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EXPLORING THE IMPACT OF USE OF SOCIAL MEDIA ON SOCIAL INTELLIGENCE DEVELOPMENT AMONG PROSPECTIVE TEACHERS AT LOYOLA COLLEGE OF EDUCATION

"For The Greater Glory of God"

Exploring the Impact of Use of Social Media on Social Intelligence Development among Prospective Teachers at Loyola College of Education

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ABOUT THE BOOK

In the digital era, social media has become deeply embedded in both personal communication and professional engagement, particularly among younger generations and future educators. This study examines the impact of social media use on the development of social intelligence among prospective teachers at Loyola College of Education, Chennai.

Social intelligence which includes empathy, effective communication, and relationship-building is essential for effective teaching. To explore this, the study employed a mixed-methods design, using standardized questionnaires to measure social media usage patterns (**frequency, purpose, and platform type**) and semi-structured interviews to gather qualitative insights. Data were collected from a representative sample of student-teachers. Statistical analyses revealed a significant positive correlation: constructive and educational uses of social media such as collaboration, discussion, and content sharing—were associated with higher levels of social intelligence.

The findings emphasize the importance of integrating digital literacy and mindful social media practices into teacher education curricula. Such measures can help prospective educators develop both technological fluency and strong interpersonal skills, preparing them to navigate the complexities of digital interactions and classroom environments effectively.

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CHAPTER – 1

INTRODUCTION

1.1 INTRODUCTION

Social media has revolutionized the way individuals learn, interact, and engage with knowledge. Its increasing integration into educational environments has transformed how students and teachers communicate. Platforms such as **Facebook, WhatsApp, Instagram, and LinkedIn** have moved beyond entertainment and are now widely leveraged for academic communication, collaboration, and professional development (**Greenhow & Robelia, 2009**). In teacher education, these tools support peer interaction, idea exchange, and exposure to diverse perspectives, all of which are essential for social learning. For prospective teachers, social media serves as a valuable platform for developing social intelligence, a competency crucial for effective teaching and classroom management.

Social intelligence, as defined by **Thorndike (1920),** is "the ability to understand and manage men and women, boys and girls to act wisely in human relations." **Goleman (2006)** further conceptualizes social intelligence as comprising two core components: social awareness (empathy, attunement, and social cognition) and social facility (synchrony, self-presentation, and influence). For prospective teachers, high levels of social intelligence are critical for effective classroom management, empathetic engagement with students, and building successful professional relationships. More specifically, social intelligence includes social skills, self-insight, and interaction skills, which enable educators to communicate

effectively, understand student needs, and foster collaborative learning environments **(Goleman, 2006)**. Within teacher education, the role of social media can be examined through three key dimensions: **social learning, enrichment of knowledge, and entertainment.**

- Social learning takes place when prospective teachers engage in online discussions, participate in digital communities, and collaborate through platforms that encourage interaction and communication **(Siemens, 2005)**.
- Knowledge enrichment is facilitated through access to educational content, expert insights, and peer interactions, all of which enhance self-awareness and contribute to professional growth **(Greenhow & Lewin, 2016)**.
- Entertainment, through activities such as watching educational videos, engaging with storytelling, or participating in quizzes, plays a supportive role by reducing stress and promoting social adaptability **(Pempek et al., 2009)**.

By analyzing these dimensions, this study seeks to explore how social media contributes to the development of social intelligence among prospective teachers at Loyola College of Education, preparing them for dynamic and inclusive educational environments. Social media has significantly transformed the ways individuals learn, communicate, and access information. For prospective teachers, it functions not only as a medium of connection but also as a powerful tool for cultivating social intelligence a critical competency for effective teaching and classroom management.

1.2 BACKGROUND OF THE STUDY

In the digital era, social media has become an integral part of educational practices, providing new opportunities for interactive learning, collaboration, and knowledge

exchange. For prospective teachers, these platforms serve as dynamic tools that support social learning, knowledge enrichment, and entertainment each contributing uniquely to the development of social intelligence.

As future educators, teacher trainees must cultivate this form of intelligence, which encompasses social skills, self-awareness, empathy, and effective interpersonal interactions, all of which are vital for classroom management and fostering student engagement **(Goleman, 2006)**. Social media enables prospective teachers to participate in online discussions, engage with diverse perspectives, access educational content, and build professional networks. These experiences not only strengthen their communication skills but also promote self-insight and adaptability.

Furthermore, engaging with entertaining yet meaningful content on social media can help reduce stress and enhance emotional responsiveness traits that further support the growth of social intelligence.

Against this backdrop, the present study aims to examine the influence of social media use on the development of social intelligence among teacher trainees at Loyola College of Education. By doing so, it seeks to highlight how digital platforms can equip prospective educators with the interpersonal competencies necessary for adaptive, inclusive, and student-centered teaching environments. Social intelligence encompasses social skills, self-awareness, and the ability to interact constructively with others. These qualities enable educators to understand student needs, foster collaboration, and maintain positive relationships within diverse learning environments **(Goleman, 2006)**.

1.3 SIGNIFICANCE OF THE STUDY

In today's rapidly evolving landscape of teacher education; social intelligence has

emerged as a critical competency. It enables educators to build meaningful relationships, communicate effectively, and adapt to the diverse needs of learners. This study explores the impact of social media use across the dimensions of social learning, knowledge enrichment, and entertainment on the development of key components of social intelligence: social skills, self-insight, and interaction abilities among prospective teachers at Loyola College of Education.

The significance of this study can be outlined as follows:

- **Enhancing Social Intelligence Development:**
  The study provides insights into how social media facilitates collaboration, empathy, and adaptability, thereby helping prospective teachers cultivates the interpersonal competencies essential for effective teaching.
- **Improving Teaching and Communication Skills:**
  By engaging in online discussions, accessing educational content, and interacting with digital media, teacher trainees can strengthen their communication and interaction skills, which are vital for classroom management and student engagement.
- **Promoting Self-Reflection and Professional Growth:**
  Social media also serves as a reflective space, encouraging self-insight and fostering continuous personal and professional development. This reflective engagement supports the growth of emotionally and socially aware educators.
- **Guiding Curriculum and Policy Decisions:**
  The findings of this study can inform teacher education programs and institutional policies by promoting the integration of purposeful digital tools into the curriculum. This ensures that prospective teachers are equipped to use social media effectively for professional learning and personal growth.

By addressing these areas, the study not only contributes to the academic discourse on teacher education and digital learning but also supports the preparation of socially intelligent, digitally competent, and future-ready educators.

1.4 NEED FOR THE STUDY

There exists a critical research gap concerning how social media usage influences the social intelligence of prospective teachers a population whose interpersonal skills are vital for effective teaching and classroom management. While numerous studies have examined youth or general student populations, very few focus specifically on teacher trainees.

Social intelligence encompassing empathy, relationship-building, and effective communication forms the cornerstone of successful teaching practices. With the increasing integration of digital tools in both personal and academic spheres, it becomes essential to investigate how digital interactions shape these core professional skills.

Social media offers significant advantages: it fosters collaborative learning, provides exposure to diverse perspectives, and supports informal professional development through educator communities. However, excessive or unstructured use may negatively impact face-to-face communication abilities, the interpretation of non-verbal cues, and the capacity for empathy potentially leading to diminished social awareness and psychological challenges such as isolation or superficial thinking.

A mixed-methods research approach, combining quantitative surveys with qualitative interviews, is particularly suitable for addressing this issue. Such an approach enables not only the identification of correlations but also an exploration of the underlying mechanisms. The findings of this study will therefore provide

crucial evidence for designing teacher education curricula that promote digital literacy, reflective social media engagement, and alignment with national educational frameworks such as India's **National Education Policy (NEP) 2020**.

1.5 STATEMENT OF THE PROBLEM

In an era where digital interaction increasingly shapes human communication, social media has become a powerful force influencing how individuals learn, connect, and develop essential life skills. For prospective teachers, the ability to navigate social dynamics, foster positive relationships, and communicate effectively collectively referred to as social intelligence is fundamental to their professional success.

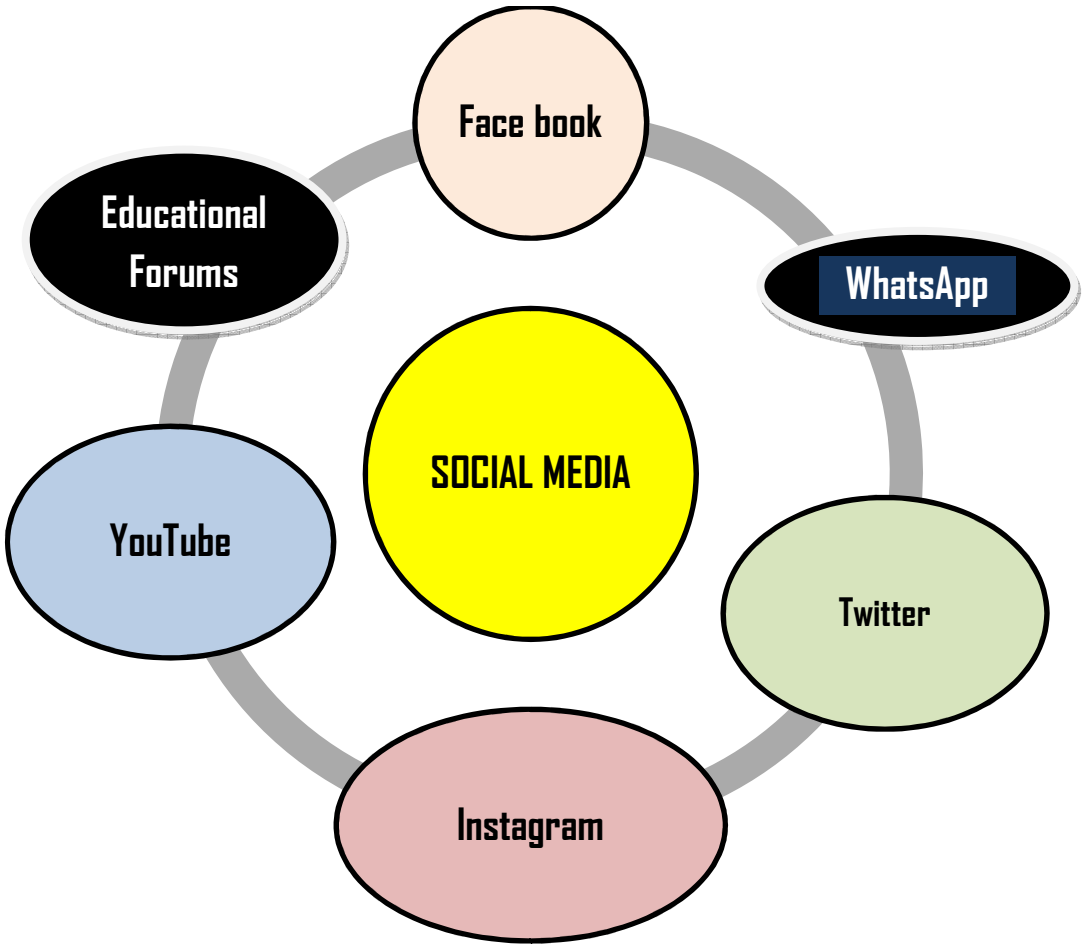
Despite the growing integration of social media into educational contexts, there is limited understanding of how its use influences the development of social intelligence among teacher trainees. While social media platforms provide opportunities for collaboration, knowledge sharing, and entertainment, their actual impact on strengthening or hindering the growth of social skills, self-awareness, and interpersonal competence in future educators has not been sufficiently examined.

This study seeks to address this gap by investigating the influence of social media use on the development of social intelligence among prospective teachers at Loyola College of Education. The findings aim to inform teacher education practices and support the purposeful integration of digital tools into professional development, thereby preparing socially intelligent and digitally competent educators.

1.6 OPERATIONAL DEFINITIONS

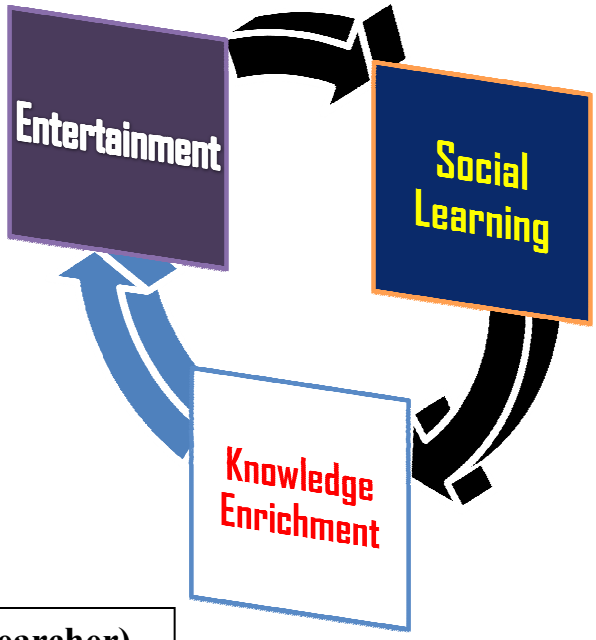
1.6.1. SOCIAL MEDIA

In this study, social media refers to digital platforms and applications that enable users to create, share, and exchange information, ideas, and content within virtual communities. Examples include **Facebook, Twitter (X), Instagram, YouTube, WhatsApp**, and **educational forums**.



(Diagram by Researcher)

1.6.1.1. DIMENSIONS OF SOCIAL MEDIA USE



(Diagram by Researcher)

Social Learning: The process through which prospective teachers acquire knowledge, skills, and behaviors by engaging in online interactions, discussions, and collaborative activities on social media platforms.

