

## A Study of Level of Facebook Usage among Pre-Service Teachers

**MEENAKSHI. G**

Research Scholar, Department of Education,  
Bangalore University, Bengaluru -560 056

**Dr. VANISHREE KOPPAD**

Assistant Professor (Research Guide), Department of Education,  
Bangalore University, Bengaluru -560 056

### **Abstract:**

The aim of this study was to examine the level of Facebook usage among pre-service teachers. Participants of this study were 208 pre-service teachers of various government, private-aided and private-unaided B Ed colleges. For the purpose of this study, the tool used was questionnaire of 5-point scale from 'Never' to 'Very frequently', developed by Ilfa – Zaidi, which was useful to collect demographic information and about Facebook usage (general, educational and overall purposes) of pre-service teachers. This study is a quantitative research method which includes collection of data through Survey method. The collected data was then analyzed through Statistical Package for the Social Sciences (SPSS) and MS-Excel, descriptive statistics were used which include frequency, percentage, mean, standard deviation and t-test. The results conclude that there was a significant difference between the government, private-aided and private-unaided B Ed colleges in the levels of Facebook usage for general and educational purposes and there was no significant difference in the levels of Facebook usage between pre-service teachers of Private-aided and private-unaided B Ed colleges. Facebook groups provide pre-service teachers with informational, social as well as intellectual support during their teaching practice, it also helps to incorporate the technology into their lives in a way that may differ from intentions of the course instructor.

### **KEY WORDS:**

Facebook, Pre-service teachers, quantitative research method, General & educational purpose of Facebook usage.

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### **1. INTRODUCTION:**

Recently, the usage and development of Internet has updated the world. It is considered as the most popular medium of communication in the world which enables the linking of more number of people through social networks (Internet). The technological tools which are used by users are social networking sites which leads to the development of personal interests, business for mutual relationships, games/academic purposes from global perspective. Through a proper channel, the purpose of knowledge transformation of multiple areas can be done by using various social networking sites. The Facebook has become very popular in the networking through Internet, particularly in terms of global arena. Facebook has been used by the young people for social networking purpose. In this regard, the students can provide descriptive information about uses of Facebook (Social networking sites).

The technological innovations and infrastructural introduction into countries always become the blessing opportunities and adversaries for socio-economic and political life of individuals and have also become the topics of debate and main point of researchers' attention. Various researches conducted have pinpointed the impacts of these sites on users, both bright and dark aspects have been suggested by findings. Therefore, many countries have open access to Internet within last 20 years because of rapid advances in Information technology.

Social networking sites, significantly Facebook has become so popular that they are the primary words on lips of each and every student, as they love to spend their time mostly checking the updates on Facebook, without the knowledge of many negative effects/impacts of Facebook on life are not realized by most of the students. This addiction can lead to many developments in negative direction.

The aim of this study is to determine the impact of Facebook usage on the quality of life of college students by considering the perception of Facebook and the number of hours spent on this media as predictors and the academic performance of pre-service teachers.

### **USES OF FACEBOOK IN AND AROUND THE CLASSROOM:**

1. A space for Revision of resources.
2. For homework tasks.
3. Getting updates related to co-curricular events,
4. Use Facebook pages to enable Group Project Work.
5. Collaborate with and learn from other students.

### **BENEFITS OF FACEBOOK:**

1. To use time inside and outside of the class better.
2. It provides opportunities for writing.
3. Encourage dialogue, reach more students.
4. Helps students get ahead of the professional curve.
5. Participation and Build connections.

## 6. Communications.

### 2. NEED FOR THE STUDY / SIGNIFICANCE OF THE STUDY:

According to Al-Mashaqbeh (2015), it is very helpful to provide motivation and opportunity to use technology in an useful way so that students can get a good learning experience during their course.

Clements (2015) suggested that Facebook can be used to enhance extra-curricular engagement in an University education setting and can be valuable to University students beyond the scope of achievement scores.

