

**A STUDY ON INFLUENCE OF USE OF WHATSAPP ON THE B.ED
STUDENT-TEACHERS IN WEST BENGAL**

DISSERTATION SUBMITTED FOR PARTIAL FULFILMENT FOR THE
M.ED DEGREE

SUBMITTED BY

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REGISTRATION NO - 11114 - 00250 OF 2017-2018
SEMESTER - IV
SESSION - 2017 - 2019

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TOWHOMITMAYCONCERN

This to certify that **Arijit Das**, student of Satyapriya Roy College of Education has been working under my supervision on the dissertation topic entitled "**A study on influence of use of WhatsApp on the B.Ed student-teachers in West Bengal**" for the partial fulfillment of M.Ed degree under the W.B.U.T.T. E.P.A. His work is original and has not been submitted elsewhere for any degree or diploma and also not published or under consideration in any journal, book or magazine.

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ACKNOWLEDGEMENT

I express my deep sense of gratitude to **Dr. Piku Chowdhury**, assistant professor of **Satyapriya Roy College of Education**, for providing me with her valuable guidance throughout the entire Research work. I am indebted for her constant encouragement, suggestion and very constructive criticism which have contributed immensely for the successful completion of the dissertation. You have given me an opportunity to learn a lot while working on research work.

I also wish to extend my gratitude to our honorable Principal **Dr. Subir Nag** and our respected teacher Prof. **Dr. Mita Banerjee**. I am grateful to all other teaching and non-teaching staff of our college for providing me with whatever assistance I needed during this research work.

Lastly, I would like to thank all those who have helped me in my dissertation.

Thanking you,

Arijit Das

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CHAPTER 1

INTRODUCTION

1.0. Chapter Overview:

1.1 Background of the Study:

In recent years technology has tried to fulfill its role in helping humanity leading to the substantial medium of interaction in the social world as well as in teaching and learning. Over the years those in higher education have explored the exciting opportunities new technologies bring to institutions, educators and students. Technology has changed the way people interact and has brought about the emergence of an open social platform such as social media that allow the inhabitants of this planet earth to connect with each other making the world a global village. Social media especially WhatsApp is being used in learning for the purpose of convenient communication with other students and potentially with others outside the class such as students of the same influence of using WhatsApp on student-teachers and subject experts. WhatsApp applications can strengthen class material and positively influence discussions, collaborative work, and authoring. **James (2016)** in his study **Impact of WhatsApp messenger on youth** how that educators and researchers are constantly experimenting with WhatsApp technologies hoping to stimulate critical thinking skills, collaboration, and knowledge construction.

With the explosive growth in the number and use of WhatsApp in every day communication method for individuals and organizations, there has been a corresponding increase in its incorporation in teaching and learning in higher institution. There is a paucity of research evidence in the area that remains a largely uncharted territory must be brought under scanner. How far

these popular social networking app influence the learning of student-teachers in West Bengal and what their attitude is towards the extensive use of the app for educational purpose, remain to be investigated so that the popular app may be used meaningfully and beneficially. The trainee teachers would teach thousands of students in future and despite general warning against use of social networks it is evident that high school students are mostly addicted to or at least attracted to mobile phones and various app including WhatsApp. The teachers who can use this addiction to the benefit of the students, they can guide the students to use the app for educational purpose. So a study on the attitude of the teacher trainees who would be the teachers in near future, is of central significance.

1.2. Statement of the Problem:

This study proposes to assess the attitude of student-teachers in teacher education institutions of West Bengal towards the use of WhatsApp for education.

1.3. Objectives of the study:

To address the knowledge gap the present study has following objectives:

a) To find out whether there is any significant mean difference between deputed and pre-service B.Ed student-teachers in their attitude towards the use of WhatsApp application.

b) To find out whether there is any significant mean difference between male and female B.Ed student teachers in their attitude towards the use of WhatsApp application.

c) To find out whether there is any significant mean difference in attitude towards the use of WhatsApp between rural and urban B.Ed student teachers.

d) To find out whether there is significant mean difference between have experience and who don't have experience B.Ed student-teachers in their attitude towards the use of WhatsApp application.

1.4. Research Questions:

On the basis of above stated objective the research question are framed as

How frequently do B.Ed student-teachers in West Bengal use WhatsApp messenger?

What are the principal reasons for which the B.Ed student-teachers of West Bengal use WhatsApp?

How WhatsApp messenger help the B.Ed student-teachers for the fulfilling their personal and academic needs?

What is the attitude of B.Ed student-teacher towards the use of WhatsApp in schools and colleges?

What are the specific features of WhatsApp that are mostly used by students?

How is WhatsApp affecting the academic activities of the students?

1.5.Hypotheses:

The following hypotheses have been formed on the basis of the stated objectives:

H₀₁- There is no significant mean difference in attitude between deputed and pre-service B.Ed student-teachers in their attitude towards the use of WhatsApp application.

H₀₂-

There is no significant mean difference in attitude between male and female B.Ed student-teachers in their attitude towards the use of WhatsApp application.

H₀₃-

There is no significant mean difference in attitude between rural and urban B.Ed student-teachers in their attitude towards the use of WhatsApp application.

H₀₄-

There is no significant mean difference in attitude between the persons having experience and who don't have experience in the WhatsApp application.

1.6.Operational definition of the term:

Influence: The power to affect, change or control somebody/something.

WhatsApp:

WhatsApp is a proprietary, cross-platform instant messaging subscription service for smartphones and selected feature phones that uses the internet for communication. In addition to text messaging, users can send messages, images, video and audio media as well as their location. WhatsApp Inc. was founded in 2009 by Brian Acton and Jan Koum, both former employees at Yahoo! The company is based in Mountain View, California and employs 55 people. As of October 2014, WhatsApp is the most globally popular messaging app with more than 600 million users. Student Communication with his families is defined as: the interaction of a university student with his family on a daily basis in a positive way.

WhatsApp is an amazing application, and with the help of it we can connect ourselves to the society and the whole world. It is an effective medium for the flow of information and ideas. This application is advantageous for us from many ways which occupies a major part of our day-to-day life. However, this app has emerged as an important medium for social networking and sharing of information and ideas, even though it has some harmful effects on the life of youth. Hence, it is essential to know how it is affecting the life of youth and the society at large.

B.Ed Student-teachers:

The students of Teacher Training courses like B.Ed are called as Teacher Trainees. In this study, the students of B.Ed. are taken as the sample. All of these Teacher Trainees have Social Sciences as their method subject.

Deputed(in-service)B.EdStudent-teachers:

The definition of in-service is something that happens while someone is a full-time employee. An example of in-service is the training a teacher receives to learn updated information about technology.

Pre-serviceB.EdStudent-teachers:

Pre-service teachers are those who are in a teacher-education program in order to pursue teaching credentials in public schools or private sectors domestically or internationally.

Attitude:

In psychology, attitude is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person. They are complex and an acquired state through experiences. It is an individual predisposed state of mind regarding a value and it is precipitated through a responsive expression toward a person, place, thing or event which in turn influences the individual's thought and action. In this study, the attitude of B. Ed. Teacher Trainees towards Computer Assisted Instruction has been considered.

1.7.Delimitation:

The present study will be limited to Kolkata and North 24 paraganas of West Bengal. The students of B.Ed. in representative colleges under WBUTTEPA (West Bengal University of Teachers Training Education Planning And Administration) of West Bengal will be considered as sample for this study. The sample will be limited to 60 students.

