

Attitude of B.ed. Pupil Teachers Towards Internet and Social Networking Sites and its Impact on their Academic Performance

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Abstract: Internet has been proved as a useful innovation for all sections of the society in every sphere of life. Some are using it in a constructive manner but there are so many people who are engaged in various anti-social activities through Internet. With the commencement of Internet and Subsidized rates the trends of Social Net-working is increasing day by day. The students are also getting benefitted by Internet and Social-networking Sites in both ways. Some studies conducted throughout the world has proved that the Academic Performance of students is also hampered by the Internet Usage by them. Basically it is the attitude of students towards Internet and Social Networking sites, which guides them towards constructive usage of Internet and Social Net-working sites in order to avoid negative effects on their Academic Performance. The present study is an attempt for the exploration into the attitude of B.Ed. Trainee teachers towards Internet and Social Networking Sites and its association with their Academic Performance. The present study has been conducted on a sample of 117 B.Ed. Pupil Teachers studying in Teacher Education Institutions of Distt. Nuh and Faridabad, Haryana, India. The study revealed a significant association between the attitude of B.Ed. Pupil Teachers towards Internet and Social Networking Sites and its Impact on their Academic Performance.

Keywords: Academic Performance, Attitude and B.Ed. Pupil Teachers

Introduction: From the inception of its evolution man is very curious to know and do innovative things and by this capacity he invented and discovered many things and never looked backward in this journey of science growth to conquer the nature. Science and ICT has changed the way of thinking of the society and in the same way ceaseless growth of Science and ICT tools has brought changes in the way of thinking and behaviour of the student community too. In the contemporary world social networking sites has changed the way of learning among students and are performing important role in everyday life of students. Internet is the collection of interconnected computers of all over the world and shares information by using the Internet protocol suite (TCP/IP) to communicate between networks and devices. The Internet carries a vast range of information resources and services, such as the inter-linked hypertext documents and applications of the **World Wide Web (WWW)**, electronic mail, telephony, and file sharing. The origin of the Internet started with the development of packet switching and research commissioned by the **United States Department of Defence** in the 1960s to enable time-sharing of computers. Internet has brought paradigm shift in word and converted it into global village. The Internet is one of the greatest inventions of human civilization and provides people speedy and instant access to an endless

supply of knowledge and entertainment. Internet helps the man in various ways like; sharing of Information, knowledge, and learning; Connecting, communication, and sharing; address mapping, and contact information; banking, paying bills, and in shopping; Selling things and services and making money; donations and funding; Entertainment, cloud computing and cloud storage.

A social media or social networking site is a way of making relationships among individuals. Social networking sites helps the billions of people to remain connected to each other's. Social networking site is an online junction that help users to create a public profile and interact with other people. Social networking sites are of different types on the base of interest of the its group members like Professional ,games, hobbies, educational, commercial or trading social, cultural and political networking sites. LinkedIn, is used for establishing professional connections, while sites like Facebook straddle the line between private and professional. There are also many social networking sites that are built for a specific user base such as for teaching and learning like **Brainly, Twitter, TED-Ed, MinecraftEdu, Instagram, Litpick, Edublog, Classhook, TikTok, Edmodo, edWeb, Facebook, Flipgrid, Teachers' Connect etc.** These days most of students do not like the old system of teaching learning where teacher come in the classroom and usually uses the talk and chalk method and finishes his/her syllabus rather students want to learn the things through blend mode where they attend the offline classes and also make concepts clear by using internet and social networking sites and there is another group of learner who learn only by using internet and social networking sites. In traditional way of teaching teachers mostly took notes from old books that had been written many years ago and dictate the same notes to the students which are not up to dated and many teachers are not good in their communication skill and are unable to clear the teaching points effectively to the students. Academic performance is the measurement what students lean after going through the content or attending the class. Academic performance is measure by using tools like Oral, Performance and Practical test called **Scholastic Achievement Test (SAT)**. Academic performance of students provide feedback to students in term of its strength and weakness and Grade points or percentage and it also provide feedback to teachers about its teaching, feedback to Administrators about the prevailing condition of education in our educational institutions.

