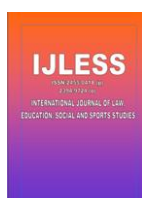# A Study on the Effect of Social Media on Student-Teachers of B. Ed Programme

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ABSTRACT

This study explores the impact of social media on student-teachers enrolled in the Bachelor of Education (B.Ed) programme. With the increasing integration of social media into daily life, its influence on education has become a critical area of study. This paper examines how student-teachers utilize social media for educational purposes, its positive and negative effects, and its role in shaping their professional development. The findings highlight both opportunities and challenges presented by social media in the context of teacher education.

Keywords: Social media, B.Ed programme, student-teachers, education, professional development

1. Introduction

Social media has completely changed how people communicate and learn, with enormous potential to improve education. Social media sites like Facebook, Instagram, WhatsApp, and YouTube have evolved into dynamic teaching tools that go beyond their original purpose of facilitating social contact. Social media provides student-teachers with creative opportunities for development and interaction in the field of teacher education by acting as a platform for professional networking, resource sharing, and collaboration. But there are drawbacks to this phenomenon as well, such as possible distractions, being exposed to false information, and moral dilemmas.

Social media encourages users to actively produce, share, and interact with content, fostering a participatory culture. These platforms are very beneficial for student-teachers in Bachelor of Education (B.Ed.) programs. Student-teachers can create online groups, exchange information, and work together on academic projects using platforms like Facebook and WhatsApp. According to Greenhow and Lewin (2016), these exchanges aid in the development of professional networks that they can use for the duration of their teaching careers. There is a wealth of instructional content, tutorials, and informative videos on YouTube and Instagram. Multimedia tools are available for student instructors to use and produce in order to improve their teaching abilities (Manca & Ranieri, 2016). Through professional organizations, discussion boards, and webinars, social media offers chances for ongoing education. These encounters promote exposure to international teaching methods and lifetime learning (Carpenter & Krutka, 2014).

For student-teachers, social media poses a number of difficulties despite its advantages. Platforms like Instagram and TikTok's entertainment-focused layout can divert students from their academic objectives, affecting their concentration and productivity (Turel &Qahri-Saremi, 2018). Social media's uncontrolled content can spread inaccurate or biased information, endangering the legitimacy of learning materials (Vosoughi, Roy, & Aral, 2018). Student-teachers using these platforms need to be critically aware of and take ethical considerations into account when it comes to issues like privacy, cyberbullying, and inappropriate content (Selwyn, 2012).

2. Objectives of the Study

1. To analyze the usage patterns of social media among student-teachers.

2. To identify the positive effects of social media on their educational and professional development.

3. To explore the challenges faced by student-teachers in using social media for learning.

4. To suggest strategies for effective utilization of social media in the B.Ed curriculum.

3. Methodology

3.1 Research Design

The study adopts a mixed-method approach, combining quantitative and qualitative methods to gather comprehensive data.

3.2 Sample Selection

A sample of 100 student-teachers from 2B.Ed collegeswas selected using random sampling technique.

3.3 Data Collection

Data were collected through a structured questionnaire entitled 'Social Media Impact' measuring social media usage, benefits, and challenges.

3.4 Data Analysis

Quantitative data were analyzed using statistical tools, while thematic analysis was employed for qualitative data.

4. Results and Discussion

4.1 Usage Patterns

Platform	Percentage Usage	Number of Users
WhatsApp	85%	85
YouTube	78%	78
Facebook	60%	60
Instagram	50%	50

This table represents the distribution of platform usage based on the percentages provided.

- **Time Spent**: 70% of respondents reported spending 1-3 hours daily on social media for educational purposes.

- **Purpose of Use**: Accessing tutorials (65%), participating in study groups (58%), and resource sharing (50%).

4.2 Positive Effects

- **Access to Resources**: Student-teachers found social media valuable for accessing a variety of educational materials, such as video tutorials and academic articles.

- **Collaboration and Networking**: Platforms like WhatsApp and Facebook facilitated peer collaboration and connections with experienced educators.

- **Skill Development**: Social media encouraged creativity and enhanced digital literacy skills.

4.3 Negative Effects

- **Distraction**: 60% of respondents acknowledged that social media often diverted their attention from studies.

- **Misinformation**: Difficulty in verifying the credibility of online resources was a concern for 40% of respondents.

- **Time Management Issues**: Excessive use of social media led to procrastination for 45% of the sample.

4.4 Gender Differences

- Male student-teachers reported more frequent use of social media for networking, while female student-teachers emphasized its use for accessing educational content.

5. Implications for Practice

1. **Integration into Curriculum**: Incorporating social media as a formal tool in B.Ed programmes can enhance its educational benefits.

2. **Training in Digital Literacy**: Workshops on critical evaluation of online resources can mitigate misinformation.

3. **Time Management Strategies**: Introducing techniques to balance social media use with academic responsibilities.

4. **Professional Networking**: Encouraging participation in professional groups to expand knowledge and opportunities.

6. Conclusion

Social media has a profound impact on the education and professional development of student-teachers in B.Ed programmes. While it offers numerous advantages, such as access to resources and collaboration, challenges like distraction and misinformation cannot be overlooked. Proper guidance, training, and integration of social media into the curriculum can maximize its benefits and prepare student-teachers for the demands of the modern educational landscape.

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