1.8. Significance of the study:

An understanding of social media especially WhatsApp, its usage and how it is influencing students learning environment would be of great relevance to students, researcher, students affairs practitioners and all the various bodies that come to play when talking of WhatsApp and school life. The outcome of the study will help to strategize and reconstruct their attitude regarding the use of WhatsApp. It will also push people further to identify the exciting opportunities WhatsApp add to human and student life as a whole. There is a paucity of research evidence in the area that remains a largely uncharted territory must be brought under scanner. How far these popular social networking app influence the learning of student-teachers in West Bengal and what their attitude is towards the extensive use of the app for educational purpose, remain to be investigated so that the popular app may be used meaningfully and beneficially. The trainee teachers would teach thousands of students in future and despite general warning against use of social networks it is evident that high school students are mostly addicted to or at least attracted to mobile phones and various app including WhatsApp. The teachers who can use this addiction to the benefit of the students, they can guide the students to use the app for educational purpose. So a study on the attitude of the teacher trainees who would be the teachers in near future, is of central significance.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0. Chapter Overview:

A literature review is a scholarly exercise, which includes the current knowledge including substantive findings, as well as theoretical and methodological contribution to a particular topic. In a word, the literature review is a summary of previous research on a topic that gives context to the present study and helps in developing an essential backdrop to the current investigation. It reveals the uncharted areas that must be explored and unveils new directions that the proposed study must progress towards.

The purpose of this chapter is to conduct a systematic review of student-teachers' competencies and academic development related research for WhatsApp application. The chapter seeks to explore how WhatsApp application and student-teachers' attitude, skill, and knowledge base have been given importance to and examined in the researches done, both at the international and the national level. The review also explores the methodological characteristics of related research on student-teachers' competencies for WhatsApp application.

2.1. Reviews:

Literature Reviews (National):

Singh, Amiri & Subbarwal (2017) in their article "**Social media usage: Positive and Negative Effects on the lifestyle of Indian Youth**", explained that the utilization of social media is an integral part of Indian youth today. Overutilization of social media, has captured the attention of youth entirely. The dependency of youth on the social media has reached

at such a level that, without social media, every young person cannot think about the direction of their growth. Dependency of youth on social media is now leading to addiction. Through these several studies, it is widely accepted that overutilization of social media has profound negative influence on the Indian youth. Simultaneously, social media have also some positive effects on the life of youth. This study highlights the main purposes of utilizing social media by the youth, and an attempt has been made to find out the time spent on browsing social networking sites by the youth. This study focuses on the major; and the positive and negative effects of utilizing social media on the life of youth. The result of the study shows that, overutilization of social media leads youth towards addiction.

Bhardwaj, Avasthi & Goundar (2017) in their article "**Impact of Social Networking on Indian Youth - A Survey**", explained that the extensive use of Social Networking in India has been on the rise among the new generation youths. In today's world, life cannot be imagined without Facebook, YouTube, Instagram, WhatsApp, LinkedIn or Twitter accounts and online handles. The new age social networking culture has been well accepted and has met an enthusiastic response and acceptance. There are reports of cultural changes and in the way traditional interactions and social communications are conducted in India. Research studies on this new age social media impact and usage within India have been limited to specific surveys and theories. The objectives of this study is an attempt to investigate the extent of social networking impact on the Indian youth. There is a reason for selecting youth as the target audience is because the direction of a country and culture is decided by the direction taken by youth of that country. This paper is an attempt to analyse the pattern of social networking usage and impact in order to determine the social networking addiction.

Bhatt&Arshad(2016)intheirarticle"**ImpactofWhatsApponyouth:Asociologicalstudy**",explainedthatthestudywillrevealthatwhatsappisamediumofmakingcommunicationeasierandfastertherebyenhancingeffectiveflowofinformation,ideasharingandconnectingpeopleeasier.Examiningitempirically,itisfoundthatwhatsapphasalsoaprofoundnegativeimpactonyouthandadverselyaffectstheireducation,behaviorandrountinelives.Itmessesupmuchofstudytimeofstudentsandspoilstheirspellingskillsandgrammaticalconstructionofsentences.Thisapphasbeenfoundtobehighlyaddictive,whichleavesatrackthatbecomesdifficulttocontrol.Theimpactissopowerfulthatusersgiveuptheirrealworldinteresttheirentireemotionalquotientisrestrictedtotheapp.Theirhappinessorsadnessdependsonthereplywhichtheyreceivefromotherusers.Theycannotcontrolthemselvesfromconstantlychatting,replyingandsharingofideas.

Sharma&Sukhla(2016)intheirarticle"**ImpactofSocialMessengerspecialyWhatsApponyouthasociologicalstudy**",explainedthatsocialmediahasemergedasbusinessindisguiseandhelpsustomaintainandknowupdatesfromfriends,familyandassociates.Socialmediaisevolvingintheworldatveryfastpaceand affectingpeopleinnumerousways.Asweknowtodaywehavevarious social messengers like Facebook, WhatsApp, Line, Yahoo, Hike, WeChat, Skype, Imo etc. which helps us to remain in touch with the society or people. In past few years, WhatsApp has become most popular medium of interaction among the people as it is convenient to use. This price less exchange of text, image, video, audio message and calling has mesmerised youth to use whatsapp. It is an incredible application and a great innovation which helps us to connect ourselves with the world. This wonderful App is an important medium of social connectivity and has its own effects (Good or bad) upon the youth or in the society. This study is an attempt to measure the impact of WhatsApp on students; with reference to the youth of Gwalior, India. In this study the researchers want to conduct a survey by using a questionnaire among the youth (students) so we can understand its impact on them. This empirical study has been conducted upon 100 people with a questionn

aire, which was used as a tool of data collection for the survey. This study has revealed that being a medium of mass communication; it also has an adverse impact on the lifestyle and culture of youth especially in their studies. It affects their (academics) language and also spoils their spelling skills and grammatical construction of sentences. They may get misled in information or fake news and concentration is more on gossips and even become totally dependent on this to get information about around the world. Youth are spending more time on these applications rather than spending quality time with their family members. Many youth are addicted to it and cannot abstain themselves from constantly chatting, replying and sharing of ideas or information, so it has become difficult to control it and needs psychiatric help.

Geeta Rai (2016) in her article "**Impact of Social Networking Sites (SNSs): Are youth affected by its usage?**", explained that the purpose of the study was to examine the usage pattern of social networking sites among the youth of today's generation. Descriptive research design was used in order to understand the usage pattern of SNS among students and its impact on their performance and psychological well-being. Survey was conducted using a self-made questionnaire to study the usage pattern of social networking sites among the youth and its impact on their performance and psychological well-being in Dehradun, capital of Uttarakhand. Stratified random sampling technique was used for the study. The sample includes different age groups, gender, and regional background.

Results indicated that the students have access to internet, 73% are members of any one of the social networking sites, Facebook being very popular followed by Google+. Majority of the students used social networking sites mainly for social purposes rather than for educational purposes. It was also reported that SNSs did not affect performance and study habits though it affected language to a certain extent.

Geeta Shree (2016) in her article "**An empirical study of effects of online Social Networking in well-being of Indian users**", explained that the growing use of social networking sites especially Facebook in India is altering our lives and day-to-day behavior. Very little has been researched in India when it comes to social networking and well-being and how the usage of Facebook affects the communicative virtues that form one's well-being.

