

Development of Social Networking Awareness Programme for Novice Teachers and its Effectiveness

Abstract

1: Introduction: -

This is the age of ICT. IT and BT are the buzz words in the learning society. Due to ICT the quality and performance in all sectors are enhanced. Same will be the case of teacher education, if ICT is integrated in teacher Education.

Actually ICT subject is introduced in the teacher education syllabus of some Indian Universities from the year 2000. ICT is very essential to enhance the quality of education system. If we want to see the use of ICT in schools, then teacher must be techno savvy. That is why there should be integration of ICT in Teacher Education Colleges. In future there will be e- teachers and e- teaching.

It is assumed that today's students or student- teachers have the knowledge of computers. They can work on computers offline as well as online. The social networking i.e. use of Orkut, Facebook, Twitter, Skype, opera mini etc. These are some ways of communication, and education is nothing but communication. Now question arises that whether Novice teachers can use these communication ways such as social networking? If they are using it then what is the percentage of users? If it is less, compare to the other streams then, can we develop any program to increase the social networking awareness among the Novice-teacher? After implementation of the social networking awareness program, whether there will be rise in the percentage of users? What is the effectiveness of the social networking awareness program? These are some questions raised in front of the researcher.

1.1: Background: -

The term "Social Networking" means the formation of a social group or community on the Internet, facilitating users to interact for a common aims, goals,

interests, or sharing mutual views towards various aspects. Online Social Networking helps grouping of friends or family members, relatives, college students, colleagues helping them to share their opinions.

Wayne A. Selcher, discussed and evaluated cost-free, reliable, quality online content useful to academics at any level from school, college level upto higher level and international studies, teaching- learning and research, including how and where to locate such materials through guides, directories, gateway sites, repositories, and various types of search engines; Internet can be used in college classes; and undergraduate assignments that use sources of information from the Internet. The other social networking tools are Blogs Creation, Media sharing services, Wikis, Bookmarking, and tagging.

Awareness- According to Blooms taxonomy of evaluation, there are three domains such as cognitive domain, affective domain and psychomotor domain. Development of awareness is the first step after sensitization, which leads in the development of attitude. Awareness comes under the affective domain. Awareness regarding a particular thing can be developed through the programme. Awareness is very essential for the use of particular thing in the life for the betterment of the life. Its definition has not yet reached a consensus in the scientific community in this general expression.

Awareness about social networking sites is generally high, though the people are not necessarily familiar with the term (ofcom report 2007) Despite young people being a main portion of social networking sites, spontaneous awareness of the generic term 'social networking sites' was significantly lower than that of their parents. Once the term was explained, overall awareness was similar to that of their parents. Everyone was familiar to Facebook.

Social networking is one of the tools of communication or it is a kind of software, which is very useful in the communication. Teaching learning process is also based on the effective communication. In present days students and teachers are using technology in the classroom. As well as in future, there will be development in the technology. Thus Novice teachers must be well aware about the Web 2.0 technology or social networking tool.

1.2: Need of the Research: -

The subject ICT is introduced in B.Ed. syllabus of University of Pune since 2001. And the researcher is teaching ICT at B.Ed level in Tilak College of Education, Pune 30. The researcher has seen up gradation in ICT syllabus and gradual progress among the students in computer proficiency. Considering all these changes in the ICT, One can develop the ICT culture in the teacher education colleges. They should form social group or learning group of the college, so that they can interact with one another and there will be peer learning which is very effective. E-books, e-journals, e-publications, e- articles are the new avenues of education. E-learning and e-teaching will be the buzz words in educational system. Teacher should use technology in daily teaching- learning process to create ICT culture in the college. Thus the use of ICT will be very effective to enhance the quality of teacher education.

Over 5 million educators worldwide have made technology learning more compelling and more relevant. Since 1999 Intel teach program has helped educators in more than 45 countries (Intel Teach Program Essentials course in-service Edition V.10.1). The social networking and web 2.0 concepts were developed in 2005 and University of Pune incorporated it in the syllabus in 2009.