Cubukcuolu and Elci (2012) states that students use Facebook for uploading, sharing and watching videos and collaborating with their teachers and peers. Moreover, this social network supported students' learning by facilitating them with an opportunity to learn by doing.

Ivala and Gachago (2012) suggested that technologies in the students' everyday life, such as Facebook enhanced to Cell phones, should be utilized in higher Education to promote student interaction and greater engagement with learning materials.

Sendurur et al., (2015) showed that students feel comfortable with social media when it is used as a communication tool among students and instructors.

Singh (2012) stated that student teachers more frequently checked their Facebook account as compared to teacher educators. They use Facebook for sharing educational material, project, homework, resources or ideas. Other most popular reasons to use Facebook includes keeping up with people they know in the real world and following photos, videos, events etc.,

### 3. OBJECTIVES OF THE STUDY:

In order to achieve the purpose of the study, the following objectives were stated:

1. To study the use of Facebook by pre-service teachers for general and educational purposes in terms of Facebook messenger, Facebook pages, Facebook groups, Facebook events and other Facebook activities (including newsfeed and wall activities).
2. To study the level of Facebook usage (general, educational and overall purposes) of pre-service teachers in relation to the type of college management.

### 4. SCOPE OF THE STUDY:

The main purpose of this present investigation was to study the level of Facebook usage among pre-service teachers in relation to the effect of type of college management. This study was conducted on samples of 208 B Ed college pre-service teachers from different types of college management such as Government, Private-aided and private-unaided. The level of Facebook usage is treated as dependent variable and Type of College management was considered as background variable.

Percentage analysis, Mean, standard Deviation and t-test analysis were used to analyze the data, the results and conclusions were drawn based on the analysis and findings.

### 5. STATEMENT OF HYPOTHESES:

The following hypotheses have been formulated in order to get a direction for the study. The hypotheses have been formulated in the null form:

#### Null Hypothesis – 1

There is no significant difference in the levels of Facebook usage (general, educational and overall purpose) of pre-service teachers of Government and Private-aided colleges.

#### Null Hypothesis – 2

There is no significant difference in the levels of Facebook usage (general, educational and overall purpose) of pre-service teachers of Private-aided and Private-unaided colleges.

#### Null Hypothesis – 3

There is no significant difference in the levels of Facebook usage (general, educational and overall purpose) of pre-service teachers of Government and Private-unaided colleges.

### 6. METHODOLOGY:

The purpose of this study was to examine the level of Facebook usage among pre-service teachers in relation to the effect of type of college management. This study was conducted on samples of 208 pre-service teachers from different types of college management such as Government, private-aided and private-unaided B Ed colleges. The level of Facebook usage was dependent variable and type of college management was background variable of the study. The tool used for the study was a questionnaire-designed by the author- Ilfa - Zaidi which had 2 sections.

Section I- Related to demographic information of the respondent and

Section II- To examine the general, educational and overall usage of Facebook among pre-service teachers. Items of part-II of questionnaire were analyzed on 5-point scale from Never(1) to Very frequently(5) which were related to general and educational use of Facebook. At the end, the marks were added.

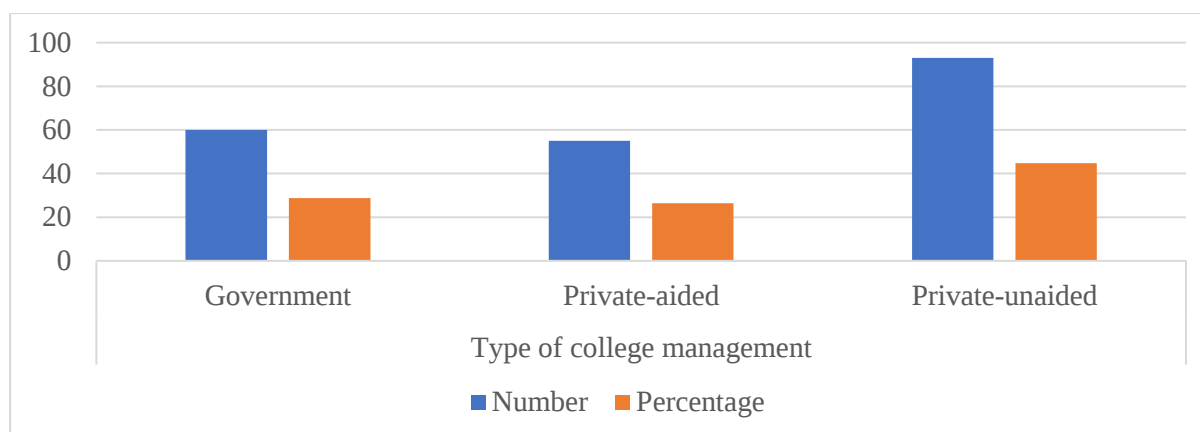
The data obtained was analyzed descriptively and inferentially by calculating percentage, mean, standard deviation and t-values.

