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Teacher-trainees' perception on the teacher's use of
Facebook: A Case study of National Institute of Education

A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring

Yoem Set

February 2021

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Teacher-trainees' Perception on the Teacher's use of Facebook: A Case study of National Institute of Education

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February 2021

មូលនិយមសង្ខេប

ការស្រាវជ្រាវមួយនេះ ផ្ដោតលើការតាមដានការយល់ឃើញរបស់គរុនិស្សិតបរិញ្ញាបត្រ+១ ជំនាន់ទី២៥ ដែលបានកំពុងសិក្សានៅវិទ្យាស្ថានជាតិអប់រំ ទៅលើការប្រើប្រាស់ហ្វេសប៊ុករបស់គ្រូ។ ផ្អែកលើការស្រាវជ្រាវកន្លងមក ដែលការប្រើប្រាស់ប្រព័ន្ធបណ្តាញសង្គមក្នុងវិស័យអប់រំ ក៏មានតួនាទីល្អក្នុងការជំរុញប្រសិទ្ធភាពនៃការរៀន និងបង្រៀនផងដែរ។ ដូច្នេះហើយបានជា ការយល់ឃើញរបស់គរុនិស្សិតនៃគ្រូកម្រិតខ្ពស់ ពិតជាទាមទារអោយមានការរុករកមកពិភាក្សាផងដែរ។ កម្មវត្ថុនៃការស្រាវជ្រាវនេះ គឺស្វែងយល់ពីធម្មជាតិនៃការប្រើប្រាស់ហ្វេសប៊ុករបស់គ្រូ ឬគ្រូឧទ្ទេសជាដើម ហើយថាតើវាពិតជាមានវិសាលភាពឬតិចតួចណាក្នុងការអភិវឌ្ឍសមត្ថភាពនៃការរៀនរបស់គរុនិស្សិត។ ការស្រាវជ្រាវនេះអនុវត្តតាមបែបបរិមាណវិស័យ ហើយទទួលបានគរុនិស្សិតបរិញ្ញាបត្រ+1 ជំនាន់ទី២៥ ចំនួន ១៥១ នាក់ (ស្រី ៤០%) ដែលបានកំពុងសិក្សានៅវិទ្យាស្ថានជាតិអប់រំ ឆ្នាំសិក្សា ២០១៩-២០២០ ដោយឆ្លងកាត់ដោយការឆ្លើយតបទម្រង់ស្ទង់មតិតាមបច្ចេកវិទ្យាអ៊ីនធឺណិត។ ដើម្បីអាចសន្និដ្ឋាន និងឆ្លើយតបនឹងវត្ថុបំណងនៃការស្រាវជ្រាវយើងបានអនុវត្តតាមគំរូបញ្ញត្តិរបស់លោក Al-Tarawneh ដែលពិនិត្យចំបងទៅលើផ្នែកសំខាន់ៗ ៥ ដូចជា ៖ ការប្រាស្រ័យទាក់ទង ការសម្របសម្រួល ទំនាក់ទំនងសង្គម ការសហការ និងការកំសាន្ត។ ជាលទ្ធផលរួម គរុនិស្សិត មានការយល់ឃើញជាវិជ្ជមាន ទៅលើការប្រើប្រាស់ហ្វេសប៊ុករបស់គ្រូ ដោយផ្អែកលើគុណសម្បត្តិនៃការប្រើប្រាស់របស់គាត់ ដែលជំរុញលើការបង្កើនប្រសិទ្ធភាពនៃការប្រាស្រ័យទាក់ទង បង្កើនចំណងមិត្តភាពសិស្សនិងគ្រូ ទំនាក់ទំនងលើការចែករំលែកចំណេះដឹង ឬបទពិសោធន៍រវាងខ្លឹមសារនៃការរៀនតាមបរិបទផ្លូវការក្តី ឬក្រៅផ្លូវការក្តី។ ផ្អែកលើលទ្ធផលនៃការស្រាវជ្រាវនេះ ការប្រើប្រាស់ហ្វេសប៊ុករបស់គ្រូត្រូវបានយល់ឃើញថាជាការបង្កើនទំនាក់ទំនងរវាងសិស្សនិងគ្រូ ការជួយសម្របសម្រួលការសិក្សារបស់សិស្ស ទំនាក់ទំនងក្នុងសង្គម បង្កើនវិសាលភាពព័ត៌មានក្នុងវិស័យអប់រំ រួមជាមួយនឹងការកំសាន្ត ថ្វីត្បិតតែវាជាការប្រើប្រាស់ក្រៅផ្លូវការ ឬគ្រាន់តែជាការប្រើប្រាស់បែបឯកជនភាព។ ហេតុនេះហើយ រាល់ការប្រើប្រាស់ហ្វេសប៊ុករបស់លោកគ្រូអ្នកគ្រូ គួរតែជាការគិតគូរមួយ ដែលទាមទារអោយមានការប្រើប្រាស់បែបជាប្រយោជន៍ ឬអំណោយផលដល់ការបង្រៀន និងរៀន ហើយអនុញ្ញាតអោយសិស្សបានទាញប្រយោជន៍

បានច្រើនពីការប្រើប្រាស់របស់គ្រូម្នាក់ៗ ទន្ទឹមនឹងនេះ គ្រូៗគួរតែពិចារណាអោយបានម៉ត់ចត់ និងទំនួល
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ABSTRACT

This study was intended to track the perception of the teacher-trainees on the teacher's use of Facebook at the higher teacher-training level (NIE) in Cambodia since the previous study research explored that social-media platform significantly impact on the student's performance skills. Implementing social media at the higher training institution played a vital and hidden role in strengthening nowadays education system. Thus, it begins with the teacher's trainee's view. The main purpose of this study was to understand the nature of Facebook use among the teachers or students and to what extent it is playing its roles regarding the development of student's performance skills. This study was employed quantitative and descriptive method in nature. 151 participants of higher teacher-trainees at NIE who were undertrained during the academic year of 2019-2020 have participated in online survey. All of them were Facebook users and 84% of them experienced using Facebook more than 4 years. Descriptive data and correlation matrix were applied to analyze result and to draw conclusion. Al-Tarawneh's conceptual model were adapted to check on the five important dimensions: Communication, Coordination, Socialization, Collaboration and Entertainment. Teacher-trainees perceived positively over the Facebook socializing of the teacher. Facebook usage of the teacher increased most on communication and interaction which reflected that teacher-student relationship is truly crucial. Socializing learning content or information and attributing related courses could possibly enhance the collaboration of students either in a formal or informal way. Moreover, teacher's use of Facebook also engaged somewhat entertainment aspect which suggested that social networking sites within education should be conducted critically. Teacher's use of Facebook should be cautiously when involved into classroom context in order to avoid some of unethical use though it is regarded as free-private surfing platform.

Keywords: Use of Facebook, Teacher-trainee's perception, Performance skill

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master's Degree of Education in Mentoring

Name of candidate: Yoem Set

Title of thesis: **Teacher-trainees' perception on the teacher's use of Facebook: A Case study of National Institute of Education**

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): Sun Somara

Supervisor (Sign):

Date:

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**YOEM Set**” hereby present entitled “**Teacher-trainees’ perception on the teacher’s use of Facebook: A Case study of National Institute of Education**”

for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date:

Countersigned by the Supervisor:

Date:

ACKNOWLEDGEMENT

It has been a great journey for me in pursuing for this Master of Education major in Mentoring which organized by NGPRC and under the campus of National institute of Education in Phnom Penh city. Even though some requirements of the center were challenging, I enjoyed the process of learning from the start to the end of the program.

I owed my great indebtedness to many people; my family, my classmate, my colleagues and my oversea friends, without them this thesis could not be completed well.

I would like to give my sincere thanks to my supervisor, Dr. Sun Somara who has been helpful and selfless, supervised, and motivated me to do this research study. I also would like to show my gratitude to all instructors in each stream: Mr. Kong Maneth, Mr. Srou Lihol, Mr. Chy Kim Y and Mr. Phe Soarith for teaching me along the way until the end of the course. Big thanks to Dr. Chan Roth the principal of NGPRC who provided enabling opportunity in terms of opening extra seminars or workshops and helped me to do this research, particularly, for data collecting proposal. Great thanks as well to Stanislas Kowalski, the one who mentoring me during the conducting course and empowering me through the practicum session.

Lastly, I would like to extend my indebtedness to my parents and my wife who gave me the special strengths to go through all the obstacles I have encountered in this learning journey.

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List of Abbreviations

SNS : Social Network Site

FB : Facebook

NIE : National Institute of Education

SPSS : Statistical Package for the Social Sciences

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

In parallel with the advancement of technology, Social media which is used to reinforce collaboration, community building and effective communication has been employed so far by developed countries. (Greenhow, Robelia & Hughes, 2009). Social media which is just being popular not only in a formal and informal interaction but becoming the leading role inside education sector; collaboration and interaction between students and teacher on the discussion and knowledge sharing (Khan, Ahmed, Saif-ud-Din & Amin, 2017). However, in educational context, it also has positive and negative impact on teachers and students' performance; most likely in a way that teachers and students may go out of tasks or being distracted. As a result of the year, Facebook became an interesting application and was suggested as the greatest tool to explore the influence of social media on the behaviors of student; as it improves on students' performance (Al-Tarwneh, 2014).

Larson (2011) also claimed that positive relationship inside and outside the classroom acts as influence factor to enhance students' achievement, work commitment, content knowledge and as well as engaging in social work. Therefore, this recent research expected to see how school in Cambodia context explicit the use of Facebook for enhancing inside or outside relationship among teachers and students as well as to promote students' learning performance. By the early year of 2015, it was an impressive statement about Cambodian university students in having their own smart phones and eighty percent of them have personal laptop to support with their studies and work (Knowledge Consulting Ltd, 2015) . We can imagine that there is such a great impact of technology in Cambodia which allowing everyone as a student or teacher to get updated and to adapt or to develop themselves in a contemporary world. Phong, Srou, and Solá (2016) revealed that almost 86% of smart phone users have accessed through the Internet by their phones or computers

and Facebook becomes the most popular social media site in Cambodia as proportion to that. They also stated that many users of Facebook admit to their use as finding events or hot news in Cambodia, music playing or photos posting, surpassed playing game and messaging. Therefore, it is necessary to try to check whether it would happen beneficially within educational context.

In educational context, Facebook was perceived to be an essential tool to enhance credibility and professional status of the teacher. It was revealed that teachers are getting close to their students, involve with them and understand about students' situations (Mazer, Murphy & Simonds, 2009). Because of limitation in understanding on FB using context and reference to the Professional guidelines, it will make some risks which associate with the professional ethics. Moreover, teachers should engage in extensive professional identity rather than being wild (Lundin, Lantz-Andersson & Hillman, 2017). Since the teacher-student relationship inside and outside school acts as important factor in improving students' achievement as well as their attitudes (Sánchez, González & Martínez, 2013), Interestingly in Sehnaz, Baltaci and Goktalay (2015), their research on training teachers found that most of the teachers use Facebook as a tool to facilitate the exchanging of feedback, cooperating and sharing the knowledge. As a concern, to make FB use as a potential for educational context, researchers need to use all kinds of opportunities to present some guidelines since there is less investigation on motivation of FB use (Dogruer, Menevis & Eyyam, 2011), especially in Cambodia.

1.2 Statement of the Problem

The increasing popularity of Facebook raised lots of questions about its impact on performance of college students (Junco, 2011; Petrovic, et al., 2014). Therefore, it is a chance to examine Facebook as an informal learning tool inside high level of teaching practicum. Capua (2012) reported that peers and experience with the website could

influence on the teacher and student's use of Facebook. It is a sign of awareness of Facebook education among learner since through the population of one study on student teacher-trainees in Kanyakumari district (India), teacher-trainees are using Facebook only for entertainment and not for educational purpose (Robert, 2015). Moreover, Wang, et al., (2015) found that too much self-disclosure such as alcohol consumption, emotional express, family problem and so on would be potentially destroying students' view on teacher's credibility. Therefore, it would be great to check to what extent it happened in Cambodian educational context. Lastly, over the literature review, there were lack of investigation on factors of using Facebook in educational context aside from maintain relationship and re-establish connection (Dogruer et al., 2011).

1.3 Research Purposes

The study was intended to check out the views whether the teachers' use of Facebook might be somewhat support on student's performance skill as well as teaching practicum process at NIE. It examined the ways or patterns that Facebook is used as an application significant for supporting relationship between student and teacher inside and outside the classroom. Moreover, it is a kind of study to examine on practical collaboration and communication between students and teachers via social media as it means to a hidden curriculum. One more thing is that, the study would look for empirical evidence for teachers and students at NIE in justifying motivation or attitude of using Facebook in educational form. Basically, to reflect on the social media's use, this result would raise up public awareness or understanding the Facebook's possible contribution while living with this contemporary world.

1.4 Research Objectives

This research carried out for a specific study in order to attain the following objectives:

- 1). To examine teacher-trainee's perceptions toward the teacher's use of Facebook for educational purpose.
- 2). To identify major contribution of the teacher's use of Facebook which could promote connected learning over the training session at NIE?
- 3). To examine correlation of the teacher's use of Facebook within each variable.

