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## **Role of Social Media in delivering Formal Education during COVID -19 in Developing Countries**

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### **Abstract:**

The COVID-19 pandemic has prompted high schools to switch on-line from one side to the other. However, many public entities, particularly in developed countries, have often no access for promoting contact with students and/or faculty members to structured online learning management systems (LMS). This study investigates how often social networks are used to promote traditional, i.e. just official resources, institutional contact among faculty members and students. In order to do this, online surveys of both faculty members and students were carried out, complemented by in-depth interviews. The findings revealed that the personal use of social media by students has enabled their successful use to facilitate formal learning. However, substantial gaps in social media use for student encouragement and for the creation of an online group were observed between faculty members and students. Students used social media to create and encourage each other digitally, while teachers concentrated solely on teaching and learning. The findings confirm that a modern period of social learning, social presence and an alternative medium to facilitate online learning will be encouraged by proper use of social media. Study consequences are explored for policymakers in higher education, especially in developed countries, and academics.

### **1. Introduction:**

For the advertisement sector these are difficult days. In certain areas of the planet, media revenue has declined dramatically during the last few months. At least in the immediate future, the plight is potentially getting worse, with Statistica forecasting that the COVID-19 pandemic will cost \$26 billion in advertisement sales in the US (Vorhaus 2020). While nobody knows about how long the pandemic will survive and how long its effect is anticipated, it seems like recovery is likely to be challenging and probably slower than recovery since the 2008 'Great Recession.' Although the business itself may regulate thresholds, marketers and agencies obviously need to adjust to a radically quick overnight setting. The consequences of the pandemic differ greatly from business (e.g. the aircraft

corporation vs. the flour manufacturer) (business to business vs. consumer). For example, I recently established a spice company that had to concentrate on selling from chefs to foodstuffs into home cooks, when many enterprises were in a circumstance where price tactics were locked up, new tastes and product measurements were offered, sales networks modified and virtually all advertising campaigns were moved (Taylor 2020a). Those in the advertisement and marketing industry need to adjust rapidly to a changing world. Whereas the International Journal does not schedule a special issue with respect to the COVID-19 pandemic (as our sister Journal Routledge/Taylor & Francis would do), the comments are welcome on the matter. Because we cannot be sure how long the disease persists, writers are advised to concentrate their results on wide-ranging effects, whether things return to normal at any rate. Although my purpose here is not to outline a broad variety of science-relevant fields, I would like to chart those which I believe have a special potential for pandemic research. The quality of corporate social responsibility (CSR) appeals is one field really ready for study. A new Berlin Cameron/Perksy poll shows that the overwhelming majority of young consumers feel that advertisers will play a constructive part in the COVID-19 crisis (Taylor 2020b). As promotional appeals focus on CSR during a disease pandemic are popular, analysis on the successful usage of the theoretical mechanisms may be done in different forms of appeal (for example consumer protection, health of workers, first responders, donations to charities) (2020). It is also interesting to analyze different aspects, like business health, advertiser faith and validity (Bergkvist and Taylor 2016; Bergkvist and Zhou 2019). During the pandemic, it will be ready to research the construction of validity and its association with efficacy and whether difference by generation occurs.

There are also interesting developments in media preferences and opportunities for successful responses of advertisers in the marketing of a good or service. Some artists, for example, have switched to providing online concerts and interactive activities for weaving businesses. Online is considered to be less hit than any other platforms so quarantined citizens can spend time on the internet, but study is done into which formats and what kind of target work will allow for timely research more successful. Also of great interest is the notion of 'Home fluids,' coined by Criteo's Jaysen Gillespie, with the notion that social media users can take on extra importance during lock-up or hours stay at home. These influencers (De Veirman and Hudders 2020; Lou and Yuan 2019), who are also naturally conscious of how they fit in with the followers existence during a crisis, are able to rely on customers and particularly young consumers. What the influencer finds to be exceedingly essential in dressing or eating during a pandemic. The position of home influencers in environments like YouTube and Instagram is worthy of research and the efficacy of different kinds of appeals.