### 7. ANALYSIS, INTERPRETATION OF DATA:

#### Section 1: Percentage Analysis:

Distribution of Sample over background variable - type of college management of pre-service teachers.

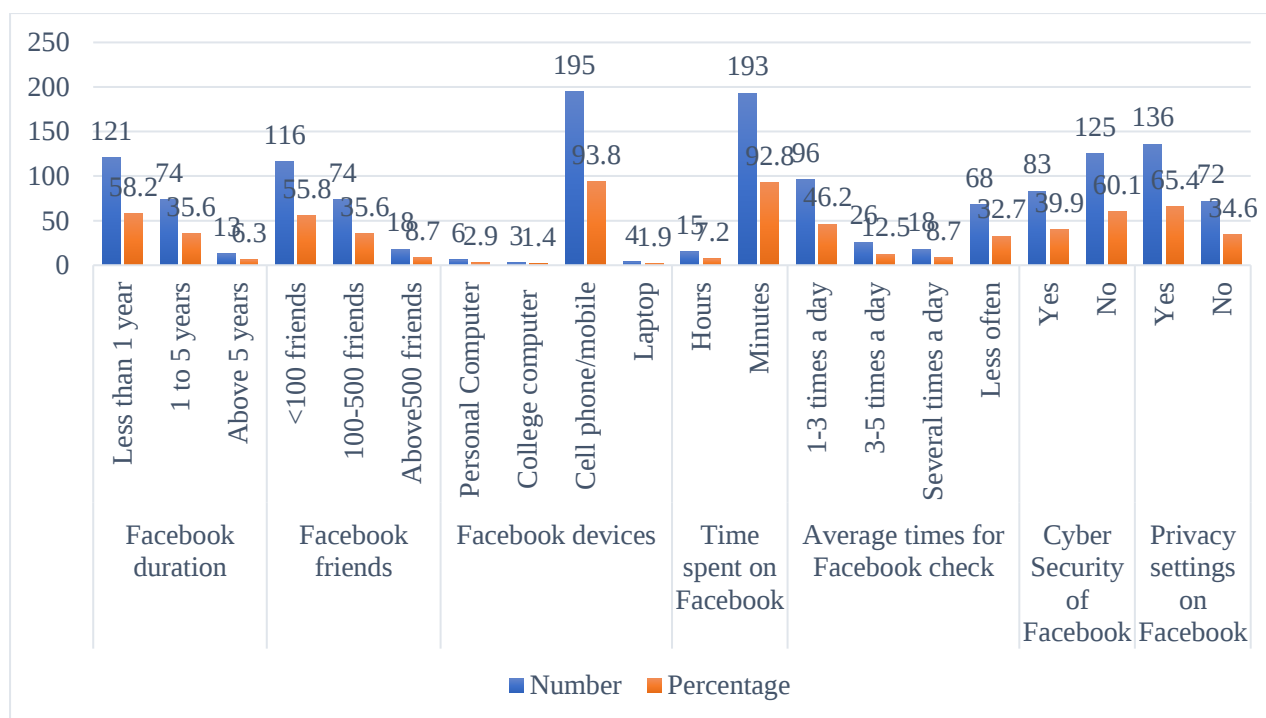
| SN | Variable                   | Groups          | No. | %    |
|----|----------------------------|-----------------|-----|------|
| 1. | Type of college management | Govt.           | 60  | 28.8 |
|    |                            | Private-aided   | 55  | 26.4 |
|    |                            | Private-unaided | 93  | 44.7 |



