



Recent Drifts in Existing Educational System at School Level: Emerging Social Media and Technological Trends

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Abstract

In the school education system, learning and teaching model has recently undergone a drastic change. The ways and methods used for teaching the students at different levels of education, like primary, secondary and college level have undergone a sea change from what it was few decades ago. Numerous changes have been observed in the way education is being imparted and received by the students. We have noticed that technology has made a considerable impact on the learning and teaching methodologies showing a shift from self-learning to flipped classroom approach. Information and communication technology (ICT) in education offer multiple advantages for digital learning, student-centric engagement and shaping the schools according to latest technology to make the teaching and learning process better.

Main objective of the research paper is to understand the transition from classroom teaching & eLearning techniques, its impact on educational settings, conducting a comparative assessment of the situation in government schools vs private schools in city of Lucknow. It will also help in assessing how the people belonging to different socio economical backgrounds have to deal with changing education system and identifying the constraining and facilitating factors encountered by the parents, teachers and children. This research paper presents an overview of how the shift in technologies is impacting the education system at the school level, the way it is influencing them and the outcome of these ICT innovations are gradually leading to better teaching and learning techniques.

This study has enhanced our understanding about drastically changing school education system. Initially, the acceptance rate of the change was low but it gradually gained momentum with each passing year. Nonetheless, the changing trend in social media is persistent and incorporating it into learning modules will enhance collaboration and sharing, leading to an improved learning experience.



Introduction:

In the school education system, learning and teaching model has recently undergone a drastic change. The ways and methods used for teaching the students at different levels of education, like primary, secondary and college level have undergone a sea change from what it was few decades ago. Numerous changes have been observed in the way education is being imparted and received by the students. We have noticed that technology has made a considerable impact on the learning and teaching methodologies showing a shift from self-learning to flipped classroom approach. Information and communication technology (ICT) in education offer multiple advantages for digital learning, student-centric engagement and shaping the schools according to latest technology to make the teaching and learning process better.

This research paper presents an overview of nature of studies that were adopted during and Post COVID 19 period, how those critical situations have given way to increased use of social media and technologies in delivering education to children. The study has also attempted to do a comparison of people dwelling in different socio economic settings. Last of all, it has also made efforts to analyse and assess the future of this emerging trend through interactions with target groups covered under the study.

Objectives:

- Understanding how the difference between classroom teaching techniques & eLearning techniques help in making education more convenient and easily accessible.
- Comparative assessment of the drift in educational settings and trends in government schools and private schools in Lucknow city.
- Assessing how people belonging to different socio-economical background have to cope up with this evolving education system and understanding the constraining & facilitating factors encountered by children, teachers and their parents particularly female children.
- Analysing and assessing the future of the use of social media with perspective of children, teachers and parents in the field of education.

Research Methodology:

For assessment, primary data has been collected through quantitative and qualitative assessment tools. Under the quantitative assessment, three separate interview schedules were designed for three different target groups namely; children, their parents and the teachers. The qualitative aspects have also been covered in these schedules with major focus on understanding their perspective in this context. The information's collected during assessment were used to analyse secondary data on the trend of faculty using social media for



developing study content for online classes. It also analyses the use of websites available on social media by faculty/teachers and obstacles in using the same.

Limitation

The study has some limitations; firstly, it covered only one government school and one private school in the city of Lucknow. The sample size was limited to 5 cases from government school and private school each, 10 teachers and 10 parents of those children.

Sample Size:

A total of 30 respondents constituting school going children of primary school to junior school, class teachers and their parents were taken as a sample. The details of sample covered under the study are as given below:

Details of Respondents/Samples	Number
No. of children interacted in Government School	5
No of children interacted in Private School	5
No of parents of the children surveyed	10
No. of teachers of children covered under the study	10
Total	30

Analysis and Findings:

The research team had visited the field to collect information from Upper Primary Government School in Khushhaalganj, Mohan Road of Kakori block, and private school in Paltan Chawni area in Aliganj, Lucknow. The information's collected from the field have been compiled and analysed to gain an insight into transformation in current school education system through a comparative assessment of both the government and private school. The observations noted during the interaction with parents and teachers have also been analysed qualitatively to arrive at conclusions which has been shared in the paper.