Review of the Related Literature: The following studies have been keenly reviewed by the investigators as under:

- ❖ **Abdulgali and Abuelgasim (2018)** carried out the study to recognizing the attitudes of Students of using Social Networking Sites among the learners of English as Foreign Language (EFL) in Saudi context. They concluded that most of the respondents reported a positive attitude towards social networking on their English language learning also found that the emergence of social media changed the communication horizon and the way the people interact.
- ❖ **Sponcil and Gitimu (2013)** in study titled as Internet Usage, Challenges, and Attitudes among University students: A Case study of the University of Jordan, revealed that the use of social media by college students in relationship to communication and self-concept. The result indicated that Facebook and Twitter were found to be the most popular websites. The

slow speed of internet connection and lack of adopting ICT in courses syllabus are some constraints facing the students.

- ❖ **Ahmad, S. A. (2011)** in a study titled ‘Social Networking Sites’ usage and Students’ Attitudes towards Social Behaviours and Academic Adjustment in North Nigerian University’ reported that attitude to be a strong prediction and moderator of relationship between the social networking sites and both students’ social behaviour and students’ academic adjustment.
- ❖ **According to Boyd & Ellison (2007)** Social networks are bunch of internet services that allow users to perform and engage in online communication through text, audio, video, images and other multimedia communications. These social networking sites as well as internet are one of the potent tools of getting instruction, entertainment and guidance. They focused on how people negotiate mediated contexts like Social Networking sites for sociable purposes.
- ❖ **Shea (2006)** in a study of Students’ Sense of Learning Community in Online Environments found that although Social networking was perceived as a type of technology used mainly for social and entertainment purposes, it has gradually been adapted for use in education. The study revealed that Academic Performance of students can be enhanced if Internet is used by them in a constructive and well-planned manner.

Significance of the Study: Teaching profession is one of the most challenging professions of the world and as world order is changing very rapidly the roles of a teachers are also changing rapidly. Teacher now a days not work as transmitter of knowledge but as facilitator to the students so they may construct knowledge themselves and as we know that the knowledge is expanding very rapidly and in traditional ways it is not possible to reach new knowledge but it is possible through internet and Social Networking Sites. As knowledge is expanding very fast we can reach to knowledge through internet and Social Networking Sites. Internet and Social Networking Sites are important Educational tools and are useful in improving Academic Performance of the Pupil teachers students. On the basis of review of related literature it is clear that no studies carried out in **Mewat** and its associated Region of Haryana, India in order to know the Attitude of Pupil Teachers towards Internet and Social Networking and its implication on their Academic Performance.

Title of the Study: Therefore the present study has been titled as; “**Attitude of B.Ed. Pupil Teachers towards Internet and Social Networking Sites and its Impact on their Academic Performance**”.

Research Questions: The present study is an attempt to answer the following research questions:

- ❖ What is the Attitude of Pupil Teachers towards Internet and Social Networking Sites?
- ❖ What is the Level of Academic Performance of B.Ed. pupil teachers?
- ❖ In what manner, Academic Performance of Pupil Teachers is associated with their Attitude towards Internet and Social-Networking Sites?

Objectives of the Study: The present study has been conducted in order to fulfill the following objectives.

- ❖ To study and describe the B.Ed. Pupil Teachers' attitude towards Internet and Social Networking Sites in relation to their certain background variables.
- ❖ To study and describe the Academic Performance of B.Ed. Pupil Teachers towards Internet and Social Networking Sites in relation to their certain background variables.
- ❖ To study the association between B.Ed. Pupil Teachers' attitude towards Internet/Social Networking sites and their Academic Performance.

Hypotheses Tested during the Study: The following hypotheses have been formulated and tested using suitable statistical techniques as under:

- ❖ **Ho1:** There is no significant difference between the Pupil Teachers' Attitude towards Internet and Social Networking Sites in relation to their gender.
- ❖ **Ho2:** There is no significant difference between the Pupil Teachers' Attitude towards Internet and Social Networking Sites in relation to their year of Study.
- ❖ **Ho3:** There is no significant difference between the Pupil Teachers' Attitude towards Internet and Social Networking Sites in relation to their medium of Stream of Training.
- ❖ **Ho4:** There is no significant difference between the Pupil Teachers' Attitude towards Internet and Social Networking Sites in relation to their Qualifications.
- ❖ **Ho5:** There is no significant difference between the Pupil Teachers' Attitude towards Internet and Social Networking Sites in relation to their Category.
- ❖ **Ho6:** There is no significant difference between Academic Performance of Pupil Teachers with respect to their gender.
- ❖ **Ho7:** There is no significant difference between Academic Performance of Pupil Teachers with respect to their year of study.
- ❖ **Ho8:** There is no significant difference between Academic Performance of Pupil Teachers with respect to their stream of teaching.
- ❖ **Ho9:** There is no significant difference between Academic Performance of Pupil Teachers with respect to their Qualifications.
- ❖ **Ho10:** There is no significant difference between Academic Performance of Pupil Teachers with respect to their category.
- ❖ **Ho11:** There is no significant association between Pupil Teachers Attitude towards Internet/Social Net-working Sites and their Academic Performance.