1.5 Research Questions

In response to research purposes and objectives, the following questions were raised to guide the whole study so that the expectation of the answers would be truly received in useful finding. They are:

- 1). What are the teacher-trainees' perceptions on the teacher's use of Facebook for educational purpose?
- 2). What are the potential usage of Facebook of the teacher which promote connected learning or improving student's performance skill?
- 3). Is there any correlation of the teacher's use of Facebook between each variable?

1.6 Significance of the Study

This present research might benefit for few numbers of aspects. First of all, it offers information on the teacher-trainees' perspective on the possible influences of the use of FB inside educational connectivity. This would provide insight regarding what context students perceive as beneficial and relative practices to gain accountability over the teacher's use of FB. Second, the study will help all the educators in making and increasing awareness in terms of ethical use of FB even it is considered as private life. Individual will not take it for

granted that private life won't affect to professional life. In addition, this study's result helps reveal positive and negative perspectives about teacher's use of FB. Finally, this mini thesis would offer useful suggestion in which throughout the context of various subjects, skills or level of education, it helps producing a clear guidance that teacher's using of FB would associate with co-curricular activities.

1.7 Operational Definition of Key Terms

Henderson, Auld and Johnson (2014) pointed out that **using of FB** be kinds of simple activities which focuses on relationship building, self-disclosure, socialization and entertainment. However, in this research, Teacher's use of Facebook will similarly be specified on interaction between social media use within practical socializing such as collaboration and coordination.

The perception from the views of students is one way to show much more on characteristics or constrains of using FB in educational context. **Perception** in this study would be a check or evaluation to the teachers' using of Facebook that would essentially enhance their credibility or availability since it was revealed that teachers are getting close to their students, concerning relationship and understanding about their students' preference in terms of FB use (Mazer et al., 2009). Perception means how the user sees and observes about the FB socializing and what he or she experienced and it may not be the same as it varies according to the user's expectation and context (Haque, Sarwar & Yasmin., 2013).

Student's performance skill: Al-Tarawneh (2014) referred it as student's behavior, constructing skills or talents that produce effort to study and to complete authentic learning tasks. Such behaviors will influence their social and academic performance.

1.8 Summary

This chapter demonstrates on the background of the study, statement of problem, research purposes, research objectives, research questions, significant of the study and operational definition of key terms. Next chapter, chapter 2, will present on literature review and research theory.

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CHAPTER 2: LITERATURE REVIEW

2.1 Brief History of Facebook

FB was created by a college student, Mark Zuckerberg in 2004, and now becoming one of the foremost social media and social networking service (SNS) platforms that allows people to communicate and share stories with their friends, families, colleagues or common groups internationally (Facebook, 2016). Its huge data base offered various kinds of communication and enhance online experience by particular access of application and features such as Event, Group, Photo, Video, Chat, Wall, and Messaging and so on. Yang and Brown (2013) had mentioned that FB is the largest social network due to its popularity increasing and paving the way that users can maintain their friend relationship as well as searching for new friends. However, Facebook has been allowed to use in many countries and were prohibited with some countries as well. Until now Facebook company has updated its features of access from time to time and earn a lot of money due to the increasing of users worldwide according to Gil-Clavel and Zagheni (2019).

2.2 Use of Facebook (positive and negative impact)

Brink and Erik (2017) found that Facebook was an entertaining platform even though the large number of daily use indicated to the young and adult people. Deng and Tavares (2013) also claimed that FB users valued to FB as a place to find information and exchange experience through an abstract world. People can communicate directly toward each other on the internet and also be able to discover, share or express on what is going in the world; especially something that attracts to them. They also mentioned that beside the users to gain FB as benefit to a useful lifestyle, however they found it to be exposing place where they can see bullying and rumors spreading as well.

One of the research in Malaysia, Haque, Sarwar, and Yasmin (2013) had discovered that FB users were feeling positive and comfortable with using FB because of its easy accessibilities and variety of features. However, they more likely concerned with the privacy system in which it was insecure with the information sharing via the Wall or Chat. On the other hand, FB made people, especially younger, increased the content of social media and phone addiction in terms of profile searching, browsing their News Feeds, messaging and notification alert responses (Cheng et al., 2019). As result, they also added that FB users began to realize on problematic usage of FB as complex relationship between technology use and well-being; they felt that FB seriously affect to their sleep, work and life. As now this kind of recent report may become in to a real justification on education context, student performances and teacher's credibility. It is possible for students and teachers to have FB profile but not expected to reveal about information which are considered as violation to the norm or professional roles (Wang, et al., 2015). In addition, too much self-disclosure such as alcohol consumption, emotional express, family problem and so on would be potentially destroying students' perception on teacher's credibility. However, one of the finding of Tunner et al., (2014) clarified that FB usage can somehow be complicated and uncomfortable of mixing between personal life and academic life. It seems like it is concerned that FB is really challenging with students and teachers' controls in separating or prioritizing their time for work and leisure.

In Cambodia, according to Phong et al., (2016), their research in Cambodia found that FB was the most popular social networking site during 2016 and it can be assured the increasing of more users until nowadays that a lot of people use FB worldwide compare to the previous year. Moreover, they also revealed that FB users found it was significantly important to maintain friendship, keeping in touch with friend and receiving the information or hot news nationally and internationally. They also clarified

that users weren't able to trust and believe those kinds of information or news because something anonymously had gone through within fake news and bullying.

2.3 Facebook and its influence on student's performance

Henderson, et al also clarified that teachers normally use FB as means to enhance their relationship with their students. Using of FB in that study also pointed out to the way teacher's access in Facebook's features such as like, post, comment and share (or even other FB' accessing tools) as well as each of those activities would influence on student-teacher relationship and somewhat to the students' performance.

Social network become so effective in formal and informal communication tool (Hamat, Embi & Hassan., 2012). As what researcher had mentioned, Al-Tarawneh indicated that FB is greatest tool to explore the influence of social medias. The model framework was constructed through explored literature reviewed by Al-Tarawneh based on the advantages and disadvantages of Facebook use in educational society. Student's performance skills refered to student's attitude or behavior which lead to a productive skill in classroom (Paul et al., 2012). It's also a kind of self-regulation and goal orientation characterized by the students who are more control of task activities, relationship as well as academic performance (Rious et al., 2011). Each dimension is social process of Facebook use that influence on student's productivity and social relationship and it became a major factor that show the interaction or connection with education. The five key factors which concluded from Facebook advantage and disadvantages as social media in influencing on student's performance skills has been described as following:

Communication: FB helps opened new channels for communication. Its tools were more comfortable and easier to communicate with other people. Students could be able to facilitate in informal learning and access with knowledge seeking and sharing

(Forkosh-Baruch & Hershkovitz, 2012). Thus, FB improves on student in the context of information seeking behavior and interrelation with others.

Coordination: Students benefit from chatting with friends, classmates, teachers and external sources to acquire knowledge (Jain et al., 2012). Chat facility and information sharing make students to easily find help and manage the task. Moreover, it's something to help students work well with self-regulating and time management if they are more control in social activities (Rouis et al., 2011).

Socialization: through FB, students benefit from knowledge sharing and group information with other resource person, keep in touch with friends and build relationship to all acquainted friends. Moreover, through experience FB, students are able to adapt with social environment, become more active in contribution of any content and network-wide interaction via status update (Steinfeld, Ellison & Lampe, 2008).

Collaboration: through Facebook, students were able exchange information, resources and assignment within educational context as well as a discussion with educational material or issues (Asad, Abdullah-Al-Mamun & Clement, 2012).

Entertainment: on the study of Zaidieh (2012) toward the Greek students, Facebook use was considered as a good tool for learning with entertainment and fun. Students used videos, creating blog, chatting, and communicating with friends. Al-Tarawneh commented that injecting fun into the educational system can improve the motivation to learn and the involvement of students to the collaboration.

2.4 Perception about use of Facebook in educational form

A study by Abu-Shanab and Al-Tarawneh (2013) found out from the youth's perception resulted in two important roles of FB and also was generalized those within education context. First, FB was used as supportive tool purposively for important activities or events delegated by educational institution on spreading news, instructor and students' feedbacking and public interaction. Second, aside from its advantages,

using of FB also coming up with negative influence on student's behavior in terms of time management and health issues. Cliff, Jessica, Rebecca and Nicole (2012) had discovered on 614 staff members in a large university (Michigan city, US) that the use of FB was a mean to influence on students' behavior such as information seeking, being actively or passively consumption, and ability to access resources in social networking.

Another study about perception toward Facebook use in Vietnam, Tuan and Tu (2013) also found that students' performance also significantly influenced by the use of Facebook. In accordance with that, students also declared that Facebook use not just substantially improved their academic performance but also allow them to adapt to the social environment in school. By the way, Rouis (2012) evidently proved that all of these things above happened by the role of personality development in which students or teachers could compromise to the relationship building and relationship satisfaction. Tunner, et al., (2014) also found out on post-secondary students that using Facebook can be a useful tool to enhance more interaction with teacher and classmates, allow them to check post, discussion, sharing memory and to create a work-like atmosphere with social media. A study of 396 first year college in Australia also showed that involvement of Facebook for teacher and student had no much effect on the students' academic engagement but appeared to play more on distraction (Wise, Skues, & Williams, 2011).

2.5 Summary

Facebook using of the teacher acted as more positive than negative when it comes into the educational context. It is significantly encouraged to and among students, especially university students, which indicated that using Facebook is not just for entertainment or officially use as information spreading, but also motivated the way students adapt and experience into social environment. Moreover, it happened and essentially benefited to students and teachers in building intimate relationship and understanding the value of this social media (FB) in contemporary world.

This study explored the significance of teacher-trainee's perception on the teacher's use of FB as formally and informally reflecting into education field since the previous studies has focused on FB as being an example of social media influence. its advantages and disadvantages among developed countries as well as academic practice of Facebook as a communicative tool opened new channel of communication among users especially related to teacher-student learning relationship.

This chapter have covered the reviews about previous study on: first, the brief history of Facebook. Second, the use of Facebook on the positive and negative impact. Third, Facebook and its influence on the student's performance skill. Lastly, perception about the use of Facebook in educational form. Next chapter will discuss about research methodology.

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CHAPTER 3: RESEARCH METHODOLOGY

In order to make a statistical result within an empirical finding responding to the objectives, this chapter combined the following points that would make it comfortable through providing steps to specify the research journey in terms of research design and research process.

3.1 Research Design

This research utilized a kind of quantitative method which employed online survey in order to find out students' perception. By the means of quantitative research, questionnaires survey is one of the common approach to infer about relationship among variables and how the population officially can be generalized by the sample result (Creswell, 2018). Type of survey for this study will be cross-sectional survey as it is defined that the information from samples would be drawn at just same point of time even though it takes hours or days to finish (Fraenkel, Wallen, & Hyun, 2012).

The study carried out at National Institute of Education (NIE) which is useful for researcher to study about teacher-trainees' perception toward the teacher's use of FB and during their professional training period. Teacher trainees at high educational level who are studying in the 25th generation would be an evaluator about the teachers' use of Facebook because they will become a senior teacher when they graduate and even though we are encouraged to study about their bias, they could be able to adopt and build up justification on attitude toward the Facebook use in education context. Moreover, there were less studies and researches about them.

Building to understand of the social media's influence on student's performance, it was recommended for choosing important framework to process. researcher had chosen a framework suggested by Al-Tarawneh in his research (2014) which was proposed in

order to explore influence of Facebook within educational context. On his research, he modeled out the Facebook influence which contribute to a better performance within five dimensions: Communication, Coordination, Socialization, Collaboration and Entertainment. Also, it is important to empirically explore such factors and how they interact with the educational system through the user's perspectives. Obtained of quantitative data has processed through descriptive analysis and interpreted accordingly.

3.2 Sample Size and Sampling Technique

Among the number of 995 teacher-trainees who were taking one-year training course in the 25th generation at NIE, the number of participants were 151 which is in $\pm 7.5\%$ margin of error according to Stoker (1884) as cited in Bassfar (2014). This study employed convenient sampling techniques in which the participants were directly and indirectly contacted within available and reachable case. Moreover, because the situation was not favorable, the school were closed due to the Pandemics, the author decided to collect by snowball sampling techniques as following type; first making contact with available known participants and passed the link of the questionnaires through Facebook account or Telegram. On the other hand, researcher also required first reached participants to forward or share to their classmates or mutual friends of the same generation which was like snowballing process.

3.3 Research Instrument

A two-page questionnaire were developed on Google form based on the previous set of items related to SN use adapted from the list of items constructed by Al-Tarawneh as cited in Abu-Shanab (2015). The questionnaire consisted of two sections. First section is exploring about demographic information such as title of the respondent, academic background, marital status etc. Second section is the statement (24 items) about perception toward the teacher's use of Facebook which explore in five dimensions:

communication, coordination, socialization, collaboration and entertainment (see appendix A). This kind of framework depicts the major dimensions of the influence phenomenon and how it interacts with the educational society (Al-Tarwneh, 2014). A 5-point Likert scale was used and ranging from 'Strongly Disagree', 'Disagree', 'Neutral', 'Agree' and 'Strongly Agree'. Finally, the total form has been adapted and translated respectively to Khmer so that it would be comfortable for participants. Excel and SPSS were used for data analysis after collecting all the data as well as checking their validity.