**Table shows variable, Groups, number and percentage of level of Facebook usage among pre-service teachers.**

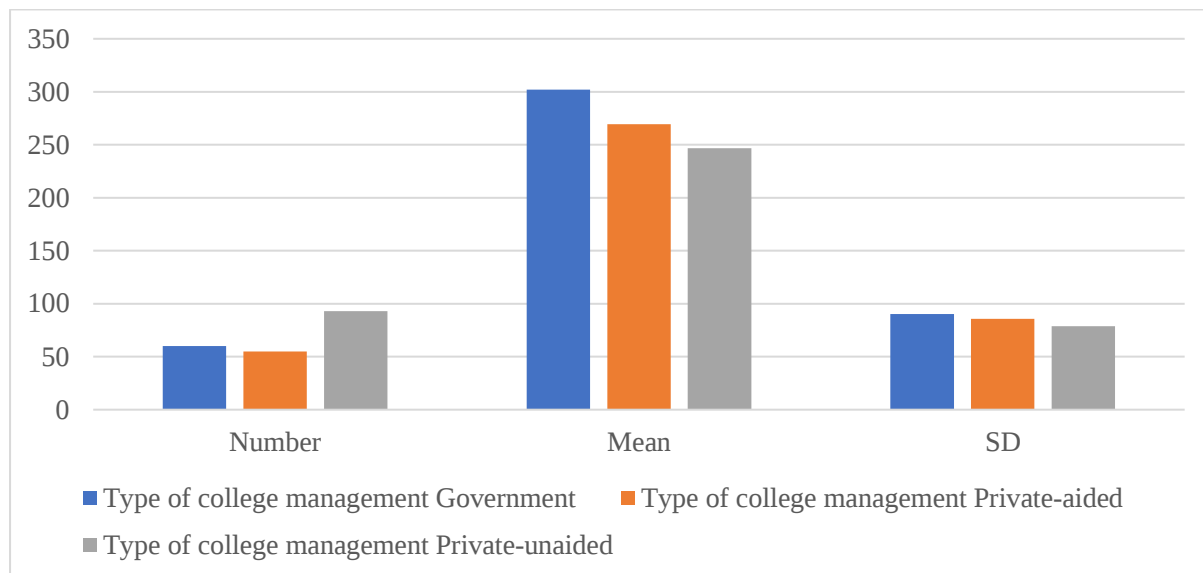
| Sl. No | Variable          | Groups             | No  | %    |
|--------|-------------------|--------------------|-----|------|
| 1.     | Facebook duration | Less than 1 year   | 121 | 58.2 |
|        |                   | 1 to 5 years       | 74  | 35.6 |
|        |                   | Above 5 years      | 13  | 6.3  |
| 2.     | Facebook friends  | <100 friends       | 116 | 55.8 |
|        |                   | 100-500 friends    | 74  | 35.6 |
|        |                   | Above 500 friends  | 18  | 8.7  |
| 3.     | Facebook devices  | PC                 | 6   | 2.9  |
|        |                   | College computer   | 3   | 1.4  |
|        |                   | Cell phone/ mobile | 195 | 93.8 |
|        |                   | Laptop             | 4   | 1.9  |

|    |                                  |                     |     |      |
|----|----------------------------------|---------------------|-----|------|
| 4. | Time spent on Facebook           | Hours               | 15  | 7.2  |
|    |                                  | Minutes             | 193 | 92.8 |
| 5. | Average times for Facebook check | 1-3 times a day     | 96  | 46.2 |
|    |                                  | 3-5 times a day     | 26  | 12.5 |
|    |                                  | Several times a day | 18  | 8.7  |
|    |                                  | Less often          | 68  | 32.7 |
| 6. | Cyber Security of Facebook       | Yes                 | 83  | 39.9 |
|    |                                  | No                  | 125 | 60.1 |
| 7. | Privacy settings on Facebook     | Yes                 | 136 | 65.4 |
|    |                                  | No                  | 72  | 34.6 |



