



Education And Social-Media

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Abstract-Technological advancements have made our lives easy and comfortable. Social media is amongst the most important development in the field of Web technology. This platform has considerably improvised over years. Social media become peremptory in fostering conventional classroom teaching. Social-media platforms like Facebook, Twitter, WhatsApp etc. is being utilized by more than half of the population, it gives us the opportunity to stay connected. We cannot ignore the use of Social-Media as it has become an integral part of our daily life and hence it is impossible to keep it away or ignore its importance in the educational sector, even the educators today are taking leverage of this platform for enhancing and improvising the process of teaching and learning. The study is descriptive in nature. It aims at finding out the differences in making the use of social media by the teachers keeping in mind their age, gender and marital status and if they consider social media of any use in education sector. The population of the study comprises of 66 teachers of higher education. A survey was conducted and collection of data was done by the means of questionnaire. The questionnaire used was highly structured in nature. The responses received from the respondents revealed that social media holds a place in the field of education.

Index Terms – Social Media , Social Networking , Higher Education.

I. INTRODUCTION:

The term Social-Media is gaining too much popularity in the past few years. People take the words Social Networking and Social-Media as synonyms of each other. In the past Internet was used mostly for reading purpose, buying goods and services and viewing content (**Lama (Yolomo), August 18**). The changes in the ways of using internet are really very drastic. The internet world changed and evolved when internet was used for doing Social Networking, for Blogging purpose and as an information sharing platform (**Lama (Yolomo), August 18**). Social-Media has given people a platform for content creation, sharing, for discussing, collaborating with others, and even responding (**Lama (Yolomo), August 2018**). Earlier people used Social-Media in order to view the available content, and to access the information available on the internet but the scenario has changed. New media has given people a chance of expressing their point of view and also to interact with others (**Lama (Yolomo), August 2018**). The main aim of social media is to get people connected and form new contacts (**Muni et al., April 2014**).

“Social Media employ mobile and web-based technologies to create highly interactive platform via which individuals and communities share, co-create, discuss and modify user generated content. Give the tremendous exposure of Social-Media in popular press today, it would seem that we are in the midst of an altogether new communication landscape” Kiethmann, et al., 204 : 241.

There have been significant changes in the ways people communicate, due to technological upgradations and advancements (**Verma and Lalnunpuii, 2017**). Various social media sites are available for the users and the users can choose amongst them (**Muni, et al., April 2014**). Information and Technology has developed a lot in past two decades. Social Networking Sites and Social-Media have been used by millions of people worldwide for sharing their point of view, ideas, expressing emotions etc. (**Verma and Lalnunpuii, 2017**). The transformation in the Digital world has been quickly adopted in the Educational Field. The changes in field of technology whether it may be the smart automated classroom structure or whether it may be using smart devices, all the changes and development are adopted by the educational industry. This Media is now being utilized in field of education also. Social-Media provides information to people (**Hasebrink, et al.**). Education is making the use of internet technology and Social-Media in a number of ways. In the modern society the use of internet technology has emerged as new concept (**Albalawi, 2017**). It is found in many research studies that technological advancements have been proved very beneficial in the education sector (**Hsueh 2011**). In order to make as well as maintain connections, students make use of Social Networking Sites, make similar interest groups, do blogging etc. (**Verma and Lalnunpuii, 2017**).

“A group of internet based applications that build on the ideological and technological foundation of the Web 2.0 that allow the creation and exchanging user generated content”. (**Kaplan and Haenlein, 2010:61**).

The other name of higher education is Tertiary education and it is gaining much importance throughout the world. There is a vast change in the society as earlier everything was based and dependent upon agriculture. Then from there it took a shift towards industrial based society. But now we are heading towards a knowledge-based society. Higher Education is the third level of education, which comes after primary and secondary education, being the final stage of education as far as formal learning is concerned. It is optional and depends upon the willingness of the learner. Higher education can be obtained in universities, polytechnics and colleges. It can either be obtained in regular mode, or distance mode and also through online platforms these days. There is a drastic evolution in the teaching practices of higher education in the past two decades. The pedagogy has changed and the education system has become student centric. In today's world where it is becoming impossible to even think without considering Social-Media, and a lot of expectations is being placed upon the web 2.0 based services, to contribute towards field of education. How can Social-Media and social networking sites contribute in the education sector? Social media can make the