Design of the Study: The present study has been conducted by using the methodology of Descriptive Survey method of educational research.

- ❖ **Population and Sample:** The population for the present study comprised of all B.Ed. Pupil teachers studying in the teacher education colleges of Distt. Nuh, Haryana. The sample of 117 B.Ed. Pupil teachers for the study has been selected randomly from the MANUU, CTE-Nuh and Al-falah University, Dhauj Faridabad.
- ❖ **Description of the Tools Used:** The scale, **Internet and Social Networking Sites Attitude Scale (INSAS)** developed by **Dr. Subhash Sarkar and Mr. Prasenjit Das** has been used for exploring the attitude of B.Ed. Pupil teachers towards Internet and Social Networking Sites. The final tool contained 50 items. For finding the Academic

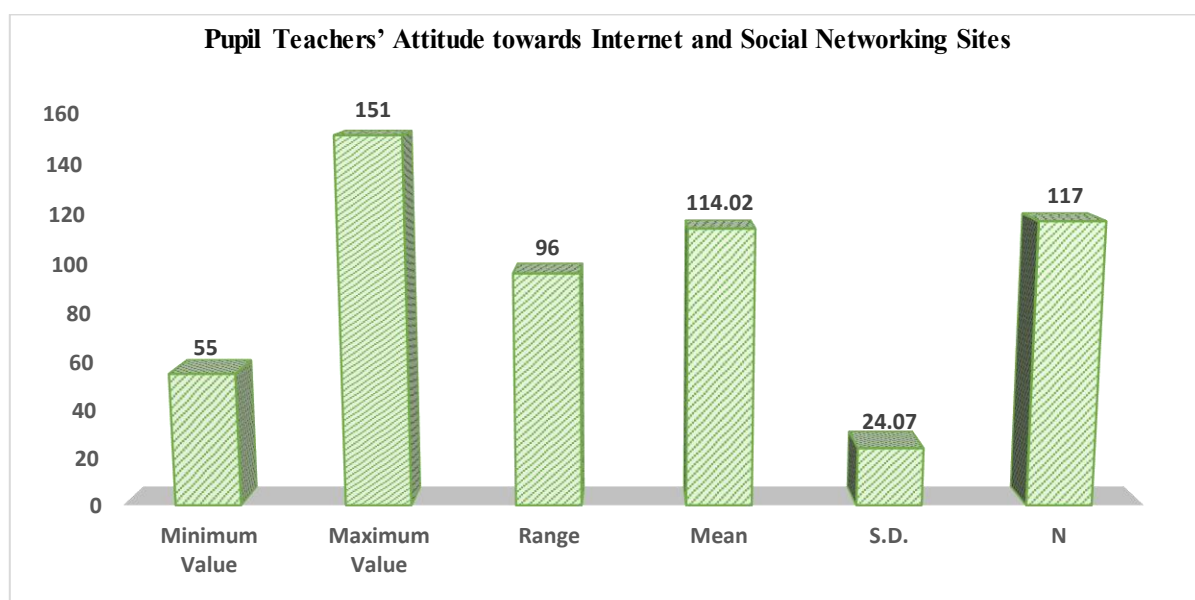
Performance of Pupil teachers the CGPA Scores obtained by them in their semester-end examination have been referred.

- ❖ **Statistical Techniques Used:** The data has been analyzed by using the basic statistical techniques like **t-test, Chi-square Test and Contingency Coefficient.**

Findings from the Study: The findings so obtained from the data collected after a keen and systematic analysis can be described as under:

Table A: Description of Pupil Teachers' Attitude towards Internet and Social Networking Sites