The investigation has been done at three levels; therefore the key findings have also been presented at three levels: at children's level, at teacher's level and at parent's level as given below:

I- Key Findings at Children's level:

At the children's level, the study has been done according to different subsections covered under the interview schedule. The details of the findings emerged from field based assessment are as stated below:

General Information:

Under this section, informations like children's name, age, class and address have been collected during the study. A total of 10 children, five each from a government school and a private school have been contacted.



They study in primary classes or junior school and their age ranges from 10 years to 15 years. In the government school, a male student and 4 female students while in private school, 3 male and 2 female students were contacted for interview purpose.

S. No	No. of Children	Classes (Primary/Junior)	Age (in years)
No. of children in government schools	5	5 to 8	10-15
No. of children in private schools	5	5 to 8	10-15
Total	10		

Socio Economic Conditions:

Socio economic status of a family is an important aspect to be covered as it suggests whether the family has capacity to bear the expenses of their children's education. During COVID 19, the situation was quite distressing as people had to lose their jobs and they were finding it difficult to sustain their livelihoods and meet their family expenses.

Occupation and Family Income:

Mason, artisan, painter, embroidery etc were the occupations of the respondents. The family income of the children covered in government and private schools ranged from Rupees 10,000 to Rs. 25,000 per month.

Technological Facilities at home:

During and post COVID 19 epidemic, the use of mobiles and app for study purpose has drastically increased. All the children had android phones. None of the 5 children studying in the government schools had wifi connectivity at home while only 2 out of 5 children in private school had wifi connections.

Technological Facilities at Home									
S.No	Type of School	Android phones with internet available at home	Wifi at home	Means of entertainment available				No. of children attended online classes	Purpose of online classes held
				TV	Computers	Mobile	Others		
1	Government	5	0	5	0	5	-	3	Studies
2	Private	5	2	5	3	5	-	5	Studies
Total		10	2	10	3	10	-	8	Studies

Use of Social Media and Technologies in Education:

In the past decade, social media usage has been growing. For example, as of 2011, there were about 750 million active users on Facebook, which then made it the largest social media site being used in the world. 221 million FB subscribers used Social Media and Technology in Higher Education; this was followed by 175



million users of Twitter (Consumer Reports, 2012). Overall, the average number of Tweets people sent per day in February 2011 was about 140 million and an average number of 460,000 new Twitter accounts were created each day. LinkedIn had 120 million members as of August 4, 2011 (Consumer Reports, 2012).

Additionally, Pinterest registered 10 million users in 2012, which made it one of the most used social media sites. This might be due to the fact that teaching staff had the ability to pin together images, links, lesson plans, podcasts, and videos into visually appealing boards. It allows faculty to create resource boards for themselves, other instructors, and or their own students, and to use the boards for classroom assignments (Constine, 2012). It is noteworthy that Facebook (96%) and Twitter (82%) remain the two mostly used social media platforms by colleges.

Now, college students have adopted social media technology in a routine way. This inclination has also been observed in education system at school level because FB and Twitter also offer several opportunities to explore the upcoming study apps and tutorials.

Social Media and Emerging Technologies Usage					
App is being used for studies					
#	Youtube	Google Meet	Zoom	Byjus	Any other
Government	5	0	0	0	2 school app
Private	5	5	5	0	2 school app
Total	10	5	5	0	

As reported, all children in private schools used Google search platform to collect and gather information related to their studies. During COVID 19, out of the five children in government schools, four children were not attending classes online and studied through study materials provided on whatsapp although all the 5 children in private school continued their online studies.

