

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

Lalduhsaki¹, Dr. Prateek Chaurasia^{2*}

ABSTRACT

Social media is the leading platform that has been used around the world for personal and educational purposes. With widespread access to digital technologies, the majority of students in educational institutions engage with various social media platforms, though their purposes of use vary considerably. The majority of the students in any educational institution have access to social media in a diverse way. though their purpose of using the different social media platforms differs. The present study investigates the awareness and patterns of social media use among prospective teachers in the Aizawl District of Mizoram. The study is descriptive in nature. The findings reveal that prospective teachers are aware of different social media applications and have varied kinds of use of social media for educational purposes.

Keywords: Awareness, Social Media, Prospective Teachers

Social media is an emerging trend in contemporary society, interacting and connecting in nature. It has minimized the distance between people and opened up the horizons of mutual interactions between and among individuals. The term "social" in social media reflects the intent of platforms to provide a user-centric and enabling social interaction interface. In the present scenario, social media contributes to the growth of online social networks by providing opportunities for users to create blogs, podcasts, videos, and gaming websites. Social media is used to create memories, discover new things, advertise oneself, establish friends, and foster ideas. This developing interaction between humans and technology is the focus of the burgeoning field of technological self-studies. Some of the famous social networking sites that are commonly used are:

Facebook: it is American online social network which is part of Meta Platforms. It was founded in 2004 by Mark Zuckerberg. Facebook has become the world's largest social network, with roughly half of that amount using Facebook every day. Users create a personal profile, friend other users, and exchange messages, including status updates. Brands create pages, and Facebook users can "like" the pages of brands (Hall, 2023).

¹M.A. Student, Department of Education, Mizoram University, Aizawl

²Assistant Professor, Faculty of Education, Banaras Hindu University, U.P.

*Corresponding Author

Received: August 23, 2025; Revision Received: September 20, 2025; Accepted: September 24, 2025

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

Twitter: it was launched in 2004 by Evan Williams, Biz Stone, and Noah Glass. It is a microblogging website that sends short messages known as tweets. A user creates a tweet and sends it to Twitter's server, which forwards it to a list of other users (known as followers) who have agreed to receive the sender's messages. Furthermore, users can interact with one another via mentions by using the @ sign; for example, @Twitter and choose to track specific topics by clicking on hashtags which is done by using the # sign; for example, #twitter. These elements generate a sort of discussion and increase the number of followers in a specific Twitter feed into the millions (Zeidan, 2023).

YouTube: A video-sharing website. which had over two million video views each day by the time it was formally launched on December 15, 2005. It serves more than 100 million videos per day and the volume of videos being posted to the site showed no signs of slowing down (Hosh, 2023).

Instagram: It is also an online social network service for sharing photographs and videos. The app was created in 2010 by cofounders Kevin Systrom and Mike Krieger and now its owned by Meta Platforms. Instagram is one of the world's largest social media sites, surpassing two billion active users monthly in 2022. It is used mainly for posting photographs and/or short videos. These posts are stored on a user's profile and can be viewed publicly or privately by the user's followers on Instagram. The user's persistent feed or their "Stories," a unique part where content is alive for 24 hours (unless specifically archived). It is also possible to go "live," sending footage from a camera directly to the platform (Eldridge, 2023).

WhatsApp: WhatsApp was founded by Brian Acton and Jan Koum in 2009. It is a free messaging software owned by Meta (formerly Facebook). On the site, users can exchange text and voice messages, as well as communicate live via audio or video chat. WhatsApp also allows you to share your location and images. The service is mostly utilized on mobile phones because it requires a mobile phone number to join up, although it may also be accessed through a computer's Internet browser (Martin, 2023).

Social media can also be used in different directions not just for making videos, uploading pictures and chatting with friends and family. It can be used for direct marketing as well. Users can make use of these social media platform for running advertisements, online businesses and also for feeding news to the users. Many users have earned money by becoming "influencers", also known as an internet celebrities. They are paid for businesses use or are sponsored by to advertise their products online. Digital endorsements, according to a study, are efficient at attracting social media users, particularly younger customers who have grown up with technology.

Social Media and Education

"Social Media" is defined as "websites and applications that enable users to create and share content or participate in social networking" (Nashta, 2019).

In the present era, social media is inevitable. We almost always use it to announce something, to explain what we do, to view the timetable that our lecturers have created, and so on. According to the majority of the public, social media is a diverting tool for students (Shaikh, 2022). Social media has influenced students' learning paths. However, in today's climate, social media has a positive impact on students. As we all know, effective

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

communication is critical in a student's life. If adequate communication is not achieved, learning will be challenging for both students and teachers.

Social media can provide a significant interactive platform to Students and teachers where they can demonstrate their abilities and express themselves using web-based media. Social media can assist students in improving their performance by offering them assignments and allowing them to gather data online to complete their assignments.

One can join many educational groups on Facebook, WhatsApp, and other social media platforms to gain access to quality knowledge. Without wasting time, one can acquire fast news on social media. Social media can also be used as a display platform. One can share educational movies with students all throughout the country by uploading them to YouTube, Facebook, and Instagram. Social media networks such as Facebook, WhatsApp, and YouTube allow educators to connect with college students. This can be used to broadcast school news, provide bulletins, and provide useful information to enrolled students. This increases participation between university and college students, which aids in the resolution of many student problems through crew encounters. It is a fact that college students quickly become tired of studying and writing.