This exploratory study examines the relationship between Facebook usage and well-being that is understood in terms of communicative virtues namely Trust, Empathy, Reciprocity and Tolerance. Secondly, it aims at studying the gender difference in usage of Facebook and in exhibiting these virtues online. Lastly, it focuses on understanding if Facebook usage and exhibition of communicative virtues differs with age. The study also throws some light on whether Facebook can support or enhance Virtue-based friendship.

In this study a survey questionnaire has been used to collect data from 300 users of Facebook belonging to three different age groups (18-24, 25-34, 35-44 years). Data is analysed using T-test, Analysis of variance (ANOVA), and Correlation & Regression. A confirmatory factor analysis is also done to validate the scale that is developed to measure the variables.

Findings reveal that firstly, there is a positive relationship between Facebook usage and communicative virtues that form one's well-being. Secondly, out of the two independent variables (Attitude towards Facebook & Facebook Intensity) users' Attitude Towards Facebook is positively predicting the communicative virtues online and not the Facebook Intensity of users. Thirdly, amongst the gender differences, Facebook intensity of users, exhibition of tolerance of disagreement and Trusts significantly differ amongst men and women on Facebook. The results also show that Facebook Intensity is higher in the younger generation (18-24, 25-34 yrs) as compared to the older ones (35-

44yrs)andexhibitionofempathyandreciprocalcommunicationisfoundtobehigheramongsttheoldergeneration(35-44yrs)ascomparedtotheyoungerlots.

ThestudyhasalsohelpedinunderstandingthatvirtuefriendshipcanbemaintainedthroughFacebookbutthisaspectneedsfurtherlaborativeresearch.

LiteratureReviews(International):

Ehibudu&Tusiima(2017)intheirarticle"**InfluenceofWhatsAppSocialMediausageonacademicperformanceofSecondaryschoolstudents**",explainedthatThis studyinvestigatedWhatsAppandfacebooksocialmediausageonacademicperformanceofsecondaryschoolstudentsinPortHarcourtcitylocalgovernmentareaofRiversState,Nigeria.Threehundredseniorsecondaryschooltwostudentswereusedforthestudy.Thestudyhadaimandobjectives,tworesearchquestionsandcorrespondinghypotheses.Itadoptedthecorrelationalresearchdesign.Twoinstruments;the"SocialMediaQuestionnaire"(SMQ)andtheEnglishAchievementTest""(EAT)wereusedfordatacollection.Reliabilityoftheinstrumentwas0.94fortheSocialMediaQuestionnaireand0.82fortheEnglishAchievementTest.Simpleandmultipleregressionswereusedtoanalyzethedatagenerated.Findingswerethat,WhatsApphasasignificantvalueof0.01showingthatthereisasignificantrelationshipofstudent""susageofthisplatformontheiracademicperformance,sincetheproportionatevalueislessthanthealphalevelwhichis0.05,therefore,thenullhypothesisisrejected.Ontheotherhand,facebookhasasignificantvalueof0.19whichhasnosignificantrelationshipsincethepvalueishigh.Furthermore,therewasasignificantrelationshipofabout3.9%whenallthesocialmediaplatformsareputtogether,it affectsstudents""academicperformance.Basedonthese,itwasrecommendedamongothersthatgovernment,parents,teachers,counsellorsandschooladministratorsshouldmoderatestudent""sparticipationonthesocialmediaplatformsoastouseitpositivelyandharnessitsgainsextensively.

Boateng & Amankwaa (2016) in their article "**The Impact of Social Media on Student Academic Life in Higher Education**", explained that social media is rapidly changing the communication setting of today's social world. The emergence of social media is significantly influencing the academic life of students. Institutions and academician are continually trying with social media technologies hoping to excite critical thinking skills, collaboration, and knowledge construction. Today social media has been accepted by higher institution making it a platform where students connect with their instructors, fellow students and other higher authorities across the board. This therefore called for the study to explore and examine how social media has impacted on students' academic life. The study implored a qualitative approach in assessing these impacts. Ten (10) participants were conveniently sampled and interviewed with a period of two weeks. After studying the phenomenon that were of interest to the study, and transcribing the various responses of the participants the results reveal that social media is widely used by students of higher institution and that participants are in support of the idea that social media contribute as significant to the development of their academic life.

El Fathy & Fattah Abdul (2015) in their article "**The Effectiveness of Using WhatsApp Messenger as one of mobile learning techniques to develop students' writing skills II**", explained that the present study was an attempt to determine the effectiveness of using WhatsApp Messenger as one of mobile learning techniques to develop students' writing skills. Participants were 30 second year college students, English department from a private university in Saudi Arabia. The experimental group (N15) used WhatsApp technology to develop their writing skills; whereas the control group (N15) was taught their writing skills through prescribed book. The pre-test comprised three questions, punctuate a paragraph, correct a paragraph and write a

nessay. This research is limited to punctuation marks, sentence structures and generating ideas. Results of the test analysis revealed that WhatsApp technique yielded significant effects on students' writing skills, i.e. the experimental group outperformed the control group.

Yeboah & Ewur (2014) in their article "**The Impact of WhatsApp Messenger Usage on Students' Performance in Tertiary Institutions in Ghana**", explained that the perceived high level of usage of social networking applications among students of tertiary institutions in Ghana is inevitable. However, little is understood from empirical viewpoint about the intensity of usage of WhatsApp messenger and its impact on the academic performance of students in tertiary institutions. This study seeks to empirically identify the impact of social network (WhatsApp messenger) on the performance of tertiary students in Ghana from the perspective of the students. To achieve this, 50 students from five tertiary institutions were interviewed and 500 questionnaires were administered to students from same institutions. The study revealed that, WhatsApp instead of making communication easier and faster thereby enhancing effective flow of information and idea sharing among students, rather has impacted negatively on the performance of tertiary students in Ghana. The study among other things unveiled the following: WhatsApp takes much of students' study time, results in procrastination related problems, destroys students' spellings and grammatical construction of sentences, leads to lack of concentration during lectures, results in difficulty in balancing online activities (WhatsApp) and academic preparation and distracts students from completing their assignments and adhering to their private study timetable.

2.2. Critical Observation:

On the subject of the number of complaints of inappropriate contact involving social media especially WhatsApp, the possible threats are too great as said by **Bhatt & Arshad (2016)** Student engaging in a private relationship outside the classroom circles begs for appropriate behavior to commence. There is the likelihood of users not being courteous and respectful of others such that Profanity, vulgarity, obscenity, or language that is harassing, derogatory, or otherwise inappropriate for the school environments sometimes circulates in these platforms **Yeboah & Ewur (2014)**. Users could easily display, send, retrieve, or download any items that are sexually explicit, or contain based or discriminatory material without the notification of a teacher, school administrator or even their peers in the event. This in turn could make students realize that they have no right to expectation of privacy with respect to their use of school technology and therefore would not want to participate fully. Majority of the studies reviewed above, like the studies by **Bhatt & Arshad (2016)**, **Yeboah & Ewur (2014)**, **Singh, Amiri & Subbarwal (2017)**, **Sharna & Sukhla (2016)**, **Rai (2016)** show that WhatsApp exercises negative impact on students. Though studies by **Boateng & Amankwaa (2016)**, **Fathy & Abdul (2015)**, **Bhardwaj, Avasthi & Goundar (2017)**, **Shree (2016)** show that WhatsApp may be used beneficially. There is thus a mixed response to the app as evident from the review. There emerges a trend of identifying the academic potential of the app and the huge opportunity associated with WhatsApp that broadens the learning experience of students.

