmad, N. Abidin, M.J.Z. (2010) conducted a study on "Facebook: An online environment for learning of English in institutions of higher education?"

Facebook (FB) is currently considered as the most popular platform for online social networking among University Students. The purpose of this study is to investigate if university students consider FB as a useful and meaningful learning environment that could support, enhance and/or strengthen their learning of the English language. A survey was carried out with 300 undergraduate students at Universiti Sains Malaysia (USM), Penang. It was found that, the students believed FB could be utilized as an online environment to facilitate the learning of English. Nevertheless, teachers or language instructors have to integrate FB as an Educational project with pre-determined learning objectives and outcomes for the learning experience to be meaningful. It is suggested that future research should focus on the meaningfulness of FB to students' language learning experiences.

Method Used

The investigator used the survey method to find the awareness of Facebook Education among student teachers in present situation.

Protocol of this Paper

This paper helps to recognize the awareness of facebook education among student teachers in present situation. Here, the investigator used survey method to fulfill the study. For that, the researcher visited many websites which provide result related to facebook and gathered much information about it. The investigator prepared a facebook awareness scale to find the awareness of facebook

education among student teachers in present situation. After collecting the information the investigator made required analysis and give the interpretation, findings and recommendations related to the result. Also the investigator was correlating facebook awareness with the academic achievement of the student teachers in Kanyakumari district.

Objectives

The major objectives of this paper are:

- To study the difference between male and female student teachers in their awareness of facebook education.

- To study the difference between rural and urban student teachers in their awareness of facebook education.

- To study the difference among religion of student teachers of different communities in their awareness of facebook education.

- To study the difference among family income of student teachers of various social state in their awareness of facebook education.

- To find the correlation between awareness of facebook education and academic achievement among student teachers in Kanyakumari district.

Hypothesis

The major hypotheses of this paper are:

- There is no significant difference between male and female student teachers in their awareness of facebook education.

- There is no significant difference between rural and urban student teachers in their awareness of facebook education.

- There is no significant difference among student teachers of different communities in their awareness of facebook education.

- There is no significant difference among of student teachers of various social strata in their awareness of facebook education.

- There is no significant correlation between awareness of facebook education and academic achievement among student teachers in Kanyakumari district.

Population

The population of this study was the student teachers in Kanyakumari district.

Sample

The investigator selected the sample of 140 student teachers from the Colleges of Education in Kanyakumari district.

Tools Used

The investigator used two tools; are Awareness of Facebook Education scale and Personal Data sheet.

Statistical Techniques Used

The following statistical techniques have been used to test the hypotheses.

1. Mean
2. Standard Deviation
3. t-test
4. ANOVA
5. Correlation

Tool Construction

The collection of data is an important part of the research. For collecting the data, the investigator used a self mode tool, Facebook education scale.

Validity

Validity is defined as the extent to which a test measures what it is intended to measure. It is used to determine whether the inferences about test scores are accurate (Santrock, 2006).

Content Validity

It has been called as 'content validity' as that is employed in the selection of items in Educational achievements and in many trade tests (Garrett, 2005). For establishing the content validity of the tool, it was given to three experienced professors. With the help of them, the coverage of the content was checked.

Then it was given to two senior professors. On the basis of their suggestions, corrections and modifications were made in the tool in the construction of questions. Thus the content validity of the tool was established.

Item Analysis for Awareness of Facebook Education Scale

For establishing the item validity of the tool, it was administered among 60 student teachers in Kanyakumari District for item validation. The answer sheets of all the 60 student teachers were evaluated.

Item Analysis

Item analysis is an important phase of test construction. Through this, items can be analysed qualitatively in terms of their content and form, and quantitatively in terms of their statistical properties. Qualitative analysis includes the consideration of content validity and the evaluation of items in terms of effective writing procedure. Qualitative analysis, on the other hand, includes principally the measurement of item difficulty and item discrimination. Both the validity and reliability of any test depend ultimately on the characteristics of its items. High validity and reliability can be built into a test in advance through item analysis. The items included in the draft scale were analyzed quantitatively by using the procedure narrated by Anastasi and Urbina (2009).

The Procedure of Validating the Items of awareness of facebook education scale is given below

For each subscale, item analysis was done as mentioned earlier by considering discriminative index and difficulty level which were calculated as follows: the response sheets were arranged in the descending order. The top 20 (33%) were taken as upper group (U). The next 20 (33%) were considered as medium group (M). The remaining 20 (33%) belonged to the lower group (L).

For each item, the number of students who marked the 'keyed' response (those getting a score of 4 or 5) was counted. Similarly, the number of students marking the keyed answer was counted in the other groups also.

As a measure of difficulty index, the total number of students marking the keyed answer in the total sample of 60 (U+M+L) was taken. (U-L) was considered as the discriminative power for each item. The details of item analysis is presented in Table 1

Item Selection

The items having average difficulty index and high discriminating power were selected, and included in the final scale. Thus out of 22 items, 18 were selected for the final tool. The copy of final tool is given in Appendix A.

