SOCIAL APPS AS AN INSTRUMENT FOR ONLINE EDUCATION DURING PANDEMIC

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Abstract:

Students and teachers increasingly are feeling pressured to embrace the electronic educational experience as the direct descendent of the elearning process. This is often a result of the COVID-19 issue. Teachers may modify the online abilities of the students on the edge of "cyber risk" (i.e., cyberbullying, online sexual activity etc) using online awareness for subsequent academic prospects, notably during this epidemic, in which youngsters are completely reliant on online education. This study was based on a survey of young men and women from Pakistan, between the ages of 18 to 25, focusing on the usage of social apps as an instrument for online education during the Covid-19 pandemic. This study concluded based on the questionnaires by using SPSS software that software like Zoom and MSTeams have indeed helped the majority of surveyed people in their online learning experience. Some have had troubles understanding the new transition to this system, but by and large, the social apps helped students a lot during this Covid-19 times. However, the survey results also reveal that there are fewer benefits of online learning as opposed to in-person classroom learning.

Key words: Social Apps, Zoom, Google classrooms, MS Teams, Online Education

Introduction

Online learning is defined as "trying to access the educational experience by use of any technology," and it is used by a huge group of students. While roughly a third among all students in higher education engage in certain sorts of online education, the choice to take online courses has typically been decided by the pupils individually. But during the past two years, however, extraordinary world events, have rendered online education necessary instead of voluntary. The COVID outbreak started in December 2019 with a concentration

of pneumonia cases reported by health experts throughout Wuhan, China. The WHO declared COVID-19 a pandemic on March 11th, 2020, due to the pathogen's expansion to new regions. Since about March 30th, 2020, 87 percent of the globe's educational institutions shut down, putting 1.5 billion children & teachers in unfamiliar ground (Alfadda & Mahdi, 2021). The current coronavirus outbreak (COVID-19) has had a wide range of effects on the community in Pakistan, the most noteworthy of which is a fundamental upheaval in the education systems, a situation that also occurred in other countries. Many instructors, as well as undergraduate students, began utilizing Zoom as well as other social applications like Google Classrooms, an academic application, to offer & obtain information, plus to pursue educational contact & discourse when face-to-face instruction was suspended at so many institutions.

Nevertheless, owing to the clear relationship between instructors & pupils, it is a well-established principle that even the best online strategies cannot substitute for formal schooling and classroom learning. However, in the aftermath of the COVID-19 issue, internet based education has evolved into a methodological transition from the conventional technique to a current teaching-learning strategy that includes everything from in-person classrooms to Zoom, from personalized to virtual, as well as from workshops to webinars. Historically, non-formal schooling has included e-learning, online learning, and mail programs; however, if current trends continue, it looks as if non-formal education might progressively supplant the traditional educational systems. Neo, Start.me, Classtime, Ted-Ed, Classwize, Google Classroom, Coursera, Bakpax, Skillshare, Ready, ClassDojo, Blackboard Learn, Edmodo, and so many other are amongst the most prominent internet communication platforms which could possibly transform the destiny & orientation of the whole education systems throughout the planet, even after COVID-19 is behind us When the present situation attempts to detach young students from the old formal school system & allows them to develop their inherent curiosities at their own rate of learning, the homeschooling of society shows signs of having a significant impact.

Many students and teachers are increasingly feeling pressured to embrace the electronic educational experience as the direct descendent of the elearning process; this may be a lasting result of the disruption of traditional education during COVID-19 (Mishra, Gupta, & Shree, 2020). Teachers may modify the online abilities of the students on the edge of "cyber risk" using online awareness for subsequent academic prospects, notably in this epidemic wherein youngsters are completely reliant on online education. During the pandemic, a research indicated that 60 percent of youngsters in 30 nations have encountered at least one "cyber risk," such as cyberbullying, online sexual activity, gaming obsession, or reputational damage, among other things. Risk does not imply harm, although many youngsters have had terrible internet exchanges (Whiting, 2020). The

Coronavirus pandemic has uncovered Pakistan's significant technological disparities, which were already a concern (22.8mn of Pakistan's more than 70mn school - aged children are out of schooling). Upwards of 50 million Pakistani students and university graduates are now at risk of being left adrift. Beyond the Pakistan's big cities, internet service is unaffordable, smartphone ownership is at 51% this year, and only one million kids have daily access to digital devices and internet (Zahra-Malik, 2020). This study will be based on a survey of young men and young women of Pakistan aged between 18 to 25, focused on the usage of social apps as an instrument for online education during the Covid-19 pandemic.