With the backdrop of mixed response of apprehension and anticipation regarding the academic benefits of the app, as revealed by the literature review done above, the present study aims to explore the mindset of the would-be teacher towards the efficacy of the app for academic purposes in order to broaden the scope of thinking of decision makers to reflect on the realities and to create and maintain a system that can change students' attitude that will promote quality image and improve upon performance in the tertiary institutions. It analyses a form of behaviour in the institutions, such that the understanding of which could contribute to

the implementation of values and mission for practitioners to adopt in the interaction of students.

After a critical review of various literatures on WhatsApp, **Bhatt & Arshad (2016)**, **Yeboah & Ewur (2014)**, **Singh, Amiri & Subbarwal (2017)**, **Sharma & Sukhla (2016)**, **Rai (2016)** these researchers could identify that there are gaps in knowledge as far as the negative effect of the use of WhatsApp and students' performance. This research also demonstrates the improvement in this area in some way, filling gaps and adding to knowledge in an understanding of this particular field.

2.3. Conclusion:

The tagline of WhatsApp 'Simple, Personal, Realtime messaging' is true and apt in every sense. It has created a sense of belongingness, closeness and effectiveness with friends and relatives. This study has revealed that being a medium of mass communication; it also has an adverse impact on the lifestyle and culture of youths, especially in their studies. It affects their (academics) language and also spoils their spelling skills and grammatical construction of sentences. They may get misleading information or fake news and concentrationism or engage in gossip and even become totally dependent on this to get information about the world. Youths are spending more time on these applications rather than spending quality time with their family members. Many youths are addicted to it and cannot abstain themselves from constantly chatting, replying and sharing of ideas or information, so it has become difficult to control it and needs psychiatric help.

CHAPTER 3

RESEARCH METHODOLOGY

3.0. Chapter Overview:

This chapter provides a comprehensive outline of the research design and the rationale behind the choice of specific research paradigms for exploration of the problem area. It is of central significance to identify the approaches to be adopted for the study since the whole research gains contour from the basic paradigms so identified. It grants the researcher clarity of perception regarding the comprehensive nature of the problem at hand and how the various angles can be addressed for a comprehensive understanding, analysis and subsequent inferences and recommendations regarding the problem explored. This chapter also discusses the nature of the sample and the tools developed for exploration of the research questions. The cardinal dimensions in each tool developed and the reference points or standardised tools modified and adapted for development of new tools is also discussed in detail. The chapter also discusses the specific contextuality that governs the development of each tool and data collection method. The research process is briefly delineated to clarify the use of multiple modalities involved and how they are interrelated for a holistic analysis. This chapter also clearly discusses the development and use of the tools and method of data collection to clarify how the research problem has been addressed and attempts have been made to enhance and maintain the authenticity and validity of the data so collected.

3.1.Variables:

DependentVariable:

DependentvariableinthisstudyisAttitude.

IndependentVariable:

IndependentvariablesinthisstudyareGender,Habitat,Typeofstudent-teacher(deputed/fresher),Previousexperience.

3.2.PopulationandSample:

Population:-Inthisstudy,theB.EdTraineesbothdeputedandpre-serviceofPrivateandGovernment-aidedCollegesunderWBUTTEPAhavebeenconsideredasPopulation.

Sample:-

ThesampleofthestudyhavebeendrawnpurposivelyfromthepopulationofB.Edstudent-teachersoffourTeachers trainingColleges.60B.EDstudent-teachershavebeenselectedassampleforthisstudy.

3.3.Tools:

A.Questionnaire:Aself-madequestionnairewith20questionshasbeenusedtocollectdatafromthestudent-teacherabouttheeffectivenessofWhatsAppandhowmuchtheyareinterestedtoimplementtheWhatsAppintheiracademiclife.Thequestionnairehavebeendevelopedonthebasis

onin-

depth study of researchers done in the area and on consultation with the supervisor and the experts in the field. The questionnaire have been developed by following some dimensions, such as use (Question no. 1, 2, 3, 4, 5, 6); user (7, 8, 9, 10, 11); effects (12, 13, 14, 15, 16); security (17, 18, 19, 20). The tool is being duly standardized. Three experts in the field were consulted and the tool was corrected by them to establish content validity.

B. Interview Schedule: A self-made Interview Schedule with 5 questions has been developed by the researcher on consultation with the supervisor following some dimensions, such as administrative support, preference of teacher, problem faced in classroom situation and guardian's view. Interview Schedule have been prepared for qualitative analysis of the study.

3.4. Design:

Survey method will be followed. Mixed method will be followed. Both quantitative and qualitative analysis will be done for a more comprehensive understanding of the research area.

3.5. Procedure of data collection:

Questionnaires will be administered in person and the process will be clarified to the respondents. The respondents would be assured of confidentiality and urged to provide honest responses. They would be informed that there is no right and wrong response. Sufficient time would be given for thoughtful response. Any doubts regarding the questions would be clarified.

3.6. Procedure of data analysis:

Research work has been carried out through survey method at Government and Private B.Ed. Colleges, district of Kolkata and North 24 Parganas of West Bengal. Data have been collected through questionnaires and interview schedules from the B.Ed. student-teachers and tabulated with the help of suitable statistical techniques. Every B.Ed. student-teachers have been provided the printed format of questionnaires and asked to give a tick mark against this choice. Sufficient time has been provided to the respondents for getting well thought of responses and the items would be explained and clarified if required. It would be clarified that strict confidentiality would be maintained and that the data would be used for research only. The respondents would be notified that there is no right or wrong response and they must express their honest opinion. Finally the filled up questionnaire has been collected. The steps may thus be presented as follows:

- (i) Preparation of questionnaire
- (ii) Questionnaire duplication
- (iii) Distribution of questionnaire
- (iv) Evaluation of the questionnaire
- (v) Scoring
- (vi) Data presentation in table, graph or chart
- (vii) Descriptive and inferential analysis will be used
- (viii) Findings will be presented

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.0. Chapter Overview:

This chapter presents and analyses data obtained by the study using both quantitative and qualitative approaches. The data is presented and analysed corresponding to the research questions set out by the study. Under the first four subsections data on student-teachers attitude, skill and knowledge regarding the use of WhatsApp is presented and analysed. Following this the data obtained through interviews is presented and analysed. Observation of student-teachers classes was done in two phases, first by the researcher and two colleagues as co-observers for Inter Observation Agreement, and then by video-analysis of the classes of the student-teachers recorded by their peers. Analysis is made and presented according to the data obtained through the observations scale and the field notes taken. The chapter ends with a summary of the findings of the study.

Quantitative Analysis of data obtained through the three tools developed was carried out in five phases as given below:

i) The collected data was tested for normality each in the case of knowledge, attitude and skill of the student-teachers regarding the use of WhatsApp.

ii) Influence on student-

teachers of gender, habitat, work experience and using experience with challenged individuals in form of classes on attitude towards and skills and knowledge of WhatsApp was assessed through quantitative analysis of responses gathered through the survey questionnaires. Depending on the normality test results the data was subjected to suitable statistical analysis.

iii) A domain wise item analysis was done to show the nature of responses in each domain of survey tool to identify the inclination of the teacher educators in specific domains in knowledge, skill and attitude regarding the use of WhatsApp.

v) Interviews of student-

teachers were taken through Interview Schedules regarding competencies of student-teachers in developing teachers for WhatsApp.