Most of the school goers are good in computer technology Even they are using web 2.0 technology more proficiently. In order to cope up with their pace, the teachers must be well aware about the Web 2.0 i.e. Social networking and use of blogs for the communication.

As per the reviews done by the researcher, In India most of the researches based on offline use computer for Instruction. Thus there is paucity in the area of research regarding web 2.0 technology. The results of this study is helpful to the Novice Teachers, Teacher Educators, Professors from Other streams and University Professors regarding the effective use of web 2.0 technology for quality improvement.

1.3: Importance of the Research: -

- Present study developed the social networking awareness among the Novice teachers
- This study is helpful to the Novice Teachers, in-service teachers, Teacher educators, Educational Institutions regarding the use of social networking.
- Social Networking Awareness Programme is helpful to develop the network for non- formal Channel of Education
- This study contributed the methodology of teaching ICT
- This study directs the social networking as the teaching tool in formal education

1.4: Title of the problem: -

“Development of social networking awareness programme for Novice Teachers and its effectiveness”

1.5: Statement of the Problem:-

To develop social networking awareness programme for Novice Teachers and its effectiveness

Explanation of the Problem: - To develop the social networking awareness programme for the Novice teachers, studying in the Colleges of Education, located in all the three districts affiliated to the Savitribai Phule Pune University, Pune and study the effectiveness of social networking awareness programme developed by the researcher.

1.6. Operational definitions of important terms: -

Operational definitions of the terms:-

- **Social Networking:** - These are the facilities available on the net for communication between various groups or individuals. These include the use social networking tools as facebook, blogs, Wikis, bookmarking and tagging.
- **Social Networking Awareness (SNA):-** The individual is exposed to a social media or practice networking but lacks information about understanding, cautious

use, judicious use, principles of sharing, safety and security measure, threats and consequences, and educational use of social networking.

- **Social Networking Awareness Programme (SNAP):-** The Social Networking Awareness Program is a programme which includes various activities along with theoretical orientation, and practical component. The SNAP focuses on the areas where Novice teachers shown low achievement such as General, Technology, Security, Sharing, Tool, Educational Use, Application, and Usage components of social networking awareness and implemented for 16 weeks.
- **Novice Teachers:** Pre service teachers pursuing bachelor degree in teacher education institute termed as Novice teachers.
- **Effectiveness:** The significant difference between the mean scores of pre test and post test of Novice teachers regarding the Social networking awareness is the effectiveness of the programme.
- **General:** It is about the internet, web 1.0 and Web 2.0 in general social networking
- **Technology:** Information about web technology handling of email, opening of SN accounts, setting profile, uploading the content and judicious use of technology.
- **Security:** It is about the security setting, precautionary measures, and consequences of lack of security while using social networking tools.
- **Sharing:** It is about content, nature of content and people to whom the content to be shared or not. Consequences of sharing wrong things with wrong person.
- **Tool:** Social networking tools, Features of facebook, blogs, wikis, book marking and tagging, appropriate selection of the tool as per the need.
- **Educational Use:** The use of social networking tools for educational purposes such as classroom instruction, assignment, communication with students and parents
- **Application:** Use of social networking tools by the novice teachers during the teacher training course such as communication and other purposes.
- **Usage:** The use and its frequency regarding facebook, blogs, wikis, book marking and tagging.

1.7: Objectives:-

1. To assess the Social Networking Awareness of the Novice teachers.
2. To compare the Social Networking Awareness of Novice Teachers according to their gender, faculty, age, locale, educational qualification, teaching experience and computer training.
3. To analyze the Social Networking Awareness on the basis of its components
4. To develop the Social Networking Awareness Programme (SNAP) for Novice teachers.
5. To test the effectiveness of Social Networking Awareness Programme (SNAP).

1.8 Research Questions:-

There are four objectives in this research, for the objective no.1 and 2, the researcher decided to use the survey method, and framed research questions, also decided to frame the research hypotheses. It is necessary to frame the null hypotheses to test the research hypotheses.