Reliability

Reliability is based on the notion that there is some sense of uniformity in what is being measured and that methods need to consistently capture what is being explored. It is thus the extent to which a measure, procedure or instrument provides the same result on repeated trials (Leary, 2005).

The reliability of awareness of facebook education scale was established by split-half method. Split-half reliability refers to the correlation within a single test of two similar parts of the test (Jain, 2003).

In the split-half method, the whole items are divided into two sets by considering all the odd numbered items as a set and the even numbered items as a separate set. If the two sets of scores were highly correlated with each other, this can be taken as the evidence of the index's reliability. Thus the test was divided into two equivalent halves and the correlation (r) was found for this half-test using 'Karl Pearson's formula' and the value of 'r' was found to be 0.69.

From the self-correlation of the half-test, the reliability

Item	Upper (U)	Middle (M)	Lower (L)	Discrimination	Difficulty
No.	20	20	20	(U-L)	(U+M+L)
1*	17	14	13	4	44
2*	17	14	12	5	43
3	11	12	9	2	32
4*	14	12	10	4	36
5	15	10	14	1	39
6*	17	13	13	4	43
7*	14	12	11	3	37
8*	14	12	11	3	37
9*	18	11	12	6	41
10*	15	17	9	6	41
11*	16	10	13	3	39
12*	14	13	10	4	37
13*	17	11	12	5	40
14*	17	14	7	10	38
15	18	17	14	4	49
16*	17	14	11	6	42
17	11	13	10	1	34
18*	17	13	13	4	43
19*	16	10	6	10	32
20*	14	14	10	4	38
21*	15	13	11	4	39
22*	18	12	13	5	43

*Marked items were selected.

Table 1. Details of Item Analysis for facebook addiction scale

coefficient of the whole test (r') is given by the 'Spearman-Brown prophecy formula' (Garrett, 2005). The value of r' was found to be 0.82 which indicates that the tool is highly reliable (Best & Kahn, 2006).

Scoring Procedure of Awareness of facebook education Scale

The draft tool consisted of 22 items. Each item had given responses, viz., Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). For the purpose of scoring, numerical values were assigned. For each positive item, the assigned score was 5 (SA), 4 (A), 3(U), 2 (D), and 1(SD). For a negative item, the score was reversed as 1(SA), 2(A), 3 (U), 4(D), and 5(SD). For each student, scores were found out.

Framing the Final Tool of Awareness of facebook education Scale

The final tool of awareness of facebook education scale had 18 items. The items were neatly printed and administered to the student teachers to record their opinion. Thus the final tool is done for the present study.

Description of Data Collection

The investigator visited the selected schools with the permission of head of institutions. After self introduction, the investigator administered the tools with clear instructions to the students. Sufficient time was given to the students for proper responding.

Analysis and Interpretation

Hypothesis: 1

There is no significant difference between male and female student teachers in their awareness of facebook education.

Table 2 indicates that 34 male and 106 female students were compared for the variable awareness of facebook education using 't' test. The mean, standard deviation and standard error mean obtained for male were 73.15, 8.94 and 1.532 and the corresponding values obtained for female were 71.88, 7.48 and 0.727 respectively. The 't' value of obtained was 0.82, which was less than the table value 1.98. Therefore t was not significant at 0.05 level. On the basis of the Table 2, Hypothesis:1 that, "There is no significant difference between male and female student

Groups compared	N	M	SD	SEM	t	Level of significance
Male	34	73.15	8.94	1.532		
					0.82	0.05
Female	106	71.88	7.48	0.727		

Table 2. Data and results of t test for comparison of Male and Female students in their awareness of facebook education.

teachers in their awareness of facebook education" was accepted.

Hypothesis: 2

There is no significant difference between rural and urban student teachers in their awareness of facebook education.

Table 3 indicates that 103 rural students and 37 urban students were compared for the variable awareness of facebook education using t test. The Mean (M), Standard Deviation (SD) and Standard Error Mean (SEM) obtained for rural students were 72.20, 8.19 and 0.807 and the corresponding values obtained for urban students were 72.14, 6.91 and 1.136 respectively. The 't' obtained was 0.05, which was less than the Table value of 1.98. Therefore t was not significant at 0.05 level. On the basis of the above Table 3, Hypothesis:2 that, "There is no significant difference between rural and student teachers in their awareness of facebook education" was accepted.

Hypothesis: 3

There is no significant difference among religion of student teachers of different Communistic in their awareness of facebook education.

The result presented in Table 4 reveals that there existed significant differences among the three groups, namely, Christian, Hindu, and Muslim student teachers in their awareness of facebook education. The Sum of Squares (SS) and Mean Squares (MS) between groups was 2.47 and

Groups compared	N	M	SD	SEM	t	Level of significance
Rural	103	72.20	8.19	0.807		
					0.05	0.05
Urban	37	72.14	6.91	1.136		

Table 3. Data and results of t test for comparison of Rural and Urban students in their awareness of facebook education.