3.4 Data Collection Procedure

This section describes the procedures that the researcher used for collecting data. In this study, data collection had been formally planned and made as more comfortable as needed. Firstly, after final check successfully with supervisor, researcher went in and requested permission from the NIE director and acquired information about size of population and amount of class in science students and social science students. Next, the researcher requested the administrator of the institution to drop the survey form link into their communication chat link such as telegram or Facebook messenger in various department. As a mean for extra reaching, researcher could also contact with teacher-trainees directly who is being friend on Facebook or through mutual friends and dropped the survey link to them. Those who received the link would firstly fill the entire form and then they were asked for help to share or forward the link to their reachable friends or classmates. Even though they are at different subjects or groups but as long as they are in the same batch, they could access the link. They were carefully given a clear instruction on the first start of the survey form as well as the purpose of the research and were appreciated the most on their engagement. As the link went through, the author was releasing the link and opened for 20 day-period (started from 15st of May until 5th of July) in reaching the number of participants that have been expected at the previous

part (n=146). The survey form would require participant to fill for just less than 5 minutes that could be accessed by phone or computer.

3.5 Data Analysis

As this study employed quantitative survey design, data of each research question had been subjected to statistic. After data collection, data had been cleaned and inserted to Excel and SPSS software program in order to perform data analysis. Thus, statistics or graphs have been accurately and clearly represented the output report responding to the purpose of the research. Descriptive analysis was acquired to find frequency, percentage, mean, standard deviation and so on based on the research questions 1 and 2. For research question 3, we use Pearson correlation. Based on Scober and et al., (2018), the approach to interpret correlation indicated that coefficient > 0.10 is negligible, 0.10-0.39 is weak correlation, 0.40-0.69 is moderate correlation, 0.70-0.89 is strong correlation and 0.90-1.00 is very strong correlation. Researcher used SPSS in order to define Cronbach's alpha test of each construct items. The Cronbach's alpha number in social science study is acceptable when its number range from 0.60 and above (Mohamad & et al., 2015). Moreover, it will be great if it is a range from 0.80 to 0.90.

3.6 Ethical Considerations

Creswell (2018) also stated that whenever research study was, researcher has to think about ethic, which include respecting the right of participants, honoring research site and report research fully and honestly. This study has conducted by putting great attention on confidentiality, respect and anonymity. All participants were requested for consent ethically in completing the question form as well as being explained about the significance of the research and putting value of research responses. To make the anonymity of this process, participants weren't allowed to show their names and also feel free to reject the participation. In addition, citation and author's copy right have

been considered and valued in order to avoid plagiarism, especially instruments in which this study has adapted. In addition, in terms of permission from the institution, the author had been fully approved from NIE's principal before proceeding to process data collection.

3.7 Summary

This chapter has fully described about research methodology which focused on research design, Sample size and sampling techniques, Data collection procedure, Data analysis and Ethical considerations. Interestingly, next chapter will show you about the research result and finding that was confronted by this chapter.

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CHAPTER 4: FINDING AND RESULT

This chapter will show about statistical data which present from the data analysis and it would come up with the complemented evidence to answer to the research question. There are three parts of result category which first presents with demographic of respondents, second, with validity of construct and finally the teacher trainer's perception on the teacher's use of Facebook that influence to student's performance.

4.1 Participant profile

As this research employed quantitative method, firstly, descriptive analysis techniques had been applied to test the proposed hypothesis as well as descriptive statistics like mean, standard deviation, frequency tables and charts will be used to know the characteristics of the data and demographic profile of the respondents. Out of the total population of the 25th generation of trainee teacher in academic year of 2019-2020. We received 151 respondents which was considered as acceptable as 7.5 percent (margin of error) based on Bassfar (2014) while the whole number of them are 995 teacher-trainees.

All 151 respondents had given responses properly which are 91 males (60%) and 60 females (40%). There were 102 participants (68%) who were single and 49 of them (32%) have got married. The youngest participant age 21 while the oldest is 38 and we can see the mean age is 29. However, the age group were listed as 4 age categories: 21-25 (50.33%), 26-29 (29.14%), 29-34 (17.22%) and 35 & above (3.31%). I could say in my

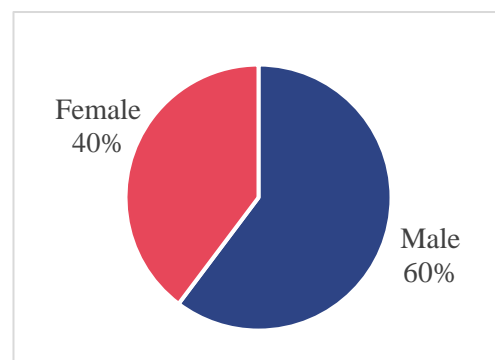


Figure 1: Sex percentage of respondents

opinion that young teachers were utilizing social media more than the elder. This shows that among participants, the Facebook users are being significantly for younger users. Eventually, maybe social media popularly influenced on the young youth and the old teachers eventually were strict and self-constrain with new social media.

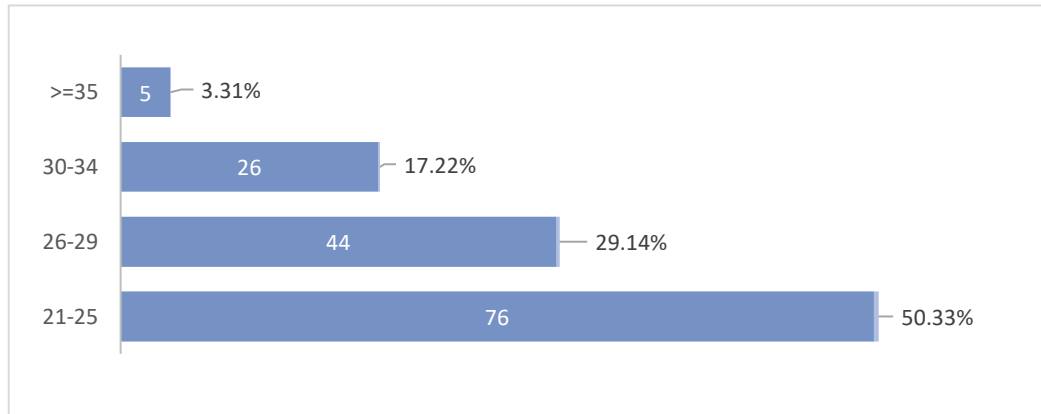


Figure 2: Category of the respondents by their age group

However, through the result, we could not find significant difference of participants between male and female since the proportion of gender has not changed (91 males out of 544 and 60 females out of 450). Interestingly among the respondents, we had 60 teachers (26 females) of novice-teachers who were just starting to become teacher and 91 (34 females) who were official teachers (teachers who already became a state-worker and pursuing high level of qualification). As comparing with the total population, there are of 719 ($\approx 72\%$) novice teachers and 275 ($\approx 28\%$) are government staffs.

In the context of educational level, we got 144 (95.36%, 57 females) who were carrying bachelor degree and 7 (4.64%, 3 females), who finished master degree. We might not make any assumption since there is no better proportion among participants in terms of their degree of education.

All the 20 subjects in the entire population, we were able to receive respondents within 10 majors of subjects out from the 20 subject majors taking during the practicum. Respondents were examined and grouped by their subjects as it would mean something about their perception impact. As a result here, we see 16 (10.60%) teachers were from Math, 26 (17.22%) from Chemistry, 20 (13.25%) from Physics, 13 (8.61%) from Biology, 6 (3.97%) from Geography, 6 (3.97%) from Khmer literature, 23 (15.23%) from English subject, 13 (8.61%) from ICT, 15 (9.93%) from Moral & civic and 13 (8.61%) from History (summary in Table 1).

Table 1: Category of the respondents by their subject

	Male	%Male	Female	%Female	Total	Percentage (%)
Math	11	68.8%	5	31.3%	16	10.60
Chemistry	13	50.0%	13	50.0%	26	17.22
Physics	11	55.0%	9	45.0%	20	13.25
Biology	7	53.8%	6	46.2%	13	8.61
Geography	2	33.3%	4	66.7%	6	3.97
Khmer literature	3	50.0%	3	50.0%	6	3.97
English	16	69.6%	7	30.4%	23	15.23
ICT	12	92.3%	1	7.7%	13	8.61
Moral and Civic	7	46.7%	8	53.3%	15	9.93
History	9	69.2%	4	30.8%	13	8.61
	<i>Total</i>				<i>151</i>	<i>100.00</i>

Clearly match with the population among the highest number of teacher-trainees, we came up with being disappointed that we got less participants from Math (8.51%) and Khmer literature (3.94%) in which we may not be able to make generalization and inference to any category while others are moderately acceptable (see table 2). However, we could make a comparison between group of science and social science in context of each perception. In addition, 10 subject fields which had got no participants for our study truly because they were small number of students such as: French (8 students), Sport (10 students), Economy (17 students), Electricity (11 students), Electronics (8 students), Mechanics (9 students), Aquaculture (2 students),

Agronomy (4 students), Food Engineer (4 students) and only Earth science have more number than others (67 students). However, as amount of this missed respondents, we still were able to work on our respondents' data because they came from basic major number of subject fields which consisted of their moderate ratio and was possible to study about their responses.

Table 2: Proportion of participants with the population

Subject	Population	Female	Participant	Percentage (%)
Khmer literature	152	83	6	3.94
Mathematic	188	61	16	8.51
Physic	98	41	20	20.40
Chemistry	88	50	26	29.54
Biology	50	32	13	26.00
ICT	65	9	13	20.00
Geography	49	33	6	12.24
History	47	30	13	27.66
Moral and civics	43	28	15	34.88
English	74	27	23	31.08

Regarding with the experience year of using Facebook, most of them had used Facebook for more than five years. Only 0.66% has used for 1 year, 1.32% had used for 2 years and 1.99% of participants had used for 3 years, 11.92% of participants had used for 4 years, 29.14% had used for 5 years and 54.97% had used more than 5 years.

Table 3: Experience year of Using Facebook

Use Facebook Period				
Year	Male	Female	Total	Percentage (%)
1	0	1	1	0.66
2	0	2	2	1.32
3	0	3	3	1.99
4	11	7	18	11.92
5	22	22	44	29.14
>5	58	25	83	54.97
Total	91	60	151	100.00

This can be concluded that majority of the teacher-trainees had experienced using Facebook for at least 5 years of during and before becoming a teacher-life. It could be

illustrated that they experienced and used Facebook along noticeably during their university life or previous work.

4.2 Validity of Construct

Before we get started to answer the research question, researcher would like to present something about the tool's validity. The instrument used utilized a set of items related to SN used adapted from Al-Tarawneh's research. The Cronbach's. alpha for estimation of internal validity by the 24 items (N=151) show the preferable value which was acceptable in social science research, the value between 0.65-0.8 or higher (Abu-shanab et al., 2015). Moreover, the value of each construct was shown in the following of table 4. This mean that the total items have shared covariance and probably measure the similar underlying concept.

Table 4: Cronbach's alpha of each construct items

Dimension	Item	Cronbach's alpha
Communication	4	0.911
Coordination	6	0.868
Socialization	5	0.793
Collaboration	4	0.766
Entertainment	5	0.815

4.3 Teacher-trainee's perception of the teacher's use of Facebook

This step is to explore the means and standard deviations of the sample's responses regarding the perceptual items. The dimensions of the survey were estimated using the means of specific items shown in table 5. Moreover, it could be appropriately stating to answer each research question (RQ) by now.

RQ1: What are the teacher-trainees' perceptions on the teacher's use of Facebook for educational purpose?

Table 5: The Means and Standard deviations of the dimension explored

No	Dimension	Items	N	Mean	SD
1	Communication	Q1, Q2, Q3, Q4	151	3.85	0.85
2	Coordination	Q5, Q6, Q7, Q8, Q9 Q10	151	3.38	0.92
3	Socialization	Q11, Q12, Q13, Q14, Q15	151	3.53	0.86
4	Collaboration	Q16, Q17, Q18, Q19	151	3.17	0.94
5	Entertainment	Q20, Q21, Q22, Q23, Q24	151	3.29	0.89

The measurement of each items categorized into dimension totally capture the participants' sense to the extent they agree or disagree to the teacher's use of Facebook using their own evaluation. We could see the highest positive view of the teacher's use of Facebook indicates on Communication (M= 3.85, SD= 0.85), Socialization the next (M= 3.58, SD= 0.86), then Coordination (M=3.38, SD= 0.92) and Entertainment respectively (M=3.29, SD= 0.89) while Collaboration was positively perceived lowest mean among the students 'views (M= 3.17, SD= 0.94). In here, research question 2 would appropriately be answered into this form since each of performance skill were actually influenced by the teacher's use of Facebook. Communication skill is the most perceived benefit while collaboration skill was in the low rank.