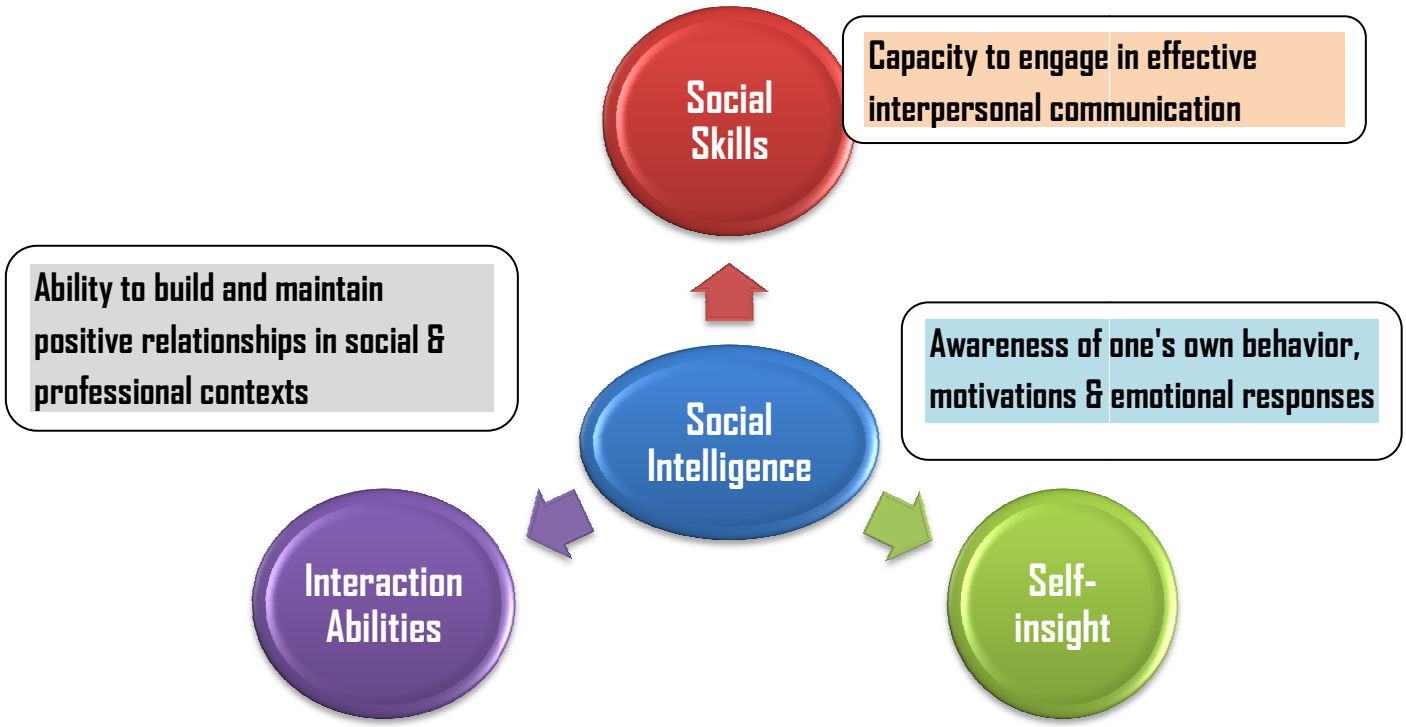
Knowledge Enrichment: The extent to which teacher trainees expand their academic and professional understanding through access to educational content, research materials, expert opinions, and peer discussions available via social media.

Entertainment: The use of social media for leisure, relaxation, and stress relief through activities such as watching educational or humorous videos, participating in interactive quizzes, or engaging with storytelling content, which may indirectly support learning and the development of social intelligence.

1.6.2. SOCIAL INTELLIGENCE

Social intelligence is defined as the ability to effectively navigate and respond to social situations by understanding emotions, communication patterns, and interpersonal dynamics **(Goleman, 2006)**. In the context of this study, it encompasses three core components:

1.6.2.1. DIMENSIONS OF SOCIAL INTELLIGENCE



(Diagram by Researcher)

1.6.2.2. KEY COMPONENTS OF SOCIAL INTELLIGENCE

1. **SOCIAL SKILLS:** Social skills refer to the ability to communicate effectively, collaborate with others, and build positive interpersonal relationships. On social media, these skills are enhanced through active

participation in online discussions, digital networking, and group-based activities that promote interaction and mutual understanding.

2. **SELF-INSIGHT:** Self-insight encompasses self-awareness and self-reflection, enabling individuals to recognize their emotions, strengths, limitations, and behavioral patterns. Social media facilitates this process by exposing users to diverse viewpoints, providing opportunities for peer feedback, and encouraging reflective digital engagement.
3. **INTERACTION SKILLS:** Interaction skills involve the capacity to participate meaningfully in conversations, articulate thoughts clearly, and respond appropriately in both social and professional contexts. These skills are strengthened through consistent engagement on social media platforms, where users exchange ideas, express opinions, and adapt to varied communication styles.

1.7 RESEARCH QUESTIONS

1. How frequently and for what purposes do prospective teachers use social media?
2. What is the current level of social intelligence among these students?
3. Is there a correlation between social media use and social intelligence?
4. What aspects of social media (collaboration, communication, exposure to diverse perspectives) contribute most to social intelligence development?

1.8 OBJECTIVES OF THE STUDY

1. **To examine the significance of differences** in the use of social media and its dimensions (social learning, enrichment of knowledge, and gaining entertainment) among prospective teachers with respect to demographic variables such as:

- Gender
- Subject Specialization
- Educational Qualification (Father/Mother)
- Family Income (Father/Mother)
- Family Type (Nuclear / Joint)
- Birth Order

2. **To examine the significance of differences** in social intelligence and its dimensions (social skills, self-insight, and interaction skills) among prospective teachers with respect to the same demographic variables:
    - Gender
    - Subject Specialization
    - Educational Qualification (Father/Mother)
    - Family Income (Father/Mother)
    - Family Type (Nuclear / Joint)
    - Birth Order
3. **To explore the correlation** between the use of social media and the level of social intelligence among prospective teachers at Loyola College of Education.
4. **To assess the combined impact** of the various dimensions of use of social media on the different dimensions of social intelligence development among the prospective teachers at Loyola College of Education.

1.9 HYPOTHESES OF THE STUDY

1.9.1. Hypotheses Related to Social Media Use

- **H_1**: There is no significant difference in the use of social media and its dimensions among prospective teachers with respect to demographic

variables (gender, subjects, father's and mother's educational qualification, family income of parents, family type and birth order).

1.9.2. Hypotheses Related to Social Intelligence

- **H_2**: There is no significant difference in social intelligence and its dimensions among prospective teachers with respect to demographic variables (gender, subjects, father's and mother's educational qualification, family income of parents, family type and birth order).

1.9.3. Hypothesis Related to Correlation &Linear Regression Analysis

- **H3**: There is no significant correlation between the use of social media and the level of social intelligence among prospective teachers.

- **H4.**There is no significant impact of dimensions of use of social media on the dimensions of social intelligence development of prospective teachers.

1.10 METHOD UTILIZED FOR THE PRESENT STUDY

The present study adopts a survey research design to explore the impact of use social media on the development of social intelligence among prospective teachers at Loyola College of Education. The study will employ quantitative method to gather and analyze data systematically.

1.11 TOOLS

1) **Use of social media Tool**- constructed and validated by the Co-investigator **Dr. A. Jasmine Christy** & Dr. Joseph Catherine **(2016)**

2) **Social Intelligence Questionnaire**- constructed and validated by the Co-investigator **Dr. A. Jasmine Christy** & Dr. Joseph Catherine **(2016)**

3) Personal Data Sheet prepared by the investigator

1.12 POPULATION AND SAMPLE

1.12.1. POPULATION: The study focuses on prospective teachers enrolled at Loyola College of Education.

1.12.2. SAMPLE SELECTION: Purposive Sampling technique will be used.

1.12.3. SAMPLE SIZE: The total sample will consist of **197 prospective teachers**, including:

- First-year B.Ed. students (2024-2026 Batch)
- Second-year B.Ed. students (2023-2025 Batch)

1.13 STATISTICAL TECHNIQUES

1.13.1. Descriptive Statistics

Mean, Standard Deviation, frequency and percentage (Critical Ratio**)**

1.13.2. Inferential Statistics

- t- Test - & One Way Analysis of Variance - F-test (ANOVA)
- Correlation Analysis
- Linear Regression Analysis

The study on "Exploring the Impact of Use of Social Media on Social Intelligence Development among Prospective Teachers at Loyola College of Education" aims to provide meaningful insights into the role of social media in shaping social intelligence.

1.14 RESEARCH OUTCOMES

The study titled "Exploring the Impact of Social Media Use on Social Intelligence Development among Prospective Teachers at Loyola College of Education" aims to generate valuable insights into how digital platforms influence the development of social intelligence among future educators. The expected outcomes of the research include:

- ✓ **Understanding the Influence of Social Media on Social Intelligence:**

  The study will examine how the dimensions of social media use social learning, knowledge enrichment, and entertainment contribute to the development of core aspects of social intelligence, namely social skills, self-insight, and interaction abilities among prospective teachers.

- ✓ **Enhancing Teacher Training Programs:**

  The findings will assist teacher education institutions in effectively integrating social media as a pedagogical tool to foster communication, collaborative learning, and reflective teaching practices.

- ✓ **Identifying Effective Social Media Practices for Educators:**

  The research will highlight best practices in the educational use of social media that promote professional development, continuous learning, and meaningful engagement among educators.

- ✓ **Providing Insights for Curriculum Development:**

  The results of the study can guide curriculum designers in embedding

digital literacy, social intelligence training, and social media-based learning activities into teacher education programs.

- ✓ **Encouraging Digital Responsibility and Ethical Usage:**

  The study will emphasize the importance of ethical and responsible engagement with social media, encouraging prospective teachers to adopt practices that are both professional and educationally sound.

- ✓ **Offering Policy Recommendations for Educational Institutions:** Based on the findings, the research will propose institutional policies that support the safe, effective, and ethical integration of social media tools in teacher training and development programs.

1.15 LIMITATIONS OF THE RESEARCH

While this study aims to provide valuable insights into the impact of social media on the development of social intelligence among prospective teachers, it is subject to certain limitations:

- ❖ **Limited Generalizability:**

The study is restricted to prospective teachers at Loyola College of Education. Therefore, the findings may not be generalizable to teacher trainees in other institutions, regions, or broader educational contexts.

- ❖ **Self-Reported Data:**

Data collection relies primarily on self-reported questionnaires, which may be influenced by social desirability bias or inaccuracies in self-assessment, particularly in measuring social intelligence.

- **Cross-Sectional Design:**

The research employs a cross-sectional design, capturing data at a single point in time. As a result, it limits the ability to draw conclusions about the long-term effects of social media use on the development of social intelligence.

- **Variability in Social Media Use:**

Participants may differ in their access to, familiarity with, and patterns of using various social media platforms. Such inconsistencies can influence the outcomes and make comparisons more complex.

- **Cultural and Contextual Influences:** Social media behavior and the development of social intelligence can be shaped by cultural norms, socioeconomic status, and personal values. These factors are not extensively controlled for in the present study.

- **Limited Scope of Variables:**

The study considers only select demographic variables (gender, family type, region, educational qualification, and income). Other potentially influential factors—such as personality traits, digital literacy levels, or prior teaching experience—are beyond the scope of this research.

1.16 CONCLUSION

In the evolving landscape of teacher education, understanding the relationship between social media usage and social intelligence has become increasingly important. This study addresses a critical gap by focusing on prospective teachers a group whose social competencies are vital for fostering meaningful relationships

and creating effective classroom environments. The findings are expected to demonstrate how constructive and mindful engagement with social media, particularly for educational and collaborative purposes, can strengthen key components of social intelligence such as empathy, communication, and interpersonal awareness. At the same time, the study acknowledges the potential risks of excessive or unreflective use of digital platforms, which may hinder social awareness and relationship-building skills.

By employing a mixed-methods approach, the research combines quantitative evidence with qualitative insights to provide a comprehensive understanding of this issue. These findings will contribute to the development of holistic, evidence-based curricula in teacher education that integrate both digital literacy and social-emotional learning. Ultimately, this study emphasizes the importance of equipping prospective teachers with the ability to use social media responsibly and reflectively. As future educators, their capacity to empathize, communicate, and build positive relationships is fundamental to effective teaching. The research underscores that constructive digital engagement can enhance these competencies, aligning with national educational priorities such as **NEP 2020,** and preparing educators to navigate both digital and classroom environments with confidence, empathy, and professionalism.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

A review of related literature is a critical and organized examination of books, journals, research studies, reports, and other scholarly sources that are directly relevant to a particular research problem or topic. It serves to identify, analyze, and synthesize what has already been studied in the chosen field, highlighting gaps, similarities, contradictions, and trends. The purpose of the RRL is to provide a solid theoretical foundation, justify the need for the study, and demonstrate how the present research connects to existing knowledge.

2.2DEFINITONS

Creswell (2014) "A review of the literature is a written summary of journal articles, books, and other documents that describes the past and current state of information, organizes the literature into topics, and documents a need for a proposed study. **Leedy & Ormrod (2010)** "The literature review describes theoretical perspectives and previous research findings related to the problem at hand. It places the research in context, showing how it builds on or deviates from what has already been done.

Randolph (2009) "The literature review is a systematic method for identifying, evaluating, and interpreting the existing body of recorded work produced by researchers, scholars, and practitioners." **Boote & Beile (2005)** "A thorough,

sophisticated literature review is the foundation and inspiration for substantial, useful research. An inadequate review is unlikely to result in a good research project."

2.3PURPOSE OF THE REVIEW

Provide Background and Context:

- Helps the researcher understand the historical and theoretical foundations of the topic.
- Places the study within the existing body of knowledge.

Identify Gaps in Knowledge:

- Shows what has already been studied and what areas still require investigation.
- Justifies the need for the current research.

Avoid Duplication:

- Prevents repetition of studies that have already been carried out.

Support the Theoretical Framework:

- Provides theories, models, and concepts that can guide the research.

Guide Methodology:

- Offers insights into research designs, methods, tools, and instruments used in earlier studies that can inform the present study.

Establish Significance of the Study:

- Demonstrates how the study contributes to knowledge, policy, or practice.

Compare and Contrast Findings:

Enables the researcher to evaluate similarities, contradictions, and trends in previous research.