learning experience better (**Dunn, L., 2013**). Student and teacher engagement and interaction can be improved with the help of social networking sites (**Greenhow and Gleason, 2012**). Learning with technology and Teaching with technology must be given importance, as learning through collaboration makes the teaching learning process better. It also provides better learning experience. For promoting active learning, students and teachers make use of Social-Media, and go into serious interactions (**Laird and Kuh, 2005**). It is very important to find effective methods of utilizing technology in learning process (**Dunn, L., 2013**).

II. LITERATURE REVIEW:

Teachers used WhatsApp group for sharing reading content, for sharing syllabus and also made its use staff development. WhatsApp is very important for purpose of new curriculum implementation; it is also helpful in staff development (**Tarisayi and Manhibi, 2017**). There exists a place for social networking sites in higher education and it can also be adopted for better learning (**Ellahi, 2018**). Social networking sites has gained much popularity and is used by teenagers a lot for getting themselves connected on social networking sites and Applications like Facebook, twitter etc. should be given a place for achieving academic excellence (**Salvation and Adzharuddin, 2014**). Mathematics teachers carry a positive perception about using social media and they make moderate use of it. The female teachers made social media usage more in comparison to male teacher and no differences were found depending on experience and designation (**Albalawi, 2017**). Both research scholars and the teaching faculty require information to do their work and complete their responsibilities effectively. Social media assists in the faculty information seeking behaviour, as they look for formal as well as informal information (**Laltlanmawii and Verma, 2016**). Social-Media technologies have influenced many fields and even English Language is amongst one of them. The teachers of English Language used Facebook and YouTube for teaching and the teachers were aware about the positive uses that social media carry in teaching (**Inayati, 2015**). Social networking platforms are used for personal communications and they are also used for academic purposes. They help in social learning and facilitate it. Students form connections on the social platforms for formal and also informal learning. Social media helps in removing isolated learning and is very beneficial for those who have adjustment issues (**Sleeman**). The methods of communicating and socializing is changing with the advancements in field of social networking sites. It is even changing the methods of learning for students. Pre-service teachers make use of social media platforms. Facebook and WhatsApp were used by the teachers for socializing and a little bit for academic purposes (**Ogbonnaya**). The usage of social media platforms and knowledge portal helped in improving the educational outcome and enhanced learning (**Dzvapatsva, Mitrovic and Dietrich, 2014**). Communication and social life is effected by social-media, that lead to social development. Fields like banking, commerce, entertainment and even education is affected by social-media. Bolat aimed at finding out the usage of social-media by the teachers. This study was conducted over 552 teachers. It was concluded by the study that the teachers used social-media and most popular platforms were Facebook and Instagram, for communication and it carries pedagogical value (**Bolat, 2018**). Social-media is helpful in changing or improving traditional pedagogy (**Doak, 2018**). Unsal conducted a survey about the use of social media by the prospective teachers. The researcher created tool which had a scale that consisted of social-media and also web technology usage. It was seen that these teachers used YouTube and Instagram for reading purpose and also WhatsApp and some more social-media platforms. They used these platforms for their day-to-day work and also used it for entertainment purposes (**Unsal, 2018**). Most used social-media networks by the per-service teachers were Facebook and WhatsApp. Use of e-learning platforms should be promoted and social-media should be integrated and used by schools and colleges for the purpose of teaching and learning (**Korsah, Abdulai and Gbormittah, 2020**).

OBJECTIVES OF THE STUDY:

The objectives of the study are to:

1. Study the difference in social networking sites usage on the basis of age, gender, and marital status.
2. Study how teachers make the use of social networking sites in making teaching and learning experience better.