Literature Review

The Zoom app for learning language was used, and the expanded TAM (Technology Acceptance Model) model was used as per a study by Alfadda & Mahdi, (2021). Also it looked at how gender as well as expertise influenced how people used technologies. According to the findings, there is indeed a clear link among real Zoom usage & students' views as well as continuance intention. The use of Zoom in learning language is investigated using extended TAM. In this study, a questionnaire was employed as the tool. The questionnaire was divided into two portions, including questions about demographic characteristics & questioning about elements from the study model's components. As a result, it was a qualitative analysis-based primary research. The study's strength is that it discovered that TAM had an effect on college students' willingness of using Zoom as a learning tool. As a result, actual use in the creation and administration of Zoom at the institution is possible. The study's flaw is that, for starters, the sample size is relatively small, which may restrict the generalization of the study. Future investigations with a bigger sample size may yield data that increase to the model's power. Secondly, the study's subjects have a same linguistic and cultural foundation. And don't they also come from the same social class? I doubt you would get these results from students in a poor section of Pakistan, or students who are not in college.

As per a study by Mishra, Gupta, & Shree, (2020), to eliminate inequities in the educational sector pre and post COVID-19 disaster, policymakers must assure the provision of dependable communication methods, high-quality digital educational experiences, as well as encourage technology-enabled student learning for the sake of learning consistency. The inquiry is a primary research. During the lockdown time, the study employs quantitative and qualitative approaches to investigate stakeholder views obtained from the online teaching and learning process at Higher education institutions. The scope of this research is confined to "the University of Mizoram (India)". The study's strength is that it attempted to investigate teachers' & students' perceptions of the digital

teaching-learning process throughout the COVID-19 lockdown timeframe. The study's flaw is that it was founded on a limited sample size.

According to Dhawan (2020), several people's perceptions of schooling have shifted as a result of the Covid-19 epidemic. Humans may implement some much-needed advancements as well as adjustments to discover fresh answers to current challenges. Educators are cautious to embrace any modifications since they are accustomed to conventional teaching techniques such as face-to-face sessions. Content analysis was utilized to analyze the data collected from secondary sources for this study, whereas descriptive research was employed as the research technique. It takes into consideration the research's qualitative features. This research is solely based on secondary data. The study's strength is how the Zoom software enabled teachers and students stay engaged via videoconference. As per the author, this approach is more of a SWOC ("Strengths, Weaknesses, Opportunities, & Challenges") examination of e-learning approaches, which is a weakness.

As per Joia & Lorenzo (2021), social isolation is becoming the norm in several nations as a result of Covid-19, with face-to-face lessons being replaced by lessons facilitated through communication and information technology. In this respect, this study looked at the characteristics that help technology-mediated programs fulfill the educational objectives. In particular, the study looked at just how people that acquire soft and hard skills in a technologically mediated setting vary. The study was based on primary research based on qualitative analysis in the form of questionnaire. The study's strength is that the findings reveal that a teacher's digital literacy in the digital platform and indeed the cognitive and emotional support provided in the online realm are crucial elements in a course's educational goals being realized. The flaw is that the teacher's connection with the pupils was not taken into account in the assessment methodology during the first instance. Additional drawback is the sensitivity of perceptions of students that took part in this study.