2.4. STUDIES RELATED TO THE EFFECTIVENESS OF ONLINE TEACHING

2.4.1. INTERNATIONAL LITERATURE

2.4.1.1. SOCIAL MEDIA

Springer Systematic Review (2024) – *Adolescent Social Media Use and Emotional Intelligence: A Systematic Review*. Highlights that active social media engagement can be linked with increased cognitive and affective empathy **(Errasti et al., Vossen & Valkenburg)**. However, problematic usage correlates with deficits in emotional regulation. Psychology Today (**Martingano, 2023**) – Social Media and Empathy around the Globe: Reveals culture- and age-dependent effects: in Europe and among younger users (<18 years), social media usage is often positively related to empathy, whereas in adult Americans it tends to be negatively associated with empathy and tied to higher narcissism. **Blakemore & Agllias (2020)** – *Social media, empathy and interpersonal skills: social work students' reflections in the digital era*: Qualitative insights from social work students show ambivalence: while social media boosts awareness and digital interpersonal skills, it also raises concerns over missing cues, shifting boundaries, and diminished empathic depth.

Shodiq(2019) (Integration of Education Journal) – *Social Media Use and Online Pro-social Behaviour among High School Students*: Demonstrates that social media usage positively influences online pro-social behavior in adolescents, mediated by empathy, moral identity, and social self-efficacy. **Errasti, Amigo &**

Villadangos (2017), – *Emotional Uses of Face-book and Twitter: It's Relation with Empathy, Narcissism, and Self-Esteem in Adolescence*: Findings from a sample of over 500 Spanish adolescents indicate that users who engage emotionally on Face-book and Twitter tend to score higher in empathy. **Friesem (2016)** – Digital Empathy (Wikipedia summary) Defines *"digital empathy"* as the application of cognitive and emotional empathy in online contexts, notes that digital interactions can reshape empathic capacities.

2.4.1.2. SOCIAL MEDIA & SOCIAL INTELLIGENCE

Romero et al. (2025) *Relationship between Social Media Use and Critical Thinking in University Students* (Spain) surveyed 301 students and found that certain functions of social media (problem-solving, information-sharing) supported critical thinking through **learning-to-learn competences.** *Relevance:* Suggests pathways by which social media literacy may indirectly improve self-reflection and social insight. ***Pre-service Teachers' Use of Social Media for Research Skill Development (2024)***A Springer chapter reported that 64 biology undergraduates used Instagram for lesson-focused research tasks, enhancing their **research thinking and reflective practice**. *Relevance:* Highlights how purposeful, task-oriented use of social media contributes to professional competencies and social intelligence dimensions like self-insight.

Das, Joshi & Makhija (2024) – *Relationship Between Social Intelligence and Social Media Usage Among Youth (India)*: Using the Tromso Social Intelligence Scale and social media usage questionnaires, this study on 100 Indian youth (ages 15–24) found no significant negative correlation between social media usage and social intelligence a nuanced result that underscores the complex interplay between these variables. **Özdoğru, Çevik & Çevik (2024)** *Investigation*

of Communication, Social Intelligence and Intercultural Sensitivity Competencies of Teacher Candidates (Turkey) used structural equation modeling on trainee teachers to show that **communication skills** and **intercultural sensitivity** predict **social intelligence**. *Relevance:* Demonstrates that digital communication and exposure to diverse perspectives (often via social media) can bolster social intelligence. **Graziano & Thakur (2024)** *A Study on the Influence of Social Media on Forming the Social Skills among Adolescents* (undefined journal) found that **moderate social media use** correlated with improved social skills, though excessive use did not. *Relevance:* Supports the idea that balance not sheer volume of use fosters social capabilities. **Köseoğlu (2017)** *An Analysis of Prospective Teachers' Perceptions Concerning the Concept of "Social Media" through Metaphors* explored metaphoric perceptions among 138 biology teacher trainees in Turkey. Most (≈67%) viewed social media as positive "educational, technological, entertaining" while around 30% viewed it negatively. *Relevance:* Highlights varied attitudes toward social media, which may influence engagement styles and social intelligence development.

2.4.2. NATIONAL LITERATURE

2.4.2.1. SOCIAL MEDIA

Masih & Tripathi (2025)*Social Media Usage and its Impact on Emotional Competencies of Undergraduate Psychology Students, India,* A correlation study of 192 students found a **moderate negative relationship** between social media engagement and emotional competence highlighting reduced emotional regulation and expression with heavier usage, although positive relationships remained unaffected. **Balakrishnan (2014, 2017)**&**Barrot (2018, 2021)** – *Systematic reviews on social media in higher education* show consistent positive links

between platform use and **communication, reflection, and collaborative learning**. **Bashiri & Kowsari (2024)** – AI & LLM-facilitated Social Media Engagement *their ArXiv preprint reports* that AI-enhanced social media improved **personalization, peer communication**, and collaboration among students. **Vishwakarma (2023)** – *Social Media's Impact on Well-Being of In-Service Primary Teachers in Varanasi,* Teachers with controlled, academically-focused social media use exhibited **higher well-being**, while addictive tendencies correlated with lower well-being. **Sharma & Behl (2022)** – *Social Media Impacton Academic Performance in Indian Education* found a **dual effect**: social media improved peer-teacher communication and collaboration but also posed **risks of addiction and distraction.**

Tezer et al. (2017) *The Impact of Using Social Media on Academic Achievement and Attitudes of Prospective Teachers* (Turkey) found positive links between social media use and both **academic performance** and **attitudes**, though this is outside the Indian context; methodologically applicable. *Relevance:* Suggests that social media's educational value extends beyond academic knowledge, touching on attitude and social realms.

2.4.2.2. SOCIAL MEDIA & SOCIAL INTELLIGENCE

Venkatarathanam & Sharmila (2024) *A Study on Social Intelligence among Prospective Teachers in Ranipet District, Tamil Nadu* surveyed 296 B.Ed. students. Results showed average social intelligence with demographic differences by gender, medium, location, and institution type. *Relevance:* Establishes baseline social intelligence levels among Tamil Nadu teacher trainees. **Thakur & Sulaiman (2024)** – *Influence of Social Media on Adolescent Social Skills* Surveying 101 adolescents, the study found that **moderate social media use**

improved social skills equally across genders, while excessive use offered no additional benefit. **Özdoğru, Çevik & Çevik (2024)** Communication*, Social Intelligence & Intercultural Sensitivity in Turkish Teacher Candidates,* Using structural equation modeling, they found that **communication skills** and **intercultural sensitivity** positively predict social intelligence, with intercultural sensitivity partially mediating the link. **Vanchhawng et al. (2023)** – *Social Intelligence of Tribal Student Teachers in Mizoram* Surveyed 451 teachers; found above-average social intelligence levels, with negligible gender disparity—except females scored higher in 'sense of humour'.

2.5. CRITICAL EVALUATION OF REVIEWS

"**Smith (2020)** studied the impact of social media on students' study habits and found that excessive use negatively affected concentration." "**Smith (2020)** provides useful insights into the impact of social media on study habits; however, the study was limited to a small sample of urban students, which restricts its generalizability. In contrast, **Kumar (2021)** conducted a larger cross-sectional study across rural and urban areas and reported more nuanced results, suggesting that the effect varies with socio-economic background. These contrasting findings highlight the need for further investigation, particularly in diverse educational contexts such as ours."

2.6 RESEARCH GAP

- Common across studies is that **moderate and purposeful** social media use is beneficial for social, cognitive, and reflective skills.
- There is a strong link between **communication/intercultural engagement** and **social intelligence**, often mediated by digital activity.

- In India, localized studies highlight demographic influences on social intelligence but rarely explore connections to social media use.
- Our study fills a crucial gap by investigating how **social media dimensions** (social learning, knowledge enrichment, entertainment) influence social skills, self-insight, and interaction skills within the **Loyola College of Education** context.

CHAPTER – 3

METHOD AND PROCEDURE

3.1 INTRODUCTION

Research is a systematic process of seeking reliable and valid information to answer specific questions or solve identified problems. In the context of this in-house research project conducted at Loyola College of Education, the focus is on generating insights relevant to the academic environment using data collected from prospective students. This localized approach allows for a deeper understanding of the issues within the college setting and provides practical implications for educational improvement. For any research to be successful, it is essential to adopt a sound methodology that outlines clear operational steps and employs appropriate tools and techniques. Methodology encompasses the selection of participants, the methods of data collection and the strategies for data analysis. In this study, the methodology was carefully designed to ensure the credibility and reliability of the findings, with special attention given to the unique context and population of Loyola College of Education.

By clearly defining the research design, sampling techniques, data collection instruments and procedures used in this investigation, this chapter ensures transparency and rigor in the research process. It also highlights the ethical considerations and measures taken to maintain the integrity of the study throughout its implementation.

3.2. METHOD UTILIZED FOR THE PRESENT STUDY

The present study adopts a survey research design to explore the impact of social media use on the development of social intelligence among prospective teachers at Loyola College of Education. This design was chosen for its

effectiveness in gathering data from a specific population in a structured and efficient manner. A quantitative research approach was employed to collect and analyze data systematically. This method allows for objective measurement and statistical analysis of the relationship between social media usage and levels of social intelligence among the participants.

To collect primary data, a structured questionnaire was administered using Google Forms, enabling easy access and response from prospective teachers. The digital format facilitated broader reach, quick data collection and efficient organization of responses for analysis. The use of this online tool also ensured the confidentiality and convenience of participants throughout the process.

3.3. TITLE OF THE STUDY

The title of the present study is,**"Exploring the Impact of Use of Social Media on Social Intelligence Development among Prospective Teachers at Loyola College of Education"**

3.4. OPERATIONAL DEFINITIONS

The following are the operational definitions of the variables taken up for the study,

3.4.1. Social Media

Digital platforms and applications that enable users to create, share and exchange information, ideas, and content in virtual communities (e.g., Face-book, Twitter, Instagram, YouTube, WhatsApp and educational forums)

Dimensions of Use of Social Media

Social Learning

The process of acquiring knowledge, skills and behaviors through online interactions, discussions and collaboration on social media platforms

Enrichment of Knowledge

The ability of prospective teachers to expand their academic and professional understanding by accessing educational content, research articles, expert opinions and peer discussions on social media.

Gaining Entertainment

The use of social media for relaxation, enjoyment and stress relief, such as engaging with educational videos, humor, storytelling or interactive activities that indirectly support learning and social intelligence.

3.4.2. Social Intelligence

The ability of effectively navigate and respond to social interactions by understanding emotions, communication patterns and interpersonal dynamics (Goleman, 2006). In this study, social intelligence includes social skills, self-insight and interaction skills.

Dimensions of Social Intelligence

Social Skills

The ability to communicate, collaborate, and build positive relationships with others, enhanced through online discussions, networking and group activities on social media.

Self-Insight

The capacity for self-reflection and self-awareness, allowing individuals to understand their strengths, weaknesses and emotions through digital engagement, feedback and interaction with diverse perspectives

Interaction Skills

The ability to engage effectively in conversations, express ideas clearly and respond appropriately in social and professional settings, developed through social media participation.

3.5. OBJECTIVES OF THE STUDY

The following objectives have been formulated by the researcher pertaining to the present study.

- **To examine the significance of differences** in the use of social media and its dimensions (social learning, enrichment of knowledge, and gaining entertainment) among prospective teachers with respect to demographic variables such as:
    - Gender
    - Subject Specialization
    - Educational Qualification (Father/Mother)
    - Family Income (Father/Mother)
    - Family Type (Nuclear / Joint)
    - Birth Order

- **To examine the significance of differences** in social intelligence and its dimensions (social skills, self-insight, and interaction skills) among prospective teachers with respect to the same demographic variables:

- Gender
- Subject Specialization
- Educational Qualification (Father/Mother)
- Family Income (Father/Mother)
- Family Type (Nuclear / Joint)
- Birth Order

- **To explore the correlation** between the use of social media and the level of social intelligence among prospective teachers at Loyola College of Education.
- **To assess the combined impact** of the various dimensions of use of social media on the different dimensions of social intelligence development among the prospective teachers at Loyola College of Education.

3.6. HYPOTHESES OF THE STUDY

3.6.1. Hypotheses Related to Social Media Use

- **H_1**: There is no significant difference in the use of social media and its dimensions among prospective teachers with respect to demographic variables (gender, subjects, father's and mother's educational qualification, family income of parents, family type and birth order).

3.6.2. Hypotheses Related to Social Intelligence

- **H_2**: There is no significant difference in social intelligence and its dimensions among prospective teachers with respect to demographic variables (gender, subjects, father's and mother's educational qualification, family income of parents, family type and birth order).

3.6.3. Hypothesis Related to Correlation &Linear Regression Analysis

- **H3**: There is no significant correlation between the use of social media and the level of social intelligence among prospective teachers.

- **H4.**There is no significant impact of dimensions of use of social media on the dimensions of social intelligence development of prospective teachers.

3.7. TOOLS

1) **Use of social media Tool**- constructed and validated by the Co-investigator **Dr. A. Jasmine Christy** & Dr. Joseph Catherine **(2016)**

2) **Social Intelligence Questionnaire**- constructed and validated by the Co-investigator **Dr. A. Jasmine Christy** & Dr. Joseph Catherine **(2016)**

3) Personal Data Sheet prepared by the investigator

3.8. POPULATION AND SAMPLE

3.8.1. POPULATION: The study focuses on prospective teachers enrolled at Loyola College of Education.

3.8.2. SAMPLE SELECTION: Purposive Sampling technique will be used.

3.8.3. SAMPLE SIZE: The total sample will consist of **197 prospective teachers**, including:

- First-year B.Ed. students (2024-2026 Batch)
- Second-year B.Ed. students (2023-2025 Batch)

3.9. CRITERIA FOR CLASSIFICATION OF DATA

3.9.1 CLASSIFICATION OF DATA ACCORDING TO THE LEVELS OF THE DIMENSIONS OF USE OF SOCIAL MEDIA

Table3.1

Classification of the Sample according to the Level of Social Learning from the Use of Social Media

Social Learning					
Level of Social Learning		**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**36 to 59 %**	2	1.0	1.0	1.0
	60 to 74 %	28	14.2	14.2	15.2
	75 to 100 %	167	84.8	84.8	100.0
	Total	**197**	**100.0**	**100.0**	

The data in Table No. 3.1 reveals that a significant portion of the sample (84.8%) exhibits a high level of social learning from the use of social platforms. A moderate level of social learning is observed in 14.2% of the respondents, while only 1.0% falls into the low category. This suggests that social platforms are widely effective in promoting social learning, with nearly all participants (100%) reporting at least a moderate level of learning. The overwhelmingly high percentage of individuals in the upper category underscores the positive impact of social platforms in enhancing collaborative and interactive learning experiences.