III. METHODOLOGY:

This study is descriptive in nature. For meeting the above-mentioned objectives, survey method was adopted. The type of data required for carrying out the study was primary and secondary data. Questionnaire was prepared and was used in order collect the primary data. The questionnaire was highly structured in nature. Closed ended questions were asked. The population for the study comprised of the teachers of higher educational institutions. Questionnaires were distributed to 85 teachers, teaching in higher educational institutions irrespective of their stream. The teachers were selected randomly. The information expected from respondents was about the purpose of usage of Social-media, how it helped them for teaching and learning process, and any differences in pattern of usage depending upon age, gender, and marital status. Out of distributed questionnaires 66 valid responses were obtained.

Analysis:

The questionnaire used for carrying out the study had 16 questions. First 6 questions were demographic in nature. The questionnaire was highly structured in nature. The questions used were close ended.

3.1 Gender wise distribution of respondents

Figure-1 shows the distribution of respondents on gender basis. 62.1% of participants were female i.e., 41, 36.6% of participants were male i.e. 24, and 1.5% of participants belonged to other category i.e. 1. The study suggests females use more social media than males.

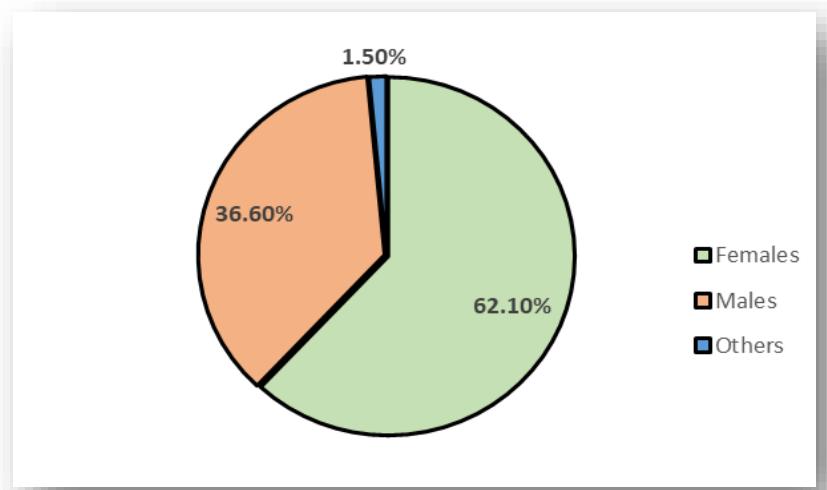


Fig. 1. Distribution of respondents depending upon their Gender.

3.2 Distribution of respondents depending upon their age.

Figure-2 show the age wise distribution of respondents. 43.9% of participants belonged to the age group 25-35, 25.8% were 35-45 age group, 10.6% were 45-55 age group, and 19.7% were 55 and above age group. The study suggests that social-media is more popular amongst the age group of 25 to 45 years of age.