Methodology

The study was carried out in a qualitative method. Qualitative research is more effective at eliciting information on attitudes, views, and desires. According to a study, this type of design allows the researcher to gather information on a variety of factors in a methodical manner while without restricting the respondents' capacity to provide the information required for the study. The study will be based on primary research based on survey (questionnaire). The research will be on the college students of Pakistan both young men and young women from the age of 18 to 25.

Participants' Details

The study included 207 participants (both male and female) aged between 18 to 25 years old. All the participants having at least acquired high school education, had access to a stable internet connection, and were frequent users of WhatsApp in particular. This fact may have skewed the results slightly but nonetheless, there was need for the use of other apps for online classes during the pandemic. The economic situation of all the participants was found to be middle class or middle income. Hence, it reflected a vast majority of the population given that Pakistan has mostly people belonging to this class of income. Lastly, in view of the above, the findings should be interpreted accordingly.

Research Questions:

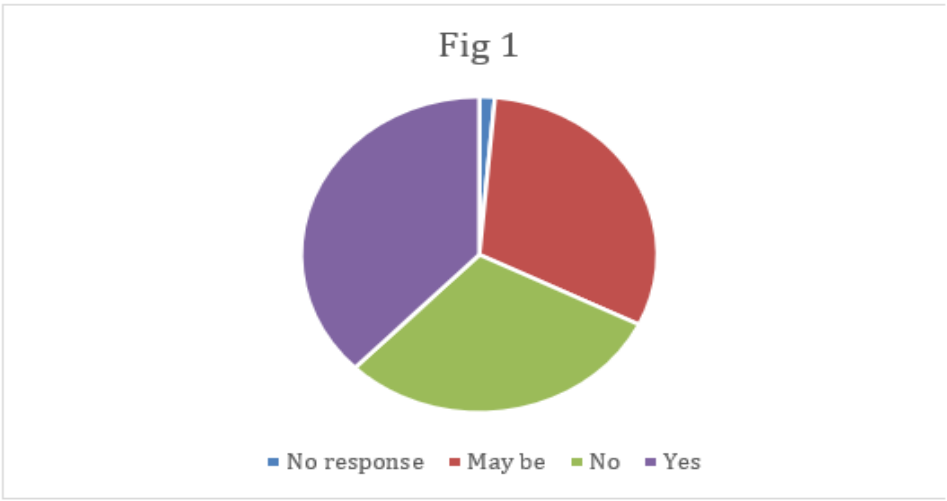
1. Do you know how to effectively use social apps such as Zoom for online learning?
2. Is Zoom or Google Classrooms helping with your learning experience?
3. What drawbacks do you notice from e-learning as opposed to the in-classroom experience?

This study used survey research as the method to draw out inferences. A closed ended questionnaire has been constructed. The survey method is used to study and examine the behavior of individuals. The sample size is 207 respondents. The selected age group is 18-25. For data analysis, SPSS software is used in this research.

Discussion and Analysis:

Q1: Do you know how to use Social apps for online learning?