Source	SS	df	MS	F	Level of significance
Between groups	2.47	2	1.23		
Within groups	8550.71	137	62.41	50.74	0.01

Table 4. Data and results of ANOVA for comparison of religion

1.23 and for within groups was 8550.71 and 62.41 respectively. The calculated F value (50.74) was less than the table value (99.50) for 137 and 2 degrees of freedom at 0.01 level of not significance. On the basis of the above, Hypothesis 3 that, "There is no significant difference among religion of student teachers in their awareness of facebook education" was accepted.

Hypothesis: 4

There is no significant difference among family income of student teachers of various social strata in their awareness of facebook education.

The results presented in Table 5 reveal that there exist significant differences among the three groups, of student teachers of various social rate in their awareness of facebook education. The sum of squares and mean squares of between groups was 178.02 and 59.34 and for within groups was 8375.15 and 61.58 respectively. The calculated F value (1.04) was less than the table value (8.53) for 136 and 3 degrees of freedom at 0.05 level and it was not significant. On the basis of the above, Hypothesis 4 that, "There is no significant difference among family income of student teachers in their awareness of facebook education" was accepted.

Hypothesis: 5

There is no significant correlation between awareness of facebook education and academic achievement among student teachers in Kanyakumari district.

Table 6 indicates that the correlation between awareness of facebook education and academic achievement obtained on a sample of 140 student teachers was found to be 0.96. This positive correlation is not significant at 0.05 level of probability indicating that there exists significant correlation between the two variables. Verbal interpretation

Source	SS	df	MS	F	Level of significance
Between groups	178.02	3	59.34	1.04	0.05
Within groups	8375.15	136	61.58		

Table 5. Data and results of ANOVA for family income
in their awareness of facebook education.

Variables Correlated	N	R	Verbal interpretation of r
Awareness of facebook education and Academic Achievement	140	0.96	Very High Correlation

Table 6. Correlation between awareness of facebook education and academic achievement

showed that, the correlation coefficient was positive with very high correlation. On the basis of the results given in Table 6, the hypothesis that "There is no significant correlation between awareness of facebook education and academic achievement among student teachers in Kanyakumari district" was accepted.

Findings

The major findings of this paper are:

There is no significant difference between male and female student teachers in their awareness of facebook education at 0.05 level. Now-a-days facebook is used by both male and female student teachers in their mobile phone or any other source. So there was no significant difference between male and female student.

There is no significant difference between rural and urban student teachers in their awareness of facebook education at 0.05 level. Internet network is available in rural as well as urban area. Also the rural and urban student teachers are using facebook in anyone of the electronic device. Therefore there was no significant difference between rural and urban student teachers.

There is no significant difference among different communities of student teachers in their awareness of facebook education at 0.01 level. Student teachers of all religions were using facebook for chatting with their friends. Therefore there was no significant difference among the student with respect to there religion.

There is no significant difference among family income of student teachers, and their awareness of facebook education at 0.05 level. According to their family income, the cost of the electronic devices vary but each and every student teacher is using facebook for their entertainment. Therefore there was no significant difference among student teachers by nature of family income.

There is no significant correlation between awareness of facebook education and academic achievement among student teachers in Kanyakumari district. The student teachers are using facebook only for Entertainment and not for Educational purpose.

Recommendation

The student teachers are recommended to use facebook

for Education purposes also. They can post Educational thoughts, quotes, images, etc. in their account. This creater the awareness of facebook education among the learners. So, the Educational institutions can provide Educational materials through facebook.

Conclusion

The finding of this paper revealed that there was no significant difference between student teachers in their awareness of facebook education with respect to gender and locality. There was no significant different among student teachers in their awareness of facebook education with respect to religion and family income. There was positively very high correlation between awareness of facebook education and academic achievement. Therefore it was concluded, that awareness of facebook education in education is important to all the student teachers from different areas, gender, religion and various family income.

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Appendix A

Awareness of Facebook Education Scale

	Statements	SA	A	U	D	SD
1.	I have spent more time in Facebook Education					
2.	I think a lot about what has happened on Facebook recently.					
3.	I've given less priority to hobbies, leisure activities, and exercise because of Facebook.					
4.	I use Facebook in order to forget about personal problems.					
5.	I have ignored my partner, family members, or friends because of Facebook.					
6.	I decide to use Facebook for education only.					
7.	I have never tried to shorten the time I spend on Facebook					
8.	I spend a lot of time in thinking and planning about Facebook learning.					
9.	I feel an urge to use Facebook more and more.					
10.	I've become restless or troubled if prohibited from using Facebook.					
11.	I use Facebook so much that it has had a negative impact on my studies.					
12.	I think that I have begun hampering my daily social activities because of using Facebook					
13.	People around me are complaining about my occupancy of using Facebook					
14.	Facebook makes me feel that I am not alone					
15.	I use Facebook so much that it has had a positive impact on my studies					
16.	While interacting with people on Facebook I feel that I am collecting information.					
17.	Not only at home, I can use Facebook everywhere with portable devices for learning.					
18.	I add people who are suggested by Facebook for collecting more learning concepts.					

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