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A Critical Examination Of Educational Institutions Employing Digital Platforms And Social Media For Teaching-Learning At Lucknow City

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Abstract

One needs to reimagine academic work settings in this period of profound changes in education brought on by virtual worlds and augmented reality, and dominated by mobile devices and apps, to meet the demands of students and teachers alike. Covid-19's impact on the use of digital platforms and social media in educational institutions in Lucknow. The primary goal of the study, which examine the use of digital platforms and social media in the education sector. The primary data is collected via a questionnaire, which is completed by 225 persons, and SPSS software is used to calculate the mean, standard deviation, correlation, and regression analysis. According to the data, there is a statistically significant relationship between the use of digital platforms for teaching-learning and social media in educational institutions, and there is a strong influence of Covid-19 on the use of digital platforms and social media in the education sector.

Keywords: ITC; Online Education; Educational Institution; Teaching, Learning; social media; Digital Platforms.

1. Introduction

Information and Communications Technology (ICT) has risen to prominence in all aspects of human existence as a whole, from the corporate sector to the education sector. Humans have a natural tendency to learn and share their expertise. As one of the most fundamental human needs, information transfer has become one of humanity's greatest accomplishments and has aided in the growth of society. In this context, learning methods have become the primary focus. Several instructors who are accustomed to the conventional methods of teaching are apprehensive about the online technique of teaching, which uses computers, software, and the internet, as opposed to the old methods of teaching. ICT has a significant influence on postsecondary education in the United States and throughout the world in the twenty-first century. There is a variety of ICTs that may be employed in various ways to extend educational opportunities for students, boost education's relevance to the rapidly evolving digital workplace and improve educational quality (Rani & Pooja, 2014).

The role of technology in classroom teaching and learning has long been acknowledged and recognized. Despite barely appearing on the horizon a few years ago, online social media platforms are beginning to influence tertiary-level teaching and learning (Armstrong & Franklin, 2008). Many factors must be taken into consideration when using social media in the classroom, including students' expectations, comfort with the technology, and the variety of their experiences, views, and knowledge with social media. Digital natives utilize online social media (OSM) for non-educational objectives, according to a study. Teachers that utilize OSM for learning and teaching need a new pedagogical paradigm if they want this new generation of students to succeed, say researchers. Facebook and Twitter are two of the most widely used social media platforms in India, allowing users to interact with friends and family and share content such as photos, videos, and music. As well as WhatsApp, which is a user-created community of friends, personal profiles, as well as groups/communities that is often used for exchanging text comments, audio recordings, videos, and images (Ali, et al. 2017).

1.1 ICT in the Indian Context

Electronic information capture, processing, storage, and communication (ICT) is a part of the ICT. When ICT is used to teach and learn in the classroom, the benefits to students and teachers are numerous. Teachers and students can use ICT to plan, prepare, deliver, store, manipulate, and retrieve data, encourage self-directed and active learning, take on greater responsibility for their education, and learn outside of the traditional classroom setting. Using digital technology in all aspects of teaching and learning is known as ICT in education. In advanced nations, it is found in nearly every institution, and its impact is increasing. A wide range of technical tools and resources are utilized to communicate, generate, transmit and manage information using ICTs (information and communication technologies). For-profit enterprises and non-profit entities, as well as secular and religious societies, have all used ICT in educational initiatives, both in official and informal settings (Aktaruzzaman, Huq Shamim, & Clement, 2011)

The increased deployment of information and communication technology (ICT) in the classroom over the previous few decades has helped both tutors and students. Several companies are ensuring that academic institutions have several options to pick from to help the country's ICT education expand. The Smart Class program was started in 2013 as a joint effort by Samsung India and Navodaya Vidyalaya Samiti in rural India to raise awareness of the necessity of digital literacy. Over 2.5 million children in 500 Jawahar Navodaya Vidyalaya schools can make use of this program. Over 8,000 instructors have received technology-interactive training from the company. Jawahar Navodaya Vidyalaya, Dadri (Uttar Pradesh), Principal Gopal Singh Tomar, believes "60 percent of the children in their school are the first-time tech-savvy or Smart Class". "Our outcomes have improved post-ICT," he remarked, citing the fact that pupils are more confident, and that the usage of technology has also aided our teaching. As a consequence, technology has become increasingly crucial in learning assessment. Because of current technology, teachers have access to a broad variety of tools. Technological improvements have had a significant impact on how education is delivered. From a one-way interchange of ideas to a two-way spread of thoughts, teaching and learning have changed dramatically. The process has grown into a collaborative venture as a result of the different creative tools and strategies employed. Children are allowed to actively engage students in learning in today's classrooms, resulting in active makers of ideas and concepts. "The children are ready to benefit from all of the new opportunities that is accessible to them in the future," says Vidhyashram International