Fig 1

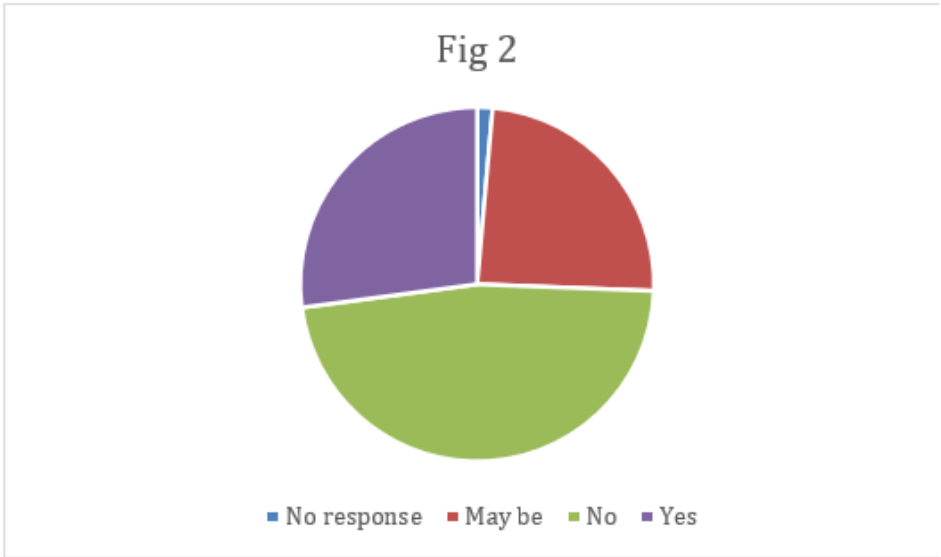


		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	3	1.4	1.4	1.4
	May be	64	30.9	30.9	32.4
	No	62	30.0	30.0	62.3
	Yes	78	37.7	37.7	100.0
	Total	207	100.0	100.0	

Out of total respondents, 37.7% said they know how to use social apps for online learning, whereas 30% said they are not aware, 30.9 said may be whereas 1.4% did not respond.

Q2: Zoom and MS Teams is the best mode for online learning?

Fig 2

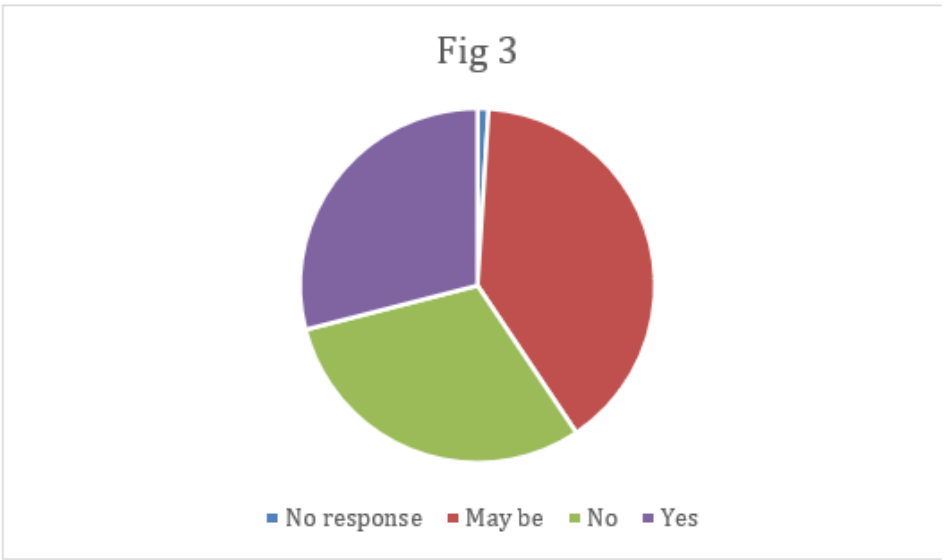


		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	3	1.4	1.4	1.4
	May be	50	24.2	24.2	25.6
	No	98	47.3	47.3	72.9
	Yes	56	27.1	27.1	100.0
	Total	207	100.0	100.0	

Out of total respondents, 27.1% said Zoom & MS Teams is the best platform for online learning, whereas 47.3% said No, 24.2 said may be whereas 1.4% did not respond.

Q3: Social apps are accessible for everyone during online learning?