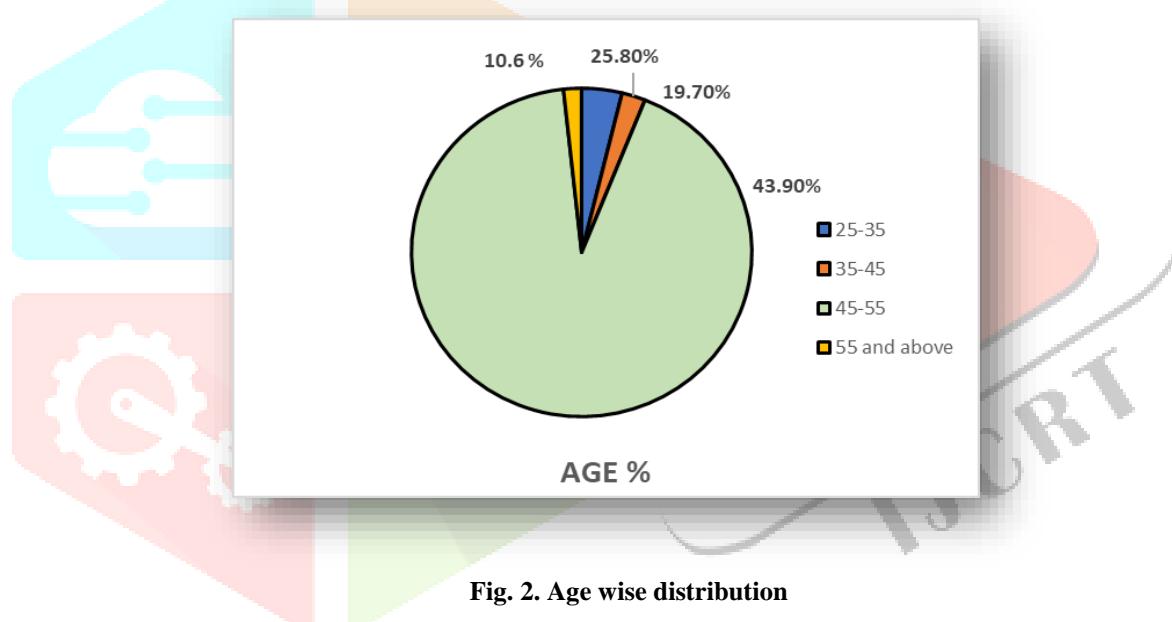


Fig. 2. Age wise distribution

3.3 Distribution of respondents depending upon their marital status

Figure-3 shows the distribution of respondents depending upon their marital status. 59.1% of participants were married, 37.9% of participants were unmarried and 2 participants i.e., 3% of participants belonged to others category.

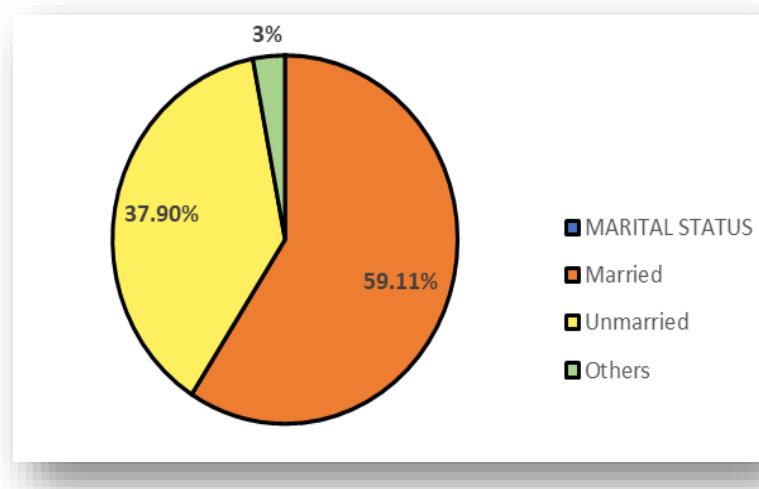


Fig. 3. Distribution of respondents depending upon their marital status

Almost all participants were highly skilled in their work. 10.6% were mostly freshers and had work experience ranging from 0-5 years, 27.3% fell in the experience bracket of 5-10 years, 9.1% had the experience ranging from 10-15 years, 24.3% had the experience of 15 years and above. The questionnaire enquired about the association of participants with the social-media. it was found that 69.7% of participants were using social media for more than 6 years, 16.7% of participants were using it from 4-6 years, 7.6% were new users and were using it for 2-4 years and 6.1% of the users used it only for 0-2 years.

3.4 Distribution of respondents depending upon the purpose of usage of social-media

Figure-4 divides the respondents depending upon the purpose of using social-media. The questionnaire aimed at finding out the reason for using social-media. it was seen that 42 participants i.e. 64.6% used social-media for entertainment purpose, 40 participants i.e. 61.5% used for building social contacts, 40 participants i.e. 61.5% used gathering information and 26 participants i.e. 40% used for learning purpose. Social-media is more popular for entertainment purpose.