To answer the first research question that it was asked to show about the view of the teacher-trainees toward the teacher's use of Facebook, we can start with the concluded one. Based on the analyzed data collected from the survey, researcher simply could raise up that most of the participants (N=151) who experienced with Facebook use have evaluated about teacher's use of Facebook as accountable to their relationship and influence their performance skills. The teacher's use of Facebook significantly was perceived in authentic performance for academic skills such as: communication, coordination, socialization, collaboration and entertainment. The table 6 will show some of common responses that supplement into the description of items inside each dimension. The response didn't make our evaluation more absolute since the highest

mean barely at 3.95 and the lowest mean is at 2.85. This could be so much doubt that teacher-trainees expressed their ideas on such a neutral way. However, researcher got some crucial part to show around this result.

Table 6: Perception of teacher-trainees within each item

#	Item Description	Mean	SD
Q1	Teacher's use of Facebook helps increase my communication with him/her	3.87	0.82
Q2	Teacher's use of Facebook improves my communication with my friends	3.81	0.82
Q3	Teacher's use of Facebook opens new channels of communication for me	3.95	0.83
Q4	Teacher's personal account on Facebook facilitates message or advice to all students	3.75	0.94
Q5	Teacher's use of Facebook facilitates my coordination with those that I work with	3.32	0.93
Q6	Connecting Facebook with a teacher helps me manage my school tasks easier	3.39	0.94
Q7	Teacher's use of Facebook coordinates my learning effort	3.21	0.94
Q8	Teacher helps me more when using groups on Facebook	3.15	0.97
Q9	Through Facebook, I can get all my resources coordinated from my teacher	3.72	0.90
Q10	Finding help to do my assignments is easier through Facebook	3.47	0.99
Q11	Teacher has used Facebook to facilitate my social activities on the web	3.22	0.97
Q12	It's easy to make friends with my teacher on Facebook	3.55	0.85
Q13	It's easier to keep in touch with my teacher on Facebook	3.62	0.82
Q14	The teacher's chat facility helps me keep in touch with my friends	3.52	0.81
Q15	Tracking teacher's activities (events) on Facebook keeps me acquainted with him/her	3.46	0.86
Q16	Using Facebook helps me and my teacher to interact more collaboratively	3.21	0.95
Q17	Teacher's post, like, comment or share (or use other types of interaction) to my Facebook helps me collaborate on tasks	2.97	0.97

Q18	Being a friend with many of my teachers helps me easily to collaborate with them	3.34	0.92
Q19	Through Facebook, my teachers help me more than on my school tasks	3.15	0.93
Q20	I am happy and interested in making friend with my teachers on Facebook	3.70	0.76
Q21	Teacher's post, like, comment or share (or other activities) on Facebook makes me interested in.	3.55	0.85
Q22	Socializing in Facebook with teachers is entertaining	3.34	0.90
Q23	Teachers' activities on Facebook were fun to interact with	2.85	0.88
Q24	Knowing the teacher's activities on Facebook is interesting	3.01	1.04

Each dimension's result as show in table 5 and 6 could also express the different perception and positively supported to our finding by the following constructs even some means are close to neutral condition. Next, let begin to check more on the potential of using Facebook of the teacher which promote connected learning.

RQ2: What are the potential usage of Facebook of the teacher which promote connected learning or improving student's performance skill?

4.3.1 Communication

This construct has the highest mean (M= 3.85) among the 5 and lower standard deviation as interesting and it is considered highly perceived by the teacher-trainees. Within this construct, 68% of participants agree and 15% strongly agree that teacher's use of Facebook help them increased their communication as well as making a new way for them to easily contact with others. Meaning that they were paving the way to indicate that online connection with their teacher made their communication improved and actively in using language or reverence. Moreover, the teacher's use of Facebook ensures to make chances for student to interact and enhance relationship. This construct not only indicate the perceive usefulness of the easy communication with the teacher

but also availability to interact with their classmate or friends. The highest perceived item (Q3) is stated to illustrate that teacher's use of Facebook opens the new channels of communication for student. It means that communication could occur in form of direct conversation or asynchronous interaction between Facebook group. It also could be stated that teacher's use of Facebook could provoke something that involve in post, like, chat or comment ... etc. throughout the need of friendship between teacher and student, it is being perceived that it was acceptable that teacher was able to guide their students and continually educated them even they were not in physical classroom. Moreover, networking of teacher through Facebook reflected to the availability of his duties and advice to their students. In addition, Facebook use was an ideal tool of communication and interaction among students to effectively improve language learning and teaching. Moreover, since Facebook socialization in education was limited however within the teacher-trainee's view it could be said to be more of enabling chance of communicative skill.

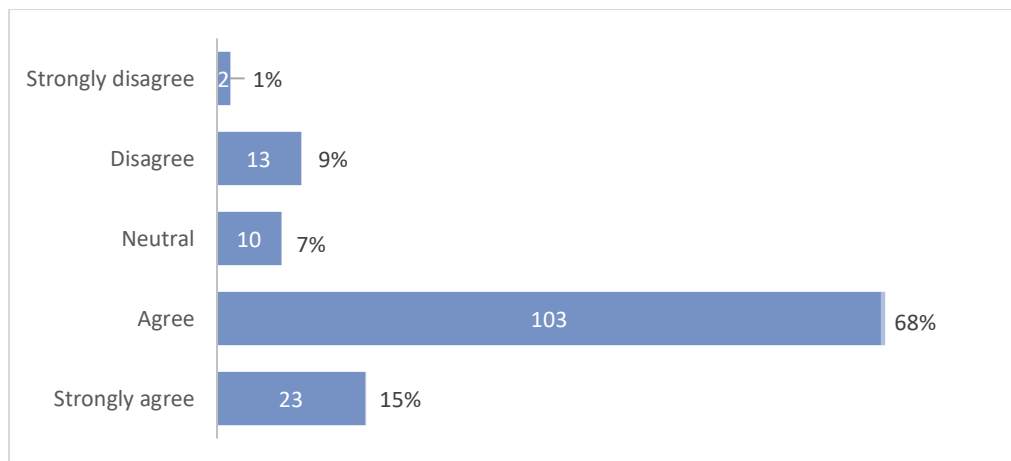


Figure 3: Teacher's use of Facebook helps increase my communication with him/her (item_1)

Hence Teacher-trainees have positive perception toward the teacher's use of Facebook in terms of Communication (M= 3.85, SD= 0.85).

It can be noted that 60% teacher-trainees agree (also 16% strongly agree) to the term that teacher 's use of Facebook could facilitate message or advice to all students while only 9% disagree and 3% disagree.

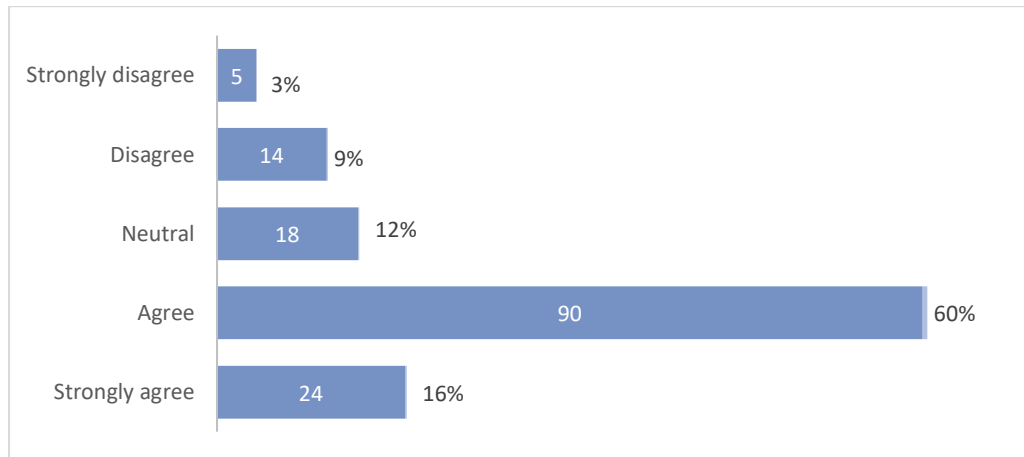


Figure 4: Teacher's personal account on Facebook facilitates message or advice to all students (Item_4)

4.3.2 Coordination

This dimension consists of 6 items which are moderately perceived as high in acceptable level on $M=3.38$, $SD= 0.92$). researcher still can see the positive views of the teacher-trainee which show the benefit of teacher's use of Facebook could coordinate into student's learning progress and facilitate school task to be easier. researcher could not form an assumption that teacher and student could secretly make a negotiated form to bribe or unethical decision related with score or academic burden. However, it could be revealed that teacher could effectively deal and coordinate with students in terms of their requests or any source subsidization. 68 of Participants agreed (with 5 people strongly agreed) that teacher's use of Facebook could coordinate their learning effort. This indicates to the eventual benefit in which Facebook could be student's supported learning tool.

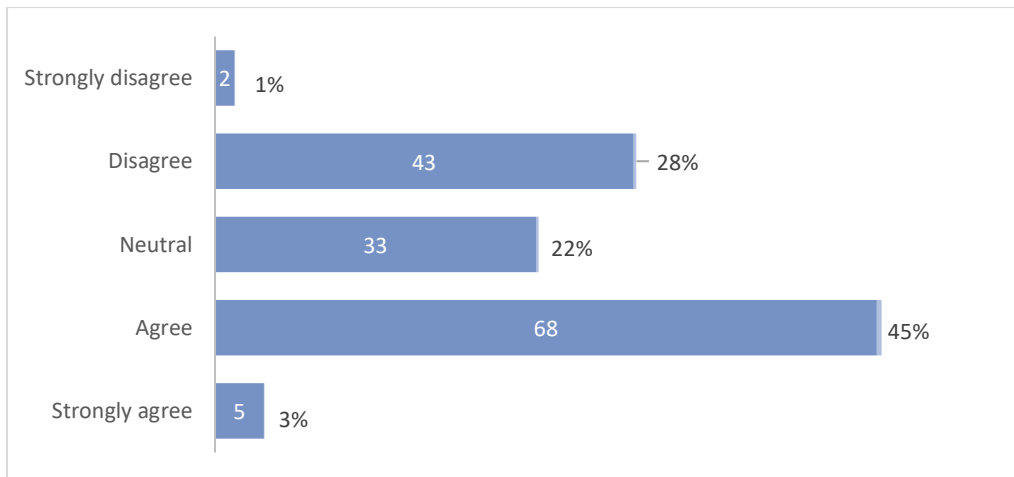


Figure 5: Teacher's use of Facebook coordinates my learning effort (Item_7)

Since the communication form made it easier for teachers and students to interact, there are things that teachers could be able to engage, empower students and coordinate their learning effort. The highest mean of each item within this construct was on the item_9. Through Facebook, students could get all their resources coordinated from their teacher. Thus, researcher proposed that teacher's use of Facebook created a positive recognition from the teacher-trainee's view. 74% of participants

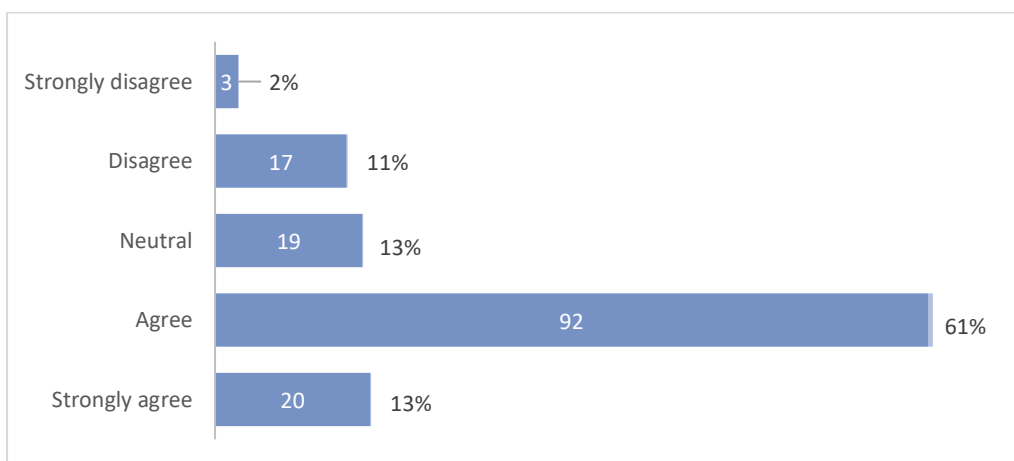


Figure 6: Through Facebook, I can get all my resources coordinated from my teacher (Item_9)

Hence Teacher-trainees might have positive perception toward the teacher's use of Facebook in terms of Coordination (M= 3.38, SD= 0.92).

4.3.3 Socialization

On the socialization context, students perceived as a bit lower than coordination part ($M=3.53$, $SD= 0.86$). it consisted of 5 items and each of them indicates the advantage of web-based socialization. 66% of participants have positive perception on the teacher's use of Facebook that they can find help from their teacher through Facebook. It was revealed that the teachers are opened for students to make friend and keep in touch via Facebook. In every activity on Facebook of the teacher might be good for students to acquaint and stay in line of relationship. However, it can have a trend that all negative and positive activities of the teacher via Facebook will reflect on a personality type from what the students could evaluate base on their education level.