In general, the emphasis on advertising utilizing emotional appeals is probable during the pandemic. This includes research into the role of emotion in advertisement processing and the efficacy of emotional appeals. It may also be the case that artificial intelligence systems can be used to configure a range of messages centered on user functionality and actions (Cardona 2018). Surveys as to whether customers' attitudes to modify privacy during a pandemic that could involve mass testing and/or vaccination are also of significance in an atmosphere that previous to this pandemic has raised data security issues, as reflected in the EU General Data Protection Legislation and the California Consumer Privacy Act (Taylor 2019). Another region that needs to be discussed is how electronic text or mouth (eWOM) is influenced. Chu and Kim (2018) observed that eWOM is rapidly giving, searching and exchanging brand impressions digitally by customers in a study of recent literature. Interesting findings may be derived from studies based on virality (Phelps et al. 2004), drivers and the impact amount on market recognition and revenue (e.g. Hayes, King 2014). Presentations on the above topics and other related studies are welcome on the effect of COVID-19 on advertisers.

The global COVID-19 pandemic has challenged formal and face-to-face schooling with unmatched obstacles. Countries have taken steps to curtail the virus spread, reducing the amount of huge gatherings and maintaining a physical social distance. Many administrations have thus used quarantine hours, which also forced formal schooling to cease. Consequently, both grades have been moved from one to the other. As several underdeveloped countries, however, public universities in Egypt suffer from a shortage of technical channels and standardized LMS for contact with students or their professors. They also have no complete support for the online learning process[1,2].

The COVID-19 pandemic pushed politicians, academic officials, and higher education institutionalists to strive for solutions to the conventional physical school structure. For example, many universities in Egypt have allowed their faculty members, including Google Classroom, and Zoom, to use free communication channels. Formal usage of universities and staff members to connect with their students is rendered by social networking, for instance Facebook, WhatsApp and YouTube. Institutions also allowed faculty members to connect with their students on these social networking platforms (SNSs) such as Facebook and WhatsApp via official accounts and structured groups. As a part of the COVID-19, and for the first time in many developed nations, faculty members as well as students are forced to officially interact electronically for academic purposes. Without online LMS, social networking will provide these organizations with an outstanding opportunity for engaging officially with their students to encourage online learning [3,4]. Students and scholars are present at these social platforms to promote social engagement online and to build a successful Online learning environment [3,5].

Previous research on the usage of social media in higher education[3–6] showed that they could help to connect with students, for example to complement conventional learning and to enrich their learning experience. However, this study aims to examine the social mediums in public universities that do not use LMS robustly and rely on in-class communication prior to COVID-19 for structured academic communication, particularly after the COVID-19 pandemic worldwide. Formal academic contact involves utilizing social networking as a special and official university forum that involves, after acceptance by institutional leadership, teaching and learning, encouragement for student education, the creation of an online community and promotion and advocacy of programs. More precisely, the study explores how social media was adopted in traditional institutional correspondence by faculty and students. For this study, the leading questions were:

- How frequently do faculty members and university students utilize social networking to preserve structured intellectual contact since the global COVID-19 pandemic?
- Do staff members and students utilize the social media as a systematic means of contact have any differences?
- Why does the usage of social networking influence the habits of structured institutional contact of faculty members and students?
- What are the problems confronting professors as well as students in social networking to promote structured scholarly communication?
- How will these barriers for better use of social media to preserve traditional academic correspondence be overcome?
- What lessons and outcomes should be learnt to promote social presence and to help the longevity of social networking online learning?

## 2. Literature review:

### 2.1. Social Media Usage in Higher Education

Social networking has developed as important tools for optimizing the learning of students, promoting contact with their teachers and peers and including them in the current distant learning world [3,4,7]. Study has also shown that professors utilize social media for technical and educational purposes[5]. Yahoo, WhatsApp, YouTube, Wikipedia[8] are the top social platforms in scholarly communication. A new research showed that Facebook and WhatsApp are the most commonly used platforms for multiple academic purposes in higher education. Various studies[4,9–11] concentrate in higher education on the wide benefits of social media use. Such research indicates that social networking resources are respected for informal intellectual communication, networking, group growth, confidence and fulfillment as well as the creation of the social life of students. The importance of the use of social media for students participating and affecting meaningful learning environments [5,12] has also been shown in studies.