**Section 2: MEAN AND STANDARD DEVIATION:  
Mean and Standard deviation of Facebook usage scores of Pre-service teachers due to variation in their background variable:**

| SN | Variable                   | Groups          | No. | Mean    | SD     |
|----|----------------------------|-----------------|-----|---------|--------|
| 1. | Type of college management | Govt.           | 60  | 301.983 | 90.369 |
|    |                            | Private-aided   | 55  | 269.454 | 85.644 |
|    |                            | Private-unaided | 93  | 246.677 | 78.815 |



**Section 3: t- TEST ANALYSIS:**

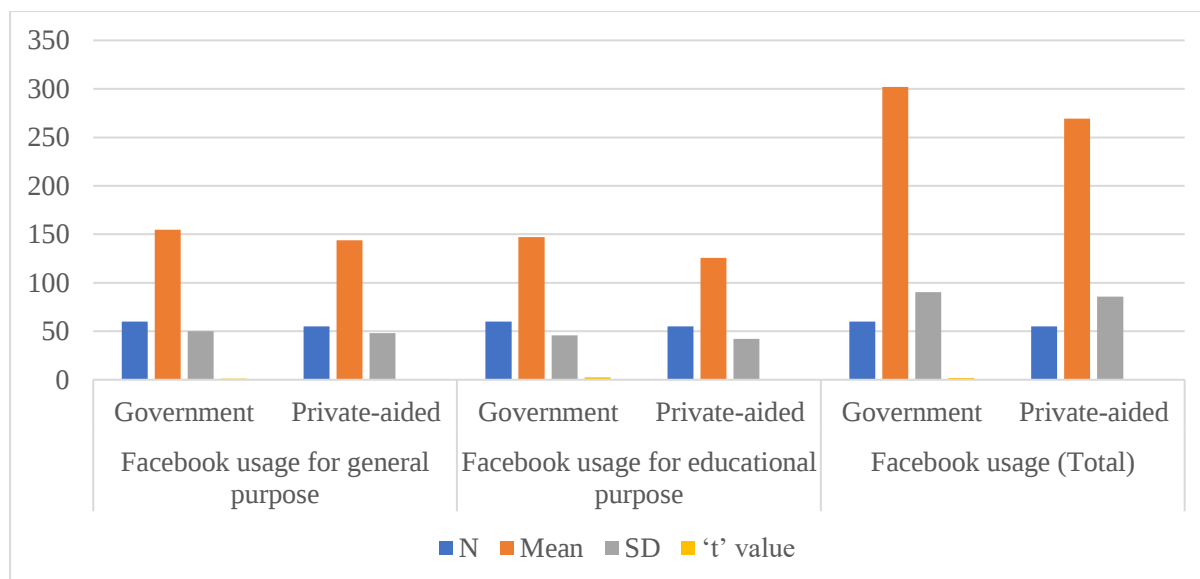
The researcher finds out significant difference in the level of Facebook usage of pre-service teachers due to variations in their background variable such as type of college management by using independent 't' test (two-tailed equal variance not assumed) analysis. The level of significance was set at 0.05 & 0.01 levels.

