Research Article

The Benefits of Social Media Technology (SMT) for Student-Teachers in the B.Ed. Professional Course: Implications for the Classroom

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Abstract

The lines separating virtual and "real-world" communities are collapsing quickly, especially for the younger generation whose existence is heavily influenced by social media technology (SMT). Student-teachers (S-Ts) used popular music, films, websites, videos, newspapers, magazines, and student-made media productions made with video cameras or computers in their B.Ed. classes to spark students' interest in the subject matter, develop their critical thinking and communication skills, support political activism, or foster social and personal growth. This study focuses on recent initiatives in classroom education and reasons for incorporating social media literacy in B.Ed. through SMT and ICTs in teacher trainees. This study used a quantitative methodology to examine how the SMT is a helping hand in the teaching-learning process in the classroom. The snowball sampling technique was used to choose the sample. A total of 300 trainee student-teachers were chosen. The researcher used a self-standardised five-point Likert scale. The research revealed that SMT exchanges can foster classroom involvement, encourage social and personal development, and enhance communication and critical-thinking abilities. Considering these facts, post-secondary educators ought to start looking closely at the possibility of purposefully and deliberately leveraging the power of these revolutionary shifts in technology use to better meet the requirements of their students and increase their chances of success. The study finds various social media platforms (such as radio, educational broadcasts, internet-connected projectors, various photos, etc.) improved the atmosphere in the classroom and made it healthier and happier. Experienced S-Ts can effectively integrate ICTs through SMT to advance classroom learning. Results also showed that, in most classrooms, the various experiences and activities recommended in the unit were not appropriately implemented. These problems included a lack of ICT tools, a shortage of electric power, and a lack of training and expertise in using ICTs in social media, not permission for social media gadget for S-Ts.

Keywords: Social Media Technology, Classroom, Development, Revolutionary Shifts, ICTs

Introduction

The word "social media" is used to refer to a wide range of technical platforms that support community and collaboration (Joosten, 2012). Tools and technologies have become increasingly intricate, interactive, highly accessible, inexpensive, and specialised as Internet capabilities and applications have evolved (Tuten and Marks, 2012). Although it seems that a precise

definition would be difficult to come across (Kaplan and Haenlein, 2010), social media is frequently explained through examples. Applications commonly depicted in contemporary drawings include blogs, wikis, social networking sites, multimedia platforms, virtual gaming worlds, and virtual social worlds (Barnes and Lescault, 2011; McEwan, 2012; Gorai, 2023). Social media and other Web 2.0 technologies are exploding at an unprecedented rate (Lenhart et al., 2010). The pervasiveness of social media is never more visible than at the university, where technology is revolutionising how students connect, collaborate, and study (Tartari, 2015). Social Media Technology (SMT) usage has increased quickly in recent years as people have integrated social networks like Facebook into their daily lives and businesses have begun to employ social technologies to interact with students (Tuten and Marks, 2012). Even as today's college student meets a range of classroom formats (i.e., "brick and mortar," virtual, and hybrid), the use and influence of social media differ depending on context. Many academics support for the intentional use of social media as an educational tool (Tartari, 2015). The NEP-2020 places a greater emphasis on "ICTs in Education," which is a factor that B.Ed. program implementation will depend heavily on. In this case, it was essential to investigate the SMT successful implementation of this course to gather baseline data for subsequent implementation process improvement (Majoka, et al., 2013). For high-quality learning and teaching, the application of information and communication technology in SMT teacher education has drawn a lot of attention (Wee and Bakar, 2006). In addition to the emergence of new technologies and educational challenges, teacher education has experienced rapid development and transformation (Moon, 2004). As a result, educational institutions have reorganised and restructured their teaching methodologies to better prepare their students for upcoming challenges (Auerswald & Magambo, 2006). Therefore, researcher here investigate how SMT helps to student-teachers (S-T) for classroom-oriented process.

Research Question

How the "Social Media Technology (SMT)" is a helping hand in teaching-learning process in classroom?