Table3.2

Classification of the Sample according to the Level of Enrichment of Knowledge from the Use of Social Media

Enrichment of Knowledge					
Level of Enrichment of Knowledge		**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	60 to 74 %	26	13.2	13.2	13.2
	75 to 100 %	171	86.8	86.8	100.0
	Total	**197**	**100.0**	**100.0**	

The data in Table 3.2 shows that a significant majority of the sample (86.8%) reported a high level of enrichment of knowledge (75% to 100%) from the use of social media. A smaller portion (13.2%) experienced a moderate level of knowledge enrichment (60% to 74%), and notably, no respondents reported a low level of enrichment. This suggests that social media is perceived as a highly effective tool for enhancing knowledge among users, with all participants reporting at least a moderate level of benefit. The results reinforce the role of social media as a valuable platform for informal learning and knowledge acquisition.

Table3.3

Classification of the Sample according to the Level of Gaining Entertainment from the Use of Social Media

Gaining Entertainment					
Level of Gaining Entertainment		**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**36 to 59 %**	16	8.1	8.1	8.1
	60 to 74 %	63	32.0	32.0	40.1
	75 to 100 %	118	59.9	59.9	100.0
	Total	**197**	**100.0**	**100.0**	

3.9.2. CLASSIFICATION OF DATA ACCORDING TO THE LEVELS OF THE DIMENSIONS OF SOCIAL INTELLIGENCE

Table3.4

Classification of the Sample according to the Level of Social Skills based on Social Intelligence

Social Skills					
Level of Social Skills		**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**36 to 59 %**	53	26.9	26.9	26.9
	60 to 74 %	107	54.3	54.3	81.2
	75 to 100 %	37	18.8	18.8	100.0
	Total	**197**	**100.0**	**100.0**	

The data in Table 3.4 indicates that a majority of the respondents (54.3%) demonstrated a moderate level of social skills (60% to 74%) based on their social intelligence. A significant portion (26.9%) exhibited a low level of social skills (36% to 59%), while only 18.8% showed a high level (75% to 100%). This

distribution suggests that although most individuals possess moderate social skills, there is room for improvement, particularly in raising the number of individuals achieving high social skill levels. The data highlights the need for targeted interventions or programs to enhance social skill development through the cultivation of social intelligence.

Table3.5

Classification of the Sample according to the Level of Self-Insight based on Social Intelligence

Self-Insight					
Level of Self-Insight		**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**Less than 35 %**	2	1.0	1.0	1.0
	36 to 59 %	89	45.2	45.2	46.2
	60 to 74 %	78	39.6	39.6	85.8
	75 to 100 %	28	14.2	14.2	100.0
	Total	**197**	**100.0**	**100.0**	

Table3.6

Classification of the Sample according to the Level of Interaction Skills based on Social Intelligence

Interaction Skills					
Level of Interaction Skills		**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	**Less than 35 %**	1	.5	.5	.5
	36 to 59 %	92	46.7	46.7	47.2
	60 to 74 %	79	40.1	40.1	87.3
	75 to 100 %	25	12.7	12.7	100.0
	Total	**197**	**100.0**	**100.0**	

3.10. STATISTICAL TECHNIQUES USED

The major functional variable for analysis and interpretation of the data includes use of social media and among **Prospective Teachers at Loyola College of Education**include with respect to demographic variables (gender, subject specialization, father's educational qualification, mother's educational qualification, family income, family type, and birth order).

3.10.1DESCRIPTIVE ANALYSIS - MEAN AND STANDARD DEVIATION

In the initial analysis of the data, prospective teachers of Loyola College of Education were classified into various groups and subgroups on the basis of different selected variables. Arithmetic Mean and SD were calculated for the whole sample as well as the sub-samples.

Critical Ratio

The critical ratios were computed to test the difference in the various dimensions of use of social media and dimensions of social intelligence among the prospective teachers at Loyola College of Education with reference to gender, subjects, father's educational qualification, and mother's educational qualification, family income of parents, family type and birth order.

3.10.2 Differential Analysis-Critical Ratio & One Way Analysis of Variance

The following statistical techniques were used for analysis and interpretation of data.

3.10.2.1. One Way Analysis of Variance

One Way Analysis of Variance (ANOVA) was utilized to examine whether significant differences exist in the dimensions of **use of social media** and **social intelligence development** among the prospective teachers at Loyola College of

Education. This analysis specifically compared groups based on key demographic variables, including gender, subjects, father's and mother's educational qualification, family income of parents, family type and birth order.

3.10.2.2. Correlation Analysis

Correlation analysis was conducted to explore the relationship between the dimensions of use of social media and the development of social intelligence among the prospective teachers at Loyola College of Education.

3.10.2.3. Linear Regression Analysis

Linear regression analysis was employed to examine the predictive relationship between the dimensions of use of social media and the development of social intelligence among the prospective teachers at Loyola College of Education.

3.11. CONCLUSION

This chapter outlined the methodological framework adopted for the present study, which investigated the impact of social media use on the development of social intelligence among prospective teachers at Loyola College of Education. The use of a survey research design, supported by a quantitative approach, enabled the systematic collection and analysis of data. The structured questionnaire, administered via Google Forms, provided an efficient and accessible means of gathering relevant information from participants. By detailing the research design, data collection tool, sampling method and procedures followed, this chapter ensures the transparency and reliability of the study. The next chapter will present the analysis of the collected data and discuss the key findings in relation to the research objectives.

CHAPTER – 4
RESEARCH TOOLS

4.1. INTRODUCTION

This chapter presents the research tools and procedures used for data collection in the present study, which investigates the impact of social media use on the development of social intelligence among prospective teachers at Loyola College of Education. The effectiveness of any research largely depends on the appropriateness and reliability of the tools used to gather data. In line with the study's quantitative approach, a structured questionnaire was developed and employed as the primary data collection instrument. This tool was carefully designed to ensure it accurately captures the necessary information related to the research objectives.

The questionnaire was administered digitally through Google Forms, enabling broad and efficient data collection while maintaining participant confidentiality and convenience. This chapter outlines the design and structure of the questionnaire, the rationale behind its selection, and the research design and method applied. These components collectively support the validity and reliability of the research findings presented in subsequent chapters.

4.2. TOOL DESIGN

The primary tool used for data collection in this study was a **structured questionnaire** developed by the researcher. The questionnaire was designed to measure two key variables: **the extent of social media usage** and **the level of social intelligence** among prospective teachers at Loyola College of Education.

The tool was carefully constructed to ensure clarity, relevance and alignment with the study objectives.

The questionnaire consisted of **close-ended questions**, primarily based on a **Likert scale**, to allow for quantitative analysis. Items were formulated based on a thorough review of existing literature and were validated through expert feedback to ensure content validity. The Google Form platform was used for distribution, offering accessibility, ease of response and efficient data management.

4.3. RESEARCH DESIGN

The study followed a **descriptive survey research design**, which is suitable for collecting data from a large group of participants to describe existing conditions or relationships. This design was chosen to explore the influence of social media use on social intelligence in a real-life educational context without manipulating any variables. The descriptive design allowed the researcher to gather opinions, behaviors, and self-reported levels of social intelligence from a defined group—prospective teachers—thus providing a snapshot of current trends and patterns.

4.4. METHOD

The research adopted a **quantitative research method**, which facilitated the systematic collection and statistical analysis of numerical data. This approach was appropriate for testing the relationship between social media usage and social intelligence and for drawing generalizable conclusions based on the findings. Participants were selected using a purposive sampling method, targeting prospective teachers enrolled at Loyola College of Education. The data collection was conducted online through the Google Form questionnaire, ensuring a smooth and contactable process suitable for the academic setting.

4.5. VARIABLES UNDER THE STUDY

Research Variables

4.5.1. Independent Variable

Use of Social Media

4.5.2. Dependent Variable

Social Intelligence

4.5.3. Personal Variables

The Personal variables used in the study are gender, subjects, father's educational qualification, and mother's educational qualification, family income of parents, family type and birth order.

4.6. TOOLS USED FOR THE PRESENT STUDY

The following tools have been used in this study by the investigators.

1) **Use of Social Media Tool**- constructed and validated by the Co-Investigator **Dr. A. Jasmine Christy & Dr. Joseph Catherine (2016)**

Table4.1

Distribution of items according to dimensions

S.No	Dimensions	Item Nos
1	Social Learning	1-10
2	Enrichment of Knowledge	11-23
3	Gaining Entertainment	24-33

2) **Social Intelligence Questionnaire**- constructed and validated by the Co-Investigator **Dr. A. Jasmine Christy & Dr. Joseph Catherine (2016)**

Table4.2

Distribution of items according to dimensions

S.No	Dimensions	Item Nos
1	**Social Skills**	**1-10**
2	**Self-Insight**	**11-20**
3	**Interaction Skills**	**21-30**

4.7. VALIDITY & RELIABILITY OF THE TOOLS

Monette, Sullivan and DeJong (2013), Report that reliability is defined as the scope of the research to generate similar outcomes under identical conditions on all opportunities. Fields (2018), notes that reliability is "*the ability of a measure to produce consistent results when the same entities are measured under different conditions"*. Reliable research should produce the same results even if the study is conducted multiple times by different researchers, provided that the steps are followed precisely. The following are the scale reliabilities for six Factors.

Table 4.3

Establishment of Reliability

S.No.	Factors	Cronbach's Alpha Value	Result	Inference
1	**Social Learning**	0.852	> 0.7	Accepted
2	**Enrichment of Knowledge**	0.906	> 0.7	Accepted
3	**Gaining Entertainment**	0.845	> 0.7	Accepted
4	**Social Skills**	0.849	> 0.7	Accepted
5	**Self-Insight**	0.898	> 0.7	Accepted
6	**Interaction Skills**	0.877	> 0.7	Accepted

4.8. SCORING

1. Use of Social Media Questionnaire is a Likert type scale with five options i.e., Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA).

Scoring Pattern

Strongly Disagree (SD) =1, Disagree (D) =2, Undecided (U) =3, Agree (A) =4, Strongly Agree (SA) =5.

2. Social Intelligence Questionnaire is a Likert type scale with four options i.e., Almost (A), Often (O), Sometimes (S), Almost Never (AN).

Scoring Pattern

Almost (A) =4, Often (O) =3, Sometimes (S) =2, Almost Never (AN) =1.

CHAPTER – 5
DATA ANALYSIS AND INTERPRETATION

5.1. INTRODUCTION

This chapter presents the analysis and interpretation of the data collected through the structured questionnaire administered to prospective teachers at Loyola College of Education. The purpose of this chapter is to examine the data in relation to the study's objectives and to determine the impact of social media use on the development of social intelligence among the respondents.

The responses obtained via the Google Form were systematically organized, coded, and analyzed using appropriate statistical methods. Descriptive statistics such as frequencies, percentages, means, and standard deviations were used to summarize the data, while inferential techniques were applied where necessary to examine relationships between variables.

The interpretation of the results is aimed at providing meaningful insights into how social media influences aspects of social intelligence, such as empathy, interpersonal skills, and self-awareness. Each section of this chapter is aligned with specific research questions and hypotheses, offering a clear understanding of the findings and their relevance to the study.

5.2. STATISTICAL ANALYSIS OF THE DATA

Statistics is concerned with the scientific method by which information is collected, organized, analyzed and interpreted for the purpose of description and decision making.

5.2.1. DESCRIPTIVE ANALYSIS OF DATA

Descriptive Statistics - It deals with the presentation of numerical facts, or data, in either tables or graphs form, and with the methodology of analyzing the data.

Inferential Statistics - It involves techniques for making inferences about the whole population on the basis of observations obtained from samples.

Table 5.1

Table showing dimension wise means and standard deviations of use of social media and Social Intelligence among Prospective Teachers at Loyola College of Education

Factors	Mean	Standard Deviation	Minimum	Maximum
Social Learning	28.58	3.52	20.00	35.00
Enrichment of Knowledge	53.07	5.54	39.00	65.00
Gaining Entertainment	37.91	5.88	23.00	50.00
Social Skills	32.09	5.18	19.00	40.00
Self-Insight	29.85	6.03	15.00	40.00
Interaction Skills	29.69	5.88	17.00	40.00

Table 5.2

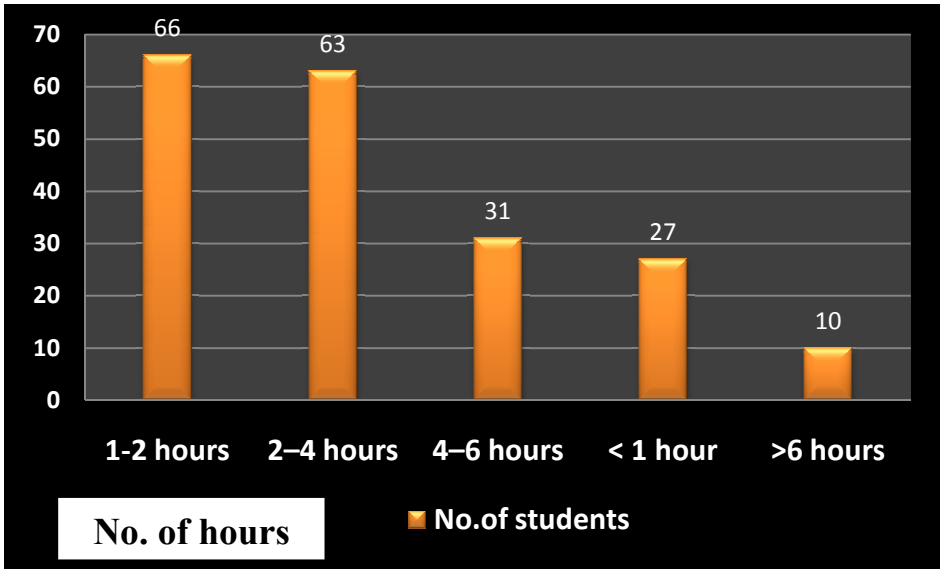
Table showing dimension wise means and standard deviations of use of social media and Social Intelligence among Prospective Teachers at Loyola College of Education with respect to gender