### 2.2. Student Perceptions of Social Media Usage for Academic Communication

There have been many studies[5,13-16] to assess the efficacy of social networking platforms to enhance integration of students with higher education. Studies have shown that social networking, including Facebook, is an important medium to boost the success of students (13,16,17), increase the participation of students and lift the awareness of students' learning experience (15,18). Moreover, the student's educational success and Facebook's learning rate are closely related[17]. However, additional research have found Facebook to be related to the negative educational results of students[14,19]. An unfair indicator of students attendance was an inappropriate usage of Facebook [14]. The usage of Facebook in learning produces meaningful learning opportunities for students, another study[5] has found. A analysis of the SNS' productivity in enhancing learning environments has shown that social network motivation and the constructive communication of peers and academic personnel is fostered [20] by students. In addition, mutual resources were very successful among the core elements in the preparation of a student to use social media for learning. The analysis also found that co-operation is the most effective translator for use[21].

### 2.3. Faculty member Perceptions of Social Media Usage for Academic Communication

Studies have shown that the usage of SNSs has a beneficial effect on learning results because professor members encourage their students to participate, build information, share, and collaborate. Although faculty members have recognized the opportunities for scholarly communication for SNSs, the use of SNSs is not very important in practice because of many obstacles or challenges[1]. These obstacles differ, including digital breakdowns, intimacy and stability, loses of influence and supervision, limited support from institutions, limited knowledge of the position of the SNS as a learning medium, and professors' expectations that SNSs are adequate for learning and weak IT support in some institutions[1,22].

### 2.4. Digital Marketing

Digital marketing may be expressed in basic terms, by leveraging the Internet and other similar digital channels, as incorporating marketing campaigns and tactics. A marketing term that relies primarily on the internet to communicate with the target audience through various digital media channels and platforms can also be described. Marketers utilize the website,

smart devices, e-mails, social networking, search engines and video distribution services to contact clients under Digital Marketing. However, some marketing analysts agree that digital marketing can be perceived as a totally new and different endeavor that needs new and different approaches to communicate, interpret and approach consumers. The specific aim is digital marketing. This ensures that brands and advertisers can reach a particular client segment depending on multiple criteria and can also define a perfect platform media for connecting to that client base. Digital marketing is often immersive in design, in comparison to conventional marketing methods. The social networking networks such as Twitter, Facebook, Instagram and A.I-based technologies such as Chatbots provide advertisement and consumer reviews, allowing interactive two-way contact between the business and consumers. Digital channel advertisement is extremely scalable in design and may hence be tailored and optimized to suit the desires and preferences of different consumers without much hassle and optimizes to different display sizes so as to minimize the drawbacks of conventional advertising strategies.

The widespread Covid-19's effect on field marketing, primarily because of lockdown, had a dramatic negative impact. This however opened the doors for digital marketing, when consumers migrated more than planned to digital media. The above are explanations why Covid-19 influences digital marketing and advertisement.

Because of the epidemic of Covid-19 that contributed to lockout and home work, citizens had plenty of spare time, much of which was used on social media. In essence, digital marketing is historically focused on metrics and key performance measures (K.P.I) for assessing the success and efficacy of digital marketing strategies, giving marketers the ability to capitalize on and effectively communicate with clients via different Social Networking platforms, such as Facebook, Twitter, Instagram, etc. However, the corona virus epidemic has degraded the value of K.P. Customer Lifetime Worth, I'm and increased in significance. Although Reliance Jio's Internet revolution rendered the internet affordable, the introduction of Covid-19 made users so free that they could waste a lot of time on it. As a consequence there has been a massive rise in the market for video material on video distribution services such as YouTube. About the same direction, there has been a massive rise in demand for micro-video content channels. Both things offered advertisers the ability to focus their goods and services on video and micro video material to advertise and encourage. When the people's online company grew during quarantine and the majority of workers were working from their own residences, the businesses introduced Chat-bots from A.I who would provide consumers with a requisite support from a pre-programmed chat space. The usage of such chat-bots has also been suddenly growing by consumers, because these chat-bots have become a virtual customer helper.