School's Dr. Bharti Swami (Jodhpur). In December 2004, the idea of using ICT in classrooms was first discussed. It was amended by the Central Government in 2010 to guarantee that secondary school students have equal opportunities. The Rashtriya Madhyamik Shiksha Abhiyan, a national initiative to improve India's secondary education, has included ICT.

"The central government reacted to requests for better educational dynamics by emphasizing the necessity of ICT adoption in schools and institutions and working to enhance classroom teaching outlines," claims Vaibhav Kapoor, principal of Ajanta Public School (Gurugram). The NCERT textbooks on smartphone applications and e-pathshala are among his favourites. There are several benefits to submitting data to the federal government online. Dr. S Sridhar, President of Dr. K N Modi, Newai, Rajasthan, remarked, "This is more transparent, and fraudulent data may be eliminated." In the future, Indian colleges will not tolerate mediocrity (Digital Learning, 2015).

1.2 Education System in India

There are more than 1.5 million schools and 39,000 educational institutions in India's multi-layered formal education system, which educates more than 27.5 million undergraduate and 4 million postgraduate students (KPMG, 2021). The term "formal education" encompasses all levels of schooling, including elementary and secondary education, as well as college and graduate school. CBSE, ICSE, and other national and international boards are a few of the state and federal institutions in charge of overseeing education in the US. India's higher education system, which is one of the world's largest, is controlled by the private sector. The University Grants Commission (UGC) in India is in charge of supervising all of the country's higher education institutions. An array of professional certifications is provided by the All-India Council for Technical Education, the Bar Council of India, and other apex bodies.

As a complement or alternative to formal education, informal education might include pre-primary, tuition, vocational programs, and multimedia/technology-based courses. Commercial schools make up a substantial percentage of informal education in India. Newcomers flood the market because of low barriers to entry. Vocational training in India has grown enormously as a result of the country's vast working population and rising need for trained workers. Test preparation has a significant impact on informal schooling in India. The internet is widely utilized in India for a wide range of purposes, from formal and informal education in elementary and secondary schools to hobbies and language study. Internet companies are responding to the needs of their customers by implementing B20, B2B, and C2C solutions (KPMG, 2017).

1.3 Online Learning Platforms in Education

When it comes to advancing ICT in educational settings, the Indian government is working with a wide range of partners to implement several projects that they hope will help the country's students benefit from a steady stream of regular services for a wide range of educational programs.

- **National Digital Educational Architecture (NDEAR)**

The Indian government established NDEAR as part of the Union Budget 2021-22 to improve digital infrastructure and enhance educational planning. Schools and universities given their educational ecosystem architecture for the growth of digital infrastructure facilities under this project (IBEF, 2021-2022).

- **PM eVIDYA Programme**

By 2020, the PM eVIDYA initiative have been up and running, intending to make online education more accessible to Indian students and instructors. Over 25 million students were projected to benefit from the effort, which aims to bring together all online and digital education initiatives. This gateway includes radio/podcasts and QR-coded digital workbooks for students in grades 1-12, along with specific e-content for youngsters with hearing and visual impairments. 3.7 million more college students now have additional learning options because of this plan, which allows the top 100 colleges to offer online courses while also loosening restrictions on distance, open, and online education.

- **DIKSHA**

Government officials launched DIKSHA (Digital Infrastructure for Knowledge Sharing) in September 2017 to provide students, teachers, and parents across the state with curriculum-based, engaging learning tools. All 35 Indian states and territories have approved the portal's use in their respective languages.