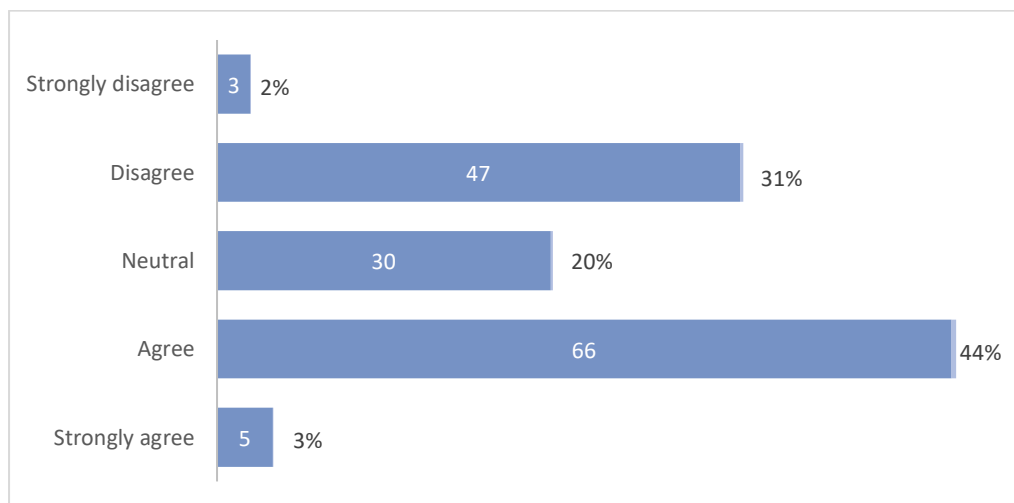


Figure 7: Teacher helps me more when using groups on Facebook (Item_8)

Nearly 50% of participant agree to the Facebook use of their teachers which facilitate their social activities on the web. This shows that teachers also involved or in social or behavioral activities of the students even it was their private life. 70% of participant agreed to say they are easier to keep in touch and make friend with their teachers. It shows the realistic view that teacher and student could feel motivated to online community. It promotes the student's desire to develop and strengthen the relationship with their classroom community or other as well.

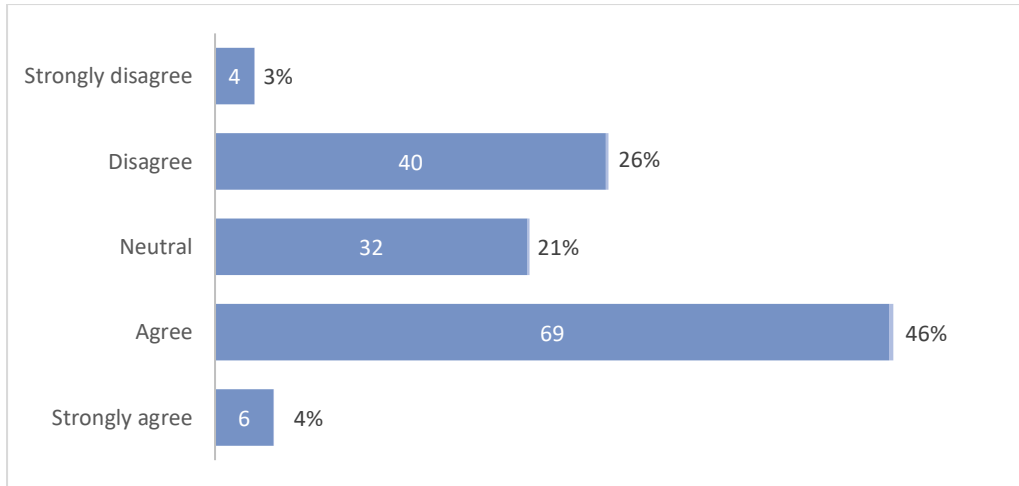


Figure 8: Teacher has used Facebook to facilitate my social activities on the web (Item_11)

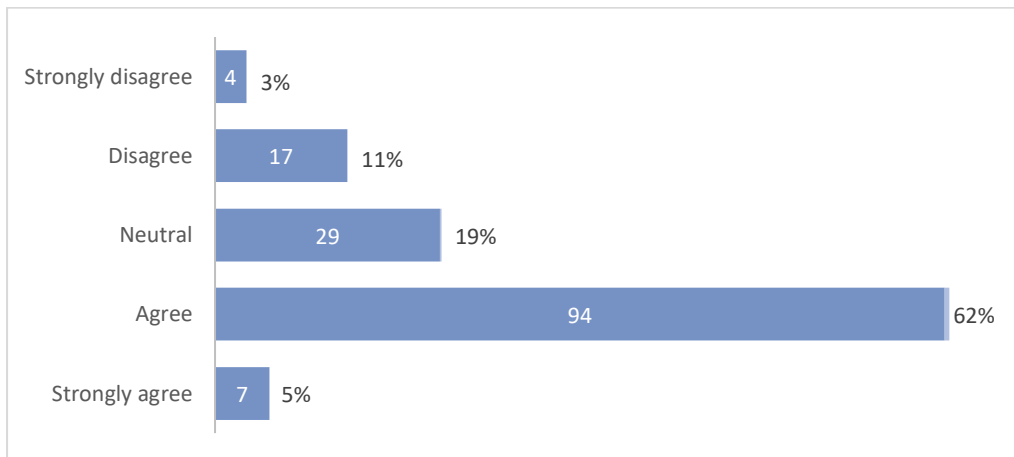


Figure 9: It's easy to make friends with my teacher on Facebook (Item_12)

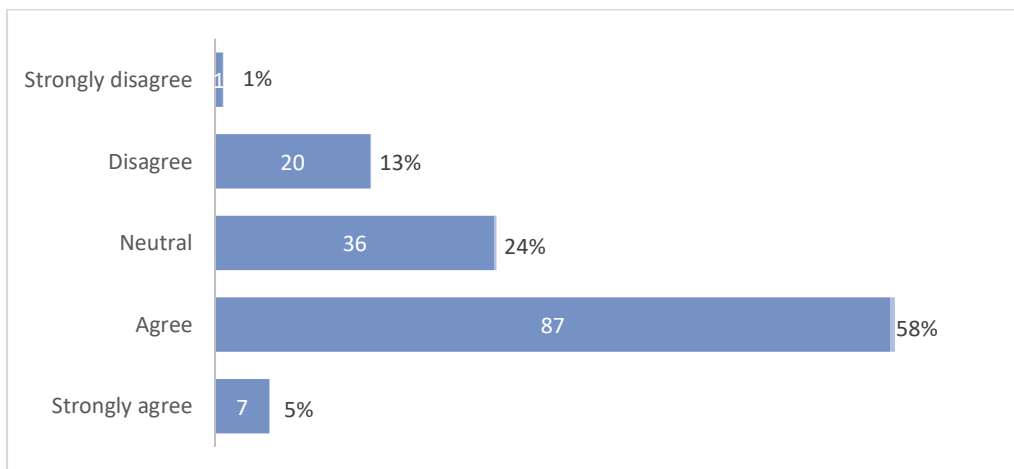


Figure 10: The teacher's chat facility helps me keep in touch with my friends (Item_14)

By the above figures, teacher-trainees have positive perception toward the teacher's use of Facebook in terms of Socialization (M= 3.53, SD= .86).

4.3.4 Collaboration

This dimension shows the lowest mean among others since it really shows that most participants had nothing to say on Collaboration impact from the teacher's use of Facebook. However, this result intends to show that each item within this construct is moderately evaluated (see figure 11).

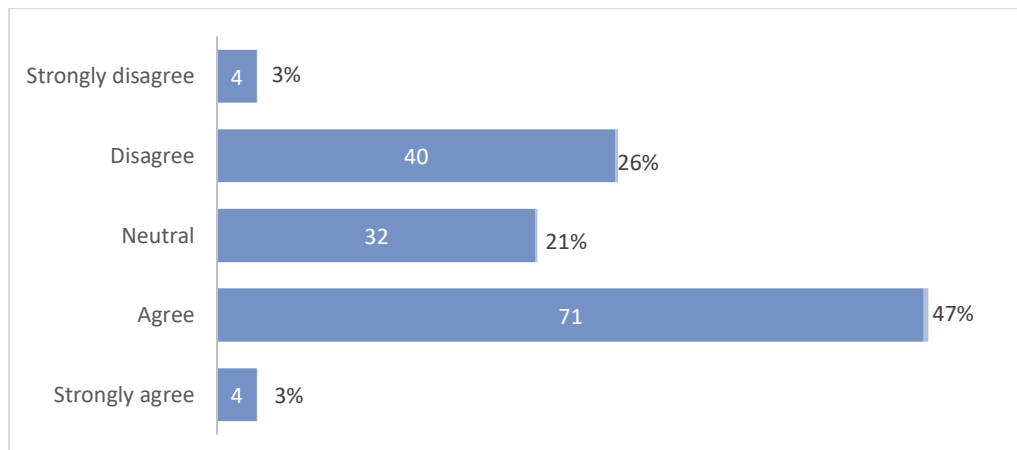


Figure 11: Using Facebook helps me and my teacher to interact more collaboratively (Item_16)

54% participants agree and 3% strongly agree to the teacher's use of Facebook that stimulate collaboration over the teacher and student relationship or academic life. Researcher could evaluate that Facebook of the teacher co-related to the particular field or type of relationship that they have or experience they made. However, we could still make this context positive in terms of collaboration factor.

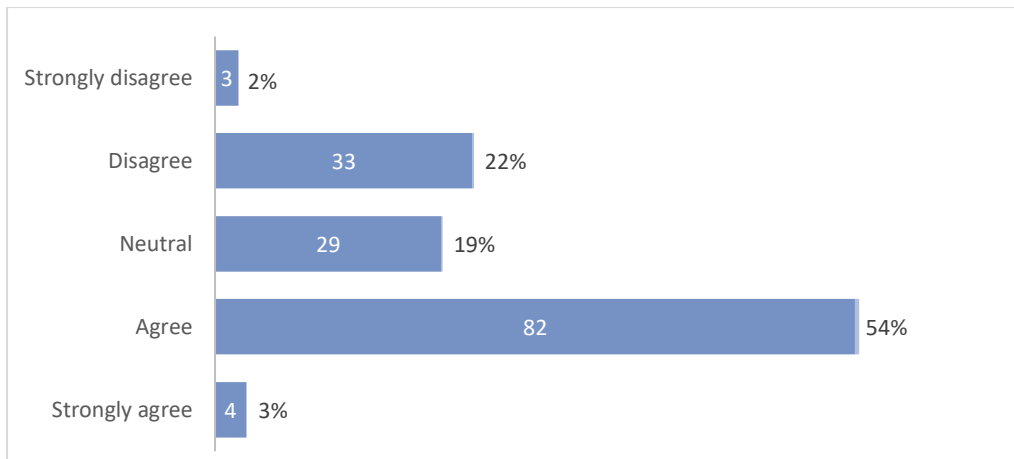


Figure 12: Perceive Collaboration impact of Teacher' on Facebook (Item_18)

Hence, at this point researcher could admit to not state that teacher-trainees consisted of positive perception toward the teacher's use of Facebook in terms of Collaboration ($M= 3.17$, $SD= 0.94$) since the mean is close at the neutral term.

Perception of the teacher-trainees could also reveal teacher's use of Facebook to increases cooperative behaviors among teacher and students. As they were available to contact or Facebook accessibility were comfortable, it enhances a chance of collaboration environment for students. Getting to know their teachers or other connected classroom, students are getting close to their teacher with whom they could communicate through Facebook. Moreover, 57% of them viewed that Facebooking with more of the teachers enable a chance for them to collaborate and cooperate well (see Figure 13). Nearly half of participants showed that it easier to collaborate with their teacher via Facebook. Hence, it revealed to have no bad deal when it comes to Facebook usage.

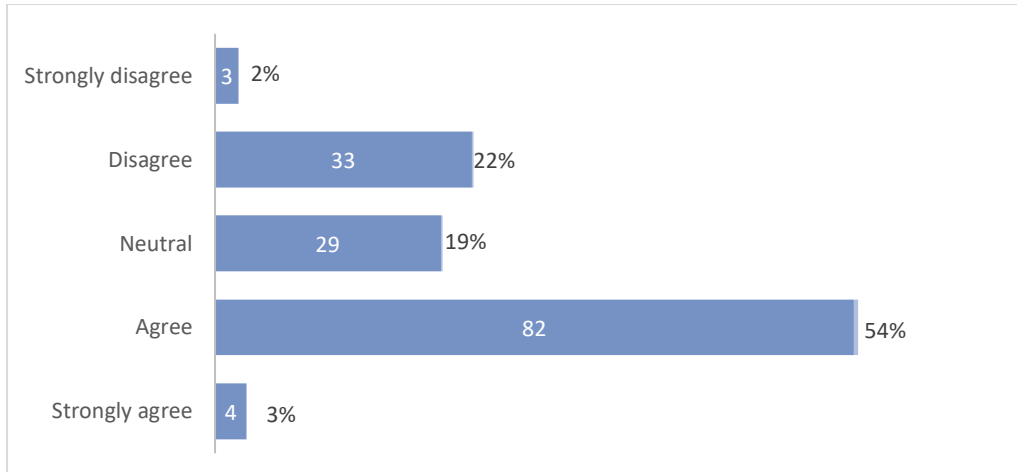


Figure 13: Being a friend with many of my teachers helps me easily to collaborate with them(item_18)

4.3.5 Entertainment

Inside the influential part, Entertainment which got from the teacher’s use of Facebook results in moderately perceived. This showed for some considerable view towards the interests of interaction and connection between students and teachers via Facebook or other social media. 76% of participants positively said that they were happy and interested in making friend with their teacher through Facebook while 10% perceived not interested to be friend with their teachers.