When consumers invest more time online during the lockout phase, advertisers can make their customers experience online, or else, whether the webpage, landing page or interactive reality is not nice experiences, the consumer may soon have the chance to get bored. Therefore, advertisers highly stress that they can entertain their consumers digitally as they access the platform, attend Webinars, visit a curated content portal, view landing pages, etc., and that the appetite for and audience of the over-the-top content hubs, Netflix and Amazon Prime, has also expanded during the lock-down era of Covid-19. The increased demand for these O.T.T platforms allows the Digital Marketer to sell and commercialize their goods and services across these networks.

### 3. Research Methodology:

#### 3.1. Population and Sample

This thesis deals with public universities in underdeveloped countries. The study concerns the 9 public colleges that award tourism and a hotel bachelor's degree in India for logistical purposes. They relied exclusively on classroom learning and face-to-face contact with and among students or teachers prior to COVID-19[1,3]. There are presently 597 full-time faculty members in varying grades and nearly 12,000 undergraduate students. Members of the staff comprise teaching assistants (207), teachers (310), and administrative managers (80). The same sampling system in similar research[1] was developed for the first phase of this project, which comprises a questionnaire survey for faculty members and their students (as mentioned in Section 3.2). 309 student forms and 304 instructional formats were obtained and valid questionnaires for review. For the participants in the interview, after data saturation, the number of students and faculty members was determined[24]. Therefore, the data are appropriately saturated by 24 faculty members and 30 students. In the interviews, men and women engaged in the same way.

#### 3.2. Data collection Methods and Procedures

A sequential explanatory mixed approach with two distinct phases of analysis was introduced to address research questions and achieve the goal of the study[25]. The study began with an online survey targeted at teachers and students from the nine universities. The survey findings told the analysis during its second half. Therefore, a comprehensive, online interview with faculty members and students was applied to the sample one by one.

A questionnaire survey was used during the first phase of the analysis to find an answer to the first three questions (i.e., questions: one, two and three). During the second stage of the research, online interviews with many faculty members and students were performed utilizing the most accessible online method. In some interviews Zoom or Google Duo chosen, in others Whats App or Facebook Messenger. In these interviews, three research questions were asked (i.e., questions: three, four and five). Two main topics were covered: the actual usage of social media in support of formal academic communication, especially after COVID 19, and social media challenges to maintain formal academic communication. Both interviews were single and the interviews were about one hour long. Interviews with 30 students were first performed and interviews were supplemented with 24 members of the staff. This number was necessary to achieve data saturation, as already stressed. Both interviews were documented after oral and/or written approval of interviewees. Before the interviews began, they were both told that the interview was for analysis. The Arabic language was used for all interviews. Two bilingual specialists studied the scripts.

#### 3.3. The Research Instrument

There were four parts of the questionnaire. Section one included population statistics, namely sex, ethnicity, current faculty and gender roles, age, student research stage. Section 2 consisted of three points: (a) whether social media was used for the structured engagement of academics; (b) extent of use; (c) category of social media that are used. In Section 3, real social network use was analyzed for structured instructional communication: teaching and studying (8 factors), student assistance (6 factors), internet networking (4 factors) and advertisement and promotion of programmes programming (4 factors). These considerations have been taken from past research[1]. A 5-point Likert scale (where 1 = no use, 2 = limited use, 3 = modest use, 4 = significant use, 5 = heavy consumption) was questioned for the

social network use by respondents. Section 4 requested further study findings by the researchers.