Factors	Gender			
	Male		Female	
	Mean	Standard Deviation	Mean	Standard Deviation
Social Learning	28.32	4.22	28.64	3.34
Enrichment of Knowledge	52.32	5.72	53.25	5.50
Gaining Entertainment	39.26	5.99	37.59	5.83
Social Skills	32.39	4.59	32.01	5.32
Self-Insight	31.18	5.95	29.53	6.03
Interaction Skills	29.45	6.08	29.75	5.85

1. On average, how much time do you spend daily on the following online activities?

Social Media (e.g., WhatsApp, Instagram)

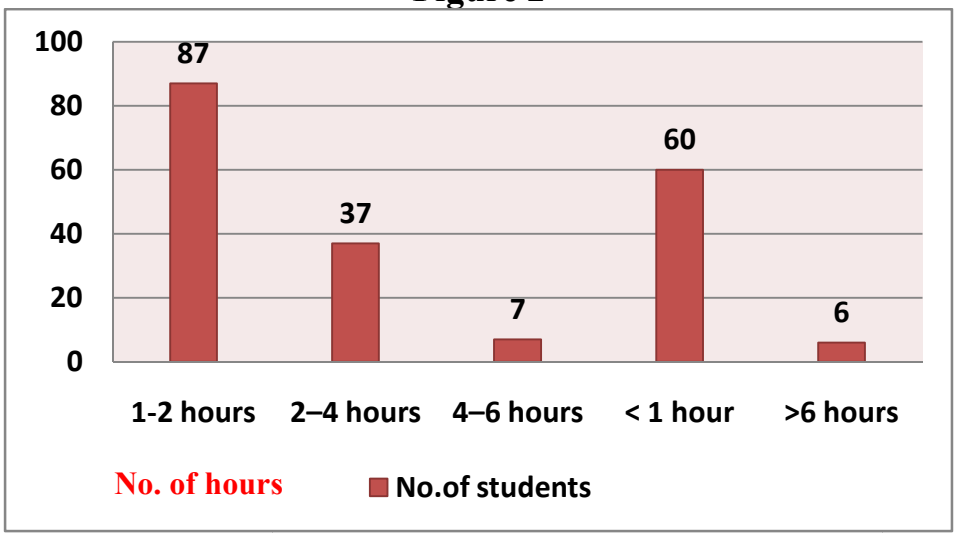
Figure 1



2. On average, how much time do you spend daily on the following online activities?

b. Academic/Research Purposes

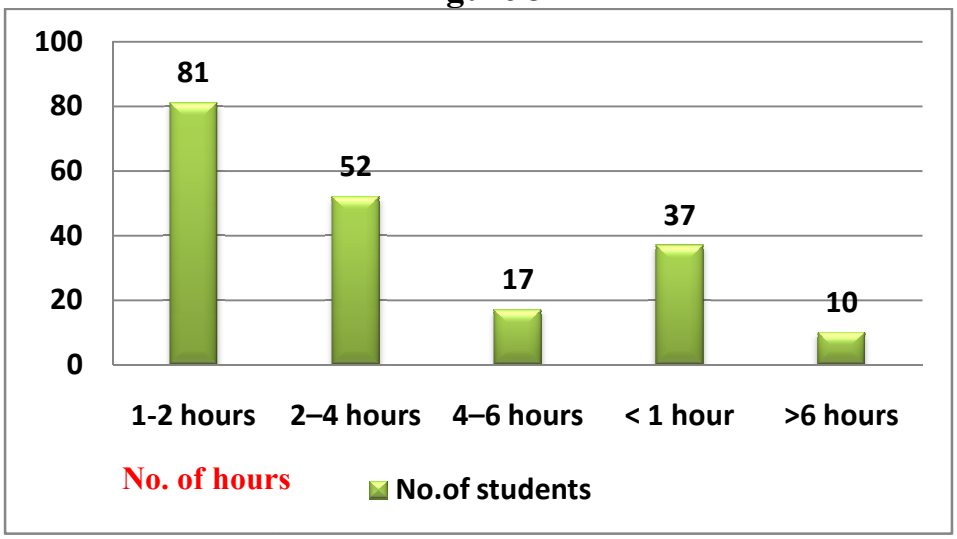
Figure 2



***3. On* average, how much time do you spend daily on the following online activities?**

c. Entertainment (Videos, Music)

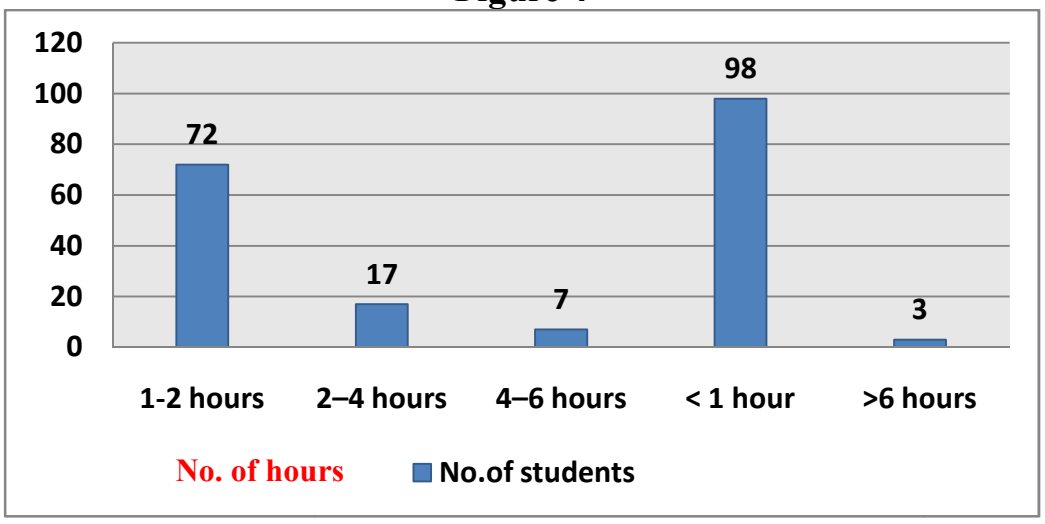
Figure 3



4. On average, how much time do you spend daily on the following online activities?

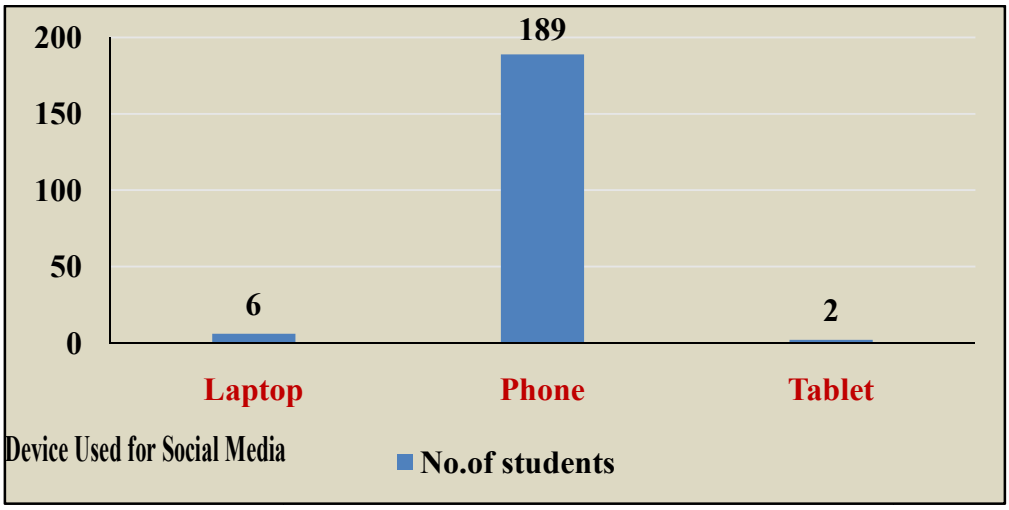
d. Communication (Email, Messaging)

Figure 4



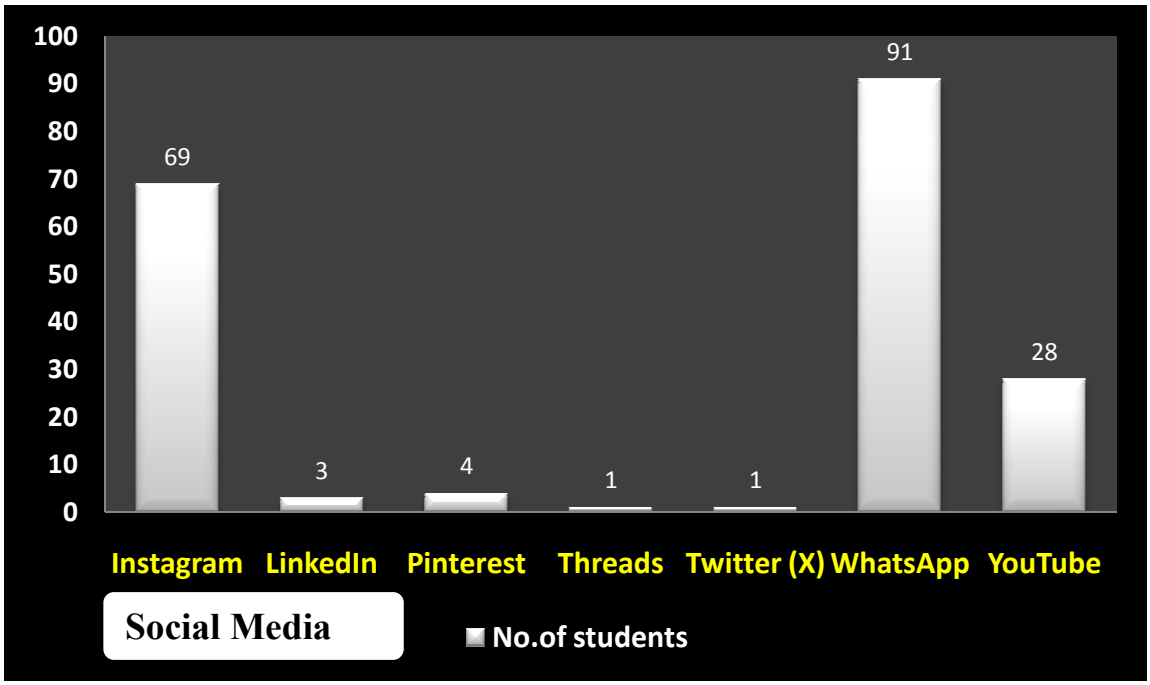
5. Device Used for Social Media

Figure 5



6. Platforms used

Figure 6



Hypothesis

H1 There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to demographic variables (gender, subjects, father's and mother's educational qualification, family income of parents, family type and birth order).

H1.1 There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to gender.

Table: 5.3

Table showing the t test for significant difference in use of social media and its dimensions among the prospective teachers with respect to gender

Dimensions of Use of Social Media	Gender	N	Mean	S.D.	t Value	P Value	Result
Social Learning	Male	38	28.3158	4.22416	-.512	.088	NS
	Female	159	28.6415	3.33619	-.443		
Enrichment of Knowledge	Male	38	52.3158	5.72385	-.935	.716	NS
	Female	159	53.2516	5.50255	-.912		
Gaining Entertainment	Male	38	39.2632	5.98956	1.579	.241	NS
	Female	159	37.5912	5.83227	1.554		

(Note: NS-Not Significant, S-Significant)

From **Table 5.3,** the P-value obtained for social learning, enrichment of knowledge and gaining entertainment among the prospective teachers with respect to gender is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social

learning, enrichment of knowledge and gaining entertainment among the prospective teachers of Loyola College of Education with respect to gender.

H1.2 There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to subjects

Table: 5.4

Table showing the F test for significant difference in use of social media and its dimensions among the prospective teachers with respect to subjects:

Dimensions of Use of Social Media	Subjects	N	Mean	S.D.	F Value	P Value	Result
Social Learning	English	89	28.224	3.77116	.967	.468	NS
	Tamil	7	29.000	3.05505			
	Mathematics	23	29.130	2.56381			
	Physics	21	28.238	3.92307			
	Chemistry	10	27.500	3.06413			
	Botany	10	28.900	4.20185			
	Zoology	14	28.857	2.50713			
	History	7	30.428	3.90969			
	Computer Science	5	27.200	3.42053			
	Commerce	11	30.454	3.01210			
	Total	197	28.578	3.51529			
Enrichment of Knowledge	English	89	52.719	5.93906	.789	.627	NS
	Tamil	7	54.857	3.07834			
	Mathematics	23	53.173	5.25402			
	Physics	21	52.285	5.45108			
	Chemistry	10	51.200	5.39135			
	Botany	10	54.600	5.73876			
	Zoology	14	53.357	4.98624			
	History	7	55.285	5.49892			
	Computer Science	5	51.200	3.63318			

	Commerce	11	55.454	5.69848			
	Total	197	53.071	5.54343			
Gaining Entertainment	**English**	89	37.831	6.00234	**.947**	**.486**	**NS**
	Tamil	7	38.285	4.30946			
	Mathematics	23	38.087	4.40983			
	Physics	21	37.428	6.03798			
	Chemistry	10	35.600	4.83506			
	Botany	10	40.000	6.99206			
	Zoology	14	36.642	7.34436			
	History	7	40.571	5.65264			
	Computer Science	5	34.800	3.56371			
	Commerce	11	40.454	6.77294			
	Total	197	37.913	5.88475			

(Note: NS-Not Significant, S-Significant)

From **Table 5.4,** the P-value obtained for social learning, enrichment of knowledge and gaining entertainment among the prospective teachers with respect to subjects is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social learning, enrichment of knowledge and gaining entertainment among the prospective teachers of Loyola College of Education with respect to subjects.

H1.3 There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to their father's educational qualification.