Classroom teaching was more preferred than online teaching by students in government schools. This is because 2 out of 5 children in government school faced difficulty in studies due to non-availability of android phones at home, their parents had the phone which they took along with them at their work place. Not only this, this was new to people and they did not have required skills to attend the classes.

Social Media Platforms:

Of late, social media has gained wide acceptance and popularity not only for interaction and communication but also for their professional and educational purposes. A strong correlation exists between use of social media for professional purposes and pedagogical purposes by teaching staff. Majority of faculty/teachers use these platforms more often for personal reasons rather than instructional purposes. The outcomes indicate that



in recent years, awareness to use social media in education has risen but privacy and integrity issues of online student submissions emerge as barriers to faculty use of social media.

Experience of online classes during COVID 19

Respondents informed that none of the children in government school and private schools were found using Facebook. However, the communication with social circle has definitely increased. They shared that most of the study materials were shared by their teachers on whatsapp as reported by a single child in government school and 2 children in private school.

#	Experience of online classes during COVID 19			
	Excellent	Very Good	Satisfactory	Not Satisfactory
Government	0	2	1	2
Private	0	3	2	0
Total	0	5	3	2

Overall experience of online classes during COVID 19 was rated as very good by all respondents but those who had lack of technological facilities at home were not satisfied. The table above indicates that in government school, two children found online classes to be very good, one child was somewhat satisfied while 2 children were not satisfied. A girl child of Class VIII in Upper Primary School at Khushhaalganj reported that the school was closed and online classes were not conducted.

It was evident that children in government schools found classroom teaching better than online classes because their interaction with teachers and other students was more as compared to online classes. However, during COVID 19, online classes had become a new norm and a compulsion. Their studies were compromised due to lack of android phones at home and online classes were not being conducted in several government schools. They also informed about several drop out children because their parents could not afford android phone and internet connectivity at home. They also informed that amount of data available with the kids was also not enough.

During interaction with respondents in both the schools under study, their perception whether social media & upcoming technological trends for children's studies are advantageous or not was understood. Three out of five children informed that use of social media platforms for studies are proving advantageous to children due to easy access to the study related informations within a small time.

#	Advantageous or disadvantageous	Future trend in education system
Government	3 reported it as advantageous 1 reported it as disadvantageous	Optimistic
Private	All 5 reported it as advantageous	Optimistic

All the children in private schools believed that social media and technologies usage is advantageous for the education system for it brings the ease of sharing and communicating the desired content in a limited



timeframe. However, government school children gave mixed responses, 3 children were of the opinion that it was advantageous while other 2 believed that it was disadvantageous. They affirmed that classroom teaching is more communicative than online classes. Network issues, data limits and connectivity errors are issues that keep cropping up from time to time.

2: Key findings at Teacher's Level:

During assessment, 10 teachers were interacted to get a better understanding of recently changing scenario. The private school teachers were in age group of 25-30 years and in government school teachers were between 28-45 years. Enumerated below are the findings based on teacher's responses:

- During online classes, teacher had to work hard to prepare study content after referring to the Google search and different study apps. Since the offline classes were not being held, the content was not reaching the students not have access to mobile and internet. There were some children who had to even drop out their studies. They also informed that there are some children who had resumed their studies after COVID 19.
- Updated mobile versions, poor internet connectivity and inadequate data at the teachers and students end affected their studies even though they were willing to do so.
- Everyone acknowledged that social media and advanced technologies usage is certainly proving to be beneficial and will go a long way despite its side effects.
- In private schools, parents were willing to help their children in studies during online studies which are undoubtedly cost effective and saves time.

3: Key findings at Parents Level:

- Parents of government school children were not much educated and well versed with technologies like video conferencing apps like Zoom, Google meet etc; hence, they were not able to help them.
- Parents provided phones to children but they were not able to keep an eye on whether they were using it only for studies.
- Parents found difficulties in arranging separate android phones for their kids to attend the classes due to financial crunch.
- Opined that this emerging trend is advantageous for education of their children and this trend is going to stay in future.