Fig 3

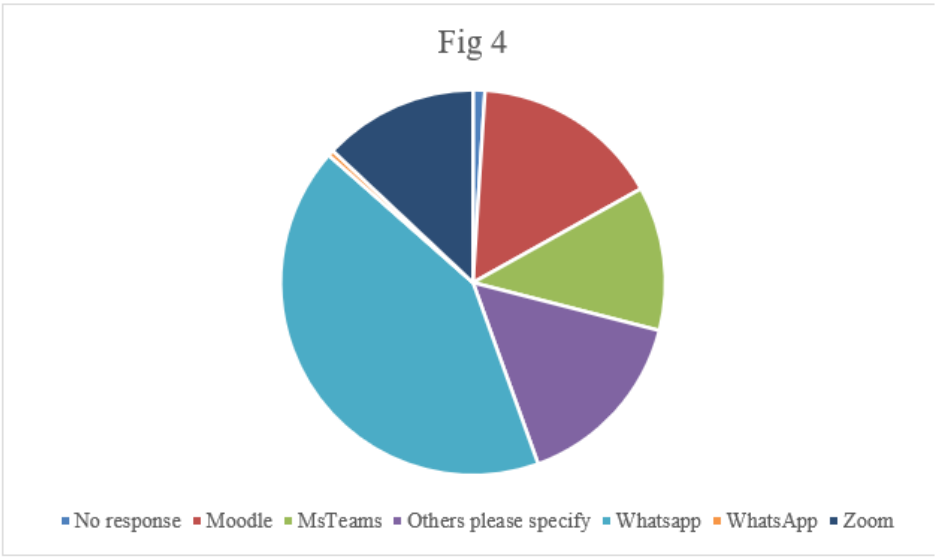


		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	2	1.0	1.0	1.0
	May be	82	39.6	39.6	40.6
	No	63	30.4	30.4	71.0
	Yes	60	29.0	29.0	100.0
	Total	207	100.0	100.0	

Out of total respondents, 29% said social apps are accessible for everyone during online learning, whereas 30.4% said No, 39.6% said may be whereas 1.0% did not respond.

Q4: Best tool for online learning?

Fig 4

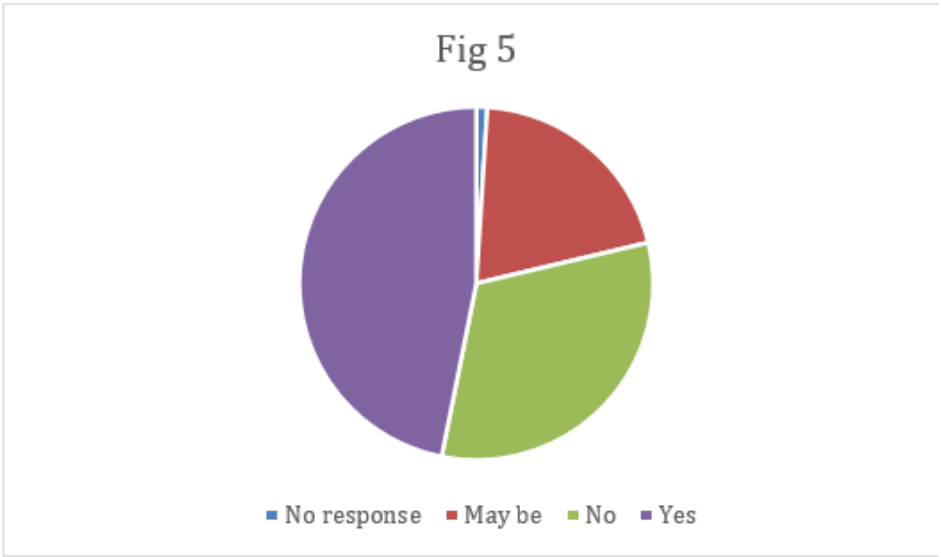


		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	2	1.0	1.0	1.0
	Moodle	33	15.9	15.9	16.9
	MS Teams	25	12.1	12.1	29.0
	Others please specify	32	15.5	15.5	44.4
	WhatsApp	87	42.0	42.0	86.5
	WhatsApp	1	.5	.5	87.0
	Zoom	27	13.0	13.0	100.0
	Total	207	100.0	100.0	

Out of total respondents, 29% WhatsApp is the best tool for online learning, whereas 15.9% said Moodle, 39.6% said may be whereas 1.0% did not respond. The other percentages mentioned in the above table.

Q5: Zoom, MS Teams & WhatsApp best tools for Education?