Literature Review

The author included the most reliable reviews, which supports the study's objective. According to Reid and Weigle, (2014), incorporation of SMT within teacher training programs like the B.Ed., has markedly improved teaching methods and student involvement. Research suggests that SMT's use in education promotes interaction, cooperation, and the availability of varied learning materials. SMT enhance technological skills, teaching techniques, and advanced communication abilities, enabling them to engage with peers, mentors, and educational content beyond the traditional classroom which are consequential for their impending teaching environments. Tartari (2015) and Back (2005) stated that the asynchronous nature of social media enables student-teachers to engage with educational content at their own pace and reflection on pedagogical strategies. O'Keeffe and Clarke-Pearson (2011) observed that educators who actively engage with SMT become proficient with diverse tools and platforms, which can subsequently be incorporated into their teaching methodologies. This proficiency in technology equips them for contemporary educational environments and enables them to demonstrate the effective application of technology to their students. Boyd

(2007) states that by leveraging SMT, student-teachers (S-Ts) learn to create, curate, and share digital content, thereby enhancing their capabilities in employing these technologies for future instructional designs. Tartari, (2015) also stated that platforms such as Facebook, Twitter, and LinkedIn enable future educators to connect with professionals in the education sector, access new teaching resources, and stay updated on the latest educational trends. According to Ito et al. (2008), integrating technology into their future classrooms effectively engage and create interactive learning environments for their students. SMT fosters the development of critical thinking and problem solving skills, as student-teachers are exposed to diverse viewpoints and collaborative problem-solving activities through online interactions. This all important review strongly supports to carry out research to mentioned objective. The researcher collected lots of RRL for more strengthen and finding gap of this study (i.e., Pelgrum, 2001; Moon, 2004; Sandholtz and Reilly, 2004; Back, 2005; Auerswald and Magambo, 2006; Sahin and Thompson, 2006; Wee and Bakar, 2006; Boyd, 2007; Balanskat et al., 2007; Moses et al., 2008; Han et al., 2008; Afshari et al., 2009; Plump et al., (Eds.) 2009; Kaplan and Haenlein, 2010; Lenhart et al., 2010; O'Keeffe et al., 2011; Mikre, 2011; Barnes and Lescault, 2011; Joosten, 2012; Tuten and Marks, 2012; McEwan, 2012; Majoka et al., 2013; Tess, 2013; Reid and Weigle, 2014; Tartari, 2015; Sharma, 2020; Bhat et al., 2022; Gorai, 2023; Gorai and Angadi, 2023; Kundu and Bej, 2021 and Kundu et al., 2024).

Method

A total of 300 trainee student-teachers (S-Ts) were sample of the study. Three teacher training institutions from Palanpur, Gujarat were selected as target population. For this study, cross sectional survey research methodology was used. The information was gathered through questionnaire from S-Ts through snow ball sampling technique.

Research tools for study

Online questionnaire

According to Irwing and Hughes (2018), research tools are typically created in response to a practical study need, a theoretical advance, or an empirical advancement. Social Media Technology Scale (SMTS) was developed for assessing student-teachers' SMT benefits towards implementing classroom. Researcher using the standardised scale creation procedure outlined by Tripathi (2003); Sharma (2020); Gorai et al., (2024); and Kundu et al., (2024). To determine the efficacy of the created tools, a pilot version of the online surveys was first given to a small group of respondents with various characteristics (Kundu and Bej, 2021; Gorai et al., 2024). Author created an online questionnaire with 30 question items in the final version to measure how the "social media in education" is a helping hand for classroom in six domains:– "Learning through readymade applications (LTRA)" (Items 1–5), "Planning lesson for integrating ICTs (PLI-ICTs)" (Items 6–10), "ICTs tools/resources for teaching multiple subjects (ICTs-T/RTMS)" (Items 11–15), "Internet usage and online resources (IUOR)" (Items 16–20); "Usage of educational games/puzzles (UE-G/P)" (Items 21–25), "Usage of interactive radio and broadcast Television (UIRBT)" (Items 26–30).. All the domains were adapted from Majoka et. al., 2013 article. Section 1 of the scale contained user demographics including name, gender, institutional area, educational stream, and contact information (not mandatory). Section 2 had six domains' items and comprised positive and negative items with a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) (Bhat, et al., 2022). The

domain-wise internal consistencies (Cronbach's alpha) were 0.82, 0.83, 0.86, 0.91, 0.87, and 0.826 overall. Cronbach's alpha measures a group's emphasis on a single concept or idea (Cronbach, 1951). Negatively phrased questions (I3, I8, I17, I19, I23, I24, and I27) were reverse scored. This SMTS was gone through all the validation and reliability procedure (Gorai & Angadi, 2023). Total and domain mean scores and SD were summarised individually.