A]. Research question for objective no.1 ad 2: -

1. What is the level of social networking awareness among the Novice Teachers?
2. Whether the level of social networking awareness differs from male to female?
3. Whether the level of social networking awareness differs from rural to urban?
4. Whether the level of social networking awareness differs from arts, commerce and science background Novice teachers?
5. Whether the level of social networking awareness differs in various age groups of Novice teachers?
6. Whether the level of social networking awareness differs in graduates and post graduates Novice teachers?
7. Whether the level of social networking awareness differs on the basis of teaching experience Novice teachers?
8. Whether the level of social networking awareness differs in computer trained and computer untrained Novice teachers?

B]. Research question for objective no.3:-

1. Whether the level of social networking awareness among the Novice teachers is different in all the eight components?

5.1.9. Research Hypothesis:-

A. Research hypothesis for objective no. 2: -

1. There will be difference between the mean scores of male and female novice teachers about the social networking awareness test.
2. There will be difference between the mean scores of rural and urban novice teachers about the social networking awareness test.
3. There will be difference between the mean scores of science and non-science novice teachers about the social networking awareness test.
4. There will be difference between the mean scores of novice teachers above 24years and below 24 years of age, about the social networking awareness test.
5. There will be difference between the mean scores of graduate and post-graduate novice teachers about the social networking awareness test.
6. There will be difference between the mean scores of experienced and in-experienced novice teachers about the social networking awareness test.
7. There will be difference between the mean scores of computer trained and untrained novice teachers about the social networking awareness test.

B. Research hypothesis for objective no. 5: -

1. The Social Networking Awareness Programme is useful to raise the Social Networking Awareness of Novice teacher
2. The Social Networking Awareness Programme is useful to raise the General component of Social Networking Awareness of Novice teacher

3. The Social Networking Awareness Programme is useful to raise the Technology component of Social Networking Awareness of Novice teacher
4. The Social Networking Awareness Programme is useful to raise the Security component of Social Networking Awareness of Novice teacher
5. The Social Networking Awareness Programme is useful to raise the Sharing component of Social Networking Awareness of Novice teacher
6. The Social Networking Awareness Programme is useful to raise the Tool component of Social Networking Awareness of Novice teacher
7. The Social Networking Awareness Programme is useful to raise the Educational use component of Social Networking Awareness of Novice teacher
8. The Social Networking Awareness Programme is useful to raise the Application component of Social Networking Awareness of Novice teacher
9. The Social Networking Awareness Programme is useful to raise the Usage component of Social Networking Awareness of Novice teacher

1.10. Null Hypothesis:-

A. Null hypothesis for objective no. 2:-

1. There will be no significant difference between the mean scores of male and female novice teachers about the social networking awareness test.
 2. There will be no significant difference between the mean scores of rural and urban novice teachers about the social networking awareness test.
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1. There will be no significant difference between the mean scores of science and non-science novice teachers about the social networking awareness test.
 2. There will be no significant difference between the mean scores of novice teachers above 24 years and below 24 years of age, about the social networking awareness test.

3. There will be no significant difference between the mean scores of graduate and post-graduate novice teachers about the social networking awareness test.
4. There will be no significant difference between the mean scores of experienced and in-experienced novice teachers about the social networking awareness test.
5. There will be no significant difference between the mean scores of computer trained and untrained novice teachers about the social networking awareness test.

