QUALITATIVE EVALUATION: EFFECTIVENESS FOR THE USE OF DIGITAL / SOCIAL MEDIA EDUCATION

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Abstract:
The purpose of the study is to confirm the applicability of digital media and social networks in learning and acknowledge the potential of using networks in the construction of knowledge. It is used survey approach by asking the attitude. Concerning the social media usage in education among teachers and students in Karachi. It is concluded that the technological approach enables the teacher and learner to understand each other better during the teaching learning process, hence making communication the current life of all groups through a more sensitive teaching process.
Keywords: Internet and social networks, learning process, evaluative research, teacher.

INTRODUCTION:

The technological and information revolution of various branches of human knowledge has taken place a unique characteristic of the twenty-first-century characteristics. The revolution has affected all sectors of human life as it was able to help create a state of rapport and interaction and eradicating geographical distance, gender roles, social units, status, and ethnic division. This resulted in the integration of cultures, besides the daily check on progress. Social networking is one of the effects caused by this technological advancement that has integrated into society, and it has become an indispensable means due to its capacities and efficient approach as well as the number of intricate approaches that have turned the Earth into a small Neighborhood Cosmic Village that is more interdependent. Although the main purpose for setting up these sites is for people to communicate socially, then this usage has quickly proliferated more and increasingly penetrated all spheres of life and all the cultural, social, political and economic processes. Thus, social sites have introduced new forms of free and direct communication. Social media has provided the audience with involve themselves in most of the fields of study more frequently. The education sector is one of these areas to which some change and influence occurred on social networking sites. Furthermore, neighboring these effects is the growing adoption of these social. The social sites include Face book, twitter, What apps and all kinds of networks they are considered among the most important ways used and applied in the educational process, as it offers a rather adaptive virtual platform and platform in which the participants of the educational process interact while delivering educational paradigms known and grounded on processes through which they are able to access information, knowledge and share ideas. Additionally, they contribute to developing a pool of teachers and the learners who possess capacity in handling gadgets today and their later enhancements as well as contributing to help disseminate such skills in society and peep at the door of equal education. Some researchers agree that the teacher will have to pay more attention

to students' utilitarian learning utilization Web 2.0 technologies inside and outside the classroom." (Greenhow & Robelia: 2009, pp. 1130-1161; Ramírez & Hugueth: J. Rincón, G. Del Moral, A. Robles and J. Torres., 2017, p.305-335; Rincón et al.., 2019, p.1208-1234. However, some have suggested that few youths use social media platforms in manners that teachers may appreciate (Eynon & Malmberg: 2011, pp. 585-595; Ito: 2013, p. 440). This shows that there is deficiency in previous approaches, that see social media as a context for formal learning thus, the current researcher aims at establishing teachers' and students' perceptions towards using social media sites in the teaching learning process and its advantages and disadvantages confronting social media in the daily use of learning.

Problem statement:

For this reason, in this current researcher paper, the researcher leans on the theory, literature, and field findings recent studies on the use of social media in learning in the Karachi about employment and difference features this is done by perceptions of teachers and learners on role of those methods in the education process. This paper's aim is determining how social media tools can be applied in supporting its type of education. The sample involves teachers of different fields as well as students. The second and third cycles of basic education as a sample of the study. in this connection, the researcher points out what he means by "education" on to a large scale as extending to school contexts, to review the debate on social media in education to bringing out the necessity for the use of social media in learning, particularly now that learning structures are compromised as due to the existence of the COVID-19 virus, which caused many countries to transfer to distance learning considering that social networks are the part of modern social life and are reflected in all scopes of life, cultural, political, scientific, educational, religious, etc., and therefore, through my work in one of the educational institutions, I have seen that due to the expansion of distance education, it is high time to study and explore the effects of and effectiveness of the social media in education. Besides, the illumination in this area might help in establishing challenges and hindrances which have been in one way or another a major factor that students face when learning or studying.