Table: 5.5

Table showing the F test for significant difference in use of social media and its dimensions among the prospective teachers with respect to their father's educational qualification

Dimensions of Use of Social Media	Category	N	Mean	S.D.	F Value	P Value	Result
Social Learning	< 12th Std	59	28.542	3.15312	.139	.968	NS
	12th Std	33	28.636	3.59529			
	Under-graduate	41	28.414	4.12902			
	Post-graduate	44	28.500	3.42698			
	Diploma Holder	20	29.100	3.53777			
	Total	197	28.578	3.51529			
Enrichment of Knowledge	< 12th Std	59	53.339	5.52926	.371	.829	NS
	12th Std	33	52.515	5.72342			
	Under-graduate	41	53.487	5.98382			
	Post-graduate	44	52.454	5.01372			
	Diploma Holder	20	53.700	5.81378			
	Total	197	53.071	5.54343			
Gaining Entertain ment	< 12th Std	59	38.525	6.04397	.698	.594	NS
	12th Std	33	38.090	5.55857			
	Under-graduate	41	36.975	6.37765			
	Post-graduate	44	37.340	5.40432			
	Diploma	20	39.000	6.06977			

	Holder						
	Total	197	37.913	5.88475			

(Note: NS-Not Significant, S-Significant)

From **Table 5.5,** the P-value obtained for social learning, enrichment of knowledge and gaining entertainment among the prospective teachers with respect to father's educational qualification is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social learning, enrichment of knowledge and gaining entertainment among the prospective teachers of Loyola College of Education with respect to father's educational qualification.

H1.4 There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to their mother's educational qualification

Table: 5.6

Table showing the F test for significant difference in use of social media and its dimensions among the prospective teachers with respect to their mother's educational qualification

Dimensions of Use of Social Media	Category	N	Mean	S.D.	F Value	P Value	Result
Social Learning	< 12th Std	46	28.869	2.98596	.942	.441	NS
	12th Std	40	28.875	3.22003			
	Under-graduate	54	28.870	3.78201			
	Post-graduate	44	28.022	3.42011			
	Diploma Holder	13	27.307	5.07255			
	Total	197	28.578	3.51529			
Enrichment of Knowledge	< 12th Std	46	53.282	5.00960	1.658	.161	NS
	12th Std	40	53.875	5.46873			
	Under-graduate	54	53.703	5.52056			
	Post-graduate	44	51.227	5.61917			
	Diploma Holder	13	53.461	6.78989			
	Total	197	53.071	5.54343			
Gaining Entertain ment	< 12th Std	46	39.021	4.62115	1.484	.209	NS
	12th Std	40	36.900	6.20091			
	Under-graduate	54	38.425	5.75474			
	Post-graduate	44	36.659	6.69239			
	Diploma	13	39.230	6.07116			

	Holder						
	Total	197	37.913	5.88475			

(Note: NS-Not Significant, S-Significant)

From **Table 5.6,** the P-value obtained for social learning, enrichment of knowledge and gaining entertainment among the prospective teachers with respect to mother's educational qualification is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social learning, enrichment of knowledge and gaining entertainment among the prospective teachers of Loyola College of Education with respect to mother's educational qualification.

H1.5 There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to their monthly family income

Table: 5.7

Table showing the F test for significant difference in use of social media and its dimensions among the prospective teachers with respect to their monthly family income

Dimensions of Use of Social Media	Category	N	Mean	S.D.	F Value	P Value	Result
Social Learning	Less than Rs. 10K	14	28.285	2.33464	.666	.649	NS
	Rs. 10K to Rs. 25K	46	28.695	3.33913			
	Rs. 25K to Rs. 50K	49	28.857	3.86221			
	Rs. 50K to Rs. 100K	34	28.352	3.09332			
	Rs. 100K to RS. 200K	29	29.172	3.72318			
	More than Rs. 200K	25	27.600	4.02078			
	Total	197	28.578	3.51529			
Enrichment of Knowledge	Less than Rs. 10K	14	54.214	4.85448	.656	.657	NS
	Rs. 10K to Rs. 25K	46	52.673	4.83071			
	Rs. 25K to Rs. 50K	49	53.857	5.94769			
	Rs. 50K to Rs. 100K	34	52.735	4.90089			
	Rs. 100K to RS. 200K	29	53.310	5.65119			
	More than Rs. 200K	25	51.800	7.01189			

	Total	197	53.071	5.54343			
Gaining Entertainment	**Less than Rs. 10K**	14	37.857	6.98192	**1.727**	**.130**	**NS**
	Rs. 10K to Rs. 25K	46	38.391	5.27669			
	Rs. 25K to Rs. 50K	49	38.591	5.78402			
	Rs. 50K to Rs. 100K	34	35.794	5.94306			
	Rs. 100K to RS. 200K	29	39.517	5.99178			
	More than Rs. 200K	25	36.760	5.88274			
	Total	197	37.913	5.88475			

(Note: NS-Not Significant, S-Significant)

From **Table 5.7,** the P-value obtained for social learning, enrichment of knowledge and gaining entertainment among the prospective teachers with respect to monthly family income is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted.

Therefore, there is no significant difference in social learning, enrichment of knowledge and gaining entertainment among the prospective teachers of Loyola College of Education with respect to monthly family income.

H1.6 There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to their family type

Table: 5.8

Table showing the t test for significant difference in use of social media and its dimensions among the prospective teachers with respect to family type

Dimensions of Use of social media	Family Type	N	Mean	S.D.	t Value	P Value	Result
Social Learning	Joint	31	28.354	4.02118	.385	.575	NS
	Nuclear	166	53.186	5.58201	.345		
Enrichment of Knowledge	Joint	31	52.451	5.37797	.677	.344	NS
	Nuclear	166	37.849	5.96212	.694		
Gaining Entertainment	Joint	31	38.258	5.53153	-.354	.408	NS
	Nuclear	31	28.354	4.02118	-.373		

(Note: NS-Not Significant, S-Significant)

From **Table 5.8,** the P-value obtained for social learning, enrichment of knowledge and gaining entertainment among the prospective teachers with respect to family type is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social learning, enrichment of knowledge and gaining entertainment among the prospective teachers of Loyola College of Education with respect to family type.

H1.7 There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to their birth order.

Table: 5.9

Table showing the F test for significant difference in use of social media and its dimensions among the prospective teachers with respect to their birth order

Dimensions of Use of social media	Category	N	Mean	S.D.	F Value	P Value	Result
Social Learning	First	104	28.346	3.40408	.723	.577	NS
	Second	79	28.962	3.66005			
	Third	12	27.833	3.66391			
	Fourth	1	32.000	.			
	Fifth	1	28.000	.			
	Total	197	28.578	3.51529			
Enrichment of Knowledge	First	104	53.086	5.50394	.079	.989	NS
	Second	79	53.025	5.54232			
	Third	12	53.083	6.72118			
	Fourth	1	56.000	.			
	Fifth	1	52.000	.			
	Total	197	53.071	5.54343			
Gaining Entertainment	First	104	37.778	6.07391	.318	.866	NS
	Second	79	37.936	5.54317			
	Third	12	38.250	7.04692			
	Fourth	1	44.000	.			
	Fifth	1	40.000	.			
	Total	197	37.913	5.88475			
	First	104	28.346	3.40408			
	Second	79	28.962	3.66005			
	Third	12	27.833	3.66391			

(Note: NS-Not Significant, S-Significant)

From **Table 5.9,** the P-value obtained for social learning, enrichment of knowledge and gaining entertainment among the prospective teachers with respect to their birth order is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social learning, enrichment of knowledge and gaining entertainment among the prospective teachers of Loyola College of Education with respect to their birth order.

H2 There is no significant difference in social intelligence and its dimensions among the prospective teachers with respect to demographic variables (gender, subjects, father's educational qualification, and mother's educational qualification, family income of parents, family type and birth order).

H2.1 There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to gender.

Table: 5.10

Table showing the t test for significant difference in social intelligence and its dimensions among the prospective teachers with respect to gender

Dimensions of Social Intelligence	Gender	N	Mean	S.D.	t Value	P Value	Result
Social Skills	**Male**	38	32.3947	4.58870	.408	**.151**	**NS**
	Female	159	32.0126	5.32012	.447		
Self-Insight	**Male**	38	31.1842	5.95413	1.519	**.966**	**NS**
	Female	159	29.5346	6.02818	1.531		
Interaction Skills	**Male**	38	29.4474	6.07920	-.283	**.913**	**NS**
	Female	159	29.7484	5.84826	-.276		

(Note: NS-Not Significant, S-Significant)

From **Table 5.10**, the P-value obtained for social skills and interaction skills among the prospective teachers with respect to gender is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social skills and interaction skills among the prospective teachers of Loyola College of Education with respect to gender.

H2.2 There is no significant difference in social intelligence and its dimensions among the prospective teachers with respect to subjects

Table: 5.11

Table showing the F test for significant difference in social intelligence and its dimensions among the prospective teachers with respect to subjects

Dimensions of Social Intelligence	Subjects	N	Mean	S.D.	F Value	Sig	Result
Social Skills	English	89	31.494	5.13483	1.619	.112	NS
	Tamil	7	33.285	3.90360			
	Mathematics	23	33.478	5.34168			
	Physics	21	30.666	5.99444			
	Chemistry	10	31.000	3.36650			
	Botany	10	31.700	3.83116			
	Zoology	14	32.714	6.13224			
	History	7	34.428	4.75595			
	Computer Science	5	29.800	5.93296			
	Commerce	11	36.000	3.43511			
	Total	197	32.086	5.17822			
Self-Insight	English	89	29.471	5.93351	2.097	.032	S
	Tamil	7	33.285	4.57217			
	Mathematics	23	29.913	6.38829			
	Physics	21	29.333	6.39792			
	Chemistry	10	27.600	5.33750			
	Botany	10	32.400	5.37897			
	Zoology	14	27.500	6.43010			
	History	7	34.571	4.89412			
	Computer Science	5	25.800	3.19374			
	Commerce	11	33.181	5.51032			
	Total	197	29.852	6.03423			
Interaction Skills	English	89	29.449	5.81536	1.895	.055	NS
	Tamil	7	34.142	5.45981			

	Mathematics	23	28.913	5.32501			
	Physics	21	28.142	7.00918			
	Chemistry	10	27.600	4.55095			
	Botany	10	31.700	5.49848			
	Zoology	14	29.214	5.29410			
	History	7	31.285	7.73982			
	Computer Science	5	27.200	4.26615			
	Commerce	11	34.181	4.37763			
	Total	197	29.690	5.87893			

(Note: NS-Not Significant, S-Significant)

From **Table 5.11**, the P-value obtained for social skills and interaction skills among the prospective teachers with respect to subject studied is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social skills and interaction skills among the prospective teachers of Loyola College of Education with respect to subject studied.

From **Table 5.11**, the P-value obtained for self insight among the prospective teachers respect to subject studied is less than 0.05 which is significant at 5% level. Thus the null hypothesis is rejected. Therefore, there is significant difference in self-insight of the prospective teachers with respect to subject studied. Mean of self-insight score of the History students (**M=34.571**) is found to be higher than mean of self insight score of the other subject students.

H2.3 There is no significant difference in social intelligence and its dimensions among the prospective teachers with respect to their father's educational qualification

Table: 5.12

Table showing the F test for significant difference in social intelligence and its dimensions among the prospective teachers with respect to their father's educational qualification

Dimensions of Social Intelligence	Category	N	Mean	S.D.	F Value	Sig	Result
Social Skills	< 12th Std	59	32.372	5.28791	1.297	.273	NS
	12th Std	33	32.545	4.47975			
	Under-graduate	41	33.097	5.13714			
	Post-graduate	44	30.954	5.33943			
	Diploma Holder	20	30.900	5.48587			
	Total	197	32.086	5.17822			
Self-Insight	< 12th Std	59	30.254	6.01318	.596	.666	NS
	12th Std	33	30.151	5.67958			
	Under-graduate	41	30.487	6.25748			
	Post-graduate	44	29.068	6.09001			
	Diploma Holder	20	28.600	6.31956			
	Total	197	29.852	6.03423			
Interaction Skills	< 12th Std	59	30.389	6.12799	.714	.583	NS
	12th Std	33	29.909	5.73020			
	Under-graduate	41	30.048	6.16827			
	Post-graduate	44	28.795	5.32908			
	Diploma Holder	20	28.500	6.08276			

	Total	197	29.690	5.87893			

(Note: NS-Not Significant, S-Significant)

From **Table 5.12**, the P-value obtained for social skills, self-insight, and interaction skills among the prospective teachers with respect to father's educational qualification is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social skills, self-insight and interaction skills among the prospective teachers of Loyola College of Education with respect to father's educational qualification.

H2.4 There is no significant difference in social intelligence and its dimensions among the prospective teachers with respect to their mother's educational qualification

Table: 5.13

Table showing the F test for significant difference in social intelligence and its dimensions among the prospective teachers with respect to their mother's educational qualification

Dimensions of Social Intelligence	Category	N	Mean	S.D.	F Value	P Value	Result
Social Skills	< 12th Std	46	33.130	5.78738	1.073	.371	NS
	12th Std	40	31.525	5.11402			
	Under-graduate	54	32.500	4.41588			
	Post-graduate	44	31.363	5.30945			
	Diploma Holder	13	30.846	5.53543			
	Total	197	32.086	5.17822			
Self-Insight	< 12th Std	46	30.891	6.13271	2.046	.090	NS
	12th Std	40	29.375	6.10039			
	Under-graduate	54	31.000	5.61669			
	Post-graduate	44	28.568	6.63464			
	Diploma Holder	13	27.230	3.37031			
	Total	197	29.852	6.03423			
Interaction Skills	< 12th Std	46	30.913	6.20332	2.275	.063	NS
	12th Std	40	29.250	6.24602			
	Under-graduate	54	30.629	5.15531			
	Post-graduate	44	28.590	5.97794			
	Diploma Holder	13	26.538	4.73665			

	Total	197	29.690	5.87893			

(Note: NS -Not Significant, S-Significant)

From **Table 5.13**, the P-value obtained for social skills, self-insight, and interaction skills among the prospective teachers with respect to mother's educational qualification is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social skills, self-insight, and interaction skills among the prospective teachers of Loyola College of Education with respect to mother's educational qualification.