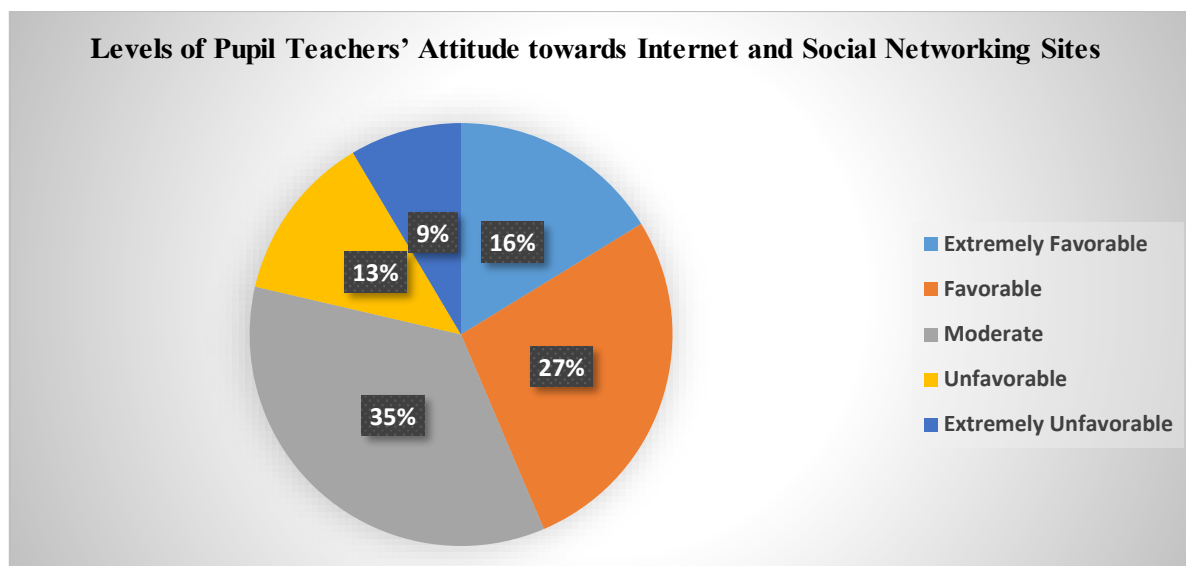
Minimum Value	Maximum Value	Range	Mean	S.D.	N
55	151	96	114.02	24.07	117



As is evident from the table A and its associated chart that the range of scores of Pupil Teachers' attitude towards Internet and Social Networking Sites is **96**. On the other hand the average score of **117** Pupil Teachers' Attitude towards Internet and Social Networking Sites is **114.02** with a S.D. of **24.07**.

Table B: Description of Levels of Pupil Teachers' Attitude towards Internet and Social Networking Sites

Category	Extremely Favorable	Favorable	Moderate	Unfavorable	Extremely Unfavorable	Total
N	19	32	41	15	10	117
Percentage	16.24	27.35	35.04	12.82	8.55	100



Further the attitude of Pupil Teachers was classified into categories **viz. Extremely Favorable, Favorable, Moderate, Unfavorable and Extremely Unfavorable**. As is evident from the Table B and its associated Chart that 92 out of 117; i.e. App. 78.62% of total Pupil Teachers found to have Moderate to Extremely Favorable Attitude towards Internet and Social Networking Sites. On the other hand only 21.38% of total surveyed teachers found to have unfavorable to extremely unfavorable attitude towards Internet and Social Networking Sites.

Table C: Differential Analysis of Pupil Teachers' Attitude towards Internet and Social Networking Sites w.r.t. their Background Variables