However, social media provides a wealth of online data that college students are more likely to read. There is a limitless quantity of stuff to read in online chats, comments, news, articles, and eBooks. This will help college students learn more effectively.

Social networking is an excellent online learning medium for pupils. Social media provides additional opportunities to communicate content in a fun and fascinating way. The bottom line is that social media is an important part of our daily lives, and it makes no sense to exclude it from the educational process. Staff at schools, colleges, and universities should be encouraged to embrace technology for student and parent communication (Nashta, 2019).

Enhancing Education Through Social Media

Teachers can use social media to communicate with pupils even when they are not in the classroom (Faizi et. al., 2013). It is an essential form of knowledge along with a stream of fun. According to the majority of the public, social media is a distracting tool for pupils. Social media has influenced students' learning paths (Shaikh, 2022). Social media has many applications in the classroom, as well as in marketing and promoting schools and institutions (West, 2021). The usage of social media in education allows everyone to gain more valuable knowledge and engage with learning communities and educational institutions. Social media has the potential to alter a teacher's career path (Ahlquist, 2014). As a student, you can attend classes in the residence and communicate with other students via various social media networking platforms (Shaikh, 2022).

It can also aid in the promotion of your class, your institution, and yourself (Christison, 2022). There are several ways social media can be used to enhance education. According to Gupta, 2022 some key aspects that can be used to enhance education through social media like: an *Effective communication channel*. If good communication is not provided, teaching and learning will be difficult. Students can utilize social media to communicate with friends, coworkers, peers, family, and teachers via the internet. It converts pupils into active participants for them to absorb knowledge, *improve learning and networking*: Various social media platforms such as YouTube, Facebook, Instagram and others can be by students and teachers to attend various e-learning websites and discuss their queries and share knowledge,

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

Enhanced research tool: Any student or instructor may quickly and easily access high-quality study material while using social media in education. They can find pertinent information about your institution by searching on Twitter, Facebook, Instagram, and YouTube. Students can participate in a variety of social and educational organizations to expand their knowledge and abilities. *Global access to knowledge:* Online groups related to various areas of study, demography, school, grades, subjects, atmosphere, and so on are accessible for students and teachers to join on social media platforms. They can use WhatsApp, Facebook, Twitter, and other platforms to acquire fast information. It provides teachers with a wealth of information to help them teach children more successfully.

Rationale

In 2021, there are 4.49 billion people actively using social media in the world, which was an increase by 13.13% from 3.69 billion people in 2020. According to Keipo's analysis, India is the country with the most significant growth of social media use from 2019-2020 with 130 million new users, which was equivalent to 9.6% of their total population. The use of social media has increased day by day. Social media, which is conceptualized as Web 2.0 technologies and dynamic web tools, seems to be very useful today (Ünsal, 2018). Social media plays an important part in our everyday life, from sharing important files to communicating; social media application is the main thing that everyone is using right now. Especially today, almost all students from the age of 13 years have their own smartphone, leading to the use of social media. This led to knowing the uses and benefits of social media. Some of the benefits of social media use in academic practices, given by Cant, Nel, Wiid and Hebblethwaite (2017) are: It creates a culture of sharing and building new connections, enables the users to have more direct conversations and influences.

For students to know the worth and positive effects of social media, teachers must also have knowledge of the uses of social media. Prospective teachers and their uses of social media have not been studied much. In the literature, detailed analysis and studies specifically on prospective teachers are not found (Unal and Korogu, 2013). As prospective teachers will be in service at schools in future, they must be effective in using social media at teaching-learning activities and assessing students' success (Ünsal, 2018). For this, prospective teachers and their level of awareness and uses of social media need to be studied for the future benefit of students as well as academic development.

Statement of the Problem

The problem is stated as "A study of awareness and uses of social media for education among prospective teachers of Aizawl."

Research Questions

- Q1. What is the level of social media awareness among prospective teachers of the Aizawl district?
- Q2. How and what kind of social media applications are being used by prospective teachers of the Aizawl district for educational purposes?

Objective of the Study

1. To identify the different social media used for educational purposes.
2. To study the level of awareness regarding social media among prospective teachers of the Aizawl district.
3. To study the level of awareness regarding social media among prospective teachers of the Aizawl district with respect to their gender.

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

4. To find out the level of use of social media for education among prospective teachers of the Aizawl district.
5. To study the level of use of social media for education among prospective teachers of the Aizawl district with respect to their gender.
6. To compare the uses of different social media among prospective teachers of the Aizawl district.

Hypotheses

1. There is no significant difference between the male and female prospective teachers with respect to their awareness on social media.
2. There is no significant difference between the male and female prospective teachers with respect to their uses of social media.

Design

The present study is a quantitative in nature. The study has made use of a descriptive survey design. A study attempts to study the status quo of the awareness and uses of social media for education among prospective teachers.

Population

For the present study, the population considered is all the students enrolled in B.Ed. course of different institutions of the Aizawl district.

Sample

The sample for the present study comprises of the B.Ed. students enrolled in the academic session 2023-2024 of institutions in Aizawl. A sample of the study was selected with the help of a simple random technique. Among all students, a total of 100 students were selected from two institutions.