Two bi-language experts have reviewed the translation and accepted the English edition. The questionnaire has already been piloted to include the required terminology for 20 faculty members and 30 students, and changes have been investigated. As a consequence of the report, a few, though not important, improvements in the terminology were made to suit students and staff. For example: "Social media are being used for a new heading." ". Another indication of this is "past class job and give course reminders" in the staff members' questionnaire and "review class appointment and get course notifications" in a students' questionnaire. Some of the elements have been reworked. The students should check the classes and get courses notifications." In the literature [26] it adopted the methodology for an online sample. If the instrument has been created, a researcher has begun to construct the online survey and has tested for presentation and consistency by other team members before submitting the URL to the participants. In order to explain the intent of the study, a presentation was produced and faculty members/students were invited to participate. Confidentiality was conveyed to researchers and the thesis was for academic purposes. The URL (English and Arabic) was introduced via personal mails and/or social media pages to all faculty and students at the nine universities. Several times a day the study staff has reviewed and followed the answers. Contact information were given at the conclusion of the presentation for more requests (i.e. name, telephone, email and social media accounts). The reliability of the measures was ensured using Cronbach's alpha which was above 0.70 for all items [27], i.e., 0.91 for teaching and learning; 0.89 for student support; 0.90 for building an online community and connection; 0.89 for program marketing and promotion.

#### 3.4. Data Analysis

In order to evaluate the sample profile of the respondents, frequencies and percentages have been introduced. In order to evaluate the scale products, objective measurements were taken, i.e. mean and standard deviation. In order to compare the real uses of faculty members and pupils, an independent T-test was introduced. In order to measure the disparity in the real use of social media for structured interactions between faculty members and their pupils, eta squared has been used. In SPSS version 25 the questionnaire was evaluated. An review of qualitative material was conducted manually on all qualitative details [28]. All the interviews documented were transcribed directly after the interviews and two bilingual specialists supervised the language.

#### 4. Results and Findings:

##### 4.1. The Profile of Faculty Members

The participation of men and women in this sample was similar, with just a higher percentage of men (61 percent) occupying management roles. Many young academics were supposed to be under the age of 30 years (84 percent ). In comparison, teachers between the ages of 30 and 40 (66.5%) became staff members with administrative roles between 41 and 60 years (83.3 percent ).

Interestingly, both faculty members used social media to interact formally on an official level regular. In formal academic communication, Facebook was used most commonly by teaching assists (100%) and lecturers (97%), while only 88% of administrators, particularly with students, used Facebook. WhatsApp was used by all administrators to formal institutional interaction with students and others. WhatsApp has since been used widely by some

university employees. Other kinds of SNSs are Related In, YouTube and Academia embraced by faculty members to connect with other colleagues or academics.

#### 4.2. Profile of students

The number of male student researchers to female participants was about the same. Interestingly, all research participants were very young, i.e. under the age of 30 years, since there is no difference in secondary and higher education in Egypt, and therefore almost all bachelor students are often under 25 years of age[3]. Moreover, students at various stages have engaged nearly similarly.

Interestingly, all students taking part in this research utilize social media on a regular basis for structured academic contact. Facebook was the most common instrument for student structured academic communication. Following was WhatsApp (69.4%), YouTube (63.1%), Wikis (50.2%) and other social media (19.4%), like blogs and Twitter. A limited number of LinkedIn students used for scholarly correspondence (6.5 percent ).

#### 4.3. Social Media Usage for Sustaining Formal Academic Communication

Because Table 1 indicates that both faculty and students have about the same high average score for use of social media as a learning platform, they agree on informal use of SNSs as a learning platform, especially Facebook and WhatsApp. The findings revealed that the overall score for program marketing and promotion was almost identical to that of both faculty members and students, indicating that both students were not willing to use social media as a program marketing and promotion. The low mean for social media use at this point seems normal, since Senior Management and students are prioritized to ensure the continuity of the current term research after the COVID-19 pandemic. However, students show higher average scores and lower standard deviation from their faculty members in terms of student support, group building and relations. This implies the student use of social media to encourage students and develop their friendship is greater than their faculty members, while teachers only concentrate on utilizing social media to support the structured method of learning.

Table 1. The Results of Descriptive Statistics.

