

To Study the Impact of Social Network Site (Facebook) on Personality of Senior Secondary School Teachers Concerning Type of Affiliated School

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Abstract

There has been ongoing accentuation on the study of impact of Social Network Sites (SNS) in each and every field and sector. At the same time inferable from questions about in the case of analyzing one naturally gives data about the other. Nonetheless, there have been minimal investigations into this question that how SNS impact on personality of senior secondary teachers in context to locale, gender, type of school, affiliation of school and seniority. The education system is yet not organized and the data about impact of SNS on teachers is hard to collect. The present study examines the extent of impact of SNS on personality of senior secondary teachers. The data were collected from 410 senior secondary teachers working in various government and private senior secondary schools situated in Jaipur district of Rajasthan State, India. Two self-constructed data-gathering tools i.e. 'Social Networking Questionnaire' and 'Personality Measurement Scale' were used to collect information for the study. The data were analyzed through serial correlation method. The results revealed that the use of SNS positively impacts the personality of teachers with regard to all demographic variables other than rural senior secondary teachers.

Keywords: Social Networking Site, SNS, Facebook, Personality, Teachers

Introduction

From Facebook to Twitter, internet-based social networking sites (SNS) are a necessary and imperative piece of society. Online networking is tied in with teaming up; systems administration, sharing and producing information and substance, and these highlights are of incredible incentive with regards to advanced education. The present Universities have all around created web-based social networking methodologies, and utilize a suite of online networking devices for different purposes including interior and outside correspondences, enlistment, sharing exploration discoveries, and featuring energizing learners' activities (Davis, Deil-Amen, Rios-Aguilar, & Canche, 2015)

There is some point by point, quantitative contextual analyses that have tried the estimation of particular devices with regards to the classroom condition in advanced education. Junco et al. (2011), for instance, utilized a controlled investigation to survey whether teachers or learners utilizing Facebook in the classroom had larger amounts of 'teaching-learning commitment' in respect to a control gathering. Their outcomes demonstrate that this internet-based life device decidedly influences the personalities of the users, and users in the test amass wound up with higher evaluations (Junco et al. 2011). The advantages of utilizing SNS in advanced education are-

1. It helps with general correspondence about the course (e.g., insights about assignments, class declarations, or due dates)
2. It Improves contact among users i.e. teachers and learners.
3. It Increases participation among users.
4. It promotes dynamic learning and teaching whereby students' encounters (inside and outside the classroom) were all the more effectively connected to course materials
5. It helps to make a solid learning network among users.



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Fast Internet pursuits will yield numerous comparable explanations, and bolster utilizing online life gadgets in instructing and learning. There are additionally endless awesome cases: from general 'how-to' counsel to particular cases including diverse gadgets (e.g., Facebook). Truth be told, it's invigorating to see that there is a general feeling of merging in teachers' reasoning that online life gadgets have an essential place in personality development, and that they can help enhance learning situations and increment understudy commitment.

"Instruction is a Tri-polar process." (Dewey, 1938/1991)

In this way, teens prepare to enter the adult social world. So the role of the teacher has assumed great significance with the universalization of education. The teacher is developing a positive attitude towards using technology systems, editing & customized contents & thinking about online design & layout. As the use of SNS in education shown to be a benefit in several ways by supporting social learning. Constructivist teaching practices, authentic instruction, student-centered learning & on-demand access to learning. Hence the teacher using SNS actually practices the kinds of 21st-century skills as they want to develop to successful today. The teacher & the students can now remain connected & in touch, even without being in the presence of each other, beyond the time for school. Due to the use of blogging provide the teacher with their voice. The use of SNS offers a great space for sharing experiences, collaborating researching & updating knowledge which is very helpful in promoting a teacher's personality. In this way, SNS enhanced personal & professional relationships with others online.

Need and Significance of the Study

The significance of an educator is stressed in the 'National Policy of Education: 1986' (NCERT, 1986) with stipulates. "The status of the instructor mirrors the socio-cultural ethos of society, it is said that no individuals can transcend the level of its educators. The legislature and the network should Endeavor to make condition which will help propel and motivate educators on productive and innovative lines."

The present era is of social networking sites (SNS) and each and every part of the society is using it for growth and development. It is not only useful for gaining knowledge but also for spreading knowledge and good ideas among people in faster way. Teachers also use SNS in their daily life and learn about many things which boost their personality traits in all divergent manners. The personality of teachers leads him to make students satisfy with the teachings and also to promote and boost their zeal of gaining knowledge. The use of SNS and personality may depend on various demographic factors like, locale, gender, type of school and seniority in job. All the factors needed to be studied in context to personality dependent on use of SNS.