- **SWAYAM**

The government established Study Webs on Active Learning for Young Aspiring Minds (SWAYAM) in 2017 to provide an integrated platform for online courses at low prices for all people, particularly those in the country's poorest areas. The portal offers Massive Open Online Courses (MOOCs), which provide high-quality instruction on a variety of topics to students at all levels (from high school to college and graduate school).

- **SWAYAM PRABHA**

With 34 DTH (Direct-to-Home) channels, SWAYAM PRABHA, an educational television network, was launched in 2017. Student schedules and preferences can be accommodated by the fact that at least four hours of new information are aired each day and repeated five times.

- **ePathshala Portal**

The ePathshala site was developed by the government in 2015 to provide a resources store for instructional movies, audios, flipbooks, and other materials. Accessible via smartphones, computers, desktops, and tablets in many Indian languages, including Hindi, English, and Urdu.

- **NISHTHA**

School administrators and teachers will be able to use NISHTHA - Phase II in FY21 to develop a curriculum specifically for online delivery. The NISHTHA teacher training program would train 5.6 million teachers in FY22, according to the Union Budget 2021-22.

- **OLabs**

In November 2014, the government launched OLabs, a web-based learning platform for students who don't have access to physical laboratories.

- **Virtual Labs**

The Indian government created a prototype virtual lab in 2009 and a primary virtual lab in 2010 for undergraduate and graduate students in physics and technology to enhance their classroom learning. Student access to learning management systems, digital resources, and self-evaluation is provided in

the virtual laboratories. These resources include video lectures, digital materials, and assessments. Shiksha Vani, a podcast produced by the Central Board of Secondary Education (CBSE), gesture recognition content on the National Institute of Open Schooling (NIOS) webpage, as well as the Digitally Accessible Information System (DAISY) for learners with hearing and visual impairments, are among the other digital initiatives by the government.

1.4 The Educational System and Covid-19

Global pandemics have harmed society's most critical system, education. Because of the growth of Covid-19, both the nation as a whole as well individual residents have suffered a result. Millions of children's lives are profoundly affected. Since the lockdown was implemented, certain significant goals have been established. Output in education was reduced as a result of the economic crisis. According to estimates, nearly 32 million children have been denied access to an education because of the illness. A greater level of unemployment is being touted as a result of this "major disaster."

Students were instructed to abandon traditional classroom teaching methods after the authorities issued a state-wide lockdown in March 2020. Because of this, faculty members were able to employ their newfound creativity to complete the curriculum. Productivity, on the other hand, dropped as a result of a lack of infrastructure. One-third or less of homes have a decent internet connection, as per study conducted by the Global Network Initiative (GNI). So, the government was forced to guarantee that enough benefits and funds were accessible to those who had been displaced by the disaster.

The idea was to establish a traditional educational environment using digital technologies. To pique students' interest, teachers began creating modules, descriptions, and structures on whiteboards in the manner of a classroom. Keeping children safe and providing them with educational resources is a crucial function that must be fulfilled in the following few years, as this sets the stage for the emergence habit of educational progress (Times of India).

To curb the spread of the COVID-19 pandemic, the majority of nations have temporarily shuttered their day-care facilities, nurseries, elementary and secondary schools, as well as colleges and universities (TUAC Secretariat Briefing, 2020). Children, teachers, and parents are all affected by COVID-19, which is widespread. A total of 1.5 billion students in 195 countries were prevented from completing their education as a result of school closures, as stated by UNESCO (UNESCO, 2020b). Testing, new semesters, and the length of the school year are all affected by COVID-19 (Pujari, 2020).