B. Null hypothesis for objective no. 5:-

1. There is no significant difference in the mean scores of the Pre test and Post test of Novice Teachers regarding the Social Networking Awareness
2. There is no significant difference in the mean scores of the Pre test and Post test of Novice Teachers regarding the General component of Social Networking Awareness.
3. There is no significant difference in the mean scores of the Pre test and Post test of Novice Teachers regarding the Technology component of Social Networking Awareness.
4. There is no significant difference in the mean scores of the Pre test and Post test of Novice Teachers regarding the Security component of Social Networking Awareness.
5. There is no significant difference in the mean scores of the Pre test and Post test of Novice Teachers regarding the Sharing component of Social Networking Awareness.
6. There is no significant difference in the mean scores of the Pre test and Post test of Novice Teachers regarding the Tool component of Social Networking Awareness.
7. There is no significant difference in the mean scores of the Pre test and Post test of Novice Teachers regarding the Educational use component of Social Networking Awareness.
8. There is no significant difference in the mean scores of the Pre test and Post test of Novice Teachers regarding the Application component of Social Networking Awareness.

9. There is no significant difference in the mean scores of the Pre test and Post test of Novice Teachers regarding the Usage component of Social Networking Awareness.

1.11: Scope, Delimitations and Limitations of the research:

A] Scope: -

The conclusions of this research study will be applicable to all the Novice teachers of Savitribai Phule Pune University, Pune, regarding the Social Networking Awareness.

B] Delimitations: -

- 1) The Social Networking Awareness programme (SNAP) is delimited to the social networking awareness.
- 2) The survey is conducted only on the Colleges of Education affiliated to Savitribai Phule Pune University, Pune.
- 3) The experimental study is delimited to one College of Education only.
- 4) The age group is delimited to 21years and above.
- 5) It is delimited to the only five tools. They are facebook, blogs, wikis, book marking and tagging.

C] Limitations: -

1. The conclusions are based on the responses given by the Novice - teachers.

2 Review of related Literature and researches:-

Table No. 5.1. Catergorization of Reviews

Sr. No.	Reviews related to	Book	Report	Ph.D.	Research article	Article	Total
1.	Awareness			01	12		13
2.	ICT				01	01	02
3.	CAI			05			05
4.	Social Networking	08	01	04	08	01	22
Total		08	01	10	21	02	42

2.1: Distinction of the Research Study: -

The research work on CAI, multimedia presentation, Use of multimedia, Instructional strategies has been done in India.

The studies reviewed at the international status found the work on attitude towards the social networking, behaviour and uses of social networking sites as well as use of Internet sources in international studies, teaching & research. The proposed study is on the awareness thus it is different from the previous researches.

3 Research Method: -

The present research work will be carried out with the help of **Multi Method** i.e. **Survey Method, Product Development Method and Experimental Method.**

Research Method is described as per the objectives

Objective 1:- To assess the Social Networking Awareness of the Novice teachers.

Objective 2: - To compare the Social Networking Awareness of Novice Teachers according to their gender, faculty, age, locale, educational qualification, teaching experience and computer training.

Objective 3:- To analyze the Social Networking Awareness of Novice Teachers according to the General, Technology, Security, Sharing, Tool, Educational uses, Application, and Usage components.

3.1. Survey Method: -To fulfill the first three objective of the study, the researcher decided to use descriptive research. It is necessary to know the level of awareness of Novice teachers about the social networking. Hence for that survey method will be used.

Objective 4: To develop the Social Networking Awareness Programme (SNAP) for Novice teachers.

3.2. Product Development method To fulfill the fourth objective of the research, the researcher used Developmental research method. Under that method the researcher developed the Program for Novice teachers to increase their awareness regarding Social Networking

3.3. Nature of Social Networking Awareness Programme (SNAP)

Duration: - 16 weeks

Total Time required for instruction is 75 hours

Eight components: General, Technology, Tool, Sharing, Security, Educational Uses, Application, and Usage components of Social Networking Awareness

Topics: Social Networking, Facebook, Blog [Blogger.com], Wiki [Wikispaces.com], Book marking [Delicious.com and Diigo.com] and Tagging

Mode of Delivery: - Lecture cum demonstration, Activities, Power point Presentations, Live Internet Demonstrations, and Practical in classroom setting

Place: - Classroom with LCD and Internet facility

Expertise required: - Technology expert and lecturer/ Instructor

Objective 5: To test the effectiveness of Social Networking Awareness Programme (SNAP) for Novice teachers.