Procedure for data collection

The author distributed questionnaire over a three-month period, from August 15, 2023, to November 15, 2023, across three teacher training institutions. The researcher collected WhatsApp numbers from the principals to send to student-teacher groups. The Likert Scale was frequently used in this research to measure a range of responses, as Back (2005) and Han et al. (2008) observed. To ensure the reliability of the information collected, member checking was used. All 300 out of 350 responses received were used in the final tally.

Statistical Techniques for Data analysis

Data were analysed in accordance with each study technique, and the results were shown in a variety of tables (Kundu et al., 2024). Excel is used to organise data analysis using both descriptive and inferential statistics through graphical presentation. Table 1 presents the item-by-item percentage analysis from the samples that were gathered.

Sl.No	Domains	Items	SA	A	U	D	SD
1.	Learning through Readymade Applications (LTRA)	I am comfortable to use social media.	30	60	2	5	3
		I use video prompts when I teaching in the classroom.	45	30	15	5	5
		I am not using Lesson planning but using video resources from different sources.	30	55	10	3	2
		I am using pre-made ICT applications to prepare lesson plans.	73	7	10	5	5
		I am use of documentaries and video/movies discussions during teaching.	35	15	20	25	15
2.	Planning Lesson for Integrating ICT s (PLI-ICTs)	I am using video commercial's purpose.	30	20	30	12	8
		I have to incorporate multimedia into my classroom instruction.	45	30	10	5	10
		It did not really matter if the classroom I taught in had an internet connection.	15	45	25	5	10
		I using Facebook and other social network tools.	30	35	20	5	10
		I using social media technology (SMT) for preparing lesion plan.	30	55	10	3	2

3.	ICTs Tools/ Resources for Teaching Multiple Subjects (ICTs-T/ RTMS)	Various ICT tools, such as DVDs and CDs, are employed by me in my instruction, based on the subject matter.	10	30	40	15	15
		I using movies, video animations and TV broadcast for as a teaching and learning materials (TLM).	30	20	30	12	8
		I using of videos for professional development of students.	45	30	10	5	10
		In my view, a variety of disciplines should use various social media sites to improve comprehension.	15	45	25	5	10
		I think students' problems can be identified through ICTs tools.	30	35	20	5	10
4.	Internet Usage and Online Resources (IUOR)	I think notion of globalization depend on internet networks.	15	35	25	20	15
		I do not like online tutorials for teaching learning.	10	20	10	40	20
		Social media notification it is disturbing for me.	45	30	10	5	10
		I am not using of digital libraries, archive, and e-books.	0	25	15	30	30
		It is crucial for students and teachers to use interactive web tools like Google Earth and Maps.	20	60	10	5	5
5.	Usage of Educational Games/ Puzzles (UE-G/P)	I utilise the Investigate to teach a variety of subjects through games and puzzles.	10	50	20	10	10
		I create a storyline board for a teaching game.	10	30	40	15	15
		Create an internet puzzle game that is not beneficial for students.	30	20	30	12	8
		Puzzles increase creative mind.	45	30	10	5	10
		Playing games or solving puzzles takes the focus away from studying.	15	45	25	5	10
6.	Usage of Interactive Radio and Broadcast Television (UIRBT)	Comprehending power of audio/radio as educational tool.	30	35	20	5	10
		I used educational materials for radio, audio, and images through IPR (Intellectual Property Right) and follow instruction.	20	25	30	20	5
		I think case studies to enhance instruction via radio broadcast.	10	60	10	10	10
		TV broadcast in education helpful for learning all times.	15	45	25	5	10
		If you have the chance, consider doing a teaching video broadcast.	45	30	10	5	10

