Impact and use of Social Networks and Medias in the Universities environment during COVID 19 Pandemic

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Abstract

The purpose of this study is to identify the impact and use of social networks and media in the university environment during the COVID pandemic. The online survey was conducted from the respondents are selected universities in Tamilnadu. A survey of researchers received a questionnaire from 302 respondents through Google forms, WhatsApp, and Gmail. The analyzed data frequency of simple percentage analysis, chi-square test, Mann-Whitney U test, and mean score and rank methods were calculated. This study concluded that the technology requires future development of Impact and use of social networks and medias in the universities' environment.

Keywords

Universities environment, Types of Social Networks/Medias, Online education, Training programs, Online Meet Applications, Technology adoption

1. Introduction

E-resources are mostly utilized in online education in recent decades and effectively facilitate training for the students. The utilization of social media in academics aids the students, teachers, and parents to get more constructive information and it also assists to connect with peer groups, academic groups, and other educational systems which make the education environment expedient and convenient. Currently, social media and social network tools are being offered by most institutions to create multiple opportunities and to improve learning methods for their students.

Social media has been exploited for various purposes (Brückner, M.,2015, Garrison, D.R. 2011, Mukong and A. K., &Nanziri, L. E. 2021). Ramirez, A. (2013) explored the usage of social networks analysing on decision-making behavior of farmers in agriculture by exposing irrigation technology. Ansari, J. A. N., & Khan, N. A. (2020) scrutinized an empirical study on collaborative learning with the help of social media at the university of eastern India. Gunawan, W., Kalensun, E.P., & Fajar, A.N. (2018) established the growth of the internet, social media, and Smartphone in the consumption of e-learning. Implementation and application of mobile devices and social media can provide abundant innovative and revolutionary learning occasion to the students in accessing course contents as well as communication with peers and professionals (Cavus & Ibrahim, 2008, 2009; Kukulska-Hulme & Shield, 2008; Nihalani & Mayrath, 2010; Richardson & Lenarcic, 2008, Shih, 2007).

Use of social media and mobile devices present advantages, mostly its benefits seen in terms of accessing course contents, video clip, transfer of instructional notes, etc. Overall students feel that social media and mobile devices are cheap and convenient tools for obtaining relevant information. Social media and mobile devices permit the students to generate, innovate, amend and share the course contents in the documentary, video recorder, or auditory forms.

This study aims to determine the employment of technology adoption in social media and networks in academic purpose and training programs and also to analyze which social media and sources are highly utilized for developing online education and training programs. The perception of university students and research scholars in acquiring their knowledge and sharing practice by utilizing various social media and their level of satisfaction in adopting new technologies are also verified. The objectives of the study are as follow,

1. To analyze the Socio-demographic in terms of Gender, Age, discipline, and Course wise respondents in the selected Universities of Tamilnadu, India.
2. To examine the respondents use various types of Social Medias of the study.
3. To find out the respondents share Online Educational Sources on the Social Medias.
4. To analyze the relationship between respondents and various purposes of use the Social Medias.

2. Literature Review

2.1. *Online Opportunities of e-resources*

Candelas, F. A., Torres, F., Gil, P., Puente, S., & Pomares, J. (2006), investigated the ramifications of training use of new data and correspondence innovations. The instructors' advancement of them electronic learning sources improves the education and learning exercises. Aydın, A., Uysal, Ş., &Sarıer, Y. (2010) analyzed comparative inside the vast majority of five OECD Countries (Finland, Korea, Netherlands, Canada, Japan) with the last five (Mexico, Turkey, Greece, Chile, Italy) in PISA Mathematical education both of 2003 to 2006. The research on social justice in educational opportunities focused on dimensions of financial and human resources development in education. Razak, R. A., & See, Y. C. (2010) identified the elements of the motivation of online education. Therefore, the online peer learning of education by the student's instructions of understudy accomplishment and inspirations of the learning facilities for the education sharing distinctive groups between the control and test strategies. A study by Baskaran indicated that there was a 2.73 mean value from visit library purpose to reference journal articles, 2.69 mean value of services quality are book lending service and 3.24 mean value of yahoo use the search engine (Baskaran, C. 2014). The research focused on the Romanian Ph.D. research scholars on the nature of advanced education administrations. The analysis dissected the learning climate of the library, secretariat, and canteen, accommodation (Manea, N. P., &Iatagan, M. 2015). The research explores concentrating on the University Students in the natural foe of motivation of enlightening activities. Psychodidacticanti inspiration impacts the informational activity of quantifiably basic on the understudies of scholarly high-level training institutions (Ivanova, N., & Minaeva, E. 2015).