Social Media Sites Are Used to . . .	Faculty Members *		Students **	
	$\mu$	$\sigma$	$\mu$	$\sigma$
<b>Teaching and learning</b>				
Contact students and enroll in the courses	4.521	0.5944	4.318	0.5911
Post/check class allocation and receive/send class notifications	4.564	0.5014	4.366	0.5000
Build deeper group learning	4.334	0.6630	4.333	0.6586
Internet Post/Check readings (live or recorded)	4.480	0.7342	4.459	0.7313
Check and upload available academic films, connections and materials	4.578	0.6788	4.585	0.6788
Facilitate web conversations on activities and/or initiatives	4.337	0.5370	4.669	0.5464
Academic success or accomplishments of students post-check	4.403	0.7192	4.211	0.5194



Post/response remarks and scholarly queries	4.318	0.7078	4.488	0.5014
<b>Student support</b>	<b>μ</b>	<b>σ</b>	<b>μ</b>	<b>σ</b>
Provide support and motivate students	3.258	0.8759	4.566	0.4456
Provide emotional support for students	3.111	0.8502	4.414	0.5308
Resolve issues related to students	3.294	0.8783	4.472	0.4872
Provide mentoring for students	3.350	0.8772	4.614	0.4611
Help to integrate students in work groups	3.307	0.6834	4.466	0.4913
<b>Building community and connection</b>	<b>μ</b>	<b>σ</b>	<b>μ</b>	<b>σ</b>
Build and strengthen online community	2.482	0.5659	4.352	0.6415
Encourage the involvement of students in events and	2.332	0.7497	4.333	0.6733
Encourage students to share their social activities online	2.518	0.5698	4.547	0.4932
Connect students with alumni (graduates)	2.593	0.4490	4.288	0.4388
<b>Program marketing and promotion</b>	<b>μ</b>	<b>σ</b>	<b>μ</b>	<b>σ</b>
Promote college courses and programs	2.644	0.7657	2.534	0.7639

An experimental t-test was carried out to equate students and teachers with the use of social media for structured contact (Table 4). The findings revealed substantial statistically significant disparities in student support ( $T = -46.42$ ,  $p < 0.001$ ) from staff members to students and group building and partnerships ( $T = -66.98$  and  $p < 0.001$ ). There were no major changes in teaching and learning ( $t = 0,037$ ,  $p > 0,05$ ) between staff members and students and the advertisement and promotion of services ( $t = 0,231$ ),  $p > 0,05$ . The results of eta-squared statistics were more than 0.08 for student support ( $\eta^2 = 3.756$ ) and building community and connection ( $\eta^2 = 5.417$ ) which indicates a very large effect size between students and their faculty members.

The findings of interviews with faculty members revealed that their academic leadership called them to communicate with their students digitally to COVID-19 and to avoid conventional face-to-face instruction. It is important to remember that both professors were versatile in selecting a free medium to connect with their students online. Both faculty members consulted have confirmed that a certain form of internet tool or social network was not included in the call. Faculty members have begun their self-learning on the use of internet sites with no encouragement from organizations. Surprisingly, faculty members noticed that without social networking pages they did not meet their students because of the lack of structured LMS. Therefore, each course has been designed to link to their students through a formal closed community. Institutions encouraged staff members to contact students via the head of the student community (who is often one of the active students, e.g., in student groups on campus or on the student council).

While just a few professors (5 out of 24) claimed that they used online conference platforms like Google Classroom and Zoom, for example. Many of the obstacles in relation to these