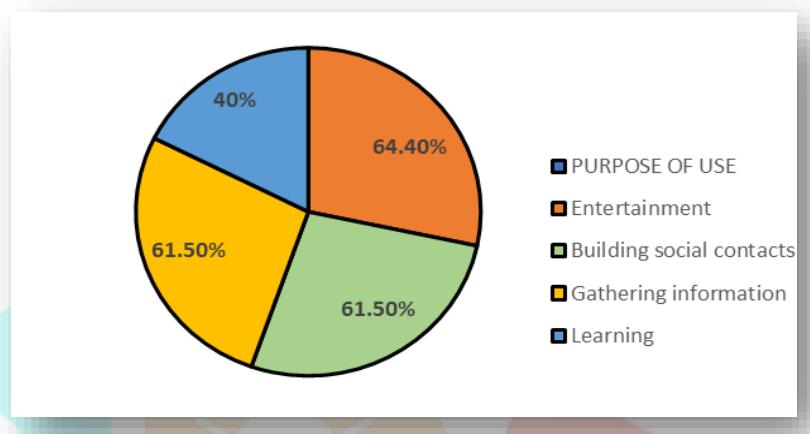


Fig.4. Division of Respondents depending upon purpose of use

3.5 Distribution of respondents depending upon the degree of usefulness of social-media for learning purpose

Figure-5 reflects the degree of usefulness of the social-media for the purpose of learning. 45.5% of the participants said that social media is very useful for learning purpose, 30.3% specified that social media is moderately useful, 13.6% said that social media is less useful for learning and 10.6% said that social media is useless as far as learning is concerned. The study conducted suggests that a huge number of respondents consider social-media to carry much usefulness for learning purpose.

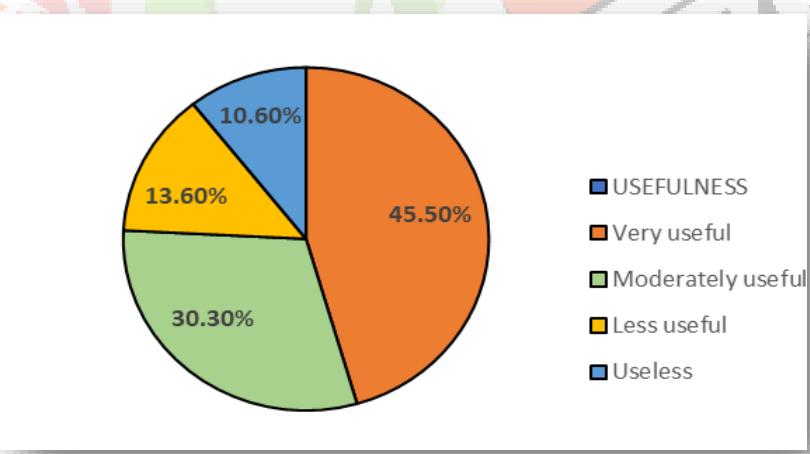


Fig.5. Usefulness of social-media in learning

3.6 Distribution of respondents depending upon the degree of usefulness of social-media for teaching purpose

Figure-6 shows the degree to which respondents find social-media useful for the purpose of teaching. The participants were asked to specify the usefulness of social-media in teaching. It was found that 42.4% said it is very useful, 37.9% said it is moderately useful, 7.6% said it is less useful 12.1% said that it is useless. Large number of respondents agreed that social-media is helpful in teaching.

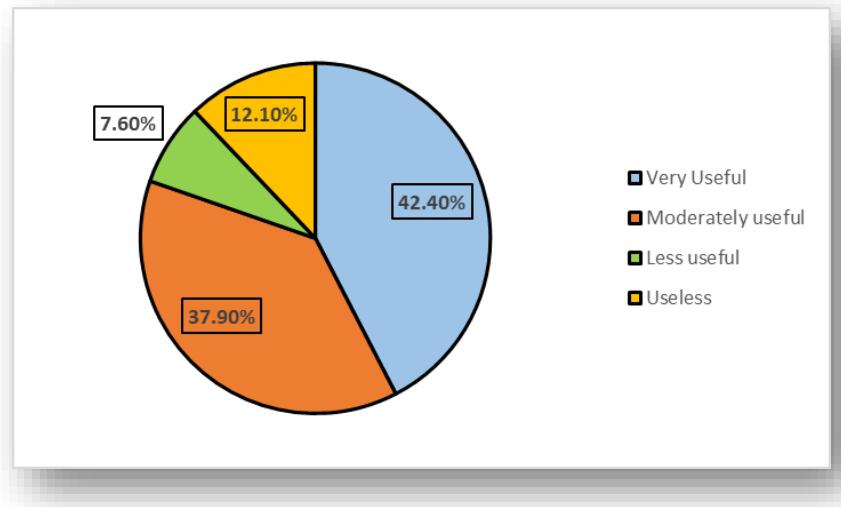


Fig.6. Degree of usefulness of social-media in teaching

3.7 Enrollment in online courses

Figure-7 demonstrates the distribution of respondents depending upon their enrollment in online learning programs. The participants were also asked if they themselves use social-media for learning purpose and it they were enrolled in any online learning courses. It was found that 62.1% of the participants were not enrolled but 37.9% were enrolled in online learning courses.