Table 1 Sample of the study

Institutions	Male	Female	Total no. of students
Mizoram University	36	45	82
IASE	3	15	18

Tools used

In the present study, two self-developed tools are used:

1. Questionnaire for the awareness of social media among prospective teachers (QASM)
2. Check list of uses of social media by prospective teachers. (CUSM)

Development of a Questionnaire for the Awareness of Social Media

A questionnaire for awareness of social media was prepared by the researchers. The item of the questionnaire was developed on the basis of identified social media and their general uses across society. The questionnaire covers the items based on the awareness towards social media platforms like Facebook, Twitter, Instagram, YouTube etc. The final draft of the questionnaire contains 20 questions, which are objective type in nature. For one single question, four options were given with one correct response. The reliability of the tool was established by the Split-half method.

Table 2 Split-half Reliability of the Questionnaire for the awareness of social media

Measuring tool	Reliability coefficient
Questionnaire for the Awareness of Social Media (QASM)	0.83

The validity of the test was established with the help of experts in educational technology and education. After the validation process, the tool was finalized with certain modifications. The norms for the questionnaire were prepared as the level of awareness regarding social media among prospective teachers was categorized into four levels: High awareness, Good Awareness, Average Awareness and Low Awareness.

The scores between 100 and 80 percent were categorized as high awareness, the scores between 79 percent and 60 percent were categorized as good awareness, the scores between 59 percent and 40 percent were categorized as average awareness and the scores below 39 percent was categorized as low awareness.

Development of a Checklist for the Uses of Social Media

A checklist for the uses of social media was prepared by the researchers. It was developed based on how social media has been used by prospective teachers of Aizawl. The checklist covers the uses of different social media, like Facebook, Twitter, Instagram, YouTube, etc. It contains 20 questions in which the response options are dichotomous, like Yes and No, for which scores are assigned as 1 for Yes and 0 for No. After finalization of all the items, the checklist was validated with the 5 experts in the field of educational technology and education. After the opinion of the experts, the check was found valid with some modifications. The norms for the questionnaire were prepared as, the level of uses of social media for education among prospective teachers was categorized into four levels as High use, Good use, Average use and Low use. These four levels are then categorized in percentages in which the score percentage between 0 and 2.5 were categorized as low use of social media and the score percentage between 2.6 and 4 were categorized as average use of social media and the score percentage between 4.1 and 5.5 were categorized as good use of social media and percentage between 5.6 and 7 were categorized as high use of social media.

Data Collection

In the present study, the data was collected with the help of a questionnaire for awareness of social media (QASM) and a checklist of the uses of social media (CUSM) was also developed. The questionnaire was used to explore the prospective teachers' awareness of social media, whereas the checklist of uses of social media was used for observation of prospective teachers' uses of social media. The data was collected through offline mode and with Google Forms and all the data that the researcher obtained were coded in the Excel sheet for further analysis.

Data Analysis

The responses of the respondents were categorized according to the needs of the study; after that, it was tabulated and analyzed using a scoring procedure. The t-test was used to test the significant differences existing between males and females with respect to their level of awareness and use of social media for education among the prospective teachers.

Finding related to Objective 1

It has been found that several social media platforms are used for education. Some of these social media are greatly used for uploading educational content, uploading institution notifications and advertising the educational system of the institution and various other

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

content. Therefore, based on review and exploration, some of the most commonly used social media platforms are listed down below with its major educational uses.

Table 3 List of Social Media Platforms and their Major Educational Uses

List of social media platforms	Some of the major educational uses
Facebook	Create educational videos which lower online educational costs, self-learning through video uploaded, easy to access for both students and teachers, facilitating admission process via video content.
WhatsApp	Can easily send documents to students, maintain communication between students and teachers, enable group chat features for study group, audio lessons can be sent directly to students.
Instagram	Showcase educational work, made institutional account to display co-curricular activities, use hashtag (#) for educational and inspirational content.
Twitter	Can be used to share classroom or school news, can be used by students in collaborative assignments, tweet about changes in educational programme, useful for conducting surveys through online.
Pinterest	Offers best visual media platform for teachers and students can create resource boards, provide bulletin board for students to get update on latest affairs, helps to access information from various resources.
TikTok	Helpful in highlighting serious issues and the teacher profession, useful for sharing classroom management and offering advice from their experience with students, help foster a positive educational culture.
Snapchat	Stories features provide best way to share content and permit students to view them instantly and provide students and teachers to connect with interesting content in institutional area.

Findings related to Objective 2

The score obtained from the prospective teachers on the awareness scale was scored and tabulated. Based on their responses, the level of awareness regarding social media among prospective teachers was categorized into four levels as 'High awareness', 'Good Awareness', 'Average Awareness' and 'Low Awareness'. The scores between 80 percent and 100 percent were categorized as high awareness, the scores between 60 percent and 80 percent were categorized as good awareness, the scores between 40 percent and 60 percent were categorized as average awareness, and the scores below 40 percent were categorized as low awareness. The table representation of the level of awareness category is shown below.