1.5 Social Media for Educational Purposes

Because of the wide variety of applications, user experiences, and societal implications that social media have, an academic study has grown more divided (Fox and McEwan, 2017). Study on the use of social media in educational environments includes K-12 (Greenhow et al., 2020), higher education (Selwyn, 2009), professional learning (Li and Greenhow, 2015), and informal learning (Li and Greenhow, 2015). (Gleason, 2013). Studies on Twitter and Facebook, are two of the most widely used and well-researched social media platforms in education today, including Gao et al. (2012) and Manca and Ranieri (2016). Attempts to rethink how instructors and students' approach and design the learning environment have been made as a result of the study. Many internet platforms and applications are collectively referred to as "social media," which encompasses a wide range of services that enable people to share and exchange information (Zeng et al., 2011). In addition to offering online reactions to what's going on around them, it comprises easily available web tools that people can use to speak

about, engages in, generates, suggests, and take benefit of information. According to Prensky (2001), This generation is known as "Digital Natives" since they are constantly surrounded by digital and social media technology. For the Digital Natives, these technologies are used not just for accessing data and information as well as for linking information from multiple sources and creating new data that can be shared with others, creating an iterative cycle of information generation and consumption (Maloney, 2007). Since these platforms are designed with the learner in mind, they are excellent places for students to collaborate and create while they are learning. Liburd and Christensen (2013) argue that social media platforms encourage students to participate and engage in productive learning via online interactions and collaborations. In studies looking at the educational implications of social media, particular attention has been paid to wikis, blogs, social media sites, media/resource sharing sites, and discussion forums (Tess, 2013).

Many colleges and universities are adopting the new information ecology that has developed as a result of the emergence of social media (Campbell 2010). To broaden their curriculum beyond technology, more and more schools and universities throughout the world are incorporating various types of social media into learning, moving away from conventional learning (Grosseck and Holotescu 2011b).

1.6 Integration of ICT in the Teaching and Learning Process

Due to globalization and technological improvement, ICT integration is increasingly being used in educational settings for interactive teaching and learning. A few of them are shown below:

1.6.1 Motivation to Learn

- Students suggest or request the development of a learning project in class.
- Students utilize facts to question one other's claims.

1.6.2 Deep Understanding

- Students develop content that cites and builds upon acknowledges that are more in-depth than any of those found in school textbooks.
- Online resources help educators remain abreast of the new study and instructional strategies so they may better serve their students.
- Students can demonstrate their grasp of a subject matter through the creation of a paper, film, podcast, or presentation after receiving a suitable education.

1.6.3 Learning How to Learn

- While answering questions, students are also encouraged to come up with their inquiries, using the plethora of knowledge they have at their fingertips.
- A student's ability to check the material and find more sources of knowledge is enhanced by following the links online, like the bibliography-chasing practiced by students of past generations.

1.6.4 Efficiency

- Teachers and students alike are becoming more efficient.

1.6.5 More Content

- There is an increase in the amount of up-to-date and appropriate instructional materials used by teachers.
- This makes it easy for both students and teachers to check facts offered in student work.

- Classroom conversations, written material, and multi-media presentations are enriched by students' contributions.

1.6.6 Different ways to present content

- In addition to photos, diagrams, tables, and graphs, teachers can use technology to convey knowledge in a variety of ways (multimedia, PowerPoint presentations, etc).
- By using different bits of bits of intelligence, computers allow kids to comprehend information more effectively. It's a great way for professors to get better at what they do. Students benefit from an improved learning environment as a result (Malhotra. 2014).

2. Literature of review

Singh and Singh (2022) studied the students at the State Universities of Haryana, India, for their social media profiles and their use. Students' gender and location were analyzed concerning the number of online friends they had and the length of time they spend using social media. Social media overuse has been researched in the medical community for its psychological and physical effects. They had been investigated by educators to see how they affect student motivation and academic accomplishment. The epidemic of Covid'19 has fuelled extensive usage of social media by students to communicate with their friends and professors.

Gaikwad et. al., (2022) investigated the education sector, out-of-class teaching-learning, and other public spaces like libraries affected by the Covid 19 epidemic. Every aspect of life—education, business, the economy, health, and employment was adversely affected by the Covid-19 epidemic. With the aid of modern technology, educational institutions and the vast majority of commercial enterprises have gone virtual and now provide services to customers over the internet. Higher education would transform as a result of the widespread use of online learning and other digital efforts. Teaching and learning practices that make effective use of technology.