Angela Dresselhaus (2016) Investigate the exchange of ideas are NASIG organization for Conference Programs, Publications, Workshops, and Webinars. The study presented SSP/NASIG language literature adopt an updated version of their research. The ability of electronic resources materials such as Planning and Budget-apocalypse: the Evolution of a Serials/ER Cancellation Methodology Lowe (2020). Kaushik Das, & Piashi Das (2020) analyzed the research presently available to investigate how online learning opening's structure preparing program accepted Mizoram University understudies. The requirements of communication on the appearance part of the advanced education enlightening activities took apart on standard course result of the web-based change. Summarizes explain the using online courses and MOOCs in general and suggested scalable best practices on various complexity levels and the requirement of feedback which is significant to improve online courses (Julia, K., & Marco, K. 2021).

2.2. *Scholarly Information on SNs platforms*

The study by Din et al, (2012) analyzed knowledge sharing and the benefits of online social Networking tools among Malaysian Facebook users. The research analyzed Web 2.0 technologies and the traditional online social networks support, and current challenges (Weiss, J. B., Berner, E. S, et al.,

2013). Uncovered talked about the utilization of Facebook to advance the understudies connection of informal organizations. The understudies comprised a lack of web-based conversations for the more elevated level subject in e-learning (Jumaat, N. F., &Tasir, Z. 2013). The quantitative research methodologies focused on social networks tools in scholarly communication in humanities and social science disciplines. The academic affiliated at SQU and survey designs were adopted (Al-Aufi, A. S., &Fulton, C. 2014). The study discussed interpersonal organizations to help with e-learning occasions at the University of Zilina. The two principle variants of electronic instructive help are in particular Use of informal organizations Facebook in the mixes and e-learning applications (Madleňák, R., Madleňáková, L., & Kianičková, E. 2015). It is seen that they save the instructors use and reception of online social networks for an instructive reason (Uzunboylu, H., Genç, Z., &Tugun, V. 2017). Baskaran, (2018) argued that for Social Networks for academicians learning, learners generated research content of search world information, types of SNs in Academia, barriers of SNs in lack of security on personal information on classified. Baskaran, C. (2019) was conducted a study on Higher education research scholars use and share knowledge of social networks and media in scholarly communication. Characteristics of social networks/medias research, the purpose of research activities, and research design patterns are classified. social networks and medias help with research sharing and access to communication with research scholars (Baskaran, C., & Pitchaipandi, P. 2021).

2.3. Online training programs and Services

Gudanescu, N. (2010) explored the instructive process dependent on the utilization of e-learning in the University of Romania utilization of two advanced substances of the immediate extremely durable and community learning. The essential spotlight on the research searching for the elements data to the substance of dynamic, questions and extraordinary point of view. As indicated by the review offers personalization services of open-source frameworks and instructive substance apparatuses for educators and understudies (Tsolis, D., Stamou, S., Christia, et al.,2010). Recognizing the Online Training Programs for the online frameworks concerning Skype Networks support are the e-adapting course (Nicolescu, B. N., Macarie,T.,& Petrescu, T. 2015). The research explores Online instructive based for big information methods displaying and the use of MongoDB stages information stockpiling and MapReduce worldview on instructive information presented in this research (Wassan, J. T. 2015). Trivedi et al, identified the identified learning technologies of the U.S.K-12 education system's existing digital divide. Social networks impact online educational websites in the Indian context (Trivedi, A., Deshwal, P., Soni, U., & Mani, N. 2018).