Table 3 Categories of Level of Awareness

Awareness Percentage	Categories
0-40	Low Awareness
40-60	Average Awareness
60-80	Good Awareness
80-100	High Awareness

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

The present study was conducted among 100 prospective teachers of Aizawl district, among which 58 respondents were considered to have high awareness in social media and 37 respondents were considered to have good awareness while 4 of the respondents have average awareness and the remaining 1 respondent was considered to have low level of awareness. The overall responses of the respondents were also calculated and convert into percentage in which the total percentage was 82.25%. Therefore, majority of the prospective teachers of Aizawl district have high level of awareness regarding social media. Thus, it can be concluded that the prospective teachers of Aizawl are highly aware of the social media platforms.

Finding related to objective 3

Hypothesis no. 1 states, “There is no significant difference between the male and female prospective teachers with respect to their awareness toward social media.” Table 4.3 presents a comparison of the level of awareness regarding social media among prospective teachers with respect to their gender.

Table 4 Comparison of the Level of Awareness regarding Social Media Among Prospective Teachers with Respect to their Gender

Group	Number	Mean	SD	t-value
Male	39	15.846	2.814	0.045
Female	61	16.819	1.987	

As shown in Table 4, the t-test value for the significant differences between the mean score of male and female prospective teachers with respect to their awareness on social media is 0.045. Since the calculated ‘t’ value was less than the critical ‘t’ value at 0.05 level of significance, there is no significant difference between the male and female prospective teachers with respect to their awareness on social media. Hence, the null hypothesis is accepted. A comparison of the awareness of social media scores revealed that there is no difference level of awareness between male and female. It shows that the prospective teachers have the same level of awareness regarding social media with respect to their gender.

Finding related to objective 4

The score obtained from the prospective teachers on the uses scale was scored and tabulated. Based on their responses, the level of uses of social media for education among prospective teachers was categorized into four levels as ‘High use’, ‘Good use’, ‘Average use’ and ‘Low use’. These four levels are then categorized in percentages in which the score percentage between 0 and 2.5 were categorized as low use of social media and the score percentage between 2.5 and 4 were categorized as average use of social media and the score percentage between 4 and 5.5 were categorized as good use of social media and percentage between 5.5 and 7 were categorized as high use of social media. The table presenting the level of uses is shown below.

Table 5 Categories of Level of Uses

Uses Percentage	Categories
0-2.5	Low use
2.6-4	Average use
4.1-5.5	Good use
5.6-7	High use

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

As mention in Objective no. 2, the present study was conducted among 100 prospective teachers of Aizawl district. Among the 100 responses received by the researcher, 32 respondents were considered to have high level of uses of social media while 63 respondents were considered to have good level of uses and 4 respondents were average level of uses of social media and the remaining 1 respondent have low level of uses of social media. Therefore, the majority of the respondents have a good level of uses of social media. The overall responses were also calculated and converted it into a percentage in which a total percentage was 50.92%. This means that average of the prospective teachers of Aizawl have used social media. Therefore, it can be concluded that more than 50 % of the prospective teachers of Aizawl district use social media platforms for education.

Finding related to objective 5

Hypothesis no. 2 states, “There is no significant difference between the male and female prospective teachers with respect to their uses of social media.” The following Table 4.4 presents the comparison of the level of uses for education among prospective teachers with respect to their gender.

Table 6 Comparison of the Level of Use of Social Media Among Prospective Teachers with respect to their Gender

Group	Number	Mean	SD	t-value
Male	39	25.71	3.26	0.62
Female	61	25.29	4.64	

As shown in Table 6, the t-test value for the significant differences between the mean scores of the male and female prospective teachers with respect to their uses of social media is 0.62. Since the calculated ‘t’ value is less than the critical ‘t’ value at the 0.05 level of significance, there is no significant difference between the male and female prospective teachers with respect to their use of social media. Hence, the null hypothesis is accepted. A comparison on the uses of social media scores revealed that there is no difference level of uses between male and female. It shows that the prospective teachers have same level of uses of social media with respect to their gender.

Finding related to Objective 6

Social media platform frequently used by prospective teachers of Aizawl

The responses were also obtained through google form in which respondents’ responses was recorded. In this form, the respondents were asked which social media platform do they use frequently. Table 4.6 present below showed the following uses of different social media among prospective teachers of Aizawl district.

Table 7 Uses of different social media among Prospective Teachers of Aizawl District

Social media	Uses percentage
Facebook	20%
YouTube	46%
Instagram	42%
WhatsApp	83%
Others	3%

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

From the above table, it has been found that WhatsApp is the most commonly used social media with 83% and YouTube with 46% is the second mostly used social media by prospective teachers. Instagram stood in the third mostly used social media with 42% and Facebook with 20% which indicate that Facebook is not frequently use by prospective teachers of Aizawl. Besides this, 3% chose other social media platform. The following table and interpretation are also illustrated with the help of a chart.

DISCUSSION

The findings indicate that several social media platforms are used for educational purposes by prospective teachers. Some of these social media are greatly used for uploading educational content, uploading institution notifications and advertising the educational system of the institution and various other content. It has been found that many social media platforms such as Facebook, YouTube, Instagram, WhatsApp, Twitter, Pinterest, TikTok and Snapchat are the most commonly used by prospective teachers. These identified social media are used frequently for educational purposes as well. These social media platforms are used almost in the same way but they are also for better communication among teachers and students.