H2.5 There is no significant difference in social intelligence and its dimensions among the prospective teachers with respect to their monthly family income

Table: 5.14

Table showing the F test for significant difference in social intelligence and its dimensions among the prospective teachers with respect to their family income of parents

Dimensions of Social Intelligence	Category	N	Mean	S.D.	F Value	P Value	Result
Social Skills	Less than Rs. 10K	14	33.000	4.57417	.670	.647	NS
	Rs. 10K to Rs. 25K	46	31.673	5.66884			
	Rs. 25K to Rs. 50K	49	32.734	4.60423			
	Rs. 50K to Rs. 100K	34	31.294	5.00623			
	Rs. 100K to RS. 200K	29	32.793	5.66556			
	More than Rs. 200K	25	31.320	5.41387			
	Total	197	32.086	5.17822			
Self-Insight	Less than Rs. 10K	14	30.071	5.66316	.627	.679	NS
	Rs. 10K to Rs. 25K	46	29.239	6.08526			
	Rs. 25K to Rs. 50K	49	31.000	5.87367			
	Rs. 50K to Rs. 100K	34	29.205	6.30911			
	Rs. 100K to RS. 200K	29	30.206	6.40524			
	More than Rs. 200K	25	29.080	5.84466			

	Total	197	29.852	6.03423			
Interaction Skills	**Less than Rs. 10K**	14	30.642	5.52765	**.614**	**.689**	**NS**
	Rs. 10K to Rs. 25K	46	29.326	6.25053			
	Rs. 25K to Rs. 50K	49	30.571	5.77350			
	Rs. 50K to Rs. 100K	34	29.588	5.93458			
	Rs. 100K to RS. 200K	29	28.379	6.12614			
	More than Rs. 200K	25	29.760	5.39506			
	Total	197	29.690	5.87893			

(Note: NS-Not Significant, S-Significant)

From **Table 5.14**, the P-value obtained for social skills, self-insight, and interaction skills among the prospective teachers with respect to monthly family income is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social skills, self-insight, and interaction skills among the prospective teachers of Loyola College of Education with respect to monthly family income.

H2.6 There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to family type.

Table: 5.15

Table showing the t test for significant difference in social intelligence and its dimensions among the prospective teachers with respect to family type

Dimensions of Social Intelligence	Family Type	N	Mean	S.D.	t Value	P Value	Result
Social Skills	**Joint**	166	31.915	5.16211	-1.071	**.812**	**NS**
	Nuclear	31	33.000	5.25357	-1.058		
Self-Insight	**Joint**	166	29.969	6.08169	.629	**.670**	**NS**
	Nuclear	31	29.225	5.82929	.648		
Interaction Skills	**Joint**	166	29.710	5.97678	.113	**.195**	**NS**
	Nuclear	31	29.580	5.41464	.121		

(Note: NS-Not Significant, S-Significant)

From **Table 5.15**, the P-value obtained for social skills and interaction skills among the prospective teachers with respect to family type is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social skills and interaction skills among the prospective teachers of Loyola College of Education with respect to family type.

H2.7 There is no significant difference in social intelligence and its dimensions among the prospective teachers with respect to their birth order.

Table: 5.16

Table showing the F test for significant difference in social intelligence and its dimensions among the prospective teachers with respect to their birth order

Dimensions of Social Intelligence	Birth Order	N	Mean	S.D.	F Value	P Value	Result
Social Skills	First	104	28.346	3.40408	.803	449	NS
	Second	79	28.962	3.66005			
	Three & above	14	28.142	3.54872			
	Total	197	28.578	3.51529			
Self-Insight	Total	197	53.071	5.54343	.008	.992	NS
	First	104	37.778	6.07391			
	Second	79	37.936	5.54317			
	Three & above	14	38.785	6.67001			
	Total	197	37.913	5.88475			
Interaction Skills	First	104	53.086	5.50394	.180	.835	NS
	Second	79	53.025	5.54232			
	Three & above	14	53.214	6.24104			
	Total	197	53.071	5.54343			

(Note: NS-Not Significant, S-Significant)

From **Table 5.16**, the P-value obtained for social skills, self-insight, and interaction skills among the prospective teachers with respect to their birth order is greater than 0.05 which is not significant at 5% level. Thus the null hypothesis is accepted. Therefore, there is no significant difference in social skills, self-insight, and interaction skills among the prospective teachers of Loyola College of Education with respect to their birth order.

H3. There is no correlation between the use of social media and social intelligence among the prospective teachers.

Table: 5.17

Table showing the Canonical correlation between the use of social media and social intelligence

S.No	Use of Social Media		Social Intelligence	Correlation Value	Decision
1	Social Learning	Vs	Social Skills	0.4479	Moderate Correlation
2	Enrichment of Knowledge		Self-Insight		
3	Gaining Entertainment		Interaction Skills		

The Pearson correlation coefficient between Use of Social Media and Social Intelligence was found to be r=0.4479.Since the correlation coefficient falls within the range of $\mathbf{0.30 \leq r < 0.50}$, it implies a statistically moderate degree of linear relationship between the two variables.

H4. There is no significant impact of dimensions of use of social media on the dimensions of social intelligence development of prospective teachers.

H4.1 There is no significant impact of the dimensions of social media use (Gaining Entertainment, Social Learning and Enrichment of Knowledge) on the development of Social Skills among the prospective teachers.

Table: 5.18

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.398[a]	.158	.145	4.78702
a. Predictors: (Constant), Gaining Entertainment, Social Learning, Enrichment of Knowledge				

Table: 5.18a

ANOVA[a]						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	**Regression**	832.826	3	277.609	12.114	.000[b]
	Residual	4422.707	193	22.916		
	Total	5255.533	196			
a. Dependent Variable: Social Skills						
b. Predictors: (Constant), Gaining Entertainment, Social Learning, Enrichment of Knowledge						

Table: 5.18b

Coefficients[a]						
Model		**Un-standardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	**(Constant)**	12.756	3.352		3.805	.000
	Social Learning	.223	.145	.151	1.531	.127
	Enrichment of Knowledge	.142	.098	.152	1.440	.151
	Gaining Entertainment	.143	.071	.163	2.014	.045

a. Dependent Variable: Social Skills

According to the Model Summary **(Table 5.18)**, the model shows a moderate positive correlation, with an R value of **0.398**. The R Square value is **0.158**, indicating that 15.8% of the variance in Social Skills is explained by the three predictors. The Adjusted R Square, which corrects for the number of variables is **0.145**, and the Standard Error of the Estimate is 4.78702, suggesting moderate prediction accuracy.

The ANOVA results **(Table 5.18a)** show that the regression model is statistically significant, with an F-value of 12.114 and a p-value of **0.000**. As the p-value is below the 1% level of significance, this suggests that the overall model significantly predicts Social Skills and therefore, the null hypothesis is rejected at the model level.

However, when examining the individual predictor variables in **Table 5.18b**, it is found that only Gaining Entertainment significantly predicts Social Skills. It has an unstandardized coefficient (B) of 0.143, a t-value of 2.014, and a p-value of 0.045, which is slightly below the 0.05 threshold, indicating statistical significance at the 5% level. On the other hand, Social Learning (B = 0.223, p = 0.127) and Enrichment of Knowledge (B = 0.142, p = 0.151) do not significantly contribute to the prediction of Social Skills, as their p-values exceed 0.05.

The regression model as a whole is statistically significant, indicating that social media use dimensions together influence the development of Social Skills, only Gaining Entertainment has a significant individual effect at the 1% level. Thus, the null hypothesis is rejected at the overall model level, but partially accepted at the variable level—since only one out of the three dimensions has a significant impact.

H4.2 There is no significant impact of the dimensions of social media use (Gaining Entertainment, Social Learning and Enrichment of Knowledge) on the development of Self-Insight among the prospective teachers.

Table: 5.19

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.419[a]	.176	.163	5.52067
a. Predictors: (Constant), Gaining Entertainment, Social Learning, Enrichment of Knowledge				

Table: 5.19a

ANOVA[a]						
Model		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	1254.512	3	418.171	13.720	.000[b]
	Residual	5882.219	193	30.478		
	Total	7136.731	196			
a. Dependent Variable: Self-Insight						
b. Predictors: (Constant), Gaining Entertainment, Social Learning, Enrichment of Knowledge						

Table: 5.19b

Coefficients[a]						
Model		**Un-standardized Coefficients**		**Standardized Coefficients**	**T**	**Sig.**
		B	**Std. Error**	**Beta**		
1	**(Constant)**	8.842	3.866		2.287	.023
	Social Learning	-.061	.168	-.036	-.364	.716
	Enrichment of Knowledge	.204	.114	.188	1.798	.074
	Gaining Entertainment	.314	.082	.307	3.827	.000
a. Dependent Variable: Self-Insight						

The model summary (**Table 5.19**) indicates a moderate positive correlation between the predictors and the dependent variable, with an R value of 0.419. The model explains approximately 17.6% of the variance in Self-Insight, as shown by the R Square value of 0.176, while the adjusted R Square is slightly lower at 0.163, accounting for the number of predictors included. The standard error of the estimate is 5.52067, suggesting a moderate level of prediction accuracy.

The ANOVA results (**Table 5.19a**) demonstrate that the regression model is statistically significant, with a F-value of 13.720 and a p-value of .000. Since this p-value is well below the 1% significance level ($p < 0.01$), it confirms that the overall model reliably predicts the dependent variable, Self-Insight. This allows us to reject the null hypothesis that use of social media has no impact on self-insight.

Looking at the coefficients (**Table 5.19b**), it is evident that the dimension Gaining Entertainment is a significant positive predictor of Self-Insight, with an unstandardized coefficient (B) of 0.314, a standard error of 0.082, a t-value of 3.827 and a p-value of .000. This p-value is below both the 5% and 1% significance thresholds, indicating strong statistical significance. Conversely, Enrichment of Knowledge, while showing a positive coefficient (B = 0.204) and a standardized beta of 0.188, has a p-value of .074, which is not significant at the 5% level. Social Learning has a negative coefficient (B = -0.061) and a high p-value of .716, indicating no significant effect on Self-Insight.

The analysis confirms that at the 1% level of significance, Gaining Entertainment is the only dimension of use of social media that significantly predicts the development of Self-Insight among the prospective teachers. The overall regression model is statistically significant and thus, the null hypothesis is rejected

in favour of the alternative that use of social media does impact self-insight, particularly through entertainment-based usage.

H4.3 There is no significant impact of the dimensions of social media use (Gaining Entertainment, Social Learning and Enrichment of Knowledge) on the development of Interaction Skills among the prospective teachers.

Table: 5.20

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.320[a]	.102	.089	5.61275
a. Predictors: (Constant), Gaining Entertainment, Social Learning, Enrichment of Knowledge				

Table: 5.20a

ANOVA[a]						
Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**Sig.**
1	Regression	694.037	3	231.346	7.344	.000[b]
	Residual	6080.074	193	31.503		
	Total	6774.112	196			
a. Dependent Variable: Interaction Skills						
b. Predictors: (Constant), Gaining Entertainment, Social Learning, Enrichment of Knowledge						

Table: 5.20b

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	**(Constant)**	13.184	3.931		3.354	.001
	Social Learning	.066	.170	.039	.386	.700
	Enrichment of Knowledge	.127	.115	.120	1.104	.271

	Gaining Entertainment	.207	.083	.208	2.484	.014
a. Dependent Variable: Interaction Skills						

The Model Summary **(Table 5.20)** indicates a moderate correlation between the predictors and the outcome variable, with an R value of 0.320. The R Square value of 0.102 shows that, the model explains 10.2% of the variance in Interaction Skills, while the adjusted R Square is slightly lower at 0.089, indicating a modest predictive power; The standard error of the estimate is 5.61275, reflecting the average deviation of the predicted scores from actual values.

The ANOVA table **(Table 5.20a)** confirms that the overall regression model is statistically significant, with an F-value of 7.344 and a p-value of 0.000. Since the p-value is well below the 1% significance level, we can conclude that the combination of predictors significantly explains variance in Interaction Skills. Therefore, the null hypothesis is rejected at the model level.

Examining the coefficients **(Table 5.20b)** for individual predictors, only Gaining Entertainment is found to have a statistically significant positive effect on Interaction Skills, with an unstandardized coefficient (B) of 0.207, a t-value of 2.484, and a p-value of 0.014, which is below the 0.05 threshold. This indicates that as prospective teachers use social media for entertainment more frequently, their interaction skills are likely to improve. However, Social Learning (B = 0.066, p = 0.700) and Enrichment of Knowledge (B = 0.127, p = 0.271) do not significantly predict Interaction Skills, as their p-values are both greater than 0.05.

The overall regression model is significant, indicating that use of social media collectively influences Interaction Skills; only the dimension of Gaining Entertainment has a significant individual impact at the 1% level. Therefore, the null hypothesis that "there is no significant impact of the dimensions of social

media use on the development of Interaction Skills" is rejected, but only partially—Gaining Entertainment is the sole contributing factor among the three predictors.

5.3 CONCLUSION

The analysis of demographic variables revealed no significant differences in the use of social media and social intelligence dimensions among the prospective teachers at Loyola College of Education. Variables such as gender, subjects, parents' educational qualifications, monthly family income, family type, and birth order did not significantly influence the levels of social media use or social intelligence.

However, the linear regression results indicate a significant moderate correlation between the dimensions of social media use (Gaining Entertainment, Social Learning, and Enrichment of Knowledge) and the dimensions of social intelligence (Social Skills, Self-Insight, and Interaction Skills). Specifically, Gaining Entertainment was identified as a significant positive predictor of social intelligence development, whereas other dimensions showed less consistent individual impacts.

These findings suggest that while demographic factors may not significantly affect social media use or social intelligence, the way prospective teachers engage with social media particularly for entertainment purposes has a meaningful influence on their social intelligence development. This underscores the importance of focusing on the qualitative aspects of social media interaction to foster key social competencies among future educators.

CHAPTER - 6

SUMMARY AND CONCLUSIONS

6.1. INTRODUCTION

"The art of communication is the language of leadership."

— James Humes

In the rapidly evolving digital era, social media has emerged as a powerful tool for communication, learning, and engagement. For prospective teachers, who are preparing to enter classrooms as future educators and role models, the ability to connect, collaborate and empathize with others is more critical than ever. These competencies are deeply rooted in social intelligence—the capacity to understand and manage interpersonal relationships effectively.

This chapter presents the summary of findings, statistical interpretations and conclusions derived from the study *"**Exploring the Impact of Use of Social Media on Social Intelligence Development among Prospective Teachers at Loyola College of Education**."* The study investigated how different aspects of use of social media contribute to the development of social intelligence components such as social skills, self-insight and interaction skills. The findings are discussed with a view to highlighting the role of digital engagement in shaping the social competencies of future educators.