3. Research Methodology

This study is Descriptive research methods accept to knowledge considering of university environment. The author of the study is concerned with prospect the online educational sources and training programs, and the opinions of university students and research scholars regarding the Impact and Use of Social Networks and Media tools for knowledge sharing practices. An online survey was conducted from the respondents Selected by purposive samples techniques from the Selected Universities (Alagappa University, Bharathidasan University, Madurai Kamaraj University, and Manonmaniam Sundaranar University) in Tamilnadu. The research is collecting data from an online questionnaire mode. This survey was conducted through Google Forms; the link online survey was shared through E-Mail and WhatsApp. Data collection was taken during the period of January – March, 2021. The online survey was prepared in Google forms through the shared link in Whattsapp. Participants were Postgraduate, Master of Philosophy and Doctor of Philosophy, from selected Universities of Tamilnadu. The total population size was 302 students and research scholars of academic positions. The collected data were exported to SPSS 23 version for analysis. Data were analyzed and descriptive statistics were used to research. A survey was analyzed using Microsoft Excel and SPSS 23 version. The results were exported to SPSS 23 version and Simple Percentage Analysis, Chi-Square Test, Mann- Whitney U Test, Mean score, and Rank Methods were calculated for the previously described of the respondents. The first section of the survey was 5 demographic questions - Gender, age, Department, course, residing areas of the respondents. The second section of the

respondents' Multiple Choice Questions (MCQ) regarding online activities tools from Types of use Social Networks/Medias and the second section asked questions participants about online education. The third section of 5 point Likert scale questions were used in part of the survey.

An aggregate of 700 people was contacted by email, and a survey was sent including a covering note detailing the objectives of the research and seeking individual willingness to participate in this research. The researchers gained permission from 650 employees for voluntary participation in this study. On October 10, 2020, the data collection procedure began, and 600 completed surveys were collected by January 1, 2021. 20 replies were removed from the final data based on first observations of disengaged and half-filled replies. As a result, the final response rate was 580, with 82 percent of respondents.

4. Results and Discussion

The survey identifies are absolute Impact and use of social networks and media in the University environment upon the online education of the respondents. Because the social Networks opportunities and activities for online training programs in both of technology accept the online educational sources. The study different Online Meet Application and online training programs (Video Learning, Webinars, Online Classes, Regular Classes, Conference/Seminar/Workshop in, etc., the survey well consider online education.

Table 1: Socio-demographic variables of the study			
Independent variables	Frequency	N	Percent
Gender	Male	153	50.7
	Female	149	49.3
	Total	302	100
Age Group	20-25	116	38.4
	26-30	111	36.8
	31-35	44	14.6
	Above 35	31	10.3
	Total	302	100
Departments	Library and Information Science	106	35.1
	Management Studies	32	10.6
	B.Ed. Special Education	27	8.9
	Centre for Tamil Culture	14	4.6
	Social Work	6	2
	Economics and Rural Development	4	1.3
	History	10	3.3
	International Business	10	3.3
	Logistics management	5	1.7
	Mathematics	37	12.3
	Physical Education	5	1.7
	Physics	6	2
	Tamil	14	4.6
	Commerce	16	5.3
	Computer Science	5	1.7
	Corporate secretary ship	5	1.7
	Total	302	100
Course	PG	100	33.1
	M. Phil	25	8.3
	Ph.D	177	58.6
	Total	302	100
Residing areas	Rural	177	58.6
	Urban	53	17.5
	Semi-Urban	72	23.8
	Total	302	100

Table 1: shows the independent variables used by the researcher for the present work. 302 Post Graduate (PG), Master of Philosophy (M. Phil), Doctors of Philosophy (Ph.D.) course at Selected University participated in the study.

Gender: Table 1 represents about gender category, out of 302 respondents, 149 (49.3%) from female respondents, and 153 (50.7%) responses from male respondents. More or less both the gender has participated equally.

Age group: It is noticed that most 38.4Percent of the respondents were in the age group of 20-25 years and 36.8% of the are in the respondents' age group of 26-30 years, Whereas 14.6 % of the age group of 31-35 years and 10.3% of the respondents from Above 35 years.

Departments: The characteristics of the sample. about majority of the sample was The department with the highest representation was the department of Library and Information Science (35.1 percent), 12.3 percent were Mathematics and about the (10.6percent) held of Management Studies. Whereas 8.9 percent of the respondents belong to B. Ed Special education, 4.6percent of the respondents from the department of Centre for Tamil Culture, Tamil (4.6 percent), Commerce (5.3 percent) and 3.3 percent are History, International Business and (2.0 percent) Social Work, 1.7 percent of the respondents are, Logistics management, Physical Education, Physics, Computer Science and Corporate Secretaryship and 1.3 percent economic and Rural Development of the department clever respondents respectively.