Findings also reflect that the majority of the prospective teachers of Aizawl have a high level of awareness regarding social media. The percentage of the responses of 100 prospective teachers was calculated in which 58 respondents were found to have a high awareness of social media 37 respondents were found to have good awareness whereas 4 of the respondents had average awareness and the remaining 1 respondent was found to have a low level of awareness. The overall responses of the respondents were also calculated and it was found that 82.25% were prospective teachers of Aizawl are highly aware of the social media platforms.

The findings indicate that the prospective teachers have same level of awareness regarding social media with respect to their gender. The score between male and female levels of awareness regarding social media of the prospective teachers of Aizawl was calculated to accept or reject the null hypothesis stating there is no significant difference between the male and female prospective teachers with respect to their awareness of social media. The calculated 't' value which was 0.045 was less than the critical 't' value at 0.05 level of significance, so it was found that there is no significant difference between the male and female prospective teachers with respect to their awareness of social media.

The score obtained from the prospective teachers on the social media use scale. The findings indicate that an average of the prospective teachers of Aizawl have used social media platforms for education. Based on their responses, the level of uses of social media for education among prospective teachers was categorized into four levels. Among 100 respondents 32 respondents were found to have a high level of use of social media while 63 respondents were found to have a good level of use, 4 respondents were at an average level in using social media and the remaining 1 respondent had a low level of use of social media. Therefore, the majority of the respondents were found to have a good level of use of social media. Overall 50.92% of the prospective teachers of Aizawl use social media platforms for education.

The findings indicate that the prospective teachers have same level of uses of social media with respect to their gender. The scored between male and female level of awareness regarding social media of the prospective teachers of Aizawl was calculated to accept or

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

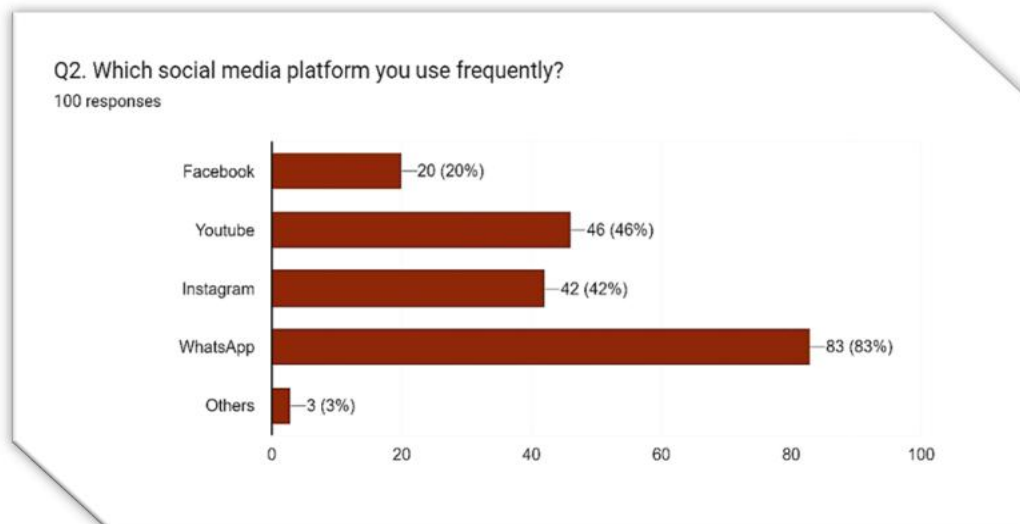
reject the null hypothesis stating “There is no significant difference between the male and female prospective teachers with respect to their uses of social media.” The calculated ‘t’ value which is 0.62 is less than critical ‘t’ value at 0.05 level of significant, there is no significant difference between the male and female prospective teachers with respect to their uses of social media. Hence, the null hypothesis is accepted. A comparison on the uses of social media scores revealed that there is no significant difference between male and female students in using social media.

The present study was conducted among B.Ed. students of Mizoram University and Institute of Advanced Study in Education (IASSE). The responses were obtained through google form in which respondents’ responses was recorded and it has been found that WhatsApp is the most commonly used social media with 83% and YouTube with 46% is the second mostly used social media by prospective teachers. Instagram stood in the third mostly used social media with 42% and Facebook with 20% which indicate that Facebook is not frequently use by prospective teachers of Aizawl. Besides this, 3% choose other social media platform. The respondents were asked their purpose of using social media in which 28% response by choosing studying, 27% of them choose entertainment and 51% choose communication while majority of the respondent choose studying and entertainment as their purpose of using social media with 78% respondents. This purely states that different social media platform is initially used for education as well as entertainment. On the contrary, it has been found out that social media platforms have been frequently used completely opposite compare to the respondents’ purpose of using social media. Majority of the respondents choose posting pictures and videos which is 80% while 21% of the respondents choose educational content. Besides these two, 11% of the respondents choose news as content they post on social media and 20% choose entertainment and the remaining 16% have chosen others. Therefore, the findings indicate that majority of the prospective teachers have post content such as pictures and videos on their social media.

In the present study, the respondents were also asked which devices did they uses frequently for accessing their social media account. The finding indicates that 98% of the respondent choose mobile phone as their device to access social media while 6% used laptop, 3% of them used desktop and 4% of the respondents used tablet to access to their social media. Since, mobile phone is a device frequently and commonly used by almost everyone, it is the most convenient device that is easily accessible to prospective teachers of Aizawl. Therefore, mobile phone is the most used device by prospective teachers of Aizawl to access to their social media account. It has also been found out that most of the social media users have access their social media account in any of their spare moments. It has known that social media is a platform that almost everyone participated. So, it is frequently accessed by the respondents in which 58% access in any of their spare moments while 48% of them access during their free time and 4% and 2% access while they are in school or work and during social occasions.