Experimental Method: - To test the effectiveness of Social Networking Awareness Programme an **experimental method** is used.

3.4 Research Design: - Single group pre test post test design was adopted in this research work.

3.5 Variables:-

Dependent variable: - Awareness about the social networking

Independent variable: - SNAP i.e. Social Networking Awareness Programme including theoretical and practical orientation on social networking.

Table No.5.2: Sample for experimental method

Group Type	Novice Teachers	
	Pre test	Post test
No.	100	100

3.6 Population:-

All the Novice teachers from the Education Colleges affiliated to Savitribai Phule Pune University, Pune.

3.7 Sample: -

From the population the colleges were selected by **random sampling technique and lottery method, the Novice teachers were selected by incidental sampling method for survey.**

For experimental Method Sample is selected by purposive Sampling method from Tilak College of Education, Pune

3.8: Tools for data collection: -

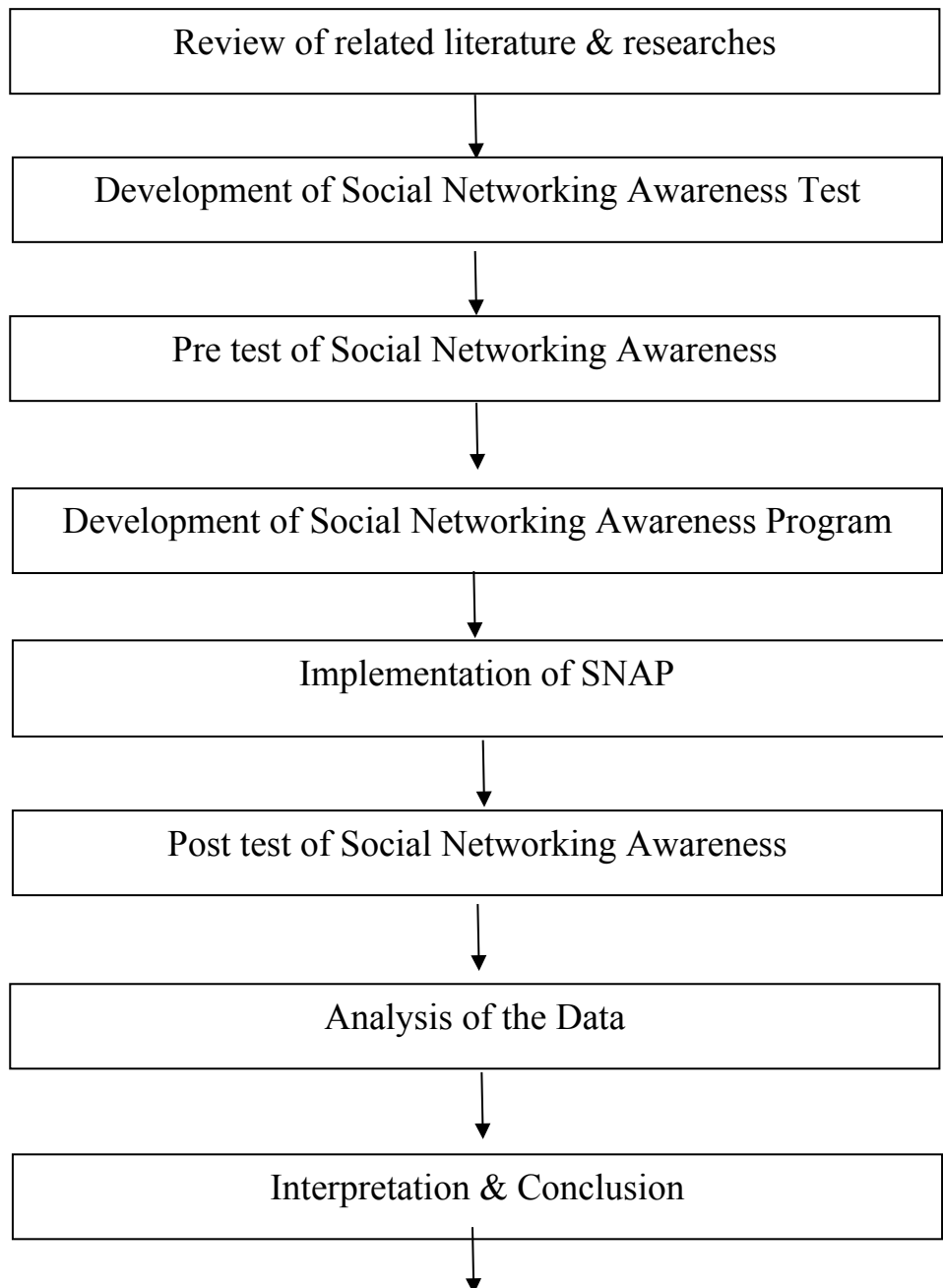
The purpose of the present research study is to find the effectiveness of the social networking awareness programme for the Novice teachers. Therefore, the researcher developed following tools to undertake the study:

Social Networking Awareness Test (SNAT) for teachers.

3.9: Statistical Techniques for Data Analysis: -

1. Measures of Central Tendency
2. Frequency
3. Percentage
3. Normal Probability Curve
4. 't' test

Figure 1 Flow Sheet of Procedure



Report Writing & Submission

4. Findings

1. The social networking awareness of all the Novice teachers is above average [139.62], (Table No.4.1).
2. There is difference between the Male and Female Novice teachers about Social Networking Awareness. The Male Novice Teachers are more aware than Female Novice Teachers regarding Social Networking. (Table No.4.12).
3. There is no difference between the Rural and Urban Novice teachers about Social Networking Awareness. (Table No.4.13).
4. The Social Networking awareness of Science and Non-science Novice Teachers is same. (Table No.4.14).
5. There is no difference between the Novice Teachers Above age 24yrs and Below age 24yrs about Social Networking Awareness. (Table No.4.15).
6. The Social Networking awareness of Graduate and Post Graduate Novice Teachers is similar. (Table No.4.16).
7. There is difference between the Experienced and In-experienced Novice teachers about Social Networking Awareness. The Experienced Novice Teachers are more aware than In-experienced Novice Teachers regarding Social Networking. (Table No.4.17).
8. There is difference between the Computer trained and Computer Untrained Novice teachers about Social Networking Awareness. The Computer trained Novice Teachers are more aware than Computer Untrained Novice Teachers

regarding Social Networking. (Table No.4.18).

9. The general, technology, security, sharing, application, components are above average, and tool, educational use, usage components are average (Table 4.9)
10. The social networking awareness programme is not directly much effective to raise the general component of social networking awareness of novice teachers (Table 4.19)
11. The social networking awareness programme is effective to raise the technology component of social networking awareness of novice teachers (Table 4.19)
12. The social networking awareness programme is not directly much effective to raise the security component of social networking awareness of novice teachers (Table 4.19)
13. The social networking awareness programme is effective to raise the sharing component of social networking awareness of novice teachers (Table 4.19)
14. The social networking awareness programme is effective to raise the tool component of social networking awareness of novice teachers (Table 4.19)
15. The social networking awareness programme is effective to raise the educational use component of social networking awareness of novice teachers (Table 4.19)
16. The social networking awareness programme is effective to raise the application component of social networking awareness of novice teachers (Table 4.19)
17. The social networking awareness programme is effective to raise the usage component of social networking awareness of novice teachers (Table 4.19)

5.1 Conclusions: -

The conclusions were based upon the research data collected and the perception of the researcher as the collector of the primary data. Conclusions regarding each of the research questions and recommendations for further action or research are provided in the following description.

Conclusion 1

- i. The social networking awareness of Novice teachers is average.
- ii. The basis for the social networking awareness programme was found.