Fig 5

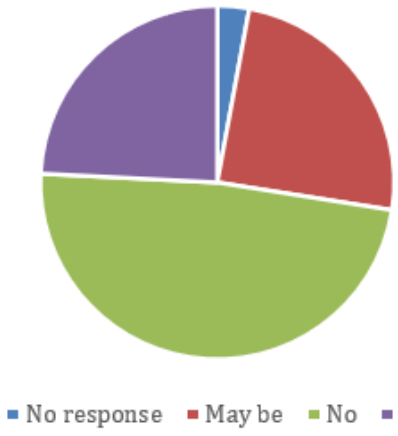


		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	2	1.0	1.0	1.0
	May be	42	20.3	20.3	21.3
	No	66	31.9	31.9	53.1
	Yes	97	46.9	46.9	100.0
	Total	207	100.0	100.0	

Out of total respondents, 46.9% said Zoom, MS Teams & WhatsApp are best tools for Education whereas 31.9% said No, 20.3% said may be whereas 1.0% did not respond.

Q6: More benefits while learning online vs classroom learning?

Fig 6

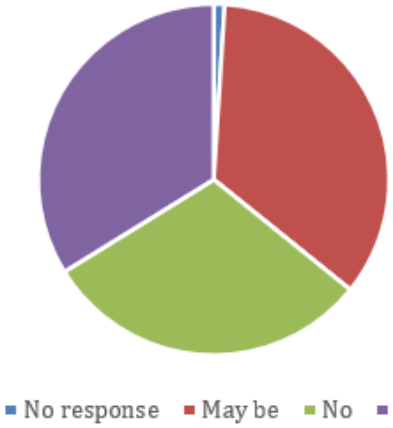


		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	6	2.9	2.9	2.9
	May be	51	24.6	24.6	27.5
	No	100	48.3	48.3	75.8
	Yes	50	24.2	24.2	100.0
	Total	207	100.0	100.0	

Out of total respondents, 24.2% said more benefits while learning online vs classroom learning whereas 48.3% said No, 24.6% said may be whereas 2.9% did not respond.

Q7: Social apps helped to complete degrees on time?

Fig 7

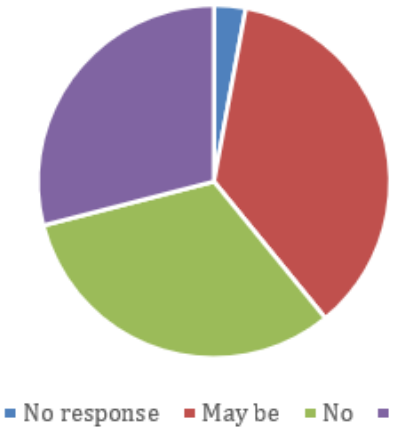


		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	2	1.0	1.0	1.0
	May be	72	34.8	34.8	35.7
	No	63	30.4	30.4	66.2
	Yes	70	33.8	33.8	100.0
	Total	207	100.0	100.0	

Out of total respondents, 33.8% said social apps helped to complete degrees on time whereas 30.4% said No, 34.8% said may be whereas 1.0% did not respond.

Q8: Social apps are the need of the hour in educational sectors?

Fig 8

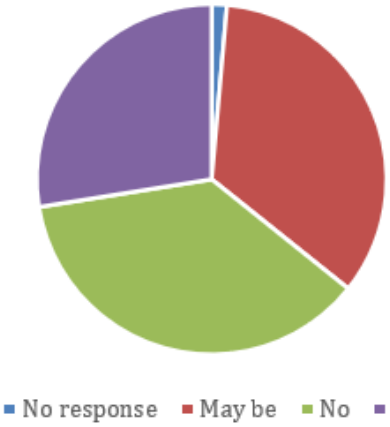


		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	6	2.9	2.9	2.9
	May be	75	36.2	36.2	39.1
	No	66	31.9	31.9	71.0
	Yes	60	29.0	29.0	100.0
	Total	207	100.0	100.0	

Out of total respondents, 29.0% said social apps are the need of the hour in educational sectors 31.9% said No, 36.2% said may be whereas 2.9% did not respond.

Q9: Social apps were fully utilized during COVID 19?