Questions of the Study:

The study attempts to find an answer for the use of social media in education from the perspective of teachers and students in Karachi and research questions can be identified as follows:

Q1. What distribution patterns do the teachers and students embrace Facebook, Twitter, Instagram, YouTube, Twitter, WeChat, Mobile, WhatsApp, Google +, LinkedIn, Blogs?

Q2. How does faculty and students perceive the integration of social media practice in their academic setting?

Q3. That is why the following research questions are suitable: What are the benefits of social media utilization in education from the perspectives of teachers? and students?

Q4. Self-generated questions: How does social media utilization helps teachers in the teaching learning process? Students?

Q5. Based on the two theories of social media integration, what are the problems that arise in adopting social media in education from the point of view of teachers? Students?

The significance of the study:

The significance of this study revolves round the fact that it is among the studies, which attempt to explore the use of social networking environments in educational systems, and interaction between teachers and learners, on the one hand, teachers and teachers, and students and students, on one side of the equation. The feelings of the teachers and the learners other research related to the shift towards social media has also been investigated together with its effectiveness in enhancing students' scientific and academic related issues as well as the problems that confront the use of these sites. Like in any other study, the findings from this study will assist stakeholders particularly education and education related fraternity understand the possible positive set of using the social media tools enhance teaching and learning.

Aims of the study:

This study aims at Identifying:

There are several research questions, such as: A) role of social media in education from teachers' and students' view in Karachi.

B) Perception of teachers and students to the use of social media in education.

C) Advantages for the use of social media in teaching and learning.

D) Effects of the use of social media in an educational context.

F) Barriers to adopting the use of social media in education.

Literature Review:

The Internet is regarded as a public web for communication. It links several tens of thousands of people on computer networks. It is described as a communication system through which diverse computer machines can exchange communication. Different researchers in Communication define it as a mutually understood technique of communication that encompasses a very large number of computer networks globally, thereby providing a chance for any individuals and groups to use as a means of communication on a vast mass scale (Aljaad: 2016, pp. 194-202).

Bexheti (2014), reported that there are several reasons to use social media in the classroom as follows:

1. Its content facilitates teaching and learning on a lifelong learning scale; it fosters equity and membership and raises status on Higher Education institutions to enhance quality their course contents accessibility and available hours.

2. It allows the possibility to the students to create the content on their own, and even publish it, access it online and expand a great base of materials created by users which learners and teachers can interdependently too would benefit, as well as foster more engaging and responsive learning styles.

3. Social media is a network that students and their teachers are connected thereby sharing their knowledge and at the same time the clients get specific and relevant knowledge in each field of interest.

4. Using social media students can work together with the teachers in each project or activity or a common goal, combined efforts, and collect the knowledge of a team of individuals in work towards a common objective (Bexheti:2014).

Crowley (2015), also discusses some reasons to use social media in the classroom as follows:
1. Social media offers platforms for reporting experiences current or past that students have throughout the classroom.
2. It also provides chances for them to listen to stories from outside their school.

The effectiveness of social media in education:
According to Greenhow & Robelia (Greenhow & Robelia: It could produce different forms of research, discuss, interact, create, negotiate, reinforce learning identities or have cognitive, social and emotional benefits in learning & teaching environments when integrated in social media (mixed methods, 2009, pp.1130-1161). Similarly, another research by Mazman and Usluel (2010) has also pointed out that learning through site and social networks (for instance, Facebook) since they are available for interaction, cooperation information and project, academic non-profit developed under the open access initiative 469 resource sharing. Amin et al. (Ahmad & Ahmad:) explain that social networking sites boost engagement and analysis, Ajjan & Hartshorne (Ajjan & Hartshorne: 2008, pp. 71-80), foster more cooperation and discussion with peers on course material and assessment, Divall & Kirwin (Divall & Kirwin: 2012, pp. 1-5), intercultural language acquisition, Mills (Mills: 2011, pp.

Some educational uses of social media tools:
In this part of the study, the researcher reviews some of the social media tools and their role in education:

Blogging:
Blogging is used for different educational purposes; for example, it is used for:
• Homemade assignments as well as publishing research papers. Hosting system where students use the blogging system on how they disseminate their research papers and homework electronically rather than in the conventional way.
• Establishing positive relationships between the students to foster a positive attitude to constructive confrontation by following up on the blogs of their colleagues and commenting on them (Al-Khalifa: 2008, Kenna & Hensley: 2019, pp. 86-94).