Conclusion 2

- i. There is difference between the Male and Female Novice Teachers, Experienced and In-Experienced Novice Teacher, similarly Computer Trained and Computer Untrained Novice Teachers.
- ii. The Male Novice Teachers are more aware than Female Novice Teachers, the Experienced Teachers are more aware than In- Experienced Teachers; similarly Computer Trained Novice Teachers are more aware than Computer Untrained Novice Teachers regarding Social Networking Awareness.
- iii. There is no difference between the Rural and Urban Novice Teachers, the Novice teachers above 24years age and below 24 years age, similarly Science and Non- Science Novice Teachers.

Conclusion 3

The social networking awareness proramme [SNAP] is developed by the researcher.

Conclusions 4

- i. The social networking awareness programme is effective to raise the overall social networking awareness of novice teachers.
- ii. The social networking awareness programme is not directly much effective to raise the general component and security component of social networking awareness of novice teachers.
- iii. The social networking awareness programme is effective to raise the technology component, sharing component, tool component, educational use component,

application component and usage component of social networking awareness of novice teachers.

5.2 Discussion: -

Klenowski, Paul M.; Bell, Keith J.; Dodson, Kimberly D. (2010) found that juvenile awareness programs that use confrontational techniques do not work. However, their non-confrontational counterparts may show some promise. Mulligan, Joanne T.; Mitchelmore, Michael C.; English, Lyn D.; Robertson, Greg (2010) found key aspects of the intervention, and preliminary analysis of the impact of Pattern and Structure Mathematical Awareness Program (PASMAT) on students' representation, abstraction and generalization of mathematical ideas.

Grills, Cheryl N.; Fingerhut, et al (2012) Developed Psychology Early Awareness Program (PEAP) and found that living-learning communities or residential learning communities enhances academic performance, engagement, and retention. Yeung, Susanna S. S.; Siegel et al (2013) the children who received the phonological awareness instruction performed significantly better than the comparison group on English word reading, spelling, phonological awareness at all levels and expressive vocabulary . Igbeka, J. U.; Okoroma, F. N. (2013) the awareness of the ethical values is quite low; the degree of practicability is not observed. The enlightenment and awareness programs through workshops, seminars, conferences, were effective. Salisu Mohammed Raj, awareness and sensitization campaign texts on HIV/AIDS were not effective. Roberson, Keith W., found that the program's content and material were relevant for college-bound students. Robinson, Sarah, classroom-based phonological awareness program was effective on experimental group for spelling abilities and broad-based reading abilities than control group.

Wilkowski, Theresa, the program increased the achievement of girls compared to the boys in the intervention group, the program was effective

In India there is lot of research work on CAI, multimedia presentation, Use of multimedia, Instructional strategies The studies reviewed at the international status found the work on attitude towards the social networking,

behaviour and uses of social networking sites as well as use of Internet sources in international studies, teaching & research. In the awareness framework, there are researches on environmental awareness, health awareness, breast cancer awareness programme, phoneme awareness in the children, situational awareness, print awareness etc. This study is about the development of social networking awareness programme for Novice teachers and its effectiveness thus it is different from the previous researches.

5.3. Recommendations: -

- Social networking awareness programme or awareness campaign must be undertaken at various levels and the misunderstanding about the social networking should be removed from the student-teachers mind.
- To enhance the quality of teacher education collaborative learning, Co-operative learning, peer learning and connectivism can be incorporated in the practice and not only at the theoretical level.

5.4. Research subjects for further study:-

- The areas like knowledge regarding social networking, attitude towards social networking, interest about social networking and addiction regarding social networking can be studied.
- The topic like, the comparative study of social networking knowledge and attitude of Novice teachers can be studied.
- The topic like, the comparative study of social networking interest and addiction of Novice teachers can be studied.

5.5. Educational Contributions: -

Social Networking Awareness Test for the Novice Teachers is developed by the researcher can be used for the testing of social networking awareness level of the novice teachers in future. It can be modified into various forms to test the other students also.

The product developed by the researcher to raise the social networking awareness level of the novice teachers found effective. So it can be used to raise the social networking awareness level of novice teachers as well as for other students.

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