Fig 9

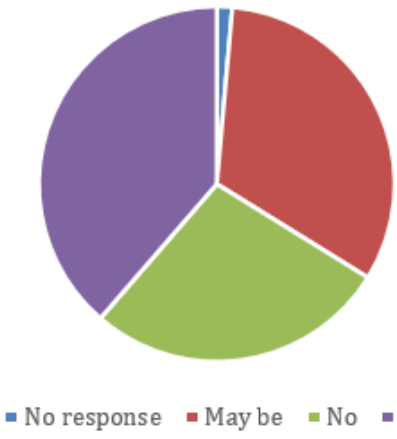


		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	3	1.4	1.4	1.4
	May be	71	34.3	34.3	35.7
	No	76	36.7	36.7	72.5
	Yes	57	27.5	27.5	100.0
	Total	207	100.0	100.0	

Out of total respondents, 27.5% said social apps were fully utilized during COVID 19, 36.7% said No, 34.3% said may be whereas 1.4% did not respond.

Q10: We can continue education online in the future?

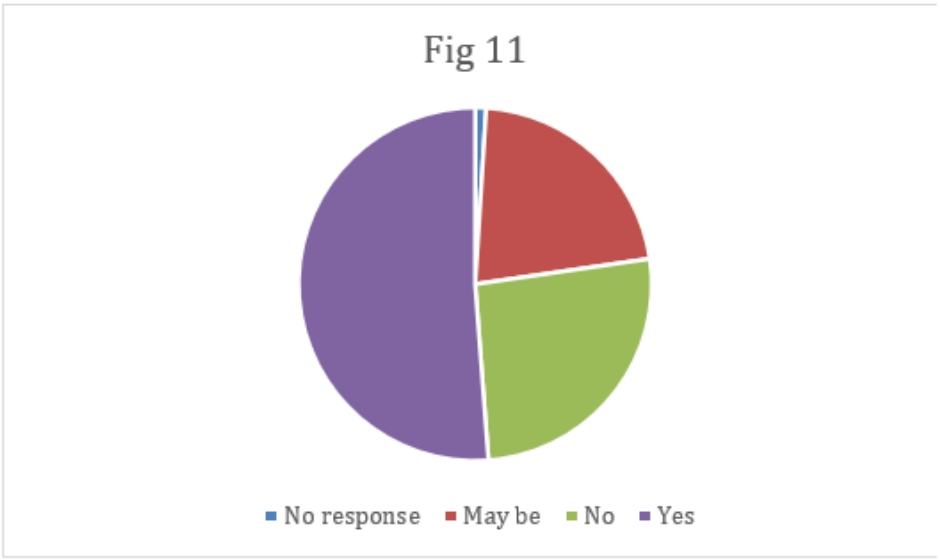
Fig 10



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	3	1.4	1.4	1.4
	May be	67	32.4	32.4	33.8
	No	57	27.5	27.5	61.4
	Yes	80	38.6	38.6	100.0
	Total	207	100.0	100.0	

Out of total respondents, 38.6% said we can continue education online in the future, 27.5% said No, 32.4% said may be whereas 1.4% did not respond.

Q11: Social tools were readily accepted for online learning?



		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	2	1.0	1.0	1.0
	May be	45	21.7	21.7	22.7
	No	54	26.1	26.1	48.8
	Yes	106	51.2	51.2	100.0
	Total	207	100.0	100.0	

Out of total respondents, 51.2% said social tools were readily accepted for online learning, 26.1% said No, 21.7% said may be whereas 1.0% did not respond.

According to technological determinism theory, new media has transformed people's behavior patterns and altered their way of thinking as a result of technological development. New technologies are transforming society and affecting the lives of individuals. In this context, new media serves as a forum for the creation of political agendas. In many dimensions, digital technology is altering global politics. To begin with, technology adds to the autocratic playbook by making it easier for authorities to influence the information consumers receive, analyze dissent and punish political adversaries, and censor conversations (Feldstein, 2021). In this regard, Zoom and MsTeams are among the most widely utilised social media platforms for the general public.