4.1. Analysis and Interpretation:

Kolmogorov-Smirnov N Par Test for Normality

	Statistic	Std. Error
N	60	
Mean	56.53	0.579
Median	56.00	

Mode	54.00	
InterquartileRange	5.00	
Skewness	0.024	0.309
Kurtosis	0.226	0.608
Kolmogorov-SmirnovZ	0.773	
Asymp.Sig.(2-tailed)(p-value)	0.589	

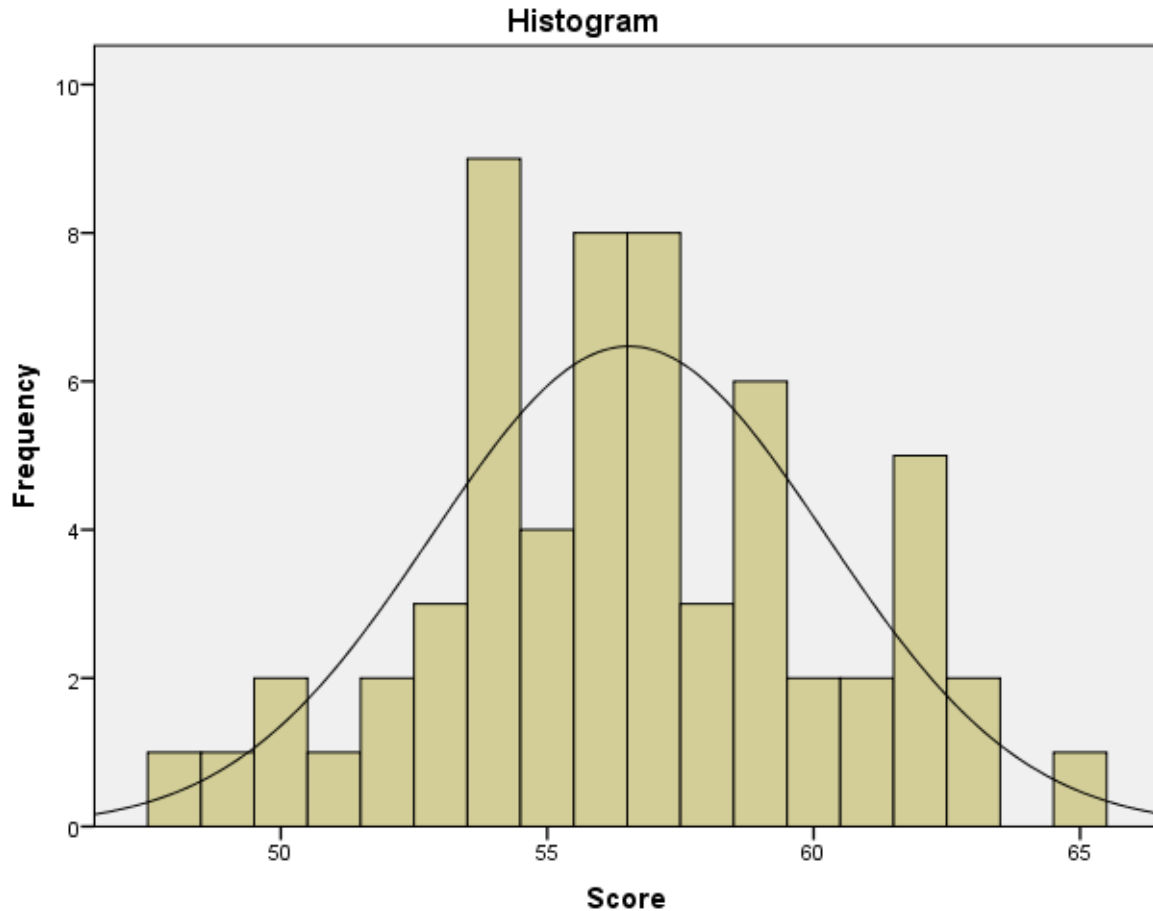


Figure-II

Normal distribution curve of the obtained scores of student-teacher towards the use of WhatsApp application.

Result: The data distribution is normal as the Kolmogorov-Smirnov Z is not significant at 0.05 level, since the p-value 0.589 is greater than 0.05. Also the Mean and Median values are nearly same but little difference is seen with Mode. The distribution is normal, as the skewness is within the range of +1 to -1 and the Kurtosis is within the range of +2 to -2. The Normal Probability Curve is symmetrical and bell-shaped.

Analysis of Data obtained from Questionnaire:

The result of the study is summarized in figures and tables. To know the overall trends of the responses made by student-teachers on attitude toward the use of WhatsApp, mean scores of the attitudes of Male, Female, Rural, Urban, Fresher, Deputed, Experience, Non-experience, student-teachers have been computed. It has been represented graphically for the purpose of analysis.

Figure 1. The variables (Male, Female, Rural, Urban, Fresher, Deputed, Experience, Non-experience) have been represented along the x-axis and their mean scores along the y-axis. It has been found that mean scores obtained for all variables, ranged from 55.58 to 57.55. Mean scores of the attitude of Female student-teachers are found to be highest (57.55) and mean scores of the attitude of Male student-teachers are found to be lowest (55.58).

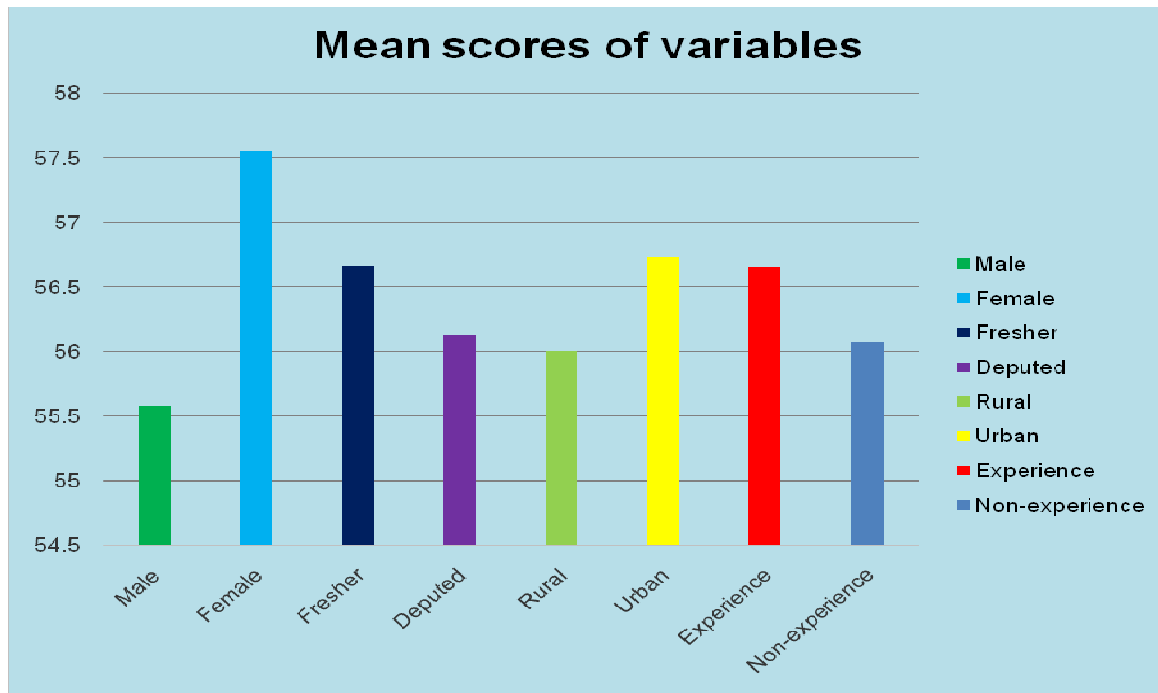


Figure 1

Mean Scores of the attitude of male, female, rural, urban, fresher, deputed, work-experience, user experience student-teacher towards the use of WhatsApp application.