Course: About (177, 58.6%) of the respondents are Doctors of Philosophy (Ph.D.) Research Scholars (100, 33.1%) from the respondents' Postgraduate students whereas (25, 8.3%) of them responded from Master of Philosophy (M. Phil).

Residing areas: Slightly most of the respondents are hailed from a rural background (177, 58.6%) while (72, 23.8%) of the respondents are from areas of Semi-Urban and (53, 17.5%) of the respondents belong to the Urban areas (Figure 1).
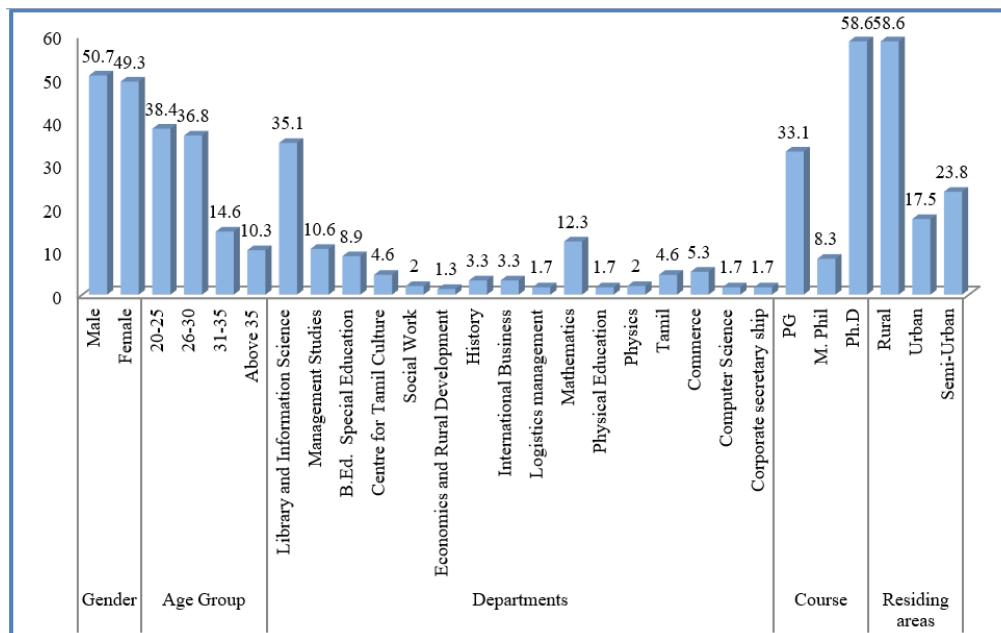

Figure 1: Socio-demographic variables of the study

Table 2: Types of Social Medias use by the respondents

Types of Social Networks /Medias	Responses		Percent of Cases
	N	Percentage	
Face book	128	14.5	44.6
Twitter	54	6.1	18.8
Youtube	201	22.8	70
Tumblr/Messenger	33	3.8	11.5
Whatsapp	268	30.5	93.4
Instagram	99	11.3	34.5
Telegram	72	8.2	25.1
Others	25	2.8	8.7
Total	880	100	306.60%

Table 2 displays the Percent of Cases for the respondents, the research question was multiple choices, the multiple option Percent of Cases higher than eight. This indicates high use on average. The multiple options were Social Networks tools (Facebook, Twitter, and so on), with 14.5 percent and 44.6 Percent of Cases are 6.1 percent are 18.8 Percent of Cases respectively and mobile applications of WhatsApp and Telegram 30.5 percent and Percent of Cases of 93.4%, and 8.2 percent, 25.1 Percent of Cases and multimedia sharing websites are YouTube and Instagram 22.8 percent and Percent of Cases of 70.0 and 11.3 percent and Percent of Cases of 34.5. Whereas, 2.8 percent 8.7 Percent of Cases other social Networks tools use respectively.