The researcher is affirm that the work done by her shall be useful and significant for the teachers in relation to their attitude and assumption about use of SNS. They shall be able to use it in a positive

manner and get benefitted in context to their personality traits and characteristics.

Study of Related Literature

Kalasi, (2014), says that social networking can be defined as an online computer network through which people interact and bond with each other. In simple words, it is virtually, society, where one can know other people and communicate with them. Undoubtedly and unquestionably, it is an emphatic assertion, that we find a social networking global phenomenon that has caused a huge paradigm shift in the world of New Age Teaching and Learning and in the field of communication.

Khan, Ahmed, Saif-ud-Din, & Amin, (2017) conducted a research to see the impact of SNS on teacher's working in higher educational institutions of Pakistan, The aim of this study is to determine the nature of SNS and its role on their performance. The research revealed that- Knowledge sharing among peers and students, creativity of teachers , collaboration and interaction through SNS have a significant impact on teacher's performance.

Manca & Ranieri, (2017), conducted a study focus on some significant challenges and opportunities offered by SNS in teaching-learning process in various themes which were identified as those that deserve better comprehension and further research investigation: communication between students and teachers and appropriate professional behaviors; pedagogical and technological challenges related to incorporating social networking practices into teaching and academic practices; how social networking can be exploited for teachers' professional training and development. The study also provides some implications for policy and practice. It revealed that the use of SNS improves personality and other skills of a teacher which are useful in teaching-learning process.

Objectives

1. To determine the impact of SNS on personality of senior secondary teachers concerning locale.
2. To determine the impact of SNS on personality of senior secondary teachers concerning gender.
3. To determine the impact of SNS on personality of senior secondary teachers concerning type of School.
4. To determine the impact of SNS on personality of senior secondary teachers concerning affiliation of School.
5. To determine the impact of SNS on personality of senior secondary teachers concerning seniority.

Hypothesis

- H₀₁. There is no significant impact of SNS on personality of teachers concerning locale.
- H₀₂. There is no significant impact of SNS on personality of teachers concerning gender.
- H₀₃. There is no significant impact of SNS on personality of teachers concerning type of school.
- H₀₄. There is no significant impact of SNS on personality of teachers concerning affiliation of school.
- H₀₅. There is no significant impact of SNS on personality of teachers concerning seniority.

Tools

The research used twoself-constructed data-gathering tools. 'social networking questionnaire' was constructed to know about the extent of use of SNS by the subject. This tool categorize subject into less-users and more-users of SNS. 'Personality

measurement scale' was constructed to know personality traits of teachers. This tool was based on big-five personality traits. Both the tools were standardized as per the norms.

Statistical Analysis

Table-1: Impact of SNS on the personality of rural and urban senior secondary school teachers

Locale	Groups	N	Df	Correlation Coefficient	P-Value $\alpha = 0.05$
Rural Teachers	Less SNS Users	39	63	-0.05	0.68
	More SNS Users	26			
Urban Teachers	Less SNS Users	187	347	0.12	0.02
	More SNS Users	162			

Analysis

Table-1 shows a negative but not significant correlation between the use of SNS and the personality of rural senior secondary teachers. But a positive and significant correlation was found between the use of SNS and personality of urban senior

secondary teachers. The results show that in rural areas, the teachers who use SNS lesser have more good personality than the teachers who use it more. But, in urban areas, the teachers who use more SNS have more good personality than the teachers who use it lesser.

Table-2: Impact of SNS on the personality of female and male senior secondary school teachers

Gender	Groups	N	Df	Correlation Coefficient	P-Value $\alpha = 0.05$
Female Teachers	Less SNS Users	145	235	0.10	0.11
	More SNS Users	92			
Male Teachers	Less SNS Users	81	175	0.08	0.25
	More SNS Users	96			

Analysis

Table-2 shows a positive but not significant correlation between the use of SNS and the personality of female and male senior secondary

teachers. The results show that female and male teachers with more use of SNS have better personality than the teachers who use SNS lesser.

Table-3 Impact of SNS on the personality of government and private senior secondary school teachers

Type of School	Groups	N	Df	Correlation Coefficient	P-Value $\alpha = 0.05$
Govt. Teachers	Less SNS Users	76	144	0.19	0.01
	More SNS Users	70			
Private Teachers	Less SNS Users	150	266	0.05	0.39
	More SNS Users	118			

Analysis

Table-3 shows a positive but significant correlation between the use of SNS and the personality of government senior secondary teachers. A positive but not significant correlation was also seen between the use of SNS and personality of private

senior secondary teachers. The results show that government and private teachers with more use of SNS have better personality than the teachers who use SNS lesser.