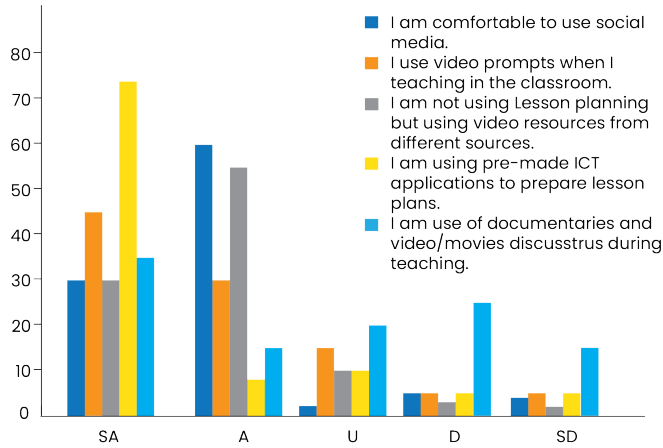
Note: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SA)

Discussion

Discussion for Learning through Readymade Applications (LTRA)

In this first domain "LTRA", author incorporate 5 items (see Figure 1). All items related to readymade application which has been used our teaching learning methods. Here student-teachers (S-T) 73 per cent strongly agree on "I am using pre-made ICT applications to prepare lesson plans" this item. This result indicated that when S-T prepared lesson plan for delivering teaching ICTs application very much helpful for classroom application. On the other side S-T dose not handier for using on video resources which is related to ICTs tools.

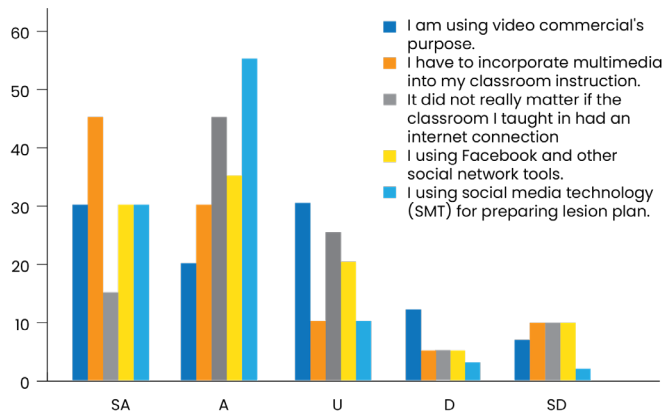
Figure-1: Learning Through Readymade Applications (LTRA)



Discussion for Planning Lesson for Integrating ICTs (PLI-ICTs)

The appearance of PLI-ICTs for student-teachers in B.Ed. programmes is shown in Figure 2. Fifty per cent of respondents believed that using multimedia in the classroom would aid in learning. Among S-Ts, 65 per cent have already said they will use Facebook and other social media platforms. Eighty-five percent of S-Ts agreed to prepare lesson plans using SMT. Conversely, 50 per cent of S-Ts consented to use commercial video when utilising SMT as a source of temporary income. Accordingly, the researcher can state that SMT can be highly beneficial for creating a lesson plan during the teaching and learning process (Tartari, 2015).

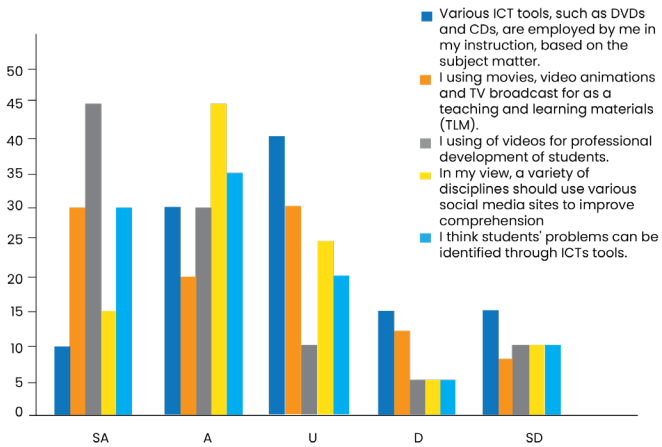
Figure-2: Planning Lesson for Integrating ICTs (PLI-ICTs)