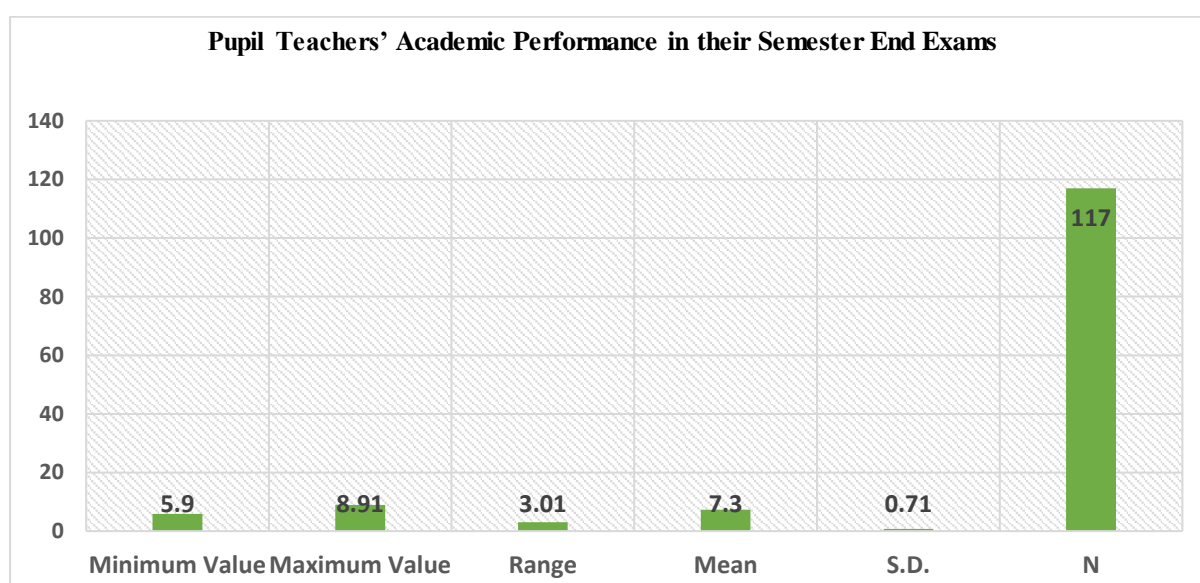
Variable	Category	Mean	S.D.	N	SE _D	t-value	df	Significance
Gender	Male	112.59	25.86	68	4.52	0.76	115	0.45 ^{NS}
	Female	116.03	21.44	49				
Year of Training	First Year	119.03	26.92	60	4.37	2.36	115	0.02*
	Second Year	108.70	19.52	57				
Subject	Science	110.14	25.72	51	4.46	1.54	115	0.13 ^{NS}
	Non-science	116.98	22.45	66				
Qualifications	Graduate	118.09	25.96	70	4.45	2.28	115	0.02*
	Post-graduate	107.91	19.67	47				
Category	Reserved	115.96	24.28	85	4.96	1.45	115	0.15 ^{NS}
	Unreserved	108.78	23.07	32				

*Significant at 0.05 Level; **Significant at 0.01 Level; NS: Not Significant at any Level.

The mean attitude of Pupil Teachers towards Internet and Social Networking Sites was compared with respect to their Gender, Year of Training, Subject, Qualifications and the Category to which they belong. As is evident from the table C that the difference in Attitude is significant with respect to their **year of training and qualifications**.

Table D: Description of Pupil Teachers' Academic Performance in their Semester End Examinations

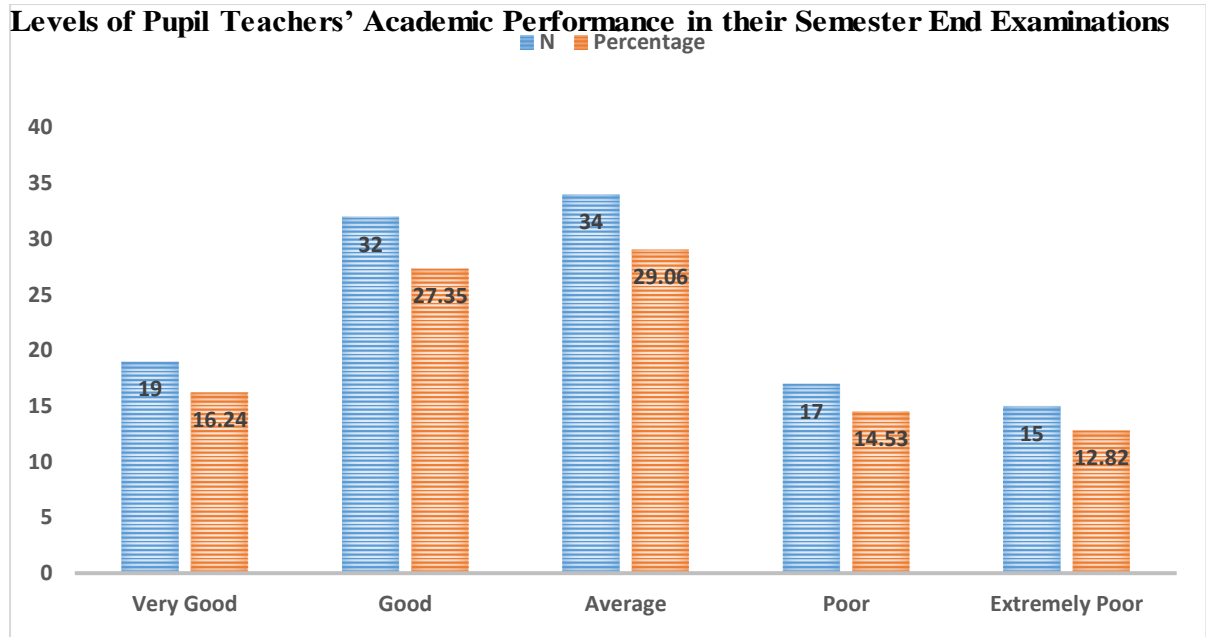
Minimum Value	Maximum Value	Range	Mean	S.D.	N
5.90	8.91	3.01	7.30	0.71	117