Table 3: Respondents knew the knowledge on Social Medias in the Selected Universities Vs. Share Online Educational Sources

Name of the University	Online Educational Sources					Total	Chi-Square Test	
	Friends	Forums	Online Tutorials	Regular Classes	Conference/ Seminar/ Workshop			
Alagappa University	22 (39.3)	2 (40)	26 (38.2)	20 (40.8)	50 (40.3)	120 (39.7)	X2	.974
Bharathidasan University	12 (21.4)	1 (20)	15 (22.1)	12 (24.5)	28 (22.6)	68 (22.5)		
Madurai Kamaraj University	11 (19.6)	1 (20)	16 (23.5)	9 (18.4)	26 (21.0)	63 (20.9)	Df	12
Manonmaniam Sundaranar University	11 (19.6)	1 (20)	11 (16.2)	8 (16.3)	20 (16.1)	51 (16.9)		
Total	56 (18.5)	5 (1.7)	68 (22.5)	49 (16.2)	124 (41.1)	302 (100)	Sig	1.000

Table 3 discloses the use of online educational sources among selected Universities by the students and Research Scholars.

Overall Analysis: Out of 302 respondents, 124 (41.1%) respondents use online education from Conference/Seminar/Workshop and another set of 68 respondents (22.5%) use Online Tutorials in social media. 56 (18.5%) of the respondents discuss the Friends while 49 (16.2%) Regular Classes and (1.7%) 5 respondents use sources of Forums in the online education.

Alagappa University: More than (39.7%) 120 respondents from Alagappa University, whereas 40.3% (50) use online educational sources from Conference/Seminar/Workshop while 26 (38.2%) of Online Tutorials and 22 (39.3%) Friends, 20 (40.8%) of using Regular Classes 2 (40%) Forums of them respondents use online education.

Bharathidasan University: 22.5% (68) total respondents are Bharathidasan University while 22.6% (28) of Conference/Seminar/Workshop, 22.1% (15) of Online Tutorials, 24.5% (12) of Regular Classes ,21.4% (12) of Friends and 20% (1) of Forums.

Madurai Kamaraj University: The objectives of mentioned by a majority of Madurai Kamaraj University of 20.9% (63). 21% (26) of them Conference/Seminar/Workshop, 23.5% (16)Online

Tutorials, 19.6% (11) Friends, 18.4% (9) Regular Classes and 20% (1) Forums.

Manonmaniam Sundaranar University: The purpose of the study contributions of MSU 16.9% (51). Conference/Seminar/Workshop 16.1% (20), Friends online discussion 19.6% (11), 16.2% (11) Online Tutorials, 16.3% (8) Regular Classes and 20% (1) of respondents use Forums.

Chi-Square Analysis: It has been analysed that there is an association between the Selected Universities of Tamil Nadu, a chi-square test was conducted. Table 3 shows the result of the test and reveals that there is a significant association between the frequency of online educational sources and the selected universities of Tamilnadu (X2=.974, df=12, and p=1.000) Alagappa University, Bharathidasan University, Madurai Kamaraj University, Manonmaniam Sundaranar University, as the p-value is more than the significant level of 0.05. Thus, the null hypothesis is accepted and the alternative hypothesis is rejected.

Table 4: Level of satisfaction among the respondents Vs. Social Medias share towards various activities

Variables	Weight					Total Weight Score	Mean Score	Rank
	5	4	3	2	1			
	VSA	SA	A	LA	NC			
Go To Webinar	550	312	249	22	20	1153	381.8	III
Zoom Cloud Meetings	545	360	282	0	9	1196	396.0	II
Go To Meeting	375	352	324	32	15	1098	363.6	IV
Cisco Webex Meetings	385	288	306	42	30	1051	348.0	V
Google Meet	710	424	147	10	0	1291	427.5	I
Synapps Webinar	230	188	396	42	56	912	302.0	XIII
India Meet	215	224	348	74	50	911	301.7	XIV
Meeting Go	195	256	354	62	50	917	303.6	XII
Go To Training	125	376	336	52	45	934	309.3	X
Webex Meet	280	260	393	50	25	1008	333.8	VII
Google Teams	425	136	396	30	36	1023	338.9	VI
Outlook	245	180	411	52	45	933	308.9	XI
Salis	175	352	339	84	24	974	322.5	VIII
Zoho Meeting	255	212	396	52	40	955	316.2	IX

Weighted score = weight* No. of Respondents. Weighted average rank: Total/sum of weight

Table 4 indicates the Weighted Average Rank of the use of Online meet application among Students and Research Scholars. The researcher was able to Google Meet first rank in factors Online meet application and Zoom Cloud Meetings has got the second rank, Go To Webinar has got the third rank and Go To Meeting has got the fourth rank, Cisco Webex Meetings has got fifth rank and Teams has got the sixth rank, Webex Meet has got the seventh rank and Salis has got the eighth rank, Zoho Meeting has got the ninth rank, and Go To Training has got rank Tenth rank, Outlook has got the eleventh rank, Meetin Go Synapps Webinar thirteen rank, and India Meet has got fourteen ranks.