Research objectives 1:

To find significant differences in the attitude of student-teacher towards the use of WhatsApp application with relation to gender (Male/Female).

For the fulfillment of the objectives, mean scores obtained by student-teacher on attitude towards the influence of use of WhatsApp with respect to gender were computed by using independent sample t-test. The results have been presented in Table 1.

Table 1: Mean, Standard Deviation, MD and 't' Value on Attitude Scores of Male and Female student-teachers.

n	Mea	SD	n	Mea	SD	MD	SE	df	t	tat0.0	tat0.0	Sig.level
1	n		2	n			D			5	1	
Male			Female									
3	55.5	3.2	2	57.5	3.9	1.9	0.93	5	2.1	2.00	2.66	Sig.at0.0
1	8	2	9	5	5	7		8	1			5

Table 1 depicts that 't' value (2.11) computed for differences between the mean scores of male and female student-teachers. The calculated value of 't' is 2.11, which is more than the tabulated value of 't' = 2.00. So, the value is statistically significant at 0.05 level of significance. Therefore, it can be said that significant differences are found to exist between scores obtained by male and female student-teachers on overall attitude towards the use of WhatsApp application.

Research objectives 2:

To find significant differences in the attitude of student-teacher towards the use of WhatsApp application with relation to work experience (Fresher/Deputed).

For the fulfillment of the objectives, mean scores obtained by student-teachers on attitude towards the influence of use of WhatsApp with respect to work experience were recomputed by using independent sample t-test. The results have been presented in Table 2.

Table 2: Mean, Standard Deviation, MD and 't' Value on Attitude Scores of Fresher and Deputed student-teachers.

n	Mean	SD	n	Mean	SD	MD	SE	df	t	t _{at0.05}	t _{at0.01}	Sig. level
4	56.67	3.67	1	56.13	3.87	0.53	1.14	5	0.47	2.00	2.66	Not Sig.

Table 2 depicts that 't' value (0.47) computed for differences between the mean scores of fresher and deputed student-teachers. The calculated value of 't' is 0.47, which is more than the tabulated value of $t = 2.00$. So, the value is statistically significant at 0.05 level of significance. Therefore, it can be said that no significant differences are found to exist between scores obtained by fresher and deputed student-teachers on overall attitude towards the use of WhatsApp application.

Research objectives 3:

To find significant differences in the attitude of student-teacher towards the use of WhatsApp application with relation to habitat (Rural/Urban).

For the fulfillment of the objectives, mean scores obtained by student-teachers on attitude towards the influence of use of WhatsApp with respect to habitat were computed by using independent sample t-test. The results have been presented in Table 3.

Table3: Mean, Standard Deviation, MD and 't' Value on Attitude Scores of Rural and Urban student-teachers.

n	Mea	SD	n	Mea	SD	MD	SE	df	t	tat0.0	tat0.0	Sig. leve
1	n		2	n			D			5	1	1
Rural			Urban									
1	56.0	4.0	4	56.7	3.5	0.7	1.15	5	0.6	2.00	2.66	NotSig.
6	0	5	4	3	9	3		8	3			

Table3 depicts that 't' value (0.63) computed for differences between the mean scores of rural and urban student-teachers. The calculated value of 't' is 0.63, which is more than the tabulated value of $t' = 2.00$. So, the value is statistically significant at 0.05 level of significance. Therefore, it can be said that no significant differences are found to exist between scores obtained by rural and urban student-teachers on overall attitude towards the use of WhatsApp application.

Research objectives 4:

To find significant differences in the attitude of student-teachers towards the use of WhatsApp application with relation to using experience (Experience/Non-experience).

For the fulfillment of the objectives, mean scores obtained by student-teachers on attitude towards the influence of use of WhatsApp with respect to using experie

nce were computed by using independent sample t-test. The results have been presented in Table 4.

Table 4: Mean, Standard Deviation, MD and 't' Value on Attitude Scores of Experienced and Non-experienced student-teachers.

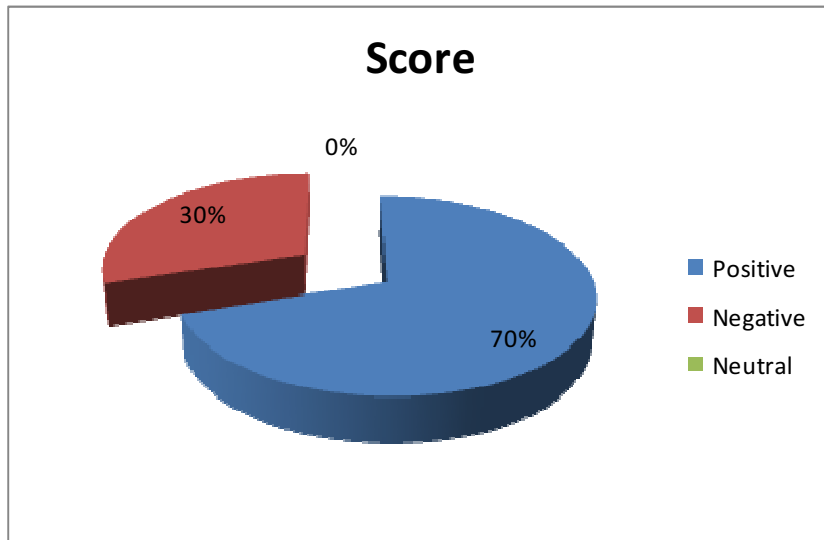
n	Mean	SD	n	Mean	SD	MD	SE	df	t	t _{at0.05}	t _{at0.01}	Sig. level
47	56.66	3.76	41	56.08	3.57	0.58	1.13	58	0.51	2.00	2.66	Not Sig.
Experience			Non-experience									

Table 4 depicts that 't' value (0.51) computed for differences between the mean scores of experienced and non-experienced student-teachers. The calculated value of 't' is 0.51, which is more than the tabulated value of 't' = 2.00. So, the value is statistically significant at 0.05 level of significance. Therefore, it can be said that no significant differences are found to exist between scores obtained by experienced and non-experienced student-teachers on overall attitude towards the use of WhatsApp application.