The Table D and its Associated Chart describes the Pupil Teachers' Academic Performance in their Semester End Examinations in terms of CGPA obtained. It is clearly evident from the above table the Range of scores for their Academic Performance is 3.01. On the other hand, the average academic performance of 117 pupil teachers' is 7.3 with a Standard Deviation of 0.71.

Table E: Description of Levels of Pupil Teachers' Academic Performance in their Semester End Examinations

Category	Very Good	Good	Average	Poor	Extremely Poor	Total
N	19	32	34	17	15	117
Percentage	16.24	27.35	29.06	14.53	12.82	100



Further the Academic Performance of Pupil Teachers was classified into five categories using NPC viz. **Very Good, Good, Average, Poor and Extremely Poor**. As is evident from the Table E and its associated Chart that 85 out of 117; i.e. App. 72.65% of total Pupil Teachers found to have Average to Very Good Academic Performance in terms of CGPA in their Semester End Examinations. On the other hand only 27.35% of total surveyed teachers found to have Poor to Extremely Poor Academic Performance in their Semester End Examination in terms of their CGPA.

Table G: Differential Analysis of Pupil Teachers' Academic Performance w.r.t. their Background Variables

Variable	Category	Mean	S.D.	N	SE _D	t-value	df	Significance
Gender	Male	7.21	0.76	68	0.13	1.68	115	0.09 ^{NS}
	Female	7.43	0.62	49				
Year	First Year	7.37	0.64	60	0.14	1.17	115	0.25 ^{NS}
	Second Year	7.22	0.78	57				
Subject	Science	7.16	0.83	51	0.13	1.87	115	0.06 ^{NS}
	Non-science	7.41	0.59	66				
Qualifications	Graduate	7.41	0.62	70	0.14	2.05	115	0.04*

	Post-graduate	7.13	0.81	47				
Category	Reserved	7.21	0.71	85	0.15	1.22	115	0.97^{NS}
	Unreserved	7.39	0.73	32				

***Significant at 0.05 Level; **Significant at 0.01 Level; NS: Not Significant at any Level.**

The mean Academic Performance of Pupil Teachers was compared with respect to their Gender, Year of Training, Subject, Qualifications and the Category to which they belong. As is evident from the **Table F** that the difference in Academic Performance is significant only with respect to their **qualifications**. But in case of Gender, Year of Training, Subject and Category, the difference was not found significant.

Table H: Description of association between Pupil Teachers Attitude towards Internet/Social Net-working Sites and their Academic Performance.

Variables	Chi-square	df	N	Contingency Coefficient	Significance
Attitude towards Internet/SNS	56.91**	16	117	0.57**	0.00**
Academic Performance					

***Significant at 0.05 Level; **Significant at 0.01 Level; NS: Not Significant at any Level.**

The Table H describes the association between pupil teachers' attitude towards Internet/ Social Net-working Sites and their Academic Performance. As is evident from the above table, it has been reported that the **Chi-square value and Contingency Coefficient** is highly significant leading to the rejection of our Null Hypothesis **Ho11**. This shows that there is a significant association between **Pupil Teachers Attitude towards Internet/Social Net-working Sites and their Academic Performance**.

Conclusion: In this study, the results have shown that most of the students have shown moderate to highly favourable attitude towards the Internet Usage and Social Networking sites. Moreover the study revealed that the difference in attitude towards Internet usage is significant only in the cases of the year of study and their qualifications. Further the academic performance of B.Ed. Pupil teachers have been found to be Average to Very High but the difference in Academic Performance has been reported only in the case of their Entry Qualifications. As a major findings of the study the study establishes a significant association between the attitude of B.Ed. Pupil Teachers towards Internet/Social Networking sites and their Academic Performance. It is recommended by the researchers that the B.Ed. Pupil Teachers should be able to use their attitude for significant and constructive use of the Internet and Social Networking Sites in order to enhance their Academic Performance.

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