**Table-1: Table showing the number, mean, SD, t-value & levels of significance of level of Facebook usage (general, educational and overall purposes) of pre-service teachers of Government and Private-aided colleges.**

| Variable | Group | N | Mean | SD | 't' value | Level significance |
|----------|-------|---|------|----|-----------|--------------------|
|----------|-------|---|------|----|-----------|--------------------|

|                                        |               |    |         |        |      |    |
|----------------------------------------|---------------|----|---------|--------|------|----|
| Facebook usage for general purpose     | Govt.         | 60 | 154.816 | 50.175 | 1.21 | NS |
|                                        | Private-aided | 55 | 143.709 | 48.213 |      |    |
| Facebook usage for educational purpose | Government    | 60 | 147.166 | 45.792 | 2.61 | *  |
|                                        | Private-aided | 55 | 125.745 | 42.275 |      |    |
| Facebook usage (Total)                 | Government    | 60 | 301.983 | 90.369 | 1.99 | *  |
|                                        | Private-aided | 55 | 269.454 | 85.644 |      |    |

NS Not Significant; \*Significant at 0.05 level(1.98); \*\*Significant at 0.01 level(2.63) (N=115; df=113)



The obtained t-values(2.61,1.99)are greater than the table value 1.98(df=113) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis has been accepted that “there is a significant difference in the levels of Facebook usage for educational and overall purposes between pre-service teachers of Government and Private-aided colleges”.

The mean Facebook usage scores foreducational and overallpurpose scores of Government college pre-service teachers(147.166, 301.983) is greater than the mean scores of Private-aided college pre-service teachers(125.745, 269.454).

It is inferred that Government college pre-service teachers had higher Facebook usage for educational and overall purposes than other counterpart.

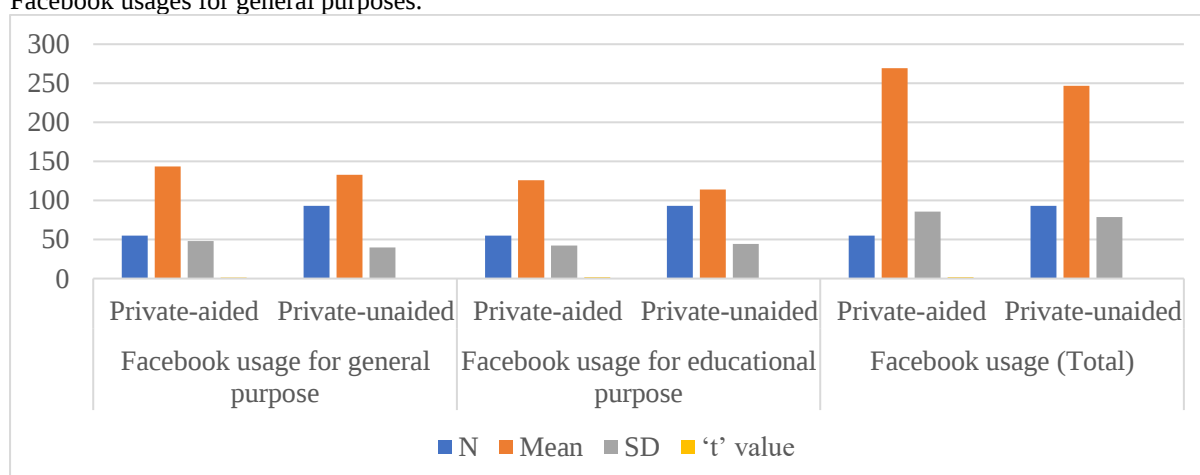
The obtained t-value 1.29 is less than the table value 1.98(df=113) at 0.05 level of significance. Hence, the null hypothesis is accepted that, “there is no significant difference in the levels of general purpose for Facebook usage between pre-service teachers of Government and Private-aided had similar type of Facebook usage for general colleges..

It is inferred that Government and Private-aided college pre-service teachers had similar type of Facebook usages for general purposes.