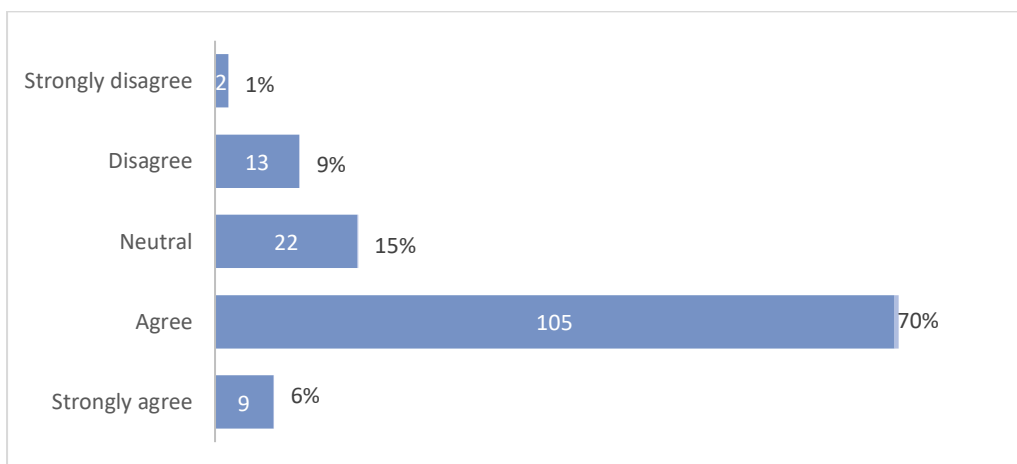


Figure 14: I am happy and interested in making friend with my teachers on Facebook (Item_20)

87 participants agreed (with 10 strongly agreed) that the teacher's activities on Facebook make them interested in. it indicated to the form of entertainment which got by the teacher's post, like, comment or share...etc. (see figure 15)

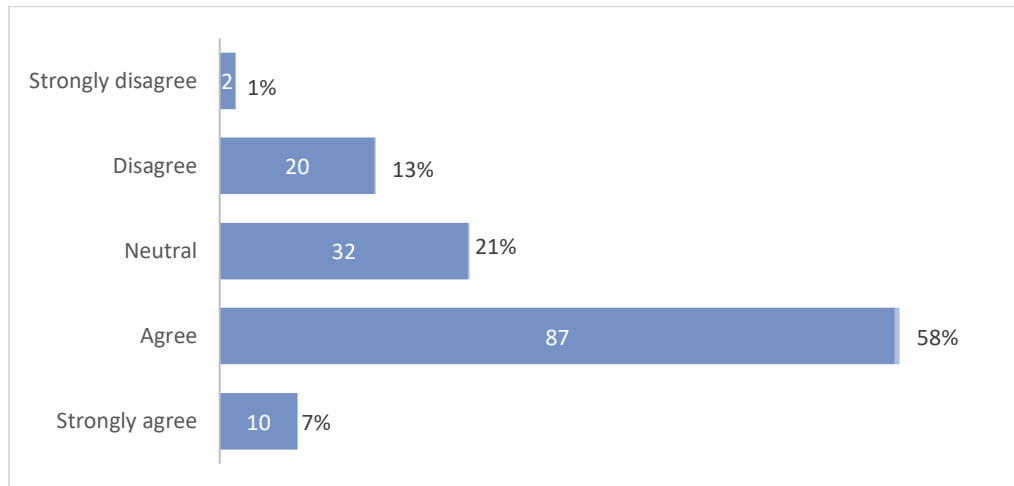


Figure 15:Teacher's post, like, comment or share (or other activities) on Facebook makes me interested in (Item_21)

Teacher-trainee perceived moderately toward teacher's use of Facebook as entertaining. However, it is higher than Collaboration impact. This reflected into special attitude that teacher-trainees were feeling interest to socialize or interact with their teacher via Facebook. We got only 50% agreed and 4% highly agreed that the teacher's use of Facebook is entertaining. Moreover, 30% of participants viewed that Facebook use of the teacher is not fun to interact with. This indicated to the professional use of teacher which was considerably acceptable and flexible to the connection with their students (see figure 16).

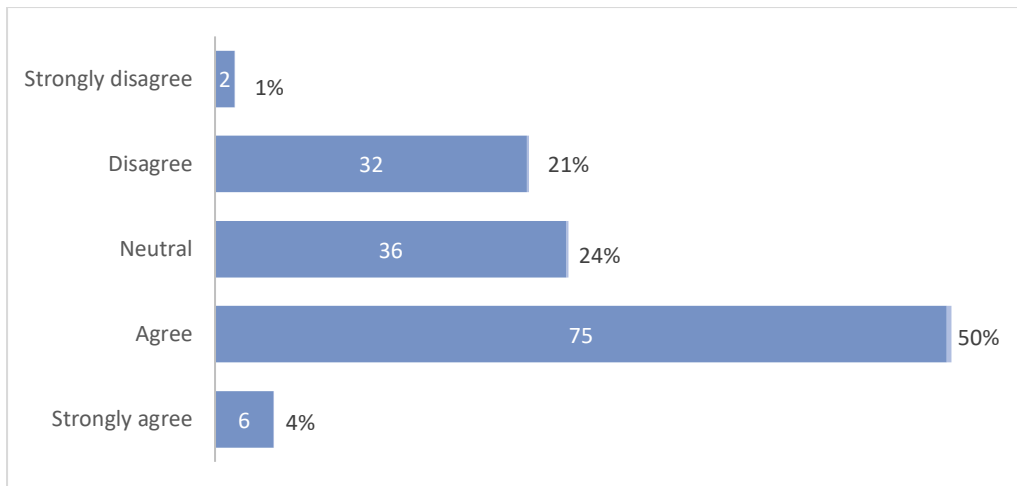


Figure 16: Perceive Entertainment impact on the teacher's use of Facebook (item_22).

Therefore, teacher-trainees were regarded as having positive perception toward the teacher's use of Facebook in terms of Entertainment since it about the number of neutral point ($M= 3.29$, $SD= 0.89$). However, nearly 37% of participants viewed that they didn't find it interested about teacher's activities on FB and we found more than 50% who agreed to term that teacher's use of FB made them entertaining (see figure 17). Interestingly, we found 75% of participants who happy to make friend with their teacher while 10% said no and 15% were neutral.

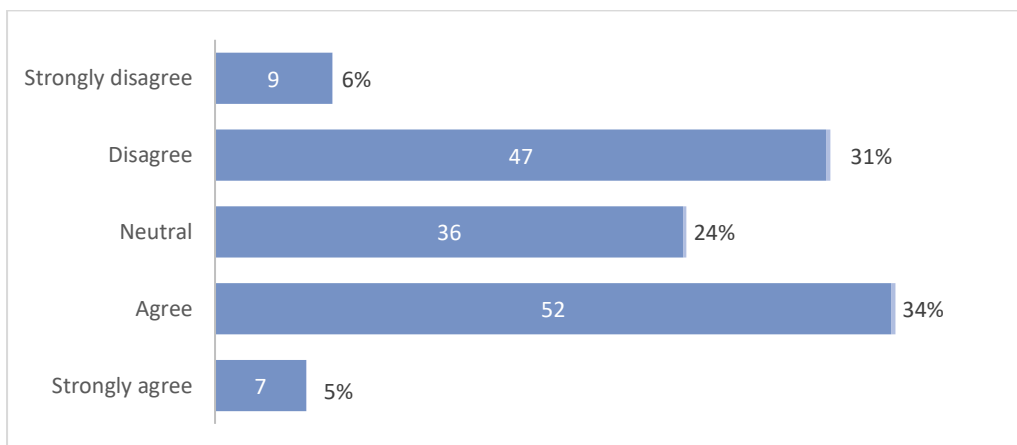


Figure 17: Knowing the teacher's activities on Facebook is interesting (Item_24)

4.4 Correlation between variables

This worth to show that each dimension was to be significant at 0.01 level. It's a positive correlation admitted to the form of connection between variables which are necessarily important to explore. Table 7 will show you the Pearson correlation between each variable that is essential to predict the strength of association between the two continuous variables.

RQ3: Is there any correlation of the teacher's use of Facebook between each variable?

Table 7: Pearson correlation between each variable

	(1)	(2)	(3)	(4)	(5)
Communication (1)	1				
Coordination (2)	.63**	1			
Socialization (3)	.60**	.62**	1		
Collaboration (4)	.44**	.57**	.46**	1	
Entertainment (5)	.52**	.44**	.40**	.35**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Base on the result of the study, among constructed variables appeared to have moderate correlation however a pair of variable correlation were low.

Communication and Coordination were found to be moderately positively correlated, $r(149) = 0.63, p < 0.01$. Similarly, there is moderately positive correlated between Coordination and Collaboration as well, $r(149) = 0.57, p < 0.01$. However, it showed the highest correlation value among other variables. This means that communication happened along when there come to a coordination or vice versa.

Communication and Socialization also were found moderately positively correlated, $r(149) = 0.60, p < 0.01$. This also similar with Socialization and Coordination, $r(149) = 0.62, p < 0.01$.

Communication and Collaboration also were found moderately positively correlated, $r(149) = 0.44, p < 0.01$. Moreover, This also similar with Socialization and Collaboration, $r(149) = 0.46, p < 0.01$.

There is moderately positive correlation between Entertainment and Coordination, $r(149) = 0.44, p < 0.01$; and there are the same between Entertainment with socialization, $r(149) = 0.40, p < 0.01$. However, Entertainment and Collaboration showed the weak positive correlation, $r(149) = 0.35, p < 0.01$.

Most of the correlation pertained on moderately positive which means that if we make some change within each variable, it will cause some slightly change to another variable. However, it is weak correlation between Collaboration and Entertainment.

4.5 Summary

This chapter brought you the most interesting result which come up firstly with the participant's profile, the statistic of sex, age group, subject field, proportion to the population and their experience year of using Facebook. Secondly, this part also presents the Cronbach's alpha coefficient from result which indicates to validity of each construct and the result showed the value which was acceptable. Thirdly, the continued step is showing the perception of the teacher-trainees that would answer to the first and second research question. Furthermore, it was concluded that teacher-trainees had positive view on the teacher's use of FB and the very useful usage of Facebook use fell to the communication and Socialization impact. Lastly, this chapter also present every variable correlation among constructs. We found the moderately

positive correlation among variables except Collaboration with Entertainment. To make it clear with result elaboration, on the next chapter would enthusiastically bring you a clear discussion among this research result with the previous relevant studies.

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CHAPTER 5: DISCUSSION

This chapter comes up with a discussion idea among result obtaining and literature review sources that provided a clear justification over the teacher's use of Facebook within the student's perception consulted with other prior researches.

5.1 Demographic information of Participants

This exploratory research investigated the view of the teacher-trainees' reflection on the teacher's use of Facebook within its impact to the student's learning attitude or academic performance skill such as communication, coordination, socialization, collaboration and entertainment. Since majority of participants who used FB falls into the young age group, it indicated to its importance and integration to the daily life of young learners who applied virtual communication and interaction via social media during their academic life. This was best matched to the study in Sri Lanka that there was a huge amount of professional and common preference in the effect of Facebook socializing among undergraduate students to foster their academic development and achievement (Abramson, 2011). Thuseethan and Kuhanesan (2014) declared that there were several reasons which young leaders need to use online socialization such as: non-stop availability, refresh mine, exchange information, supportive for studies.... However, everyone should understand and care about its negative impacts. The most things happened as negative form of teacher's use of Facebook were privacy issues and ethical dilemma. Sometimes, it might confront to the study of Rouis et al., (2011) which mentioned that extensively use of Facebook with extravert personality could result to low academic performance according to 239 Swedish university students.

Our finding was supported to fact that teacher's use of Facebook unexpectedly was perceived to attributed to educational tool which could be stated that teacher's use

of Facebook, even it is informal, could be leading student's behaving into its habitual practices such as communicative, coordinative, collaborative skill as well. However, age did play a role in the use of technology. 50% of participants (age between 21-25) required to have new relationship connection environment to fulfil in-class satisfaction. Students would feel close to their teacher as whom they are connected on Facebook. This was aligned with Hershkovitz and Forkosh-Baruch., (2013) which revealed that teacher-trainees created more interact with their teachers as a result of the needs for teacher's guidance and support. They also claimed that teacher who provided assistance, advice or encouragement indicate to a teacher who care and love their students. According to Hurt et al. (2012), by seeing the frequent contact between students via online connection, it increased the likelihood that students would be more motivated to engage and conform well with their teacher or supervisor. Thus, it was set to provide practical advice to the teachers, advisors or supervisors who interest in incorporating with online activities would shape or avoid for some negative attitude on Facebook use while thriving to promote on virtual education. However, they all have to be mindful to utilize useful interaction and relationship comfortability.