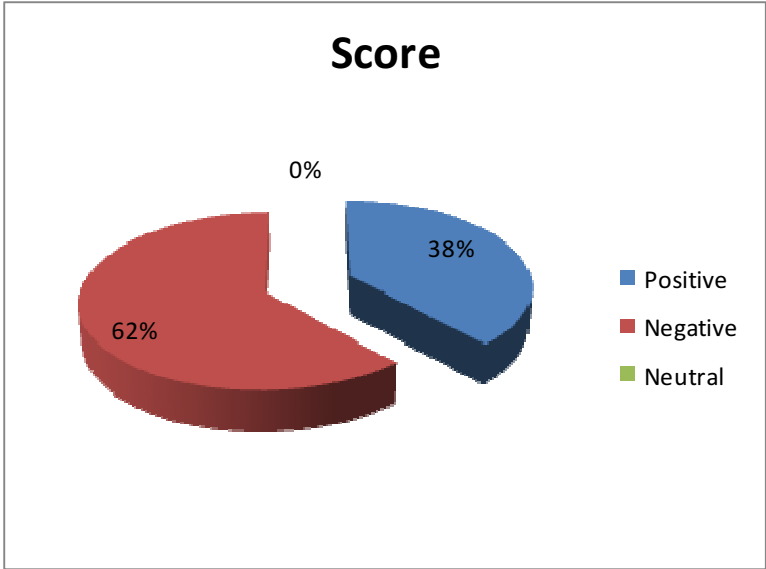
Analysis of Data obtained from Interview Schedule:

The result of the study is summarized in figures and charts.

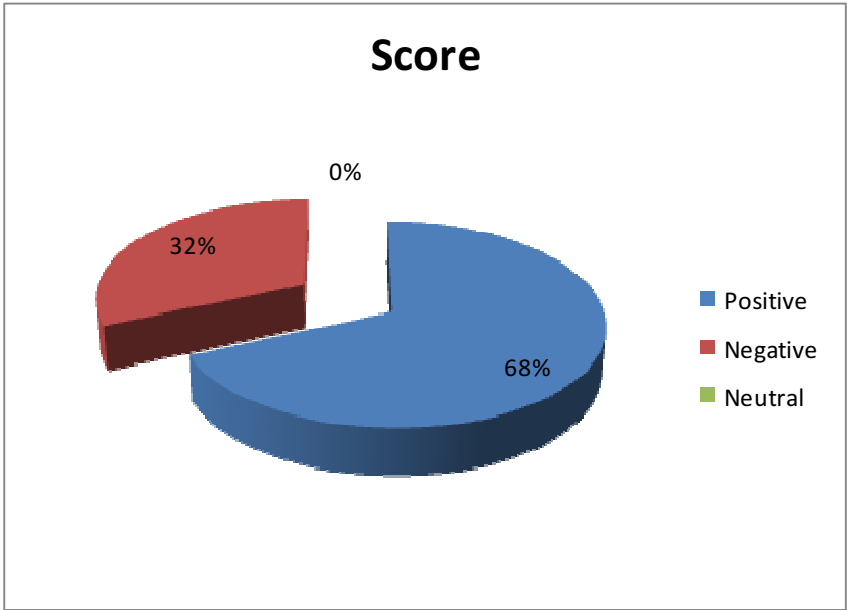
i) 70% of the score of the respondents have been given positive response, 30% of the score of the respondents have been given negative response and 0% of the score of the respondents have been given neutral response.



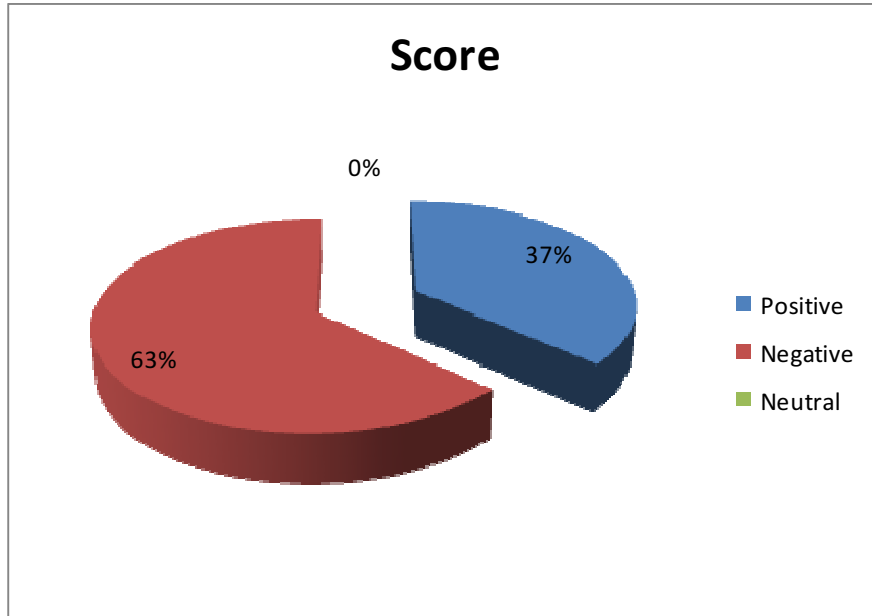
ii) 38% of the score of the respondents have been given positive response, 62% of the score of the respondents have been given negative response and 0% of the score of the respondents have been given neutral response.



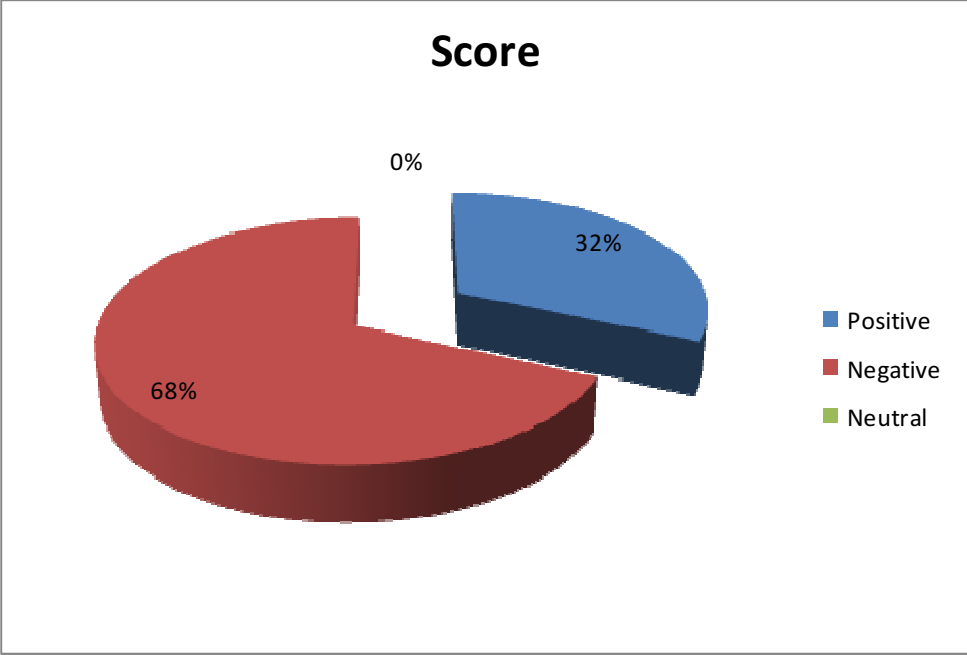
iii) 68% of the score of the respondents have been given positive response, 32% of the score of the respondents have been given negative response and 0% of the score of the respondents have been given neutral response.



iv) 37% of the score of the respondents have been given positive response, 63% of the score of the respondents have been given negative response and 0% of the score of the respondents have been given neutral response.



v) 32% of the score of the respondents have been given positive response, 68% of the score of the respondents have been given negative response and 0% of the score of the respondents have been given neutral response.