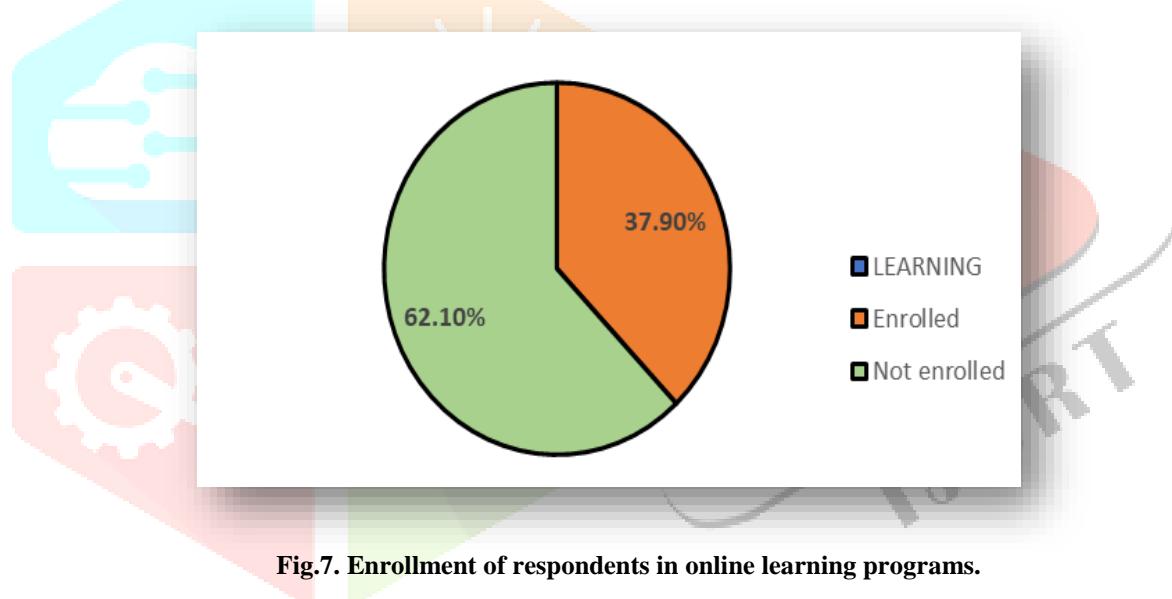


Fig.7. Enrollment of respondents in online learning programs.

3.8 Social media as a time waste

Figure-8 reflects the views of respondents that whether use of social media leads to waste of time or not. The participants were also asked to present their views if they considered social media as a waste of time. 18.2% strongly disagreed with this idea, 33.3% disagreed, 28.8% were neutral, 15.2% agreed and 4.5% strongly agreed and said it is a waste of time.