Facebook:
Educationists and learners can use Facebook in Education to develop a Facebook site or group for educational purposes by:
• Requesting other teachers or students to participate through exchanging information as well as sharing and exchanging Web resources connected to the topic in the field of education.
• Choose many educational pictures and videos, which referring to the educational topic, then teachers and students can share, discuss and comment on them (Madge et al.: 2009, pp.141-155; DeSchryver et al.: 2009. pp. 329- 336).

Twitter:
Livingstone (Livingstone: The authors Dabbagh & Kits (as cited in Chen, 2008, pp. 393-411) revealed that Twitter is used in education to:
• Conferences and seminars that have follow-up consequences.
• Update courses; any teacher teaching a certain course can open a Twitter account for the course.
• Support collaboration; students or instructors who are assigned a project can interact with each other on how they use Twitter communicate about project matters and the status of the project

• Engage people and groups to talk; the real-time, open, and free flowing of Twitter may help a group of people through fostering forums where controversies over some subjects can be voiced (univ, 2016).

Instagram:

Instagram began as a photo sharing app and over the years other new options like video, texting, and story sharing have been added which contributed to its growth greatly (Ellison: 2017). In terms of language learning, Handayani (Handayani: Nascent recommendations for research directions (Crane et al., 2015, pp. 320-327) propose that Instagram can be used a source of several activities used in language Classroom like digital storytelling, grammar activities via pictures, enactment of scenarios through photographs, in reading, in speaking activities through videos and so on; hence, Instagram responds to four skills to use the language inside the class and beyond it. In these studies, tutors found that Instagram could assist in enhancing the students' writing skills. Furthermore, it was found that Instagram increases students' motivation to learn and their participation in classroom activities (Purnama: 2018, pp. 94-103). Of the research studies, Project academic non-profit, inaugurated under the open access initiative 470 on Instagram in regard to its effectiveness for language learning, Mansor and Rahim (2017) observed that the social media platform is useful, that it enhances group students' engagement in working with peer in the group works related to the videos of the tasks as led by the teacher.

WhatsApp:

Results of the Cetinkaya's study (Cetinkaya: Bai, Pan and Sia (2017) confirmed, that during the process of learning, students developed positive attitudes towards adopting WhatsApp in his/her courses. They demanded they should apply for the same in other courses as well. They stated that learning could also be informal and the messages with images were advantageous for their learning than when students are in big groups. But a few of the students have had negative feelings concerning the timing of the invention to some of the posts that it makes and the many posts that are found in the group. Finally, there is advised to consider WhatsApp as an effective medium for the implementation of the education process to be facilitated as an ameliorative technology for students and the likelihood of interaction across in potentially dangerous friendships.

The role of social tools in teacher-student communication method:

A Study by Manca and Ranieri (Manca, S., & Ranieri: In using the ideas developed by Fama and Jensen (2013, pp. 487-504), it is possible to identify that utilization of

People find social or digital media more appealing or encouraging, as it is usually referred. To teach and learn, the applications of social media have also been found to be very useful especially because some of the tools are practice based, those in which students take their tasks home. Among these are some of the options that may be adopted by teachers and learners are students are presented by Manca (Manca: 2020, pp. 100-107) as special areas for class, group work, collaborating, idea exchanging, and sustaining the teachers' training. Including videos using community resources communication can consist of links, documents and texts or voice messages. In the light of collaboration space including social networks in turn, the teacher gets a chance to enhance some elements like the capability of writing texts, enhance you, in written work, to facilitate research on a subject, to put down a view, and for students to argue.