Tilak et al., (2021) examined the history of education in India, as well as the current state of some of Mumbai's most prominent educational organizations. In the current COVID 19 condition, the study relies solely on secondary data. Higher education has a significant impact on a country's overall growth, as does education in general. Indian education has a long and rich history. It may be divided into two major categories: pre-independence education and post-independence education.

George et al., (2021) investigated how ICT was being utilized to educate and train students. The review study included a taxonomic study and a deep inquiry of the methodology, approaches, and conclusions of the papers in prominent journals that are reviewed. The study's findings showed that integrating ICT into education and training was beneficial. ICT use in emerging economies like India was also far lower than in industrialized nations. Policymakers, managers, teachers, and students would be benefited from the study, which would help them select the finest tools and approaches for revamping the new style of teaching and increasing experiential learning.

Bordoloi et al., (2021) investigated the views of educators and students on the use of online and mixed teaching and learning methods Providing online/blended education in countries like India, especially during and after the Covid-19 period. In the study, an academic analytics method was employed. Teachers and students at several Indian institutions and colleges were asked their thoughts on online and blended services using a Google Forms questionnaire, which was then analyzed using Google

Analytics. Percentage analysis was used to analyze the data that had been received. In the setting of a 21st century India, blended learning may be the answer to giving education. In contrast to traditional education, open education encourages students to use their devices to learn, which has broadened the range of subjects that may be studied. Amid the Covid-19 shutdown, knowledge-hungry people have been able to get the essential educational inputs, training, and skills thanks to the widespread usage of open educational materials, and massive open online courses (MOOCs), social media, and meeting applications. This have a major influence on the way educational transactions are conducted in the future.

Raja and Lakshmi Priya (2020) analyzed the impact of an online class and work-from-home feelings on students' Twitter feeds. The results showed that students were satisfied and that TLFH was more successful than no lessons at all. In this epidemic year 2020, the world was working to establish work-from-home policies. Teaching and learning from home were common practices in the education industry. The analysis of reviews and input from various groups of individuals was the emphasis of the paper. Often referred to as "web scraping," this method was used in the mining industry to verify that only accurate information on a person or thing could be found online. Complex data may be retrieved from online networking processes using scenarios presented in the study. In addition, the document explained how social media data was analyzed. Cloud-based libraries on social media were used to conduct statistical analyses of students' moods and emotions while taking online classes and learning at home.

Rajhans et al., (2020) focused on optometry education as a way to better understand the enabling and inhibiting elements of these reforms in light of the findings of the 2020 study, it examined how well the Indian optometry educational system had responded to COVID-19 disturbances. One way to find out how Indian optometry educators responded to the COVID 19 lockout has been to conduct a cross-sectional poll. According to an observation that most optometry colleges had shifted their teaching-learning activities online, an online survey was done in the final week of April 2020 using a validated questionnaire including a combination of open and closed-ended questions. Three-quarters (93.58 percent) of the 78 optometry instructors who've leaped online learning have done so with a high degree of confidence. Video conferencing systems, specialized educational websites, and social media apps are commonly used for teaching-learning and evaluation purposes in today's classrooms.

Joshi et. al., (2020) investigated how colleges and universities cope with lockdowns. The essay also discussed the difficulties that professors confront when they conduct their classes entirely online. It was a descriptive and analytic study that relies on secondary sources such as reports, news stories, blogs, and interview videos, as well as periodicals, social networks, and journals to reach its goal. The paper, which relied on secondary sources for its material, also supported a future learning curve to cope with any crises impacting India's educational system. In this pandemic condition, higher education institutions (HEIs) had made several steps to educate their students. Despite this, the teachers had not been particularly pleased with these attempts. Teachers had to deal with a variety of challenges when it comes to online instruction, including a lack of technological resources, disruptions to family life, inadequate training, a lack of direction, and a lack of technical expertise. The article's learning curve makes it easier for HEIs to carry out online educational activities effectively.