Table 5: Associated items of the respondents Vs. The respondents on share social Medias for attending about known Google Meet.

S. No	Variables	Calculated value	DF	Sig.	Result
1	Gender	11.115	3	.011	Rejected
2	Age	109.836	9	.000	Rejected
3	Course	60.180	6	.000	Rejected
4	Residing areas	10.231	6	.115	Accepted
5	Types of tools	33.770	9	.000	Rejected
6	Online educational Sources	57.759	12	.000	Rejected

To investigate whether Gender, Age, Course, Residing areas, Types of tools, online Educational Sources of the respondents' impact on their Associations between the Personal Factors of Google Meet, chi-square test was conducted, Table 5 shows the result of the test and reveals that there is a significant association between Google Meet of the respondents and whether they preferred Gender(CV=11.115, df=3, p=.011), Age (CV=109.836, df=9, p=.000),Course(CV=60.180, df=6, p=.000), Residing areas(CV=10.231, df=6, p=.115), Types of tools(CV= 33.770, df=9, p=.000), and Online educational Sources(CV= 57.759, df=9, p=.000),as the p-value is higher than the significant level of 0.05. The null hypothesis is rejected and the alternative hypothesis is accepted. There is a significant relationship between the personal factors of Google Meet.

Table 6: Associated items of the respondents Vs. the respondents on share social Medias for attending about known Zoom Cloud Meeting.

S. No	Variables	Calculated value	DF	Sig.	Result
1	Gender	9.544	3	.023	Rejected
2	Age	88.872	9	.001	Rejected
3	Course	56.262	6	.001	Rejected
4	Residing areas	13.230	6	.040	Rejected
5	Types of tools	24.944	9	.003	Rejected
6	Online educational Sources	66.006	12	.001	Rejected

It is found that there is a significant association between Gender, Age, Course, Residing areas, Types of tools, Online educational Sources of the respondents, and whether they use Zoom Cloud Meetings, a chi-square test was conducted,

Table 6 shows the result of the test and reveals that there is a significant association between Students and Research Scholars of the respondents' use online meeting applications are Zoom Cloud Meetings, as the p-value is less than the significant level of 0.05. The study has been proved the null hypothesis is rejected and the alternative hypothesis is accepted.

Table 7: Associated items of the respondents Vs. the respondents on share social Medias for attending about known Go to Webinar

S. No	Variables	Calculated value	DF	Sig.	Result
1	Gender	6.267	4	.180	Accepted
2	Age	57.152	12	.000	Rejected
3	Course	17.373	8	.026	Rejected
4	Residing areas	53.608	8	.000	Rejected
5	Types of tools	68.672	12	.000	Rejected
6	Online educational Sources	45.272	16	.000	Rejected

To investigate whether there is a significant association between Personal factors of Students/ Research Scholars and whether they use of Go To Webinar, a chi-square test was conducted, Table 7 shows the result of the test and reveals that

a) There is a significant association between Go To Webinar of the respondents and whether they preferred Age (CV=57.152, df=12, p=.000), Course (CV=17.373, df=8, p=..026), Residing areas (CV=53.608, df=8, p=.000), Types of tools (CV=68.672,df=12, p=.000), and Online educational Sources (CV= 45.272, df=16, p=.000), as the p-value is less than the significant level of 0.05. The null hypothesis is rejected and the alternative hypothesis is accepted. There is a significant relationship between the Personal Factors of Go To Webinar.

b) There is no significant association between the Gender, of the respondents and their preferred online meet applications, as the p-value is more than the significant level was 0.05 in all 1 case. The study has been proved the null hypothesis is accepted.