The role of social communication tools in implementing research and homework assignments instructors:

It has also been identified that social networks can be put to research and homework assignments techniques using new height for research and homework assignments by employing new techniques that make the students come up point out issues and be innovative or even let the students exchange books and borrow them from each other. In this way, the network can increase the number of learners by providing them with means for communication with their instructors. Besides, social networks nurture the culture of technology and inform students, which may be informed to them such new development in their majors. Social communication tools enable the set of individuals classified as shy students to express their opinions in writing, which will help them to arouse their creativity (Aljaad: 2016, pp. 194-202)

Previous practical studies:

The researcher examined existing research documents about how social media impacts different fields. Aljaad's study (Aljaad: The study of Aljaad (2016 pp.194-202; Ahmad & Sahar 2019 pp.1540-1543) attempts to determine how social media impacts teaching, this research examines the educational value of social communication devices as seen by female students in Saudi Arabia. The researcher conducted the study at King Saud University's college of education in Riyadh. This study sent out a survey as its main research method to 500 female students. Research revealed that 90 percent of participants used social media platforms with 95 percent noting it enhanced their exchanges and boosted feelings of social responsibility. Most respondents (90%) interacted better with others and felt socially responsible while using social media but 56% used all tools.

A majority (61%) reported using social networks for more than 6 hours per day.

A majority of those surveyed believed social media helped them learn democratic principles and make politics better known, most students think social media helps them connect with their assignments. They found new academic knowledge in their field and hired specialized professional advisors online, almost everyone told us social media profiles help them learn particular subjects. Each day 9% of people find social educational support through social media platforms. The research reveals that 44 percent of participants favored scientific and educational arguments over other types. Our research showed most people access social networks to connect with others who also want to study a particular science field, Students connected online with other followers of their chosen scientific subjects to share knowledge.

Greenhow & Robelia (Greenhow & Robelia: The authors Greenhow & Robelia (2009, pp. 1130-1161) demonstrate that social media can simultaneously connect formal and informal learning. People can use digital society interaction to learn both on and off school websites. Exemplars of evidence from young people using social media at a high level shows how they take part in learning. Most young people use social media as consumers.

Consumers mainly occupy social media instead of fully joining. Researchers have found social media platforms to provide learning possibilities, Even though researchers recognize social media's capacity to combine academic and casual learning they often forget to provide detailed explanations. We propose a model, Our model represents social media as a learning space with flexible informal and formal elements.

Our research uses social constructivism and connectives frameworks to evaluate our model through two distinct study examples.

Our research uses these theories to explore how learning operates in different learning environments. We conclude our model provides fresh perspectives on education through social media tools and suggests research paths ahead directions.

McKinney & Rill (McKinney & Rill: McKinney and Rill (2009) examined how university students responded to video discussions on YouTube in their study with 311 students, Our research involved 311 university students who studied YouTube and CNN discussion impacts.

Research about YouTube discussion impact emerged through CNN and YouTube studies. McKinney & Rill (McKinney & Rill: McKinney and Rill conducted extensive research about the topic during 2009, how conversations about politics through social media affect the attitudes and political values of young people, The research showed that teaching debates through this approach helps students become more engaged participants in shifting their political understanding.

The method develops how people think about politics and handle it better while strengthening their support for candidates. It also creates this outcome, people talked less about making fun of the candidates during these discussions. This strategy helped maintain important learning points with young people, this method presents the information candidates wish their youth audience to learn.

METHODS:

Our research relied on surveys to gather information from 110 teachers and 206 students at Karachi This significant research approach delivers precise results when properly applied.

Current research focuses exclusively on this development. The research defines both what the researcher does and how data analysis will proceed, besides explaining research methods the author defines what work the researcher undertakes. This research design seeks to describe study characteristics, our research focuses on presenting key details about the problem at hand. Respondents provide us with data using the survey methodology we selected for this study, descriptive research (Mohajan: 2018, pp. 23-48).

Population and research sample:

This study analyzes every teacher and student who took basic education during the year 2019-2020 in sessions 2 and 3, the research investigates primary education students and teachers in the Karachi during 2019-2020academic year. While the sample was the study employed random stratified methods to collect research data for its objectives. Our sample consisted of 110 teachers and 206 student users of social media platforms.

The research includes everyone who works and uses social media platforms at basic education schools.