Mishra et al., (2020) illustrated Mizoram University's online teaching-learning options for the teaching-learning process as well as following semester assessments. Students might look forward to

some challenging future academic decision-making. By using virtual courses and other essential online technologies in an ever-changing educational landscape in the wake of the COVID-19 outbreak, the article's purpose was to examine how existing educational institution resources may efficiently convert formal education into online education. To address these issues, the essay was written. The study used both quantitative and qualitative methods to investigate online teaching and learning strategies. It was possible to build a comprehensive picture of ongoing online teaching and learning activities in the COVID-19 outbreak context after the paper was published, which allowed for the resolution of ongoing academic disruption and the return of educational activities and discourses to normal operation.

Hasan and Khan (2020) investigated the rapid change in online teaching due to the COVID-19 pandemic, a qualitative survey was done on 408 students to discover their views on online teaching-learning. Using percentages and frequencies, the questionnaire data were evaluated. Online learning was shown to be a positive experience for students, as evidenced by the results. Flexibility was determined to be the most popular feature of online learning, whereas inadequate network and connectivity were the least popular. Additional drawbacks were lack of engagement, interruptions, and one-sided learning. Concerns about online security and safety were not handled, and children with disabilities were let down by their teachers.

Kumar and Nanda (2020) investigated the usage of social media as a teaching technique in higher education institutions. A framework for integrating certain social media channels into higher education teaching methodology had been presented. Using this paradigm, higher education institutions may discover ways to include social media platforms into their teaching practice to benefit their students the most.

Singh et al., (2019) provided an overview of how ICT integration in teaching and learning may benefit both interactive and self-directed learning. The use of podcasts, multimedia goods, and the notion of virtual classrooms, teleconferencing, and web-based learning formats were only some of the developments that would be covered in the article. There would be discussion and analysis of different government-sponsored ICT projects to integrate ICT into the educational environment. There was a new dimension being added to the teaching-learning process as a result of these efforts.

Farooque and Rasheed (2019) conducted surveys and experiments in different regions of the world Several studies and tests were conducted in the study to demonstrate the value of SNS in the academic field. It was determined that the top fifteen colleges around the globe were considered for the study. They were compared in terms of their use of social networking websites and other related aspects in a comparative study. In the study, it was discovered that nearly every university is well-versed in this topic and has an important role to play. As a result of the findings, it has been advocated those academic institutions employ social networking sites to drastically alter how operations and duties are handled.

Vivakaran and Neelamalar (2018) analyzed the usage of social media platforms in underdeveloped countries like India for educational purposes The study's goal was to find out how widely used social media platforms like Facebook and Twitter were in urban and rural higher education settings alike. In the state of Tamil Nadu, India, a thorough survey was done among the faculty members of the state's higher education institutions. A state with a diversified technology environment due to its internal digital divide and several other infrastructure disparities, Tamil Nadu's academic sector has a current dissemination degree of social software. It has been determined which variables encourage and which

ones hinder faculty members in higher education from using social media platforms for instructional purposes.

Balakrishnan (2016) Researchers looked at the reasons why college students utilize social media for schoolwork. Unified Theory of Acceptance and Use of Technology and the E-Learning Acceptance Model (ELAM) were amended to develop a Social Media Acceptance Model (SMAM). Around 300 students participated in the online survey (Mage = 25.7, SDage = 4.28). Six characteristics influenced the preparedness to use social media for learning: self, ICT facility, collectivism, communication functionality, effort/influence, and performance, according to exploratory and confirmatory factor analyses. However, it was shown that ICT and collectivism had minimal effects. Self-esteem was the most important factor in a person's propensity to learn via social media. The model as a whole anticipated a 71% success rate. Researchers found that, despite people's willingness to use social media for learning, they did not. Students' enthusiasm for social media as a learning tool may be harnessed by academics and postsecondary institutions by supporting or adopting policies that embrace it.

3. Objectives of The Study

- To examine the employment of digital platforms and social media in educational institutions for teaching-learning in Lucknow city.
- To examine the impact of Covid-19 on the usage of digital platforms and social media in the education sector.
- To find out the significance and integration of ICT in the teaching and learning process**.**

4. Research Methodology

The methodical and scientific processes used to arrive at current study findings and results, which are then used in the evaluation of understanding assertions, are referred to as research methodology. To evaluate the use of digital platforms and social media at educational institutions in Lucknow, the study uses a primary data collecting strategy and a random sample technique. To collect the data, an online questionnaire is used, which is circulate via university academic networks, relevant academic mailing lists, personal learning networks, and social media platforms such as Twitter or Facebook. 225 students are surveyed as part of the study. The study area's major emphasis is the city of Lucknow in Uttar Pradesh. Mean, Standard Deviation, Regression Analysis, and Correlation Statistical Techniques are used to analyze the data in SPSS.