5.2 Teacher-trainee's perception

To answer clearly to the first research question, we found the realistic view of the teacher-trainee which laid out the lower range of value in terms of Agree scale on the teacher's use of Facebook. A study on 41 teacher-trainees in Turkey also had found that teacher-trainees agreed to the benefit of the use of Facebook in terms of communication and cooperation with teachers or supervisors (Shenez et al., 2015). Most of our respondents (83%) agreed to the teacher's use of Facebook in increasing their communication and collaboration. Moreover, this research result indicated to the advantage of the teacher's use of Facebook in regarding with exchanging feedback,

sharing information, collaboration with peers as well as improving their professional performance (Kirschner & Karpinski, 2010). Thus, Facebook use of the teacher was a convenient mean of communication for students. This is the potential use of Facebook of the teacher that promoted connected learning and improve on professional training process. Shenez et al. (2015) also reported that integrating such thing (teacher's use of Facebook) inside teacher-training practicum particularly could serve to promote student-center learning approach. Accordingly, researcher has realized that teacher-trainees are interested in employing and socializing Facebook with their teachers or instructors. If the Facebook use were covered on by all teachers and students, we enthusiastically ensure of no challenge of spreading information as well as easily interrelation among learners. It will be a good way to promote e-learning program or distance learning platform would be a good way to engaged as suggested by KOICA (2014).

However, we found low mean on Collaboration and Entertainment which may give some idea over the teacher-trainees' learning attitude, the way they are more independent in learning and seldom enjoy in entertainment. They might just want to search on their friends' profile and enjoy sharing story but they value more on direct contact to their supervisors or lecturers since the high value of mean fall onto Communication and Socialization.

Integrating social networking use during the academic study possibly would be good helping students to increase their performance skill, enhanced both teacher-student relationship as well as responded to social or emotional needs. However, the previous research had emerged the main paradigm for reflecting and amplifying relationship among teachers and student relationship. They were equity, respect and trust (Hershkovitz et al., 2013). Base on the result, researcher proposed that teacher's use of Facebook could create those such environment which they were responsible for

their use and maintaining in academic relationship. Hence, this is the response to the second research question.

5.3 Correlation between variables

In the third research question response, we could barely catch up on moderately positive correlation between each variable. Moreover, Communication and Coordination show the highest coefficient of correlation among other while Entertainment and Collaboration show the lowest correlation. This helps to predict the association among two variables which undergo some change together while we make some change over. We could be clarified that Communication do some great linking with Coordination as moderately when compare to Socialization, Socialization, Collaboration and Entertainment. The low correlation between Entertainment and Collaboration might probe that it is no such use of Facebook of the teacher could enhance both Collaboration and Entertainment the same time. Student's benefit base on the personality type of Facebook involvement (Rouis et al.,2011)

5.4 Summary

This chapter discusses about consulting and elaborating over research result with other researches which included demographic information of participants, the perception of the teacher-trainees on the teacher's use of Facebook based on the quantitative data that had been discovered and ended up with discussing about each variable correlation too. However, next chapter will indicate to the last chapter which present about the study conclusion, scope or limitation, implication as well as suggesting for further researches.

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CHAPTER 6: CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

6.1 Conclusion

In this study, we examined the teacher trainees' point of view regarding with the connections between FB use of the teacher and its major contribution into dynamic lifestyle that would enhance students' performance skill. Their perception will reflect to the need or benefits of educational instruction by social networking site from Facebook use. In other word, it is a time for teacher to realize about their concern, to suggest proactive strategy and to minimize negative effects within the use of Facebook. As we know, in addition, previous results suggested that relationships between students and teachers in SNSs are mostly a reflection of real-life relationships (Papandrea, 2012). Thus, we are expecting to see whether or how Facebook use of the teacher might contribute to the change of academic skill of students, especially relationship among teachers and students. Because at the time of the study in 2009 about Facebook was not a well-known as similar as now, it will have less or more effect to the student's perception. Gettman and Cortijo (2015) documented that students viewed their perception that Facebook is only for social use. Since there has no guidelines or instructions for educators to play around with social media, we are all independently mingling our activities around with social media. Moreover, educators who are using Facebook might look for useful chances aside from entertainment. Every variable appeared to have positive correlation with each other but not highly correlated.

Quantitative data had been drawn by the online survey from 151 teacher-trainees who are being trained at NIE on the academic year of 2019-2020. Data have been analyzed and discussed more in a descriptive way. By using the conceptual model adapted from Al-Tarawneh, all research questions have been answered and producing

a check on 5 dimensions of Social-media impact to the student's performance. The finding revealed a great look on the experience use of Facebook within teacher-training sector and came up with the clear view of Facebook experience among trainees and trainers. 84% of participants experienced using Facebook more than 5 years and most involvement in Facebook use indicates on the young teacher-trainees whose age is between 21-25. Most of the constructed dimensions had been perceived positively on by teacher-trainees. Teacher-trainees perceived mostly that teacher's use of Facebook helped with their Communication and Socialization, however they perceived low in Coordination, Collaboration and Entertainment.

Teacher-trainee's perception on the teacher's use of Facebook could occur in unpredictable way. However, the data indicates on the positive acceptance to the teacher's use of Facebook which match with their subject field. Facebook emerged as remarkable form to help student improve their communication, coordination, socialization, collaboration as well as entertainment.

Facebook helps a lot with connectivity, informal learning, skills of bonding and linking which are important to note. Teacher-trainees agreed to the term that the use of Facebook have some connection to their study performance skills and it's not just for educational setting but a life-long skill which could lead people into better relationship connection or future management skill. this sort of study can only conclude that teacher-trainee have positive view on the teacher's use of Facebook since it shows onto healthy communication, coordination, socialization, collaboration and entertainment by their experience.

6.2 Limitations of the study

The finding of the study will be one of interesting outcomes for readers however there are few limitations of this work should be noted. First, the study

population focused only one institution and it can't further be generalized for an acceptable fair in educational sector. Teacher-trainee which is called as high educational level will be one of future senior teachers, the result will somewhat base on their experiences with their trainers during this academic year. Therefore, the finding limited by accuracy and perception of the participants. Secondly, the best way to draw incredible perception about Facebook use, respondents have to be one of the Facebook users. This study will surely be having partial responding due to amount of teacher trainees who weren't unable to access with Facebook internet since they are located in various location. Lastly, as participants are the FB user, within the use more or less in educational context, they could at least have friend with their teachers, lecturers or professors on Facebook.

6.3 Recommendations

Implication: since this study is intended to see the evolution of Facebook use of the teacher which embedded with the impact on student's performance, its result could probably deal on 3 important implication. Firstly, it is with the improvement of professional and pedagogical term within social media practice. Teacher-trainees are required to be 21st century learners who engage actively to advance technological pedagogy such as support knowledge sharing, enhance peer-to-peer networking and coordinate other to a greater autonomous educator. Teacher and student need to earn more positive attitude toward the possibility of using Facebook for educational context. Secondly, in teacher education program, increasing feedback for teacher-trainee and coordinating transformation of trainer's roles during teaching practicum are best highlight on the importance from informal learning environment. Therefore, educators should make Facebook use for enabling relationship and caring about ethic of using Facebook. Lastly, as result of this study pointed out most of its positive perception and

reflection on the evaluation toward the teacher use of Facebook, it urged the ministry of education for carefully considering approaches or strategies to help teacher-trainees and teacher-trainers with their networking behavior in the pedagogy 2.0.

Future research: In order to move beyond subjective indicators of student's perception, future research has to investigate more within Facebook as a useful educational tool from both sides, teacher and student. Moreover, future research should investigate over possibility of the ethical or unethical use of Facebook as well, which could further grant more information about educator 's use of Facebook. Finally, future research is encouraged to improve on comprehensive model or instrumental tool in order to examine more on correlation among subject field or other causation impact.

6.4 Summary

This final chapter show you the repetitive summary of every whole research study. It began concluding on emphasizing on problem statement of the study, research aims, main finding of research and significance of the study. Last but not least, this chapter never forget to provide on limitation of the study as well as recommendation which is providing this such characteristic usage and offer some implication or suggestion for future research.

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APPENDIX A APPROVAL LETTER



មជ្ឈមណ្ឌលស្រាវជ្រាវគណនេយ្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

គោរពជូន

ឯកឧត្តមបណ្ឌិត សៀង សុវណ្ណា នាយកវិទ្យាស្ថានជាតិអប់រំ

កម្មវត្ថុ: សំណើសុំអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ **ឃឹម សិទ្ធិ** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅវិទ្យាស្ថានជាតិអប់រំ ក្នុងរយៈពេល ១ខែកន្លះ ដោយគិតចាប់ពីថ្ងៃទី ១៦ ខែ មិថុនា ឆ្នាំ២០២០ដល់ថ្ងៃទី ៣១ ខែកក្កដា ឆ្នាំ២០២០។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូនឯកឧត្តមនាយកឱ្យបានជ្រាបថា៖ លោក **ឃឹម សិទ្ធិ** ជាគណនេយ្យបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី១ នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ លោក **ឃឹម សិទ្ធិ** មានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ **ការយល់ឃើញរបស់គណនេយ្យនិស្សិតលើការប្រើប្រាស់ហ្វេសប៊ុករបស់គ្រូ ដែលជាជំនួយក្នុងការសិក្សារបស់គណនេយ្យនិស្សិត៖ ករណីសិក្សានៅវិទ្យាស្ថានជាតិអប់រំ** ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ បន្ថែមពីលើនេះ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះ ក៏អាចរួមចំណែកក្នុងការជំរុញឱ្យការរៀន និងបង្រៀនឱ្យកាន់តែប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមឯកឧត្តមនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់គណនេយ្យនិស្សិតរូបនេះ បានចុះប្រមូលទិន្នន័យ ដោយក្តីអនុគ្រោះ។

សូមឯកឧត្តមនាយកទទួលនូវការគោរពដ៏ខ្ពង់ខ្ពស់អំពីខ្ញុំ

ថ្ងៃច័ន្ទ ១០ រោច ខែជេស្ឋ ឆ្នាំជូត ទោស័ក ព.ស ២៥៦៤
ភ្នំពេញ ថ្ងៃទី ១៥ ខែ មិថុនា ឆ្នាំ ២០២០

ប្រធានមជ្ឈមណ្ឌល

Handwritten signature and date
16/06/2020

Handwritten signature
បណ្ឌិត ច័ន្ទ ត្រី

អាសយដ្ឋាន: មហាវិថីព្រះនរោត្តម, វិទ្យាស្ថានជាតិអប់រំ, អគារ I, រាជធានីភ្នំពេញ, លេខទូរសព្ទ និងទេសស្រាវជ្រាវ: ០១១៦៩៧០៧៨
Address: #123, Preah Norodom Blvd, NIE, Building I, Phnom Penh, Cambodia, www.nie.edu.kh, ngpre@moeys.gov.kh

APPENDIX B
QUESTIONNAIRE FOR TEACHER-TRAINEES

សួស្តី ខ្ញុំបាទឈ្មោះ យឹម សិទ្ធិ ជាគរុនិស្សិតដែលកំពុងសិក្សាថ្នាក់អនុបណ្ឌិត នៅមជ្ឈមណ្ឌលស្រាវជ្រាវ គរុកោសល្យជំនាន់ថ្មី ផ្នែកវិជ្ជាជីវៈគ្រូ និងប្រឹក្សាគរុកោសល្យ ជំនាន់ទី១ ។ ក្នុងពេលនេះដែរ ខ្ញុំកំពុងធ្វើការចុះ ប្រមូលទិន្នន័យលើប្រធានបទស្រាវជ្រាវក្រោមប្រធានបទ “ ការយល់ឃើញរបស់គរុនិស្សិតទៅលើការប្រើ ប្រាស់ហ្វេសប៊ុករបស់គ្រូ ដែលជំរុញដល់ការសិក្សារបស់សិស្ស ” ដែលផ្តោតលើវិទ្យាស្ថានជាតិអប់រំជាតិ ករណី សិក្សា។ យើងខ្ញុំចង់ដឹងពីការយល់ឃើញរបស់លោកអ្នក ទៅលើការប្រើប្រាស់ហ្វេសប៊ុករបស់សាស្ត្រាចារ្យ របស់អ្នក ដែលការប្រើប្រាស់នោះវាជាទាក់ទងដល់ការរៀនសូត្ររបស់អ្នក ឬក៏ជាការប្រើប្រាស់ដែលជម្រុញ អោយមានឥទ្ធិពលផ្សេងៗលើឥរិយាបថសិក្សារៀនសូត្ររបស់លោកអ្នក។ យើងខ្ញុំសូមរក្សានូវទំនុកចិត្ត ការ គោរព និងការរក្សាសិទ្ធិសម្ងាត់ជូនអ្នកចូលរួម ដែលជាការបង្ហាញពីគុណសម្បត្តិដ៏សំខាន់ សម្រាប់ធ្វើការ ស្រាវជ្រាវទិន្នន័យមួយនេះ។