**Table-2: Table showing the number, mean, SD, t-value & levels of significance of level of Facebook usage(general, educational and overall purposes) of pre-service teachers of Private-aided and Private-unaided colleges.**

| Variable                               | Group           | N  | Mean    | SD     | 't' value | Level significance |
|----------------------------------------|-----------------|----|---------|--------|-----------|--------------------|
| Facebook usage for general purpose     | Private-aided   | 55 | 143.709 | 48.213 | 1.42      | NS                 |
|                                        | Private-unaided | 93 | 132.784 | 39.862 |           |                    |
| Facebook usage for educational purpose | Private-aided   | 55 | 125.745 | 42.275 | 1.62      | NS                 |
|                                        | Private-unaided | 93 | 113.892 | 44.384 |           |                    |
| Facebook usage (Total)                 | Private-aided   | 55 | 269.454 | 85.644 | 1.61      | NS                 |
|                                        | Private-unaided | 93 | 246.677 | 78.815 |           |                    |

<sup>NS</sup> Not Significant(N=148; df=146)



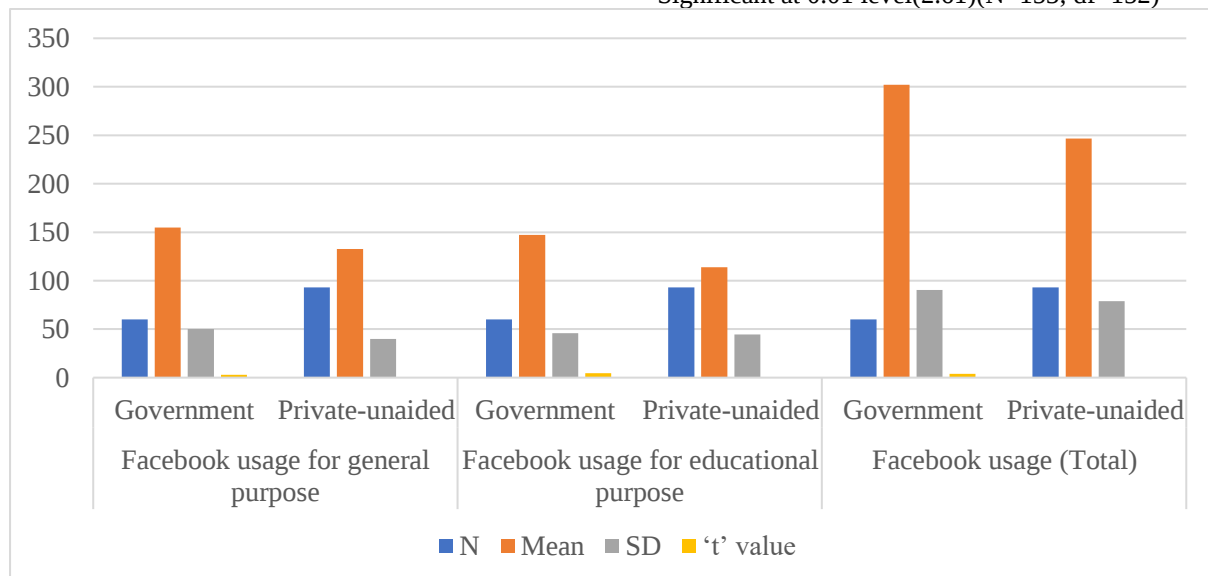
The obtained t-values of 1.42, 1.62 and 1.61 are lesser than the table value 1.98(df=146) at 0.05 level of significance. Hence, the null hypothesis is accepted that, “there is no significant difference in the levels of Facebook usage for general, educational and overall purpose between pre-service teachers of Private-aided and Private-unaided colleges”.

It is inferred that Private-aided and Private-unaided pre-service teachers had similar type of Facebook usages for general, educational and overall purposes.