5. Results

A major objective of the study project is to build a paradigm for analyzing and legitimizing the usage of digital platforms and social media in Lucknow's educational institutions while also examining the impact of Covid-19 on such use. Using digital platforms and social media in the educational sector proved to be beneficial, according to the study's conclusions.

Table: 1 Descriptive Statistics

Descriptive Statistics			
	Mean	Std. Deviation	N

Employment of digital platform	32.7778	3.13455	225
Social media	32.8844	2.91471	225

Table 1 shows the mean and standard deviation of the variables, the employment of digital platforms for teaching-learning, and social media in educational institutions.

Table: 2 Correlations Analysis

Correlations			
		Employment of digital platform	Social media
Employment of digital platform	Pearson Correlation	1	.777**
	Sig. (2-tailed)		.000
	N	225	225
Social media	Pearson Correlation	.777**	1
	Sig. (2-tailed)	.000	
	N	225	225
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 2 reveals a statistically significant relationship between the usage of digital platforms in educational institutions for teaching and learning and social media since the sig value is less than 0.05. (i.e., sig value is 0.011).

Table: 3 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.969[a]	.939	.938	.73103
a. Predictors: (Constant), social media, Employment of digital platform				

Table 3 shows that the simple correlation has an R-value of 0.969, showing a high degree of association. For example, the R2 value indicates how much of the overall variation of the dependent

variable, the use by educational institutions of a digital platform or social media for teaching and learning, is accounted for to interpret the data, author might turn to the independent variable.

Table: 4 ANOVA

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1824.143	2	912.072	1706.690	.000[b]
	Residual	118.639	222	.534		
	Total	1942.782	224			
a. Dependent Variable: Impact of covid - 19						
b. Predictors: (Constant), social media, Employment of digital platform						

Table 4 displayed the data on an ANOVA table using the regression equation (i.e., predicts the dependent variable). As can be seen in the following table, the regression model accurately predicts the dependent variable. A statistical significance of 0.000 indicates that the regression model has a statistically significant ability to predict the outcome variable, which is more than 0.05.

Table: 5 Coefficient

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.776	.569		1.365	.174
	Employment of digital platform	.653	.025	.695	26.394	.000
	Social media	.328	.027	.325	12.344	.000
a. Dependent Variable: Impact of covid - 19						

The Coefficients table (Table 5) provides us with the information author needs to predict the influence of covid – 19 on the use of digital platforms and social media in the education sector.

Unstandardized Coefficients column 'B' figures can also be utilized, as seen in the following:

to present the regression equation as:

Impact of covid - 19 = 0.776 + (0.653) * Employment of digital platform + .328* social media

Covid-19 has a positive and significant influence on the use of digital platforms and social media in the education sector, according to the study.

6. Conclusions

While it is widely accepted by the general public, social media is still a work in progress as it tried to secure its position in the online world., The author predict a dramatic rise of social media, ICT, and digital platforms in education when Covid-19 was widely diffused in 2020. Instead of relying on their irrational worries and preconceptions, academicians must overcome their self-esteem issues. Social media must be recognized as a necessity for educational institutions, and then clear guidelines on how to use it successfully must be developed (private life, protecting intellectual property, etc.). Student recruitment, study dissemination, and brand promotion are all made possible thanks in large part to social media (including alumni). It is also important to designate social media tasks inside academic institutions and departments. When it's all said and done, organizations will need to create "new" professions like learning architect, learning/social media community manager, serious game designer, and learning autonomy counsellor. Instead of a collection of technologies, it has become more of a social phenomenon for students, highlighting communities of experience and training and the resiliency of something accomplished next to each other as the most important concept to simply using online networking in educational institutions. The use of social media in the classroom must go hand in hand with social media education.

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