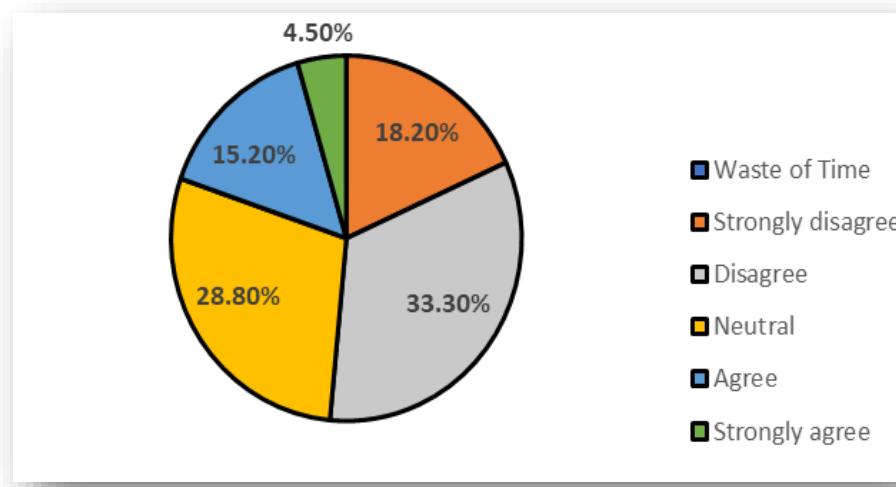


Fig.8. Social media playing role in the wastage of time

3.9 Reliability of information

Figure-9 reflects the degree to which the respondents find information present over social-media reliable. The participants were asked about the reliability of information available on social-media, 7.6% strongly disagreed, 13.6% disagreed, 42.2% were neutral, 30.3% agreed and 6.1% strongly agreed.

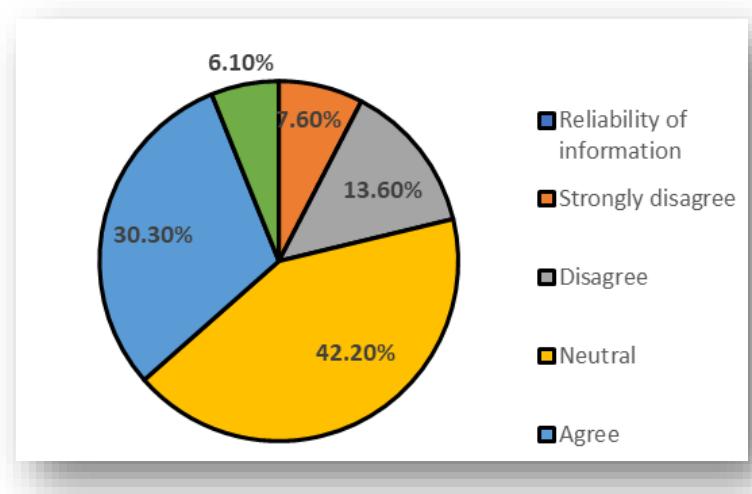


Fig.9. Reliability of information

3.10 Effect of social media on respondents' knowledge area

Figure-10 describes the views of respondents that whether the use of social media widens the knowledge area of respondents or not. The participants were asked if social media helped in increasing their horizon of knowledge, it was found that 7.6% disagreed, 10.6% disagreed, 24.2% were neutral, 37.9% agreed and 19.7% strongly agreed. Social-media can be considered as a source of knowledge and it increases the knowledge horizon of respondents.

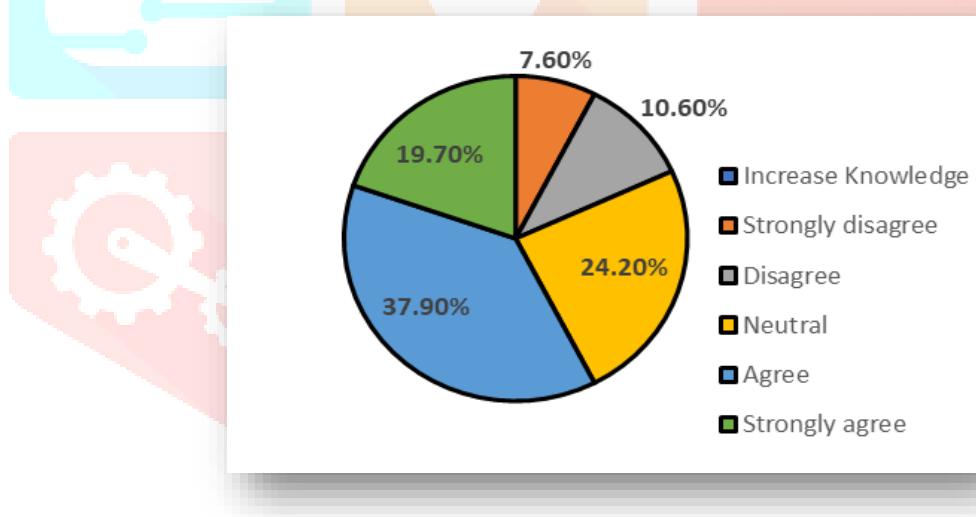


Fig.10. Social-media as a knowledge booster

3.11 Information seeking for the purpose of teaching

Figure-11 describes the views of respondents on referring social-media as a resource for teaching. The teachers were also asked if they searched for information on the social media for teaching purpose, 9.1% of the participants strongly disagreed, 15.2% disagreed, 21.2% were neutral, 39.4% agreed and 15.2% strongly agreed.