Table-4 Impact of SNS on the personality of CBSE and CBSE affiliated senior secondary school teachers

Affiliation of School	Groups	N	Df	Correlation Coefficient	P-Value $\alpha = 0.05$
CBSE Affiliated Teachers	Less SNS Users	117	200	0.13	0.06
	More SNS Users	85			
RBSE Affiliated Teachers	Less SNS Users	109	210	0.08	0.27
	More SNS Users	103			

Analysis

Table-4 shows a positive but not significant correlation between the use of SNS and the personality of CBSE and RBSE affiliated senior

secondary teachers. The results show that CBSE and RBSE affiliated teachers with more use of SNS have better personality than the teachers who use SNS lesser.

Table-5 Impact of SNS on the personalitys of senior secondary school teacher concerning experience

Experience of Teachers	Groups	N	Df	Correlation Coefficient	P-Value $\alpha = 0.05$
Upto 10 Years	Less SNS Users	53	86	0.16	0.13
	More SNS Users	35			
10 to 20 Years	Less SNS Users	56	110	0.06	0.83
	More SNS Users	56			
20 to 30 Years	Less SNS Users	59	101	0.06	0.54
	More SNS Users	44			
More than 30 Years	Less SNS Users	58	109	0.16	0.09
	More SNS Users	53			

Analysis-

Table-5 shows a positive but not significant correlation between the use of SNS and the personality of teachers with different seniority levels. The results show that the teachers with more use of SNS have better personality than the teachers who use SNS lesser.

Findings

1. The impact of SNS was negative but not significant on personality of rural senior secondary teachers. The impact of SNS was positive and significant on the personality of urban senior secondary teachers.
2. The impact of SNS was positive but not significant on the personality of female and male senior secondary teachers.
3. The impact of SNS was positive and significant on personality of governmentsenior secondary teachers. The impact of SNS was positive but not significant on the personality of privatesenior secondary teachers.
4. The impact of SNS was positive but not significant on personality of CBSE and RBSE affiliated senior secondary teachers.
5. The impact of SNS was positive but not significant on personality of senior secondary teachers with different seniority levels.

Conclusions

1. The first aim of the study was to determine the impact of SNS on personality of senior secondary teachers concerning locale. It was found that the personality of rural teachers was negatively impacted by the use of SNS. It was concluded that rural teachers were not able to use the SNS for developing their personality positively and it was also revealed that as much as they use the SNS, the personality of them decreases accordingly. On other hand, the personality of urban teachers was found positively impacted by the use of SNS. In urban areas, teachers were found to be able to use SNS for improving their personality traits.
2. The second aim of the study was to determine the impact of SNS on personality of senior secondary teachers concerning gender. It was found that the personality of female and male senior secondary teachers was positively but not significantly impacted by the use of SNS. The impact of SNS on the personality of female senior secondary teachers was found more than the impact on male senior secondary teachers.

3. The third aim of the study was todetermine the impact of SNS on personality of senior secondary teachers concerning type of School. It was found that the personality of government senior teachers was significantly and positively impacted by the use of SNS. The personality of private senior secondary teachers was also positively impacted by the use of SNS but it was not significant. The impact of the use of SNS was found more on government senior teachers in comparison to private senior secondary teachers.
4. The fourth aim of the study was to determine the impact of SNS on personality of senior secondary teachers concerning affiliation of School. It was found that the impact of the use of SNS was positive but not significant on CBSE and RBSE senior secondary teachers. the impact of SNS was found more on CBSE teachers in comparison to RBSE senior secondary teachers.
5. The fifth aim of the study was to determine the impact of SNS on personality of senior secondary teachers concerning seniority. It was found that the impact of the use of SNS on senior secondary teachers of all seniority categories was positive but not significant. The impact of the use of SNS was highest on the teachers with upto 10 years of experience and teachers with more than 30 years of experience in comparison to teachers with other experience groups.

Discussions

The analysis and findings of the study show that the use of SNS puts a positive impact on the personality of senior secondary teachers. Only one result was opposite where rural teachers were found negatively impacted by the use of SNS. The results prove the importance of SNS in improving personality of teachers.

It also proves that the use of SNS for improving personality of teachers should be promoted. Teachers who use SNS should be motivated to use it for the benefit of teaching-learning process. It shall not only ease the job of teachers but also it will be beneficial in understanding and solving students' problems in relation to academic as well as real life situations and problems.

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