**Table-3: Table showing the number, mean, SD, t-value & levels of significance of level of Facebook usage (general, educational and overall purposes) of pre-service teachers of Government and Private-unaided colleges.**

| Variable                               | Group           | N  | Mean    | SD     | t' value | Level of significance |
|----------------------------------------|-----------------|----|---------|--------|----------|-----------------------|
| Facebook usage for general purpose     | Government      | 60 | 154.816 | 50.175 | 2.87     | **                    |
|                                        | Private-unaided | 93 | 132.784 | 39.862 |          |                       |
| Facebook usage for educational purpose | Government      | 60 | 147.166 | 45.792 | 4.44     | **                    |
|                                        | Private-unaided | 93 | 113.892 | 44.384 |          |                       |
| Facebook usage (Total)                 | Government      | 60 | 301.983 | 90.369 | 3.88     | **                    |
|                                        | Private-unaided | 93 | 246.677 | 78.815 |          |                       |

\*\*Significant at 0.01 level(2.61)(N=153; df=152)



The obtained t-values (2.87, 4.44, 3.88) are greater than the table value 2.61(df=152) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis has been accepted that “there is a significant difference in the levels of Facebook usage for general, educational and overall purposes between pre-service teachers of Government and Private-unaided colleges”.

The mean Facebook usage scores for educational and overall purpose scores of Government college pre-service teachers (154.816, 147.166, 301.983) are greater than the mean scores of Private-aided college pre-service teachers (132.784, 113.892, 246.677)

It is inferred that Government college pre-service teachers had higher Facebook usage for general, educational and overall purposes than another counterpart.

## 8. FINDINGS OF THE STUDY:

By the analysis of data, the following findings emerged. The details are as under-

1. There was a significant difference in the levels of Facebook usage (Educational and overall purpose) between pre-service teachers of Government and Private-aided colleges.  
The mean Facebook usage scores for Educational and overall purpose of Government (147.166; 301.983) pre-service teachers is greater than the mean scores of Private-aided (125.745, 269.454) pre-service teachers.
2. There was no significant difference in the levels of Facebook usage for general purpose between pre-service teachers of Government and Private-aided colleges.
3. There was no significant difference in the levels of Facebook usage for general, educational and

overall purposes between pre-service teachers of Private-aided and Private-unaided colleges.

4. There was a significant difference in the levels of Facebook usage between pre-service teachers of Government and Private-unaided colleges.

The mean Facebook usage scores for General, educational and overall purpose of Government (154.816; 147.166, 301.983) pre-service teachers is greater than the mean scores of Private-unaided (132.784, 113.892, 246.677) pre-service teachers.

## 9. DISCUSSION OF RESULTS:

This quantitative study showed that there was a significant difference in the Facebook usage (general, educational and overall purpose) of pre-service teachers of Government, Private-aided and Private-unaided colleges, where the Facebook usage mean scores of Government college pre-service teachers are greater than the Facebook usage mean scores of pre-service teachers of Private-aided and Private-unaided colleges.

## 10. CONCLUSION:

Facebook helps instructors to connect with pre-service teachers for class assignments, educational links and upcoming events. Pre-service teachers can contact with their classmates through Facebook in order to complete any educational task and to get information about class assignments. Facebook can be used to develop extra-curricular engagement in higher education and can be helpful for University students.

Facebook may help pre-service teachers for improving their reflective skills to look at their own teaching practices more constructively. Pre-service teachers can share ideas with others and get feedback in online community via., Facebook. There is a window of opportunity within teacher education programs for designing tasks & assignments that require students to work with the affordances of various tools. This could help them develop the technical and pedagogical ability to use more of the potential offered by different social media tools for learning. Therefore, it is possible that pre-service teachers may use Facebook in ways that enhance their participation in different educational activities.

## 11. IMPLICATIONS AND SUGGESTIONS :

In the light of findings and conclusion of study, following implications and suggestions were made by the researcher :

1. A significant difference can be found in the Facebook usage among pre-service teachers of Government, Private-aided and Private-unaided colleges.
2. The present study focused significantly on a limited number of pre-service teachers. Further study can be conducted on large sample size to get more accurate results from different universities and specialization area.
3. Further researches can be conducted among other teacher education institutions such as DIETs and CTEs; different courses of teacher education such as D Ed, special B Ed and M Ed.
4. This study is confined only to Facebook; further studies may be conducted w.r.t other social networking sites and applications such as What's app, Twitter, Imo, You tube etc.,
5. Need is also felt to investigate the ethics of using Facebook in the context of Higher education.

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