សេចក្តីណែនាំ៖ អ្នកអាចវាយតម្លៃតាមរយៈការឆ្លុះបញ្ចាំងបទពិសោធផ្ទាល់របស់អ្នក ទៅលើបរិបទនៃការប្រើ ប្រាស់ហ្វេសប៊ុករបស់អ្នកជាមួយលោកគ្រូ/អ្នកគ្រូដែលបង្រៀនលោកអ្នក (សាស្ត្រាចារ្យនៅវិទ្យាស្ថានជាតិ អប់រំផ្ទាល់) ។ ការចូលរួមរបស់លោកអ្នក មានតម្លៃសម្រាប់ការស្រាវជ្រាវមួយនេះ សូមពិនិត្យហើយបំពេញ កម្រងសំណួរខាងក្រោមតាមរយៈការ គូសរង្វង់ជ្រើសរើសមួយករណី ក្នុងការកំណត់ពី៖

- ១. ការមិនយល់ស្របខ្លាំងបំផុត
- ២. ការមិនយល់ស្រប
- ៣. ការមិនមានយោបល់
- ៤. ការយល់ស្រប
- ៥. ការយល់ស្របខ្លាំងបំផុត។

កម្រងសំណួរនេះបែងចែកជាពីរផ្នែក។ ផ្នែកទី១ អំពីព័ត៌មានផ្ទាល់របស់អ្នកចូលរួម និងផ្នែកទី២ អំពីការយល់ ឃើញទៅលើការប្រើប្រាស់ហ្វេសប៊ុករបស់គ្រូ។

ចំណាំ៖ កម្រងសំណួរនេះសម្រាប់តែគរុនិស្សិត បរិញ្ញាបត្រ +១ ដែលកំពុងសិក្សានៅវិទ្យាស្ថានជាតិអប់រំ ជំនាន់ទី ២៥ តែប៉ុណ្ណោះក្នុងឆ្នាំសិក្សា ២០១៩-២០២០។

១. ព័ត៌មានរបស់អ្នកចូលរួម (Demographic information)	
1.1. ភេទ (Sex)	<input type="checkbox"/> ប្រុស (Male) <input type="checkbox"/> ស្រី (Female)
1.2. អាយុ (Age)	

1.3. បទពិសោធបង្រៀន (បើមាន) (Year of teaching)ឆ្នាំ (Year/s)
1.4. មុខវិជ្ជាឯកទេស (Subject)
1.5. កម្រិតវប្បធម៌ (Level of Education)	<input type="checkbox"/> បរិញ្ញាបត្រ (Bachelor) <input type="checkbox"/> អនុបណ្ឌិត (Master) <input type="checkbox"/> បណ្ឌិត (Ph-D)
1.6. ស្ថានភាពគ្រួសារ (Marital status)	<input type="checkbox"/> នៅលីវ (Single) <input type="checkbox"/> រៀបការ (Married) <input type="checkbox"/> លែងលះ (Divorce)
1.7. តើអ្នកមានគណនីហ្វេសប៊ុកឬទេ? (បើមានសូមបញ្ជាក់រយៈពេលប្រើប្រាស់ ហើយអាចបន្តទៅសំណួរបន្ត) (Do you Have Facebook account? if yes please fill the number of years of using and move to the next)	<input type="checkbox"/> មាន (Yes) [រយៈពេលប្រើប្រាស់ (Experience Year) ៖ឆ្នាំ (year)] <input type="checkbox"/> មិនមាន (No)

**២. ការយល់ឃើញទៅលើការប្រើប្រាស់ហ្វេសប៊ុករបស់លោកគ្រូ/អ្នកគ្រូរបស់អ្នក
(Perception toward the teachers' use of Facebook)**

	មិនយល់ស្របខ្លាំងបំផុត	មិនយល់ស្រប	មិនមានយោបល់	យល់ស្រប	យល់ស្របខ្លាំងបំផុត
ការប្រាស្រ័យទាក់ទង (Communication)					
2.1. ការប្រើប្រាស់ហ្វេសប៊ុករបស់លោកគ្រូ/អ្នកគ្រូ សម្រួលដល់ការសន្ទនាគ្នារវាងខ្ញុំនិងលោកគ្រូ/អ្នកគ្រូ បានយ៉ាងប្រសើរ (Teacher's use of Facebook helps increase my communication with him/her)	1	2	3	4	5
2.2. ការប្រើប្រាស់ហ្វេសប៊ុករបស់លោកគ្រូ/អ្នកគ្រូ ពង្រឹងអោយខ្ញុំចេះសន្ទនា និងបង្កើតទំនាក់ទំនង ជាមួយមិត្តភក្តិផ្សេងៗរបស់ខ្ញុំដទៃទៀត (Teacher's use of Facebook improves my communication with my friends)	1	2	3	4	5

2.3. ការប្រើប្រាស់ហ្វេសប៊ុករបស់លោកគ្រូ/អ្នកគ្រូរបស់ខ្ញុំ បានបង្កើតការប្រាស្រ័យថ្មីមួយ ដែលផ្តល់ឱកាសសម្រាប់ខ្ញុំអាចទាក់ទងជាមួយពួកគាត់ (Teacher's use of Facebook opens new channels of communication for me)	1	2	3	4	5
2.4. ទំនាក់ទំនងគណនីហ្វេសប៊ុកផ្ទាល់របស់គ្រូ សម្រួលដល់ការផ្តល់ព័ត៌មាន និងការណែនាំដល់សិស្សបានគ្រប់ៗគ្នា (Teacher's personal account on Facebook facilitates message or advice to all students)	1	2	3	4	5
ការសម្របសម្រួល (Coordination)					
2.5. ការប្រើប្រាស់ហ្វេសប៊ុករបស់លោកគ្រូ/អ្នកគ្រូរបស់ខ្ញុំ ជំរុញឲ្យខ្ញុំចេះអភិវឌ្ឍគំនិត និងយកចិត្តទុកដាក់ធ្វើការជាមួយគាត់ (Teacher's use of Facebook facilitates my coordination with those that I work with)	1	2	3	4	5
2.6. ភ្ជាប់ទំនាក់ទំនងហ្វេសប៊ុកជាមួយលោកគ្រូ/អ្នកគ្រូ បានជំរុញឲ្យខ្ញុំចេះដោះស្រាយបញ្ហានៃការសិក្សាបានងាយស្រួលជាងមុន (Connecting Facebook with a teacher helps me manage my school tasks easier)	1	2	3	4	5
2.7. សកម្មភាពផ្សេងៗនៃការប្រើប្រាស់ហ្វេសប៊ុករបស់លោកគ្រូ/អ្នកគ្រូ ដើរតួនាទីបង្ហាញផ្លូវ និងជំរុញលើកទឹកចិត្តការរៀនសូត្ររបស់ខ្ញុំ (Teacher's use of Facebook coordinates my learning effort)	1	2	3	4	5
2.8. តាមទំនាក់ទំនងហ្វេសប៊ុក លោកគ្រូ/អ្នកគ្រូបានជួយខ្ញុំច្រើនទៅលើរឿងសិក្សា និងរឿងផ្ទាល់ខ្លួនរបស់ខ្ញុំ (Teacher helps me more when using groups on Facebook)	1	2	3	4	5
2.9. តាមរយៈការប្រើប្រាស់ហ្វេសប៊ុក ខ្ញុំអាចទទួលបានឯកសារមេរៀន ឬឯកសារជំនួយជាច្រើនពីគ្រូរបស់ខ្ញុំ (Through Facebook, I can get all my resources coordinated from my teacher)	1	2	3	4	5
2.10. តាមរយៈការប្រើប្រាស់ហ្វេសប៊ុក ខ្ញុំមានភាពងាយស្រួលក្នុងការរកជំនួយពីលោកគ្រូ/អ្នកគ្រូខ្ញុំ អោយជួយលើកិច្ចការសាលាផ្សេងៗ (Finding help to do my assignments is easier through Facebook)	1	2	3	4	5
ទំនាក់ទំនងសង្គម (Socialization)					

2.11. លោកគ្រូ/អ្នកគ្រូរបស់ខ្ញុំក៏បានជួយជំរុញ និងកែលម្អសកម្មភាពនានារបស់ខ្ញុំលើហ្វេសប៊ុក តាមរយៈការ Post, like, Comment និង Share ឬ សកម្មភាពផ្សេងៗ (Teacher has used Facebook to facilitate my social activities on the web)	1	2	3	4	5
2.12. វាមានភាពងាយស្រួលក្នុងការបង្កើតទំនាក់ទំនង ជាមួយលោកគ្រូ/អ្នកគ្រូដែលខ្ញុំបានរៀនជាមួយ តាមហ្វេសប៊ុក (It's easy to make friends with my teacher on Facebook)	1	2	3	4	5
2.13. ទំនាក់ទំនងតាមហ្វេសប៊ុក ធ្វើអោយខ្ញុំមានភាពងាយស្រួលក្នុងការរក្សាចំណងមិត្តភាព និងប្រាស្រ័យទាក់ទងជាមួយលោកគ្រូ/អ្នកគ្រូរបស់ខ្ញុំ (It's easier to keep in touch with my teacher on Facebook)	1	2	3	4	5
2.14. ការជជែក អប់រំ និងការដាស់តឿនរបស់លោកគ្រូ/អ្នកគ្រូលើហ្វេសប៊ុក ជំរុញអោយខ្ញុំចេះរក្សាតម្លៃ និងមិត្តភាពជាមួយអ្នកដទៃ (The chat facility helps me keep in touch with my friends)	1	2	3	4	5
2.15. ការតាមដានឬសង្កេតសកម្មភាព ឬព្រឹត្តិការណ៍ផ្សេងៗ លើទំព័រហ្វេសប៊ុករបស់គ្រូ ជម្រុញអោយខ្ញុំបានស្គាល់គ្រូរបស់ខ្ញុំច្បាស់ (Tracking teacher's activities (events) on Facebook keeps me acquainted with him/her)	1	2	3	4	5
ការសហការ (Collaboration)					
2.16. ការប្រើប្រាស់ហ្វេសប៊ុកជួយដល់ការសហការរវាងខ្ញុំនិងលោកគ្រូ/អ្នកគ្រូបានច្រើនជាងធម្មតា (Using Facebook helps me and my teacher to interact more collaboratively)	1	2	3	4	5
2.17. ការ Post, like, Comment និង Share ឬ សកម្មភាពផ្សេងៗរបស់គ្រូ មកកាន់ខ្ញុំតាមហ្វេសប៊ុក បង្កើនឲ្យខ្ញុំយកចិត្តទុកដាក់រៀនសូត្រនិងធ្វើកិច្ចការសាលាបានច្រើន (Teacher's post, like, comment or share (or use other types of interaction) to my Facebook helps me collaborate on tasks)	1	2	3	4	5
2.18. មានទំនាក់ទំនងទៅមកជាមួយលោកគ្រូ/អ្នកគ្រូជាច្រើនក្នុងបណ្តាញហ្វេសប៊ុក ផ្តល់លក្ខណៈងាយស្រួលពេលធ្វើការងារជាមួយពួកគាត់	1	2	3	4	5

(Being a friend with many of my teachers helps me easily to collaborate with them)					
2.19. តាមរយៈការប្រើប្រាស់ហ្វេសប៊ុក លោកគ្រូ/អ្នកគ្រូអាចជួយខ្ញុំលើសពីកិច្ចការដែលរៀននៅសាលា (Through Facebook, my teachers help me more than on my school tasks)	1	2	3	4	5
ការកំសាន្តសប្បាយ (Entertainment)					
2.20. ខ្ញុំរីករាយ និងពេញចិត្ត ក្នុងការភ្ជាប់ទំនាក់ទំនង(ប្រៀបធៀប)ជាមួយលោកគ្រូ/អ្នកគ្រូរបស់ខ្ញុំតាមហ្វេសប៊ុក (I am happy and interested in making friend with my teachers on Facebook)	1	2	3	4	5
2.21. ខ្ញុំតែងតែចាប់អារម្មណ៍ទៅលើការ Post, like, Comment និង Share ឬសកម្មភាពផ្សេងៗរបស់គ្រូរបស់ខ្ញុំនៅក្នុងហ្វេសប៊ុក (Teacher's post, like, comment or share (or other activities) on Facebook makes me interested in.)	1	2	3	4	5
2.22. ប្រើប្រាស់ការប្រាស្រ័យទាក់ទងជាមួយលោកគ្រូ/អ្នកគ្រូតាមហ្វេសប៊ុក ធ្វើឲ្យខ្ញុំសប្បាយរីករាយ (Socializing in Facebook with teachers is entertaining)	1	2	3	4	5
2.23. ខ្ញុំសង្កេតឃើញថា លោកគ្រូ/អ្នកគ្រូរបស់ខ្ញុំ ប្រើប្រាស់ហ្វេសប៊ុក ដែលបង្កភាពសប្បាយ និងកំប្លែងបំប្លែង (Teachers' activities on Facebook is fun to interact with)	1	2	3	4	5
2.24. តាមដាន និងយល់ដឹងពីសកម្មភាពលោកគ្រូ/អ្នកគ្រូរបស់ខ្ញុំតាមក្នុងហ្វេសប៊ុក ជាផ្នែកមួយនៃការកំសាន្តរបស់ខ្ញុំ (Knowing the teacher's activities on Facebook is interesting)	1	2	3	4	5

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