Table 8: Frequency of University environment for online training programs Vs. Gender- wise Respondents by Mann Whitney U Test

Frequency		N	Mean Rank	Sum of Ranks	MWU	Asymp. Sig. (2 tailed)
Video Learning	Male	154	147.68	22742.00	10807.00	.378
	Female	148	155.48	23011.00		
	Total	302				
Webinars	Male	154	155.96	24018.50	10708.500	.338
	Female	148	146.85	21734.50		
	Total	302				
Online Classes	Male	154	148.81	22916.00	10981.000	.562
	Female	148	154.30	22837.00		
	Total	302				
Quiz	Male	154	154.27	23757.00	10970.000	.551
	Female	148	148.62	21996.00		
	Total	302				
Judgment Writing Competition	Male	154	143.32	22071.00	10136.000	.082
	Female	148	160.01	23682.00		
	Total	302				
Certificate Courses	Male	154	146.08	22496.50	10561.500	.247
	Female	148	157.14	23256.50		
	Total	302				
VILT	Male	154	146.31	22531.00	10561.500	.247
	Female	148	156.91	23222.00		
	Total	302				
Podcasts	Male	154	142.06	21877.00	9942.000	.042
	Female	148	161.32	23876.00		
	Total	302				
Conference calls	Male	154	142.56	21953.50	10018.500	.051
	Female	148	160.81	23799.50		
	Total	302				
Blog Articles	Male	154	148.70	22899.50	10964.500	.550
	Female	148	154.42	22853.50		
	Total	302				
Electronic Simulation	Male	154	144.54	22259.00	10324.000	.132
	Female	148	158.74	23494.00		
	Total	302				
Online Discussions	Male	154	142.03	21872.00	9937.000	.044
	Female	148	161.36	23881.00		
	Total	302				
Low notes/e-books	Male	154	139.76	21523.50	9588.500	.014
	Female	148	163.71	24229.50		
	Total	302				

Hypothesis: There is no significant difference between the Gender of the respondents and their frequency of Share Social Medias for Online training programs by the respondents in the Selected Universities.

Purpose: To investigate whether there is a significant difference between Male and Female students, Research scholar, and their level of association with the personal factors within Opportunities for online training programs.

Result (Table 8): There is no significant difference between Male and Female students and Research Scholars and their level of association with all the Online training programs by the

respondents in using Social Networks/Media, as the p-value is more than the significant level of 0.05. The null hypothesis is accepted.

5. Conclusion

This study explored whether Social Networks in Online education and training programs completely within Social Networks/Medias platforms are required services. The study has been analysed that the respondents use the Social Medias for sharing Academic and Research Information in the Universities during COVID 19 Pandemic. The involvement of students and research scholars use Social Networks/Media to improve their knowledge daily in various training programs and online learning activities. Among the online Opportunities and learning different forms of the use of social networks/media in university environment of online education, were concerns about the Online Tutorials, Regular Classes, and Conference/Seminar/Workshop on Technology adopted considered tools related to online training programs.

This research article is based on the services of Social Networks and Medias in platforms for online education and training programs. 302 studies were concerned data analysis process, the current research focuses on knowledge sources through online education. The study has identified four main activities of Social Media applications in including the Social Networks/Medias tools, online educational sources, Online Meet Applications, and Online training programs. Moreover, this study reveals those various contributions of online education for sharing the knowledge of Conference/Seminar/Workshop, Regular Classes and Online Tutorials, etc. The conclusion is that the maximum number of studies focused on social Networks/Media regarding the use of online education. There is an impressing of social Medias in research activities for online education in students and research scholars part of educational social capital (Sultan Muhaya Al-Daihani and Jumanah Salem Al-Qallaf and Sara Ali AlSaheeb, 2018).

The body of research that uses social networks and media for online education is an important study of the current situation. Findings of this study DjokoRahardjo (2018) reported that the students' perception of using online tutorials for social Networks and adoption is technology accepted. Sandeep Kumar Mathivanan et al (2020) study reveals adopting different digital technologies for the education of e-learning. Vera G. Gerasimovaet al (2018) the study investigated that the present research forms demonstrate e-learning developing technical skills. (Ping Qiao, Xiaoman Zhu et al (2021) Present technology focused on attempt two theories evaluation of literature to Technology System Evaluation Theory (TEST) and Unified Theory of Acceptance and Use of Technology (UTAUT) in e-learning.

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