platforms were found by faculty members, e.g. since many students were not educated on these platforms. As a result, teachers have had to shift to social networking groups, particularly Facebook and WhatsApp, for structured contact with their students. The results showed that most faculty members (19 out of 24) use social media groups as their only instrument of academic communication, and others (5 out of 24) use social media as well as free online platforms, especially Google Classroom and Zoom. Faculty participants accepted that these classes of SNSs should be adopted for structured learning purposes in many areas. Many professors (17 out of 24) claimed that they had reported or posted the content as a PDF file with voice notes (Figure 1). At the same time as conventional lectures other faculty members gave live lectures on a weekly basis. Few teaching staff members (2 of 24) built a YouTube channel for their students and uploaded video lectures. Both interviewed faculty members concluded that this modern experience of online learning through leveraging social media is a fantastic experience and social media has helped them attain their course-oriented learning performance. However, a substantial percentage of faculty members polled (10 out of 24) argued that social media placed more burden on them with daunting student requests. Interviewed faculty representatives have accepted that the main purpose of these social networking groups is to provide an authentic learning environment of the same value as standard face-to-face learning. Faculty members therefore argued that they are trying what they can to address the concerns and enquiries of students and to include them in a social learning atmosphere as much as possible. Interestingly, both faculty members questioned decided to use WhatsApp before the COVID-19 pandemic of casual contact. However, WhatsApp communities were formal contact between themselves and other workers in their organisations after the pandemic. The faculty also demonstrated that the Platform of WhatsApp allows documents to be exchanged, input obtained and a meeting to be organized efficiently.

The results of interviews with students reveal that faculty members concentrate mainly on support for formal learning and little attention if any to the support of students and the creation of a successful on-line community to support the survey, particularly the divide between faculty members and students. Nevertheless, the overwhelming majority (25 out of 30) of the students questioned accepted that social networking involved them adequately in social learning by contact with their counterparts. Almost all of the students (28 in 30) enjoyed the usage of social media for formal education and learning relative to other online resources, like the strong use, interactivity and utility of Google Classroom. There was a consensus among students, particularly those who freshmen and sophomore, that social networking is a more suitable medium for formal academic communication compared to face-to-face classroom learning, if faculty members pay more attention to student support and create an online community. Certain freshmen's argued that because of this latest online experience they became more involved in the social help of their peers and representatives of the school. As mentioned in the next segment, faculty members and their students have posed numerous challenges which affect the use of social media for formal academic communication.

#### 4.4. Challenges and Recommendations of Social Media Usage for Sustaining Formal Academic Communication

Towards the introduction of the social network in order to formalize scholarly contact, a variety of problems were faced both by teaching and students. The findings of interviews with teachers and students revealed 15 difficulties of utilizing social media to promote structured institutional contact. The organisation, that is to say, the strategy and the plan of learning, management help and IT facilities, were three obstacles. The faculty and students

accept that a consistent strategy and action plan did not help the call for the transition of online learning. For all faculty members and students, the path was thus not completely obvious. Full instructions or a toolkit for how to execute this change in teaching were not written for faculty and students. Complementary to this was insufficient funding for administration, weak IT facilities and the lack of skilled IT support, leading to the misery of professors and students. Student assistance and exchanged course content and notes posed two problems. Scholars accepted that structured learning is encouraged as a priority of faculty members for the use of the social media, but student encouragement and the development of an online network are restricted. For students, particularly those in the initial studies, i.e. fresh and sophomores, this was crucial. There were also students who were worried with content consistency and speech notes. They argued that certain content and voice notes presentations were often not adequately simple. In the other hand, faculty members were concerned with two additional problems, including the forms of social networking and realistic teaching. Members of the faculty argued that universities are versatile in the networking mechanism they use to interact with students but have created more tension when students communicate with them using multiple platforms such as Facebook and WhatsApp at the same time. Members of the faculty have find it very challenging to conduct realistic lessons utilizing social media, which often involve physical documentation and involvement. The plurality of faculty (16 out of 24) suggested that it is not possible to instruct internet or social networking resources on realistic coursing such as food service, dining, housekeeping, and museums.

Four challenges overlapped among organisations, faculty and students were also seen in the results. The first obstacle was the emerging online learning culture for educational organizations, staff members and students. As with many other public organizations, the COVID-19 pandemic didn't provide them with an opportunity to plan themselves appropriately. With this modern society, the lack of standards of behavior and of class observation at universities, the level of contact between teachers and students was poorly taught through slang and procedures. The faculty decided that social media could not be used to test and rate pupils, i.e., quizzes and tests. With regard to