Graphical representation of the responses towards the key items of QASM

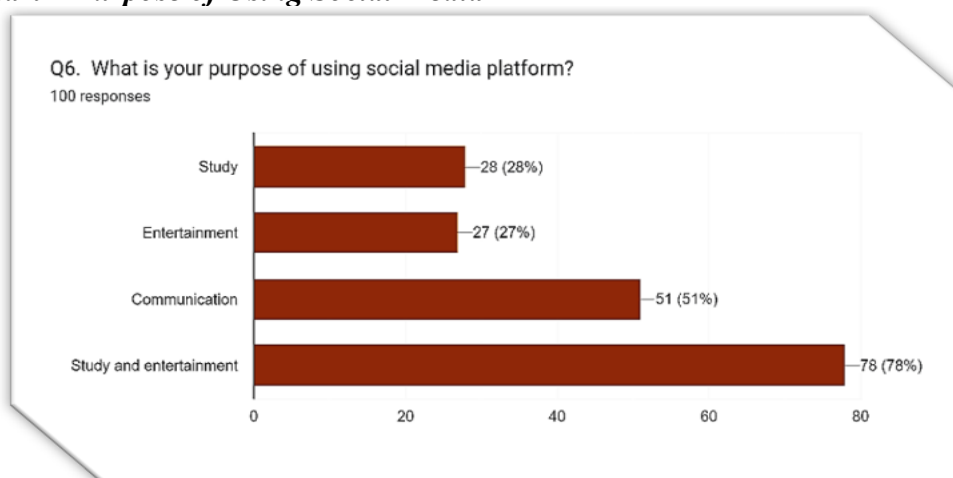
Chart 1 Percentage of Frequently Used Social Media



Purpose of using and content posted on social media platforms

The respondents were asked their purpose of using social media in which 28% response by choosing studying, 27% of them choose entertainment and 51% choose communication while majority of the respondent choose studying and entertainment as their purpose of using social media with 78% respondents. This purely states that different social media platform is initially used for education as well as entertainment. As most of the respondents are of age group between 21 and 35 in which 25 years being the most common age among the prospective teachers. Therefore, young people whose age are around 25 years who attended teacher training course have access to social media with purpose of studying and entertainment. The interpretation is illustrated using the following chart 2.

Chart 2 Purpose of Using Social Media

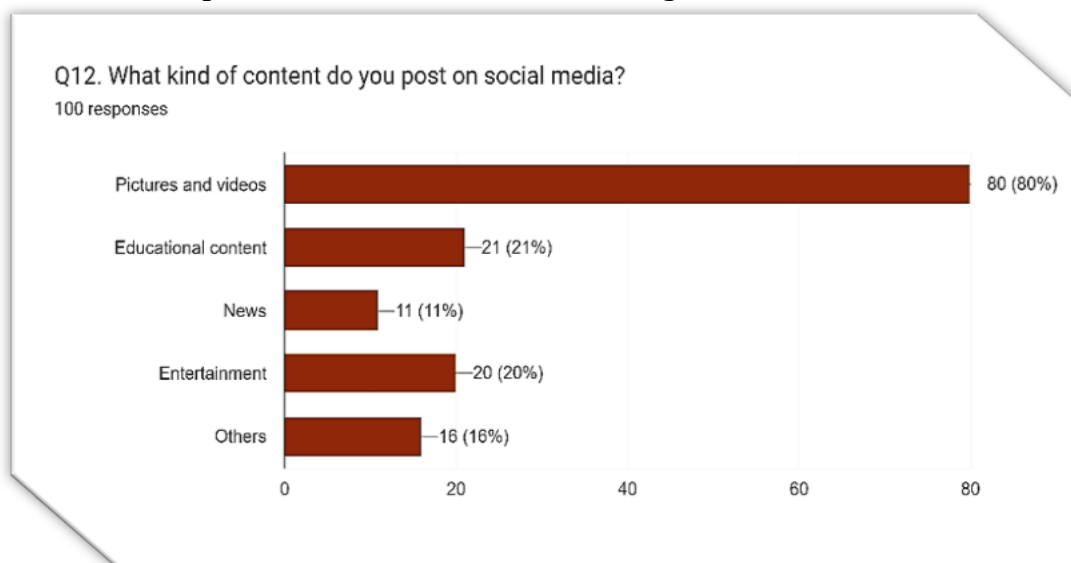


On the contrary, it has been found out that social media platforms have been frequently used completely opposite compare to the respondents' purpose of using social media. Majority of the respondents choose posting pictures and videos which is 80% while 21% of the respondents choose educational content. Besides these two, 11% of the respondents choose news as content they post on social media and 20% choose entertainment and the remaining

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

16% have chosen others. Therefore, it can be concluded that majority of the prospective teachers have post content such as pictures and videos on their social media. The following chart 3 have shown the percentage of the respondents' content post on social media.