CHAPTER5

DISCUSSION

5.0. Chapter Overview:

My study about the research has been completed. Now time has come to give proper discussion depending on the collected data. Here, I have found both positive, negative as well as imperial response from the sample. Now I am giving the overall discussion of this study.

5.1. Summary and Findings:

Therefore, it can be said that attitude of student-teacher towards the use of WhatsApp have been found to be positive and some negative and favourable irrespective of their gender, habitat, work-experience and using experience.

5.1.1. Findings from Survey Questionnaire:

It can be said that significant differences are found to exist between the attitude of Male and Female student-teacher towards the use of WhatsApp. According to my survey it has been found that the females more eager and also addicted to use WhatsApp than the males. So, **Hypothesis 2 (H_{02})** proposed for the study have not been accepted. No significant differences are found to exist between the Fresher and Deputed, Rural and Urban, Experience and Non-experience student-teacher towards the use of WhatsApp. It can be said that no significant differences are found to exist between the attitude of Fresher and Deputed, Rural and Urban, Experience and Non-experience student-

teacherstowardstheuseofWhatsAppapplication. So, **Hypothesis1(H₀₁)**, **Hypothesis3(H₀₃)** and **Hypothesis4(H₀₄)** proposed for the study have been accepted.

5.1.2. Finding from Interview Schedule:

From the interview schedule it has been found that WhatsApp is very essential in communication as well as in the field of study. It is seen from the analysis done about that almost all the student-teacher use WhatsApp in their day-to-day life and WhatsApp has become inextricably intertwined with their academic and personal life. But it has some negative sides as well. Here, what we have to do is to guide the student-teacher to use WhatsApp properly and moderately. So, that it can positively affect both in education as well as socialization.

5.2. Limitations:

For the lack of positive approach on behalf of the college authorities, from where I have collected my sample, the data can't be collected properly.

5.3.RecommendationsandSuggestions:

Itisfromtheanalysisdoneaboutthatalmostallthestudent-teachersuseWhatsAppintheirdaytodaylifeandWhatsApphasbecameinextricablyintertwinedwiththeiracademicandpersonallife.Itisfoundthatbothmaleandfemalestudent-teachersuseWhatsAppforpertandacademicreasonandthatstudent-teachersfrombothruralandurbanbackgroundareequallydependentonWhatsAppforpersonalandacademicpurposes.

InmodernsocietysocialnetworkingappslikeWhatsAppareextensivelybeingusedforacademicpurposeandsoitisofutmostimportanceforthestudent-teachertohaveaclearconceptionabouttheacademicimplicationsofsocialnetworking. Highschoolstudentsofmodernsocietyaremostlyaddicted

tomobilephoneandsocialnetworkinghasbeencounttobeinadequatetocontrolorcurbthetendency.Thus,theteachersmustlearnhowtouseandmanipulatethechildren'sinterestforacademicpurposeandtheirbetterment.So,astudyontheattitudeoftheteachersisnecessaryfordevelopingamorecomprehensiveandpracticalICTcurriculumintheB.Edcourseandinthebasisofthestudy,itmaybesuggestedthatalongwithrevisionintheICTcurriculuminB.Ed,thestudent-teachersmustbeeducatedanddevelopedinsuchawaythattheycanutilizedtheschoolstudents'deepinterestinmobilephoneappsforacademicpurpose.

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APPENDIX I

QUESTIONNAIRE TO A STUDY ON THE INFLUENCE OF USE OF WHATSAPP ON THE EB. ED STUDENT-TEACHERS IN WEST BENGAL

Name: Date of birth:

Gender:

Designation: Name of college/University:

Location:

Name of city/Name of Village-.....

Qualification: M.Ed. M.A. [Education]

Had Paper on Inclusive/Special Education: Yes No

Has Personal Experience with individuals with special needs: Yes....No.....

Adequate Infrastructure and favourable administration [for use of WhatsApp] in college/university: Yes
 No

Years of teaching:.....

Please tick the appropriate box. Strict confidentiality would be maintained. Please note that these are your opinions only and there is no right or wrong response. The data would be used for research only.

Dimensions:

Use:

1. WhatsApp is regularly used by student-teachers.

Agree Strongly agree Disagree Strongly disagree

2. WhatsApp is primarily used for sharing academic information.

Agree Strongly Disagree Strongly disagree

3. WhatsApp is primarily used for sharing any news.

Agree Strongly Disagree Strongly disagree

4. WhatsApp is primarily used for sharing jokes, quotes, etc.

Agree Strongly Disagree Strongly disagree

5. WhatsApp is effective for personal communication.

Agree Strongly Disagree Strongly disagree

6. WhatsApp is easier to use than Facebook.

Agree Strongly Disagree Strongly disagree

User:

7. WhatsApp affects the academic activities of students and teachers.

Agree Strongly agree Disagree Strongly disagree

8. Urban students use WhatsApp more than Rural students.

Agree Strongly agree Disagree Strongly disagree

9. WhatsApp is more relevant to College/University students than School students.

Agree Strongly agree Disagree Strongly disagree

10. WhatsApp is developing our academic communication.

Agree Strongly agree Disagree Strongly disagree

11. WhatsApp help to bring regular update in the field of education.

Agree Strongly agree Disagree Strongly disagree

Effects:

12. WhatsApp should not be used for B.ed student-teachers as it is harmful for academic performance.

Agree Strongly agree Disagree Strongly disagree

13. Use for WhatsApp has become our obsession.

Agree Strongly agree Disagree Strongly disagree

14. WhatsApp slowly and indirectly making us lazy.

Agree Strongly agree Disagree Strongly disagree

15. WhatsApp promotes use of easy communication with our near and dear one.

Agree Strongly agree Disagree Strongly disagree

16. WhatsApp has both positive and negative influence on our mental health.

Agree Strongly agree Disagree Strongly disagree

Security:

17. WhatsApp is totally secure for all purposes.

Agree Strongly agree Disagree Strongly disagree

18. WhatsApp is more user friendly than Facebook.

Agree Strongly agree Disagree Strongly disagree

19. WhatsApp is not as secure as Facebook.

Agree Strongly agree Disagree Strongly disagree

20. The data in WhatsApp is not secure for having no password system.

Agree Strongly agree Disagree Strongly disagree

APPENDIX II

QUESTIONNAIRE TO A STUDY ON THE INFLUENCE OF USE OF WHATSAPP ON THE EB. ED STUDENT-TEACHERS IN WEST BENGAL

Name:.....Date of birth:.....

Gender:.....

Designation:.....Name of college/University:.....

Location:

Name of city/Name of Village-.....

Qualification: M.Ed. M.A. [Education]

Had Paper on Inclusive/Special Education: Yes No

Has Personal Experience with individuals with special needs: Yes.... No.....

Adequate Infrastructure and favourable administration [for use of WhatsApp] in college/university: Yes
 No

Years of teaching:.....

Please tick the appropriate box. Strict confidentiality would be maintained. Please note that these are your opinions only and there is no right or wrong response. The data would be used for research only.

Interview Schedule:

1. How much WhatsApp essential in education?

2. Do you think that the daily activities of the students are influenced by the use of WhatsApp?

3. In WhatsApp helpful for developing socialization among students?

4. Do you think WhatsApp has negatives sides? If there is negatives sides how the students will be guided to esprain the use of WhatsApp?

5. Do you think WhatsApp more influencethan the others social sites in the field of education?