As informed by a girl child of Class VIII, one of her classmate had dropped out of school during COVID 19 and he has started working in a restaurant because he could not cope up with his online studies. His parents had already observed his lack of interest in studies due to the same and hence they let him work over there.



Perceived Challenges of Social Media usage in Education:

Many issues have been raised about the increasing social media usage among school students, faculty, and staff. Due to easy access of social networking sites, majority of people post comments and pictures that have raised ethical, safety and identity theft issues. Barriers to the use of social media are concerned about privacy content, integrity of student submissions, conflicting social media policy, separate course and personal account and grading & assessment.

The issue of privacy has constantly been mentioned with regards to using information and contents from social media in higher education. It is easy to enter and register in all social networking sites thus, raising concerns about privacy among its users. Even though the majority of universities and colleges have policies in place for regulating the sharing of certain types of information, establishing and communicating a clearly defined social media policy for students and faculty, there are concerns about risk of social identify theft and other private information that students and faculty may share with others.

For instance, people can create social media sites under a false name, real person's name, and then post opinions and statements that will be considered offensive, abusive or inappropriate by others. Most often, the victim actually has no idea that the site was created using their name. Other examples are privacy issues such as students posting images and comments on Facebook that may later be considered inappropriate or abusive, thus affecting their ability to get a job or pursue graduation, or even their social life.

Additionally, when social sites (Facebook, Flickr, and LinkedIn) are used for giving instructions, some privacy issues arise that might go a long way to affect both students and instructors. For instance, even though content will be later deleted by the faculty member or kept restricted to only the class participants, content and comments created online can be stored and archived by anyone with access, which creates the potential for them to resurface later. It is quite possible that college students are exposed to inappropriate online content, fears of online identity theft and student-based cyber bullying, or harassment of student.

Conclusion:

It has been observed that the current scenario in the existing education system is changing drastically changing. Although the change was slow in the beginning, it gradually gained impetus. Teaching and learning methods have undergone a noticeable change due to all then new trends in education technology.

Every year, new trends emerge to provide something new to the learners. Innovations in the field of technology are also constant. And certain innovations can be implemented in the education system for improving their learning and development process. The results of these innovations become a trend which then leads to better teaching and learning techniques. Nonetheless, the changing trend in social media is here to stay and incorporating it into learning modules will build a culture of collaboration and sharing, leading to an improved learning experience.



In the last decade, social media has also, transformed the way students and teaching faculty communicate in the teaching and learning process at different levels of education. The teaching and learning process in higher education is currently experiencing a technological revolution. This is primarily due to the use of social media as a tool by teaching faculty to communicate with students inside and outside of the classroom.

KEY WORDS AND DEFINITIONS

Facebook: It is an online social networking site originally designed for college students; but now it is currently open to anyone 13 years old or more. Facebook helps users to create and customize their own profiles with photos, videos, and information and interact with friends.

LinkedIn: Is a social networking site designed for the business community. It allows its members to set up and post document networks of people known to them and whom they can trust professionally. Members profile page describes the employment history and education, and keep online list of professional contacts.

Social Media: Consists of using all forms of communication such as web sites for social networking and micro blogging through which the users create online communities to share information, ideas, personalized messages, and other materials like videos.

Twitter: is a site for networking on social media that allows for micro blogging service through which they can send and read tweets (text-based messages of up to about 140 characters) “tweets.” It helps connect people with their family members, co-workers to the upcoming news, facts, opinions and informations across the world.

Google Meet: Google Meet is a video-communication service developed by Google. In the early months of the COVID-19 pandemic, Google announced Meet was to be made available to all users, not just Google Workspace users where it was previously visible.

YouTube: You tube is a global online video sharing and social media platform based at San Bruno in California. Steve Chen, Chad Hurley, and Jawed Karim launched this on February 14, 2005 and owned by Google. This is the second most visited website, after Google Search. More than 2.5 billion monthly users watch more than one billion hours of videos each day on you tube.



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