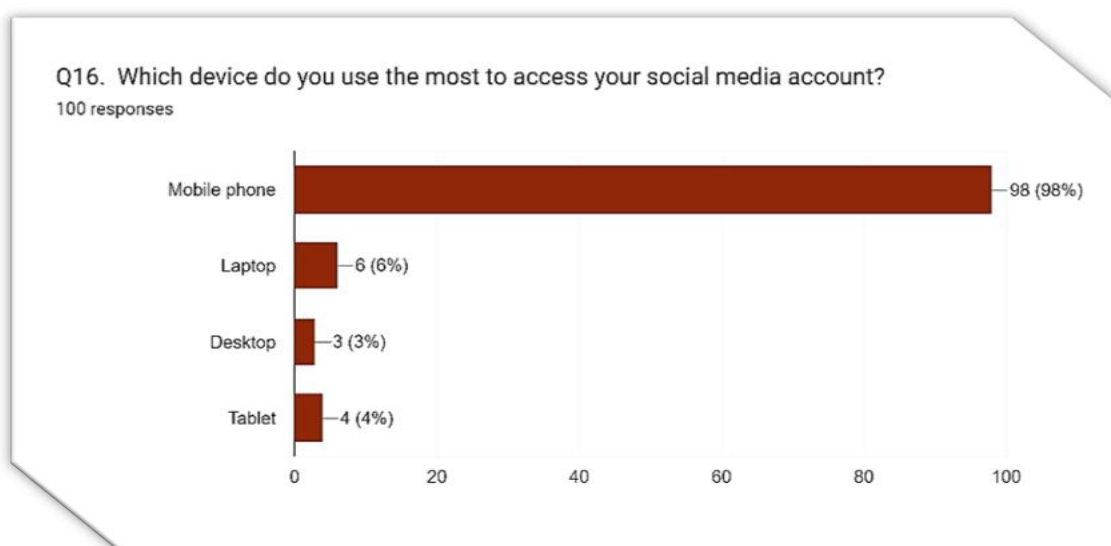
Chart 3 Content post on social media with Percentage



Devices use to access social media account

In the present study, the respondents were also asked which devices did they uses frequently for accessing their social media account. From the responses received from the respondents, it has been found out that 98% of the respondent choose mobile phone as their device to access social media while 6% used laptop, 3% of them used desktop and 4% of the respondents used tablet to access to their social media. Since, mobile phone is a device frequently and commonly used by almost everyone, it is the most convenient device that is easily accessible to prospective teachers of Aizawl. Therefore, mobile phone is the most used device by prospective teachers of Aizawl to access to their social media account. The chart 4 present the above interpretation.

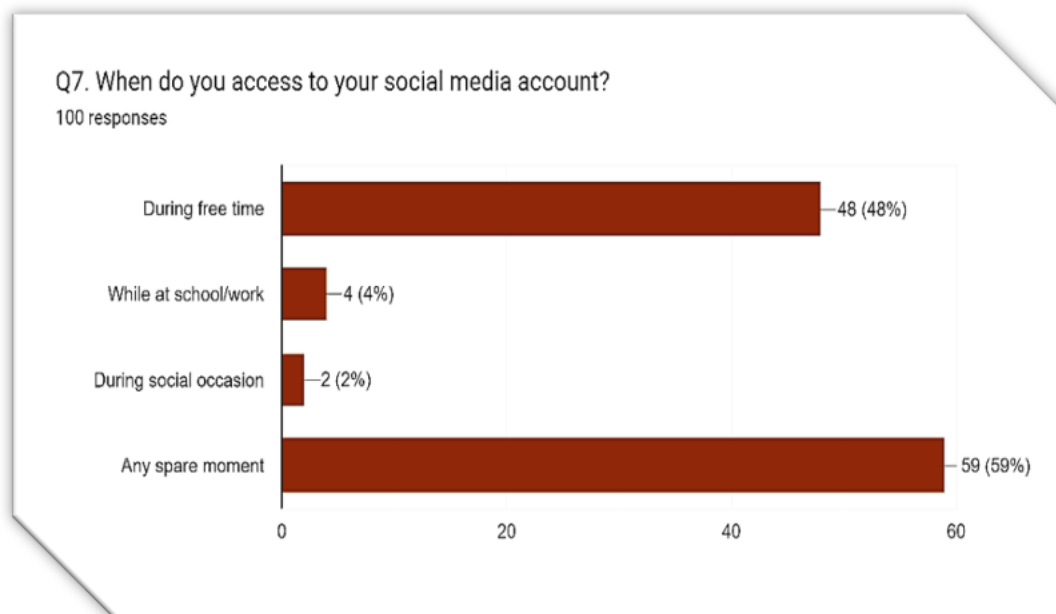
Chart 4 Device Use to Access Social Media



Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

It has also been found that most of social media users have access to their social media accounts in any of their spare moments. It is known that social media is a platform which almost everyone participates. So, it is frequently accessed by the respondents in 58% access in any of their spare moments 48% of them access it during their free time and 4% and 2% access it while they are in school or work and during social occasions. Since most adults use social media daily, it is commonly known that prospective teachers have access to their social media accounts in any of their spare moments. This interpretation is illustrated below.