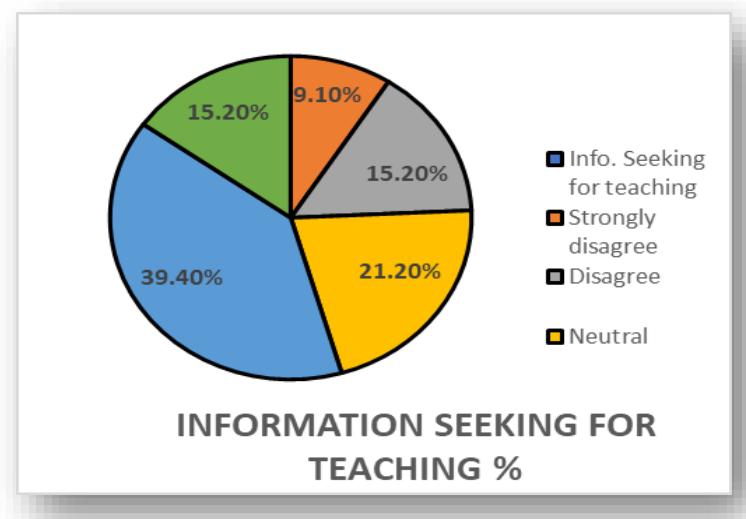


Fig.11.Social-media as a source of information in teaching

IV. RESULTS AND DISCUSSIONS

In the era of technological advancement, social-media and Web technology have taken over and the face of communication has completely changed. As the years have gone by, social-media has not only shown its influence in one particular field but its effect can be seen everywhere. Even the educational sector is influenced by social-media. As we are growing in the age of web and technology, it is very evident that the traditional methods of teaching are being taken over by it. The research conducted reveals that, there are differences in the pattern of the use of social-media depending upon age of teachers of higher education institutions. It is seen that youngsters are more comfortable and inclined towards the use of social-media. Teachers falling under the age group ranging from 25 to 45 years of age make the maximum utilization of social-media platforms. They make its use for gathering information, building social contacts, learning purpose and for entertainment purpose but maximum teachers above the age of 45 years use social-media mostly for building social contacts. Teachers falling in the age bracket of 25 to 45 years had divided opinion, they consider social-media to be either very useful or moderately useful but teachers above the age of 45 years were of the opinion that social-media is not of much use. In case of using social-media as a resource in teaching and learning, the age group of 25 to 45 has corroborated the use of social-media whereas the age group of 45 years and above were more inclined and comfortable with the traditional way of teaching and learning and for this particular age group social-media was more of a waste of time. Not much differences in opinion were found on the basis of gender and marital status. So, it can be concluded that social-media hold an important place in the field of education and has proven to be a resource in this field. There are many reasons due to which social-media is not so popular in our country as compared to other advanced nations. As the portable devices like laptops, mobile phones etc. are expensive, it becomes difficult for the students belonging to lower income groups to afford it. Also due to inadequate signal strength, it becomes difficult to completely depend upon these new methods of communication. Also, it can be seen in this study that teachers of age group 45 and above are more comfortable with the traditional methods of teaching and are not open towards adopting these new methods of learning and communication. They find traditional methods of teaching more convenient and relies on the information provided by books and not on the information provided by social media. social media is mostly used by this age group for the purpose of building social contacts but teachers belonging to age group 25 to 45 years make the maximum use of social-media and derive the maximum advantage of it. It can be said if the teachers are trained properly for using social-media and explained properly about its uses then social-media can be easily absorbed in the field of education.

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