Research Instruments:

Our study instrument consisted of a questionnaire to obtain information from the research respondents. The research used a survey method as its primary data collection tool to collect information. Research studies in social media directed our choice of items for this study. The The research needed two survey forms labeled one for teachers and another for students. Each Each set of research tools included two separate groups of questions. The initial part held recorded personal aspects while the following section had 20 test items, contained 20 items distributed on the four axes as each axis includes 5 elements, the four axes, namely:

- People have different opinions about using social media in teaching.
- The educational system benefits when social media enters into its everyday use.
- The study explores how social media affects educational practices.
- What makes using social media in education difficult?

Validity of research instruments:

Social media professionals received our two questionnaires and identified specific points about the content of the items. The researcher adjusted these items based on professional feedback.

Reliability of research instruments:

Two questionnaires were distributed to random student and teacher groups to test their reliability. Researchers tested both questionnaires on participants before conducting the main experiment. After this a statistical examination was performed. The researcher measured the stability of both survey tools through statistical calculations (Cronbach Alpha). Cronbach Alpha was 0.89 for our research tools reached acceptance when Cronbach Alpha produced 0.89 on teachers' data and 0.79 on students' results. Our study measurements showed accurate results.

RESULTS:

Findings of Question #1: What are the ratios of teachers and students utilizing Facebook, Twitter, Instagram, YouTube, WhatsApp, Google Plus, LinkedIn, and blogs? Following are the findings of question number 1: A) for teachers: B) For students:

Table 1. The percentages of teachers utilizing social media.

Facebook	Twitter	Instagram	YouTube	WhatsApp	Google	LinkedIn	Blogs
32	12	20	21	28	10	3	2

Table 2. The percentages of students utilizing social media.

Facebook	Twitter	Instagram	YouTube	WhatsApp	Google	LinkedIn	Blogs
50	30	35	25	20	12	5	2

The research outcome shows that both teachers and students use YouTube WhatsApp LinkedIn and blogs in similar amounts (Tables 1 and 2).

Teachers share the exact number of social media tools with students when we examine usage statistics, student online use grows beyond teacher usage across Facebook Twitter and Instagram. Findings of Questions #2-5:

- How do teachers and students feel about using social media for their learning experience?
- Exploring how teachers and students see social media benefits in their educational practice students?
- What functions do teachers and students assign to social media platforms within their educational activities?
- What problems do teachers and students experience while applying social media in educational settings?

Table 3. The attitudes of teachers and students about the use of social media in education, and its benefits, role, and challenges.

Respect Of Social Media Utilization In education	Teachers	Students
Attitude of Students and Teachers	77	79
Benefits of Social media in education	76	72
Role of Social media in Education	75	74
Challenges in education Due to social media	63	64

DISCUSSION:

It is shown in Table 3:

- Teachers and students gave very similar responses across every social media area in education.
- School staff members and students both showed strong support for social media learning methods education.
- School participants including 76 percent teachers and 72 percent students agreed that social media enhances educational practices education.
- Teaching professionals and student participants agreed that using social media brought results in education.
- Students and teachers both struggled with social media usage in education accounts for 63% of educators and 64% of student's education.

CONCLUSION:

- Our plan helps students turn social media sites into study tools through dedicated group memberships.
- The purpose of joining online educational groups is to establish teamwork between students and educators. Teachers and students create a better way to learn together through digital platforms.
- Our message to educators is to use social networks as platforms to talk with students about science.
- We should help students and teachers learn the proper way to use social media at school.
- Teachers must discover and apply these social sites for teaching and learning purposes.
- The research team conducts social media experiments for educational content and applies their findings in all educational settings across the Karachi.
- The Karachi uses educational platforms because of their educational significance.
- Our team supervises closed student groups under scientific guidance
- The professional committee from accredited educational schools assists students by creating appropriate material.
- Students will access balanced class content including learning content and discussion platforms.
- Our organization presents specialized education programs to share how online platforms benefit learning.
- Our research examines the best use of social media for student education.

- Our team studies how different education stakeholders struggle with social media platform usage our research team studies social networking platforms.

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