Discussion for ICTs Tools/Resources for Teaching Multiple Subjects (ICTs-T/RTMS)

Figure 3 shows that due to a lack of expertise, S-Ts were occasionally allowed to use CDs and DVDs to teach various courses. A half of the S-Ts agreed that video cartoons, instructional TV shows, and movies may be used as a TLM. ICT technologies can be used to identify problems; 65 per cent of S-Ts agreed on this point. Thus, the researcher concludes that ICTs in education will be beneficial to the process of teaching and learning in the future supported Auerswald and Magambos (2006) study. Large numbers of S-Ts agreed some professional videos developed professional growth for S-Ts of B.Ed. program before going to proper school environment.

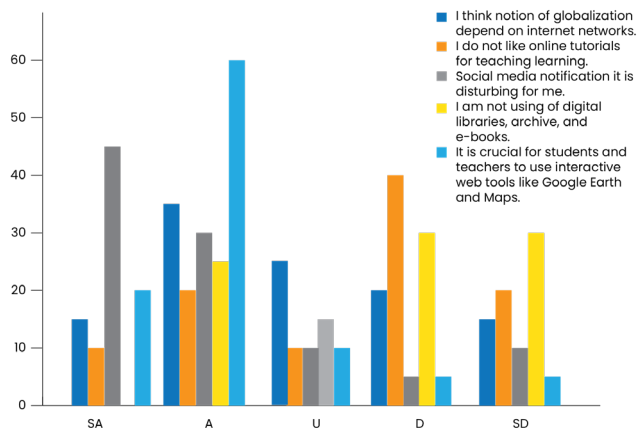
Figure-3: ICTs Tools/Resources for Teaching Multiple Subjects (ICTs-T/RTMS)



Discussion for Internet Usage and Online Resources (IUOR)

Figure 4 illustrates that 80 per cent of S-Ts of the B.Ed. programme agreed that it is essential for teachers and students to use interactive online resources like Google Earth and Maps. Just 30 per cent of S-Ts ware respondents said they dislike online tutorials for teaching and learning, with the remaining respondents agreeing to support them. Only a small portion of S-Ts had access to e-books and digital libraries. Here, the researcher ascertains factors orally, such as inadequate access, inadequate instruction for usage, and a lack of institutional facilities. Social media notifications can cause a person to lose focus on specific tasks in this digital age, making it extremely difficult for S-Ts to maintain control over them.

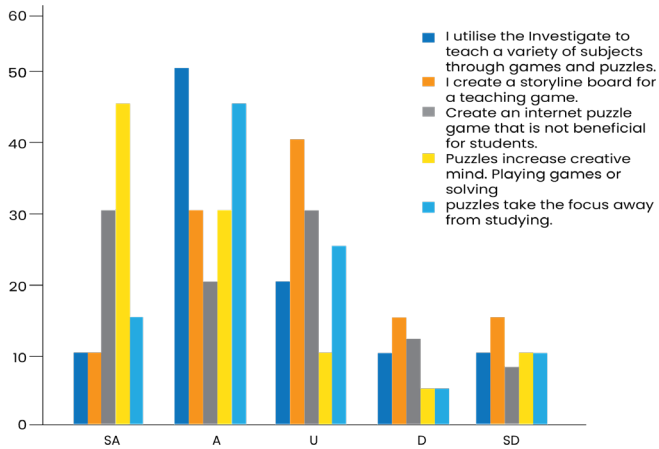
Figure-4: Internet Usage and Online Resources (IUOR)



Discussion for Usage of Educational Games/Puzzles (UE-G/P)

Figure 5 shows that 60 per cent of S-Ts in the B.Ed. programme agreed that educational games and puzzles can be used to teaching a variety of subjects. 70 per cent disagreed with the creation of narrative teaching games for the purpose of teaching and learning. Fifty percent of S-T agreed that online puzzle games are bad for students. 75 per cent of respondents believed that "Puzzles" aid in problem solving and stimulate the creative mind. 65 per cent of respondents stated that studying this statement is distracted by games or riddles. In this instance, the roles of families and teachers are vital for raising awareness.