6.2. OBJECTIVES OF THE STUDY

1. **To examine the significance of differences** in the use of social media and its dimensions (social learning, enrichment of knowledge, and gaining

entertainment) among prospective teachers with respect to demographic variables such as:

- Gender
- Subject Specialization
- Educational Qualification (Father/Mother)
- Family Income (Father/Mother)
- Family Type (Nuclear / Joint)
- Birth Order

2. **To examine the significance of differences** in social intelligence and its dimensions (social skills, self-insight, and interaction skills) among prospective teachers with respect to the same demographic variables:
   - Gender
   - Subject Specialization
   - Educational Qualification (Father/Mother)
   - Family Income (Father/Mother)
   - Family Type (Nuclear / Joint)
   - Birth Order
3. **To explore the correlation** between the use of social media and the level of social intelligence among prospective teachers at Loyola College of Education.
4. **To assess** the combined impact of the various dimensions of use of social media on the different dimensions of social intelligence development among the prospective teachers at Loyola College of Education

6.3. HYPOTHESES OF THE STUDY

- **H_1** There is no significant difference in the use of social media and its dimensions among the prospective teachers with respect to demographic

variables (gender, subjects, father's and mother's educational qualification, family income of parents, family type and birth order).

- **H_2.** There is no significant difference in social intelligence and its dimensions among the prospective teachers with respect to demographic variables (gender, subjects, father's and mother's educational qualification, family income of parents, family type and birth order).
- **H3.** There is no correlation between the use of social media and social intelligence among the prospective teachers.
- **H4.**There is no significant impact of dimensions of use of social media on the dimensions of social intelligence development of prospective teachers.

6.4. DESIGN OF THE STUDY

The present study is done by adopting the Descriptive Survey Method. The sample is selected using **Purposive Sampling** technique

6.5. VARIABLES UNDER THE STUDY

Research Variables

6.5.1. Independent Variable

Use of Social Media

6.5.2. Dependent Variable

Social Intelligence

6.5.3. Personal Variables

The Personal variables used in the study are gender, subjects, father's educational qualification, and mother's educational qualification, family income of parents, family type and birth order.

6.6. TOOLS USED FOR THE PRESENT STUDY

1) **Use of social media Tool**- constructed and validated by the Co-investigator **Dr. A. Jasmine Christy** & Dr. Joseph Catherine **(2016)**

2) **Social Intelligence Questionnaire**- constructed and validated by the Co-investigator **Dr. A. Jasmine Christy** & Dr. Joseph Catherine **(2016)**

3) Personal Data Sheet prepared by the investigator

6.7. POPULATION AND SAMPLE

6.7.1. POPULATION: The study focuses on prospective teachers enrolled at Loyola College of Education.

6.7.2. SAMPLE SELECTION: Purposive Sampling technique will be used.

6.7.3. SAMPLE SIZE: The total sample will consist of **197 prospective teachers**, including:

- First-year B.Ed. students (2024-2026 Batch)
- Second-year B.Ed. students (2023-2025 Batch)

6.8. STATISTICAL TECHNIQUES

6.8.1. Descriptive Statistics

Mean, Standard Deviation, frequency and percentage (Critical Ratio**)**

6.8.2. Inferential Statistics

- t- Test - & One Way Analysis of Variance - F-test (ANOVA)
- Correlation Analysis
- Linear Regression Analysis

6.9. DESIGN FOR THE ANALYSIS OF DATA

In the initial analysis of the data, prospective teachers of Loyola College of Education were classified into various groups and subgroups on the basis of different selected variables. Arithmetic Mean and SD were calculated for the whole sample as well as the sub-samples.

Differential Analysis-Critical Ratio & One Way Analysis of Variance

The following statistical techniques were used for analysis and interpretation of data.

- **Critical Ratio**

The critical ratios were computed to test the difference in the various dimensions of use of social media and dimensions of social intelligence among the prospective teachers at Loyola College of Education with reference to gender, subjects, father's and mother's educational qualification, family income of parents, family type and birth order.

- **One Way Analysis of Variance**

One Way Analysis of Variance (ANOVA) was utilized to examine whether significant differences exist in the dimensions of use of social media and social intelligence development among the prospective teachers at Loyola College of Education. This analysis specifically compared groups based on key demographic variables, including gender, subjects, fathers' and mothers' educational qualification, family income of parents, family type and birth order.

- **Correlation Analysis**

Correlation analysis was conducted to explore the relationship between the dimensions of use of social media and the development of social intelligence among the prospective teachers at Loyola College of Education.

- **Linear Regression Analysis**

Linear regression analysis was employed to examine the predictive relationship between the dimensions of use of social media and the development of social intelligence among the prospective teachers at Loyola College of Education.

6.10. MAJOR FINDINGS

Findings-Hypothesis: 1, Hypothesis: 2,

Table 6.1

t test and ANOVA Findings

S.No.	Demographic Variables	Use of Social Media			Social Intelligence		
		Social Learning	Enrichment of knowledge	Gaining Entertainment	Social Skills	Self insight	Interaction Skills
1	**Gender**	NS	NS	NS	NS	NS	NS
2	**Subjects**	NS	NS	NS	NS	S	NS
3	**Father's Educational Qualification**	NS	NS	NS	NS	NS	NS
4	**Mother's Educational Qualification**	NS	NS	NS	NS	NS	NS
5	**Monthly Family Income**	NS	NS	NS	NS	NS	NS
6	**Family Type**	NS	NS	NS	NS	NS	NS
7	**Birth Order**	NS	NS	NS	NS	NS	NS

Note:(Not Significant NS at 5% level, S-Significant at 5% level)

Findings:- Hypothesis: 3

There is significant moderate correlation between the dimensions use of social media and the dimensions of social intelligence among the prospective teachers.

Findings:-Hypothesis: 4

The regression models showed that Gaining Entertainment emerged as a significant predictor of social intelligence components, particularly Self-Insight and Interaction Skills, at the 5% level of significance. This indicates that the more prospective teachers use social media for entertainment, the higher their levels of certain social intelligence traits.

While the overall models were statistically significant, explaining a moderate proportion of variance (e.g., $R^2 = 0.176$ for Self-Insight; $R^2 = 0.158$ for Social Skills), the dimensions Social Learning and Enrichment of Knowledge did not show consistent individual significance in predicting social intelligence outcomes.

Thus, linear regression analysis provided clear evidence that specific patterns of social media use can influence the development of social intelligence, with entertainment-based usage having the most notable impact.

6.11. EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

The present study explored the impact of social media usage on the development of social intelligence among prospective teachers at Loyola College of Education. An important finding of the study was that demographic variables including gender, subject stream, father's and mother's educational qualifications, family income of

the parents, family type and birth orderdid not show any statistically significant influence on either social media usage or social intelligence components.

This outcome has several important educational implications for teacher training programmes and educational policy:

- **Promoting Inclusive Educational Practices**

The lack of significant differences across demographic variables indicates that all prospective teachers, regardless of background, have equal potential to benefit from the use of social media in developing social intelligence. Educational institutions can design uniform and inclusive training modules without the need for demographic-specific adjustments.

- **Universal Integration of Social Media in Teacher Education**

Since social media impacts social intelligence similarly across diverse groups, teacher education programmes should integrate structured social media activities into the curriculum. These may include collaborative learning, professional networking and digital reflection tasks that enhance social skills, self-insight, and interaction capabilities.

- **Focus on Digital Pedagogy Over Background Factors**

The results suggest that background characteristics such as gender or socioeconomic status do not hinder the effective use of social media or the development of social intelligence. Thus, efforts should focus on improving pedagogical strategies, digital content quality and engagement methods rather than tailoring based on demographic assumptions.

- **Bridging the Digital Participation Gap**

Although no significant differences were found, educators should still ensure equitable access to digital tools and platforms for all students. Equal opportunity to engage with social media for educational purposes should be considered a right, not a privilege, particularly in teacher training programs.

- **Teacher Training and Professional Development**

As social media can contribute to the development of interpersonal skills regardless of one's family or social background, teacher educators should be encouraged to embed social-emotional learning and digital citizenship within professional development courses. This prepares future teachers to model and foster these skills in their own classrooms.

- **Policy-Level Implications**

Policy-makers and education authorities can be reassured that investments in technology-enhanced teacher education will benefit all teacher trainees equally, without being skewed by demographic factors. This supports the scaling of digital tools and platforms across institutions for maximum impact.

6.12. LIMITATIONS OF THE STUDY

- ✓ **Limited Sample Scope**

  The study was conducted only among prospective teachers at Loyola College of Education.

- ✓ **Self-Reported Data**

  The data on social media usage and social intelligence were collected through self-report questionnaires.

- ✓ **Cross-Sectional Design**

The study used a cross-sectional research design, capturing data at a single point in time.

- ✓ **Limited Demographic Variation**

  The demographic variables considered (e.g., gender, parental education, family income of parents) showed no significant influence. However, the lack of variation within the sample (e.g., most students coming from similar socioeconomic or cultural backgrounds) may have contributed to this outcome.

- ✓ **Narrow Focus on Variables**

  The study focused on specific dimensions of social media use (social learning, knowledge enrichment, and entertainment) and selected components of social intelligence. Other relevant variables, such as emotional intelligence, digital literacy, academic performance, or psychological well-being, were not included but could provide deeper insights.

- ✓ **No Qualitative Insights**

  The research relied solely on quantitative methods. Qualitative data, such as interviews or focus group discussions, could have offered richer, more nuanced understanding of how prospective teachers perceive the impact of social media on their social development.

- ✓ **Rapidly Changing Digital Environment**

  The nature and usage patterns of social media evolve quickly. The platforms, trends and user behaviors during the study period may not remain relevant over time, which may affect the long-term applicability of the findings.

6.13. SUGGESTIONS FOR FURTHER RESEARCH

- ✧ **Expand the Sample Size and Geographical Scope**

  Future research can include a larger and more diverse sample across multiple teacher education institutions and geographic regions to improve the Generalizability of findings.

✧ **Use Mixed-Methods Approaches**

Incorporating qualitative methods such as interviews, focus group discussions, or case studies can provide deeper insights into how social media influences social intelligence at a personal and emotional level.

✧ **Conduct Longitudinal Studies**

Along-term study can help determine whether the impact of social media on social intelligence is sustained over time, allowing researchers to examine cause-and-effect relationships rather than mere associations.

✧ **Investigate Platform-Specific Effects**

Future studies could explore how different types of social media platforms (e.g., Face-book, Instagram, LinkedIn, and YouTube) contribute differently to the components of social intelligence.

✧ **Include Additional Psychological Variables**

Researchers could study the interplay between social intelligence and other factors such as emotional intelligence, self-esteem, digital literacy, mental health and academic performance in relation to social media usage.

✧ **Explore the Role of Digital Pedagogy**

Further research could examine how integration of social media in the classroom (as part of instructional design) affects both teaching effectiveness and students' development of social intelligence.

✧ **Study Impact Across Educational Levels**

Investigations could be expanded to include pre-service teachers in primary, secondary and higher education programs to see if trends differ based on the level of teaching training.

✧ **Examine Negative Impacts of Social Media**

While this study focused on the positive correlations, future research could also assess potential negative effects of excessive or inappropriate social media use on the social and emotional development of teacher trainees.

✧ **Incorporate Experimental Designs**

Controlled experiments or intervention-based studies can be conducted to measure the effectiveness of social media-based training modules on improving specific social intelligence skills.

✧ **Cultural and Contextual Studies**

Future researchers can explore how cultural background, language, and local context influence the relationship between social media use and social intelligence in teacher education settings.

6.14. CONCLUSION

The present study explored the relationship between the use of social media and the development of social intelligence among prospective teachers at Loyola College of Education. By examining various dimensions of use of social media—namely social learning, enrichment of knowledge and gaining entertainment—alongside components of social intelligence such as social skills, self-insight and

interaction skills, the study aimed to understand how digital engagement contributes to the personal and professional growth of future educators.

The findings revealed a **moderate positive correlation (r = 0.4479)** between social media usage and social intelligence. This suggests that social media, when used thoughtfully, can support the development of essential interpersonal and intrapersonal skills among prospective teachers. Interestingly, the study also found that demographic variables such as gender, subject stream, parental education, family income, family type and birth order did not significantly influence either use of social media or levels of social intelligence.

These results indicate that the benefits of social media for social intelligence development are broadly accessible and not restricted by background factors, highlighting its potential as an inclusive educational tool. However, the study also acknowledges its limitations, such as the restricted sample size and reliance on self-reported data, which future research should address through more diverse samples, qualitative insights, and longitudinal approaches.

In conclusion, the study emphasizes that responsible and reflective use of social media can be a valuable component in teacher education, fostering socially intelligent, communicative and empathetic educators who are better prepared to engage with 21st-century learners.

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ABOUT THE BOOK

- In the digital era, social media has become deeply embedded in both personal communication and professional engagement, particularly among younger generations and future educators. This study examines the impact of use social media on the development of social intelligence among prospective teachers at Loyola College of Education, Chennai.
- Social intelligence which includes empathy, effective communication and relationship-building is essential for effective teaching. To explore this, the study employed standardized questionnaires to measure use of social media patterns (frequency, purpose and platform type). Data were collected from a representative sample of prospective teachers.
- Statistical analyses revealed a significant positive correlation: constructive and educational use of social media such as collaboration, discussion and content sharing—were associated with higher levels of social intelligence.
- The findings emphasize the importance of integrating digital literacy and mindful social media practices into teacher education curricula. Such measures can help prospective teachers develop both technological fluency and strong interpersonal skills, preparing them to navigate the complexities of digital interactions and classroom environments effectively.

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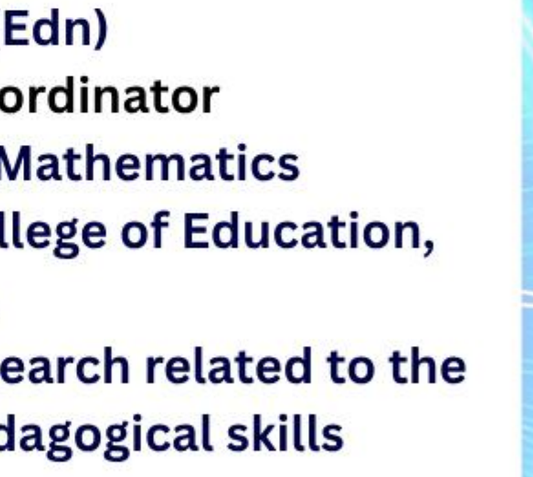
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