Based on the results of the above questionnaire, it was discovered that out of the total 207 respondents, 37.7% said they know how to use social apps for online learning, whereas 30% said they are not aware, 30.9 said may be whereas 1.4% did not respond. Out of total respondents, 27.1% said Zoom & MS Teams is the best platform for online learning, whereas 47.3% said No, 24.2 said may be whereas 1.4% did not respond. Out of total respondents, 29% said social apps are accessible for everyone during online learning, whereas 30.4% said No, 39.6% said may be whereas 1.0% did not respond. Out of total respondents, 29% WhatsApp is the best tool for online learning, whereas 15.9% said Moodle, 39.6% said may be whereas 1.0% did not respond. The other percentages mentioned in the above table. Out of total respondents, 46.9% said Zoom, MS Teams & WhatsApp are best tools for Education whereas 31.9% said No, 20.3% said may be whereas 1.0% did not respond. Out of total respondents, 24.2% said more benefits while

learning online vs classroom learning whereas 48.3% said No, 24.6% said may be whereas 2.9% did not respond.

Out of total respondents, 33.8% said social apps helped to complete degrees on time whereas 30.4% said No, 34.8% said may be whereas 1.0% did not respond. Out of total respondents, 29.0% said social apps are the need of the hour in educational sectors 31.9% said No, 36.2% said may be whereas 2.9% did not respond. Out of total respondents, 27.5% said social apps were fully utilized during COVID 19, 36.7% said No, 34.3% said may be whereas 1.4% did not respond. Out of total respondents, 38.6% said we can continue education online in future, 27.5% said No, 32.4% said may be whereas 1.4% did not respond. Out of total respondents, 51.2% said social tools were readily accepted for online learning, 26.1% said No, 21.7% said may be whereas 1.0% did not respond.

Hypothesis no.1:
Ho = The students don't know how to effectively use social apps such as Zoom for online learning
H1 = The students know how to effectively use social apps such as Zoom for online learning

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	3	1.4	1.4	1.4
May be	64	30.9	30.9	32.4
No	62	30.0	30.0	62.3
Yes	78	37.7	37.7	100.0
Total	207	100.0	100.0	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.830[a]	6	.337
Likelihood Ratio	7.076	6	.314
N of Valid Cases	207		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .03.

Extracted from the above tables:

p = 0.377

P - value = 0.337

Extracted from the above tables:

p = 0.377

P - value = 0.337

Hence, the result reveals the students know how to effectively use social apps such as Zoom for online learning (Significant H1).

Hypothesis no.2:

Ho = There are fewer benefits while learning online vs classroom learning [how do you define this—how do you assess the benefits to online learning? How do students assess them?]

H1 = There are more benefits while learning online vs classroom learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No response	6	2.9	2.9	2.9
	May be	51	24.6	24.6	27.5
	No	100	48.3	48.3	75.8
	Yes	50	24.2	24.2	100.0
	Total	207	100.0	100.0	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.727[a]	6	.714
Likelihood Ratio	4.478	6	.612
N of Valid Cases	207		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .06.

Extracted from the above tables:
p = 0.242
P – value = 0.714
Hence, from the above results reveal that there are fewer benefits of online learning vs classroom learning.

Conclusion

The present coronavirus outbreak (COVID-19) has had a broad range of consequences for the public, the most notable of which is a major shift in Pakistan's and the world's educational institutions. When face-to-face instruction was halted on campuses, some instructors and university students began using Zoom and other social apps such as Google Classrooms and MS Teams, online academic tools, to provide and receive knowledge as well as seek educational interaction and conversation. This study concluded based on the questionnaires by using SPSS software that software like Zoom and MS Teams have indeed helped the majority of surveyed people in their online learning experience; some have had troubles understanding the new transition to this system, but by and large these social apps helped students a lot during this Covid-19 times. However, results also reveal that there are fewer benefits of online learning vs classroom learning. The research will be helpful for future researchers, students as well as academics to gain insight on the growing impact of social apps on the educational experiences in Pakistan as well as overall.

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