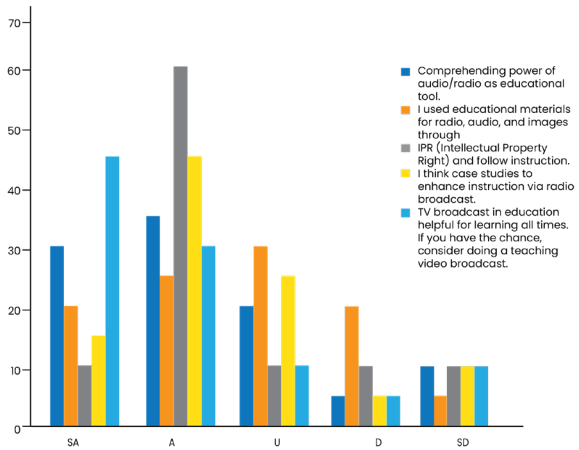
Figure-5: Usage of Educational Games/Puzzles (UE-G/P)



Discussion for Usage of Interactive Radio and Broadcast Television (UIRBT)

Figure 6 demonstrates that 65 per cent of S-Ts in the B.Ed. programme concurred that understanding the potential of audio and radio as instructional tools aids in the teaching-learning process in the classroom. Numerous disciplines can be taught using educational games and puzzles. The IPR for confirming educational materials from radio, audio, or other sources is unknown or uninformed to 55 per cent of S-Ts. It was agreed that broadcast media is beneficial to learning for 65 per cent of S-Ts in B.Ed. trainees. If you have the opportunity, think about creating a teaching video broadcast. Since 75 per cent of S-Ts agreed with this remark, we can infer that most learners nowadays are capable of digitisation and are "Digi friendly."

Figure-6: Usage of Interactive Radio and Broadcast Television (UIRBT)



Conclusion

While investigating into the research question, "How Social Media Technology (SMT) helps in the classroom teaching-learning process?" It was discovered that classroom engagement increased favourably when student-teachers (S-Ts) applied SMT to the class environment. It also handles the ICTs in education implementation process. These results are in line with earlier research by Moses et al. (2008), who discussed laptops as useful ICT integration tools for both educators and students alike. Additionally, they have mentioned the important function that knowledgeable and skilled S-Ts of SMT perform. According to Sandholtz and Reilly (2004), experienced S-Ts can successfully integrate ICTs through SMT progress. The study also showed how S-Ts who employed various social media platforms (such as radio, educational broadcast, internet-connected projector, various photos, etc.) improved the atmosphere in the classroom and made it healthier. However, the researcher also found that Facebook was not very effective in terms of teaching and learning strategies for students. However, the S-Ts that used ICTs to offer instruction found it challenging to adhere to the lesson plan in terms of time management. Researchers Sahin and Thompson (2006); Tess (2013); Balanskat et al. (2007) have found that S-Ts' awareness, reluctance to utilise SMT, and skill neglect are significant elements that support the maintenance of a healthy classroom environment and high-quality instruction for students. The majority of S-Ts agreed and acknowledge, however, that the lack of ICT tools and resources and a lack of electricity can make it impossible to implement the lesson plan that has been established (Plump et al., 2009). A common obstacle to SMT implementation and integration is lack of access to computers, networks, infrastructure, and resources (Pelgrum, 2001; Afshari et al., 2009; Mikre, 2011). ICT tools and resources have been seen by Plump et al. (2009) as necessary for the proper classroom's deployment and integration of ICTs in education. The success or failure of an educational effort, programme, or intervention is primarily determined by the teacher. Thus, it is essential that teachers receive thorough training to strengthen the educational system (Muhammad et al., 2013). The findings also revealed that the different experiences and activities suggested in the unit were not properly carried out in the majority of schools. Among these issues were a lack of ICT resources, a lack of electricity, a lack of knowledge and experience with ICT use in social media, and a refusal to provide S-Ts permission to use social media devices. The National Education Policy (NEP) 2020 places a greater emphasis on updating stakeholders through refresher programmes in the country.

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