Chart 5 Percentage of Accessing to Social Media



CONCLUSION

The majority of the prospective teachers have a high level of awareness regarding social media and a moderate number of the prospective teachers use social media for education. There is no significant difference between the male and female prospective teachers with respect to their awareness on social media as well as their level of use of social media for education. Thus, the male and female prospective teachers have the same level of awareness and use of social media for education. It can also be concluded that WhatsApp is the most frequently used social media platform by prospective teachers along with studying and entertainment. Social media are mostly accessed in their spare time, frequently to post content such as pictures and videos on their social media accounts.

So, concludingly, it can be said that prospective teachers of the Aizawl district are well aware of social media and most of them are using social media for education and entertainment. Therefore, prospective teachers seem to have having positive and progressive approach toward social media.

REFERENCES

- Agarwal, R. (2022). An overview of social media. *Journal of Mass Communication and Journalism* 12(5). Retrieved from <https://www.hilarispublisher.com/open-access/an-overview-of-social-media-89178.html#1>
- Ansari, J.A.N. & Khan, N.A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Ansari and Khan Smart Learning Environments*, 7(9). <https://doi.org/10.1186/s40561-020-00118-7>

- Burbules & Nicholas C. (2016). How We Use and are Used by Social Media in Education. *Educational Theory*, 66 (4): 551–565. doi:10.1111/edth.12188
- Calderón-Garrido, D., Gil-Fernández, R. Pre-service Teachers' Use of General Social Networking Sites Linked to Current Scenarios: Nature and Characteristics. *Tech Know Learn* 28, 1325–1349 (2023). <https://doi.org/10.1007/s10758-022-09609-7>
- Faizi, R., El Afia, A., & Chiheb, R. (2013). Exploring the Potential Benefits of Using Social Media in Education. *International Journal of Engineering Pedagogy (iJEP)*, 3(4), pp. 50–53. <https://doi.org/10.3991/ijep.v3i4.2836>
- Gupta, N. (2022). How Social Media can Improve Learning in the Education Sector? Retrieved from <https://blog.campus365.io/benefits-of-social-media-in-indian-education-for-enhanced-learning>
- Hall, M. (2023). Facebook. *The editor of encyclopaedia Britannica*. Retrieved from <https://www.britannica.com/topic/Facebook>
- Haşiloğlu, M.A., Çalhan, H.S. & Ustaoglu, M.E. Determining the Views of the Secondary School Science Teachers about the Use of Social Media in Education. *J Sci Educ Technol* 29, 346–354 (2020). <https://doi.org/10.1007/s10956-020-09820-0>
- Hosh, W.L. (2023). Youtube. *The editor of encyclopaedia Britannica*. Retrieved From <https://www.britannica.com/topic/YouTube>
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. *Business horizons*, 53(1), 59-68. <https://doi.org/10.1016/j.bushor.2009.09.003>
- Karakoyun, F. (2019). Pre-service teachers' personality traits and social network use purposes. *Contemporary Educational Technology*, 10(4), 399-415 <https://doi.org/10.30935/cet.634190>.
- Köksal, M. S. (2019). Effects of instruction supported by web 2.0 tools on prospective teachers' biotechnology literacy. *Adiyaman, Turkey: Computers & Education*. <https://doi.org/10.1016/j.compedu.2019.02.018>
- Lalnunpuii, E. (2016). Use of Social Networking Sites by Faculty Members and Students of NIT, Mizoram: A case Study. *Aizawl, Mizoram, India: International Journal of Library and Information Studies*. Retrieved from https://www.researchgate.net/publication/313056075_Use_of_Social_Networking_Sites_by_Faculty_Members_and_Students_of_NIT_Mizoram_A_Case_Study
- Martin, R. (2023). WhatsApp Messaging Application. *The editor of encyclopaedia Britannica*. Retrieved from <https://www.britannica.com/topic/WhatsApp>
- Nashta, R. (2019). Role of social media in education. <https://www.jbcnschool.edu.in/blog/social-media-in-education/>
- Shaikh, S. (2022). Benefits of social media in education. *Times of India*. Retrieved from <https://timesofindia.indiatimes.com/readersblog/digital-shahbaz/benefit-of-social-media-in-education-46135/>
- Soomro, K. A., Kale, U., & Yousuf Zai, S. (2014). Pre-service teachers' and teacher-educators' experiences and attitudes toward using social networking sites for collaborative learning. *Educational Media International*, 51(4), 278–294. <https://doi.org/10.1080/09523987.2014.977003>
- Ünsal, H. (2018). The Use of Social Media by Prospective Teachers and Their Practice Aims of Web Technologies in Turkey. *Universal Journal of Educational Research*, 6(10), 2258-2265. doi.org.10.13189/ujer.2018.061024
- West, C. (2021). 12 Ways to use social media for education. *Sprout Social*. Retrieved From <https://sproutsocial.com/insights/social-media-for-education/>

Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl

Willbold, M. (2019). Social media in Education: Can they improve the learning? *eLearning Industry*. Retrieved from <https://elearningindustry.com/social-media-in-education-improve-learning>

Zeidan, A. (2023). Twitter microblogging services. *The editor of Encyclopaedia Britannica*. Retrieved from <https://www.britannica.com/topic/Twitter>

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Laldusaki & Chaurasia, P. (2025). Awareness and Use of Social Media for Education Among Prospective Teachers of Aizawl. *International Journal of Indian Psychology*, 13(3), 3914-3929. DIP:18.01.357.20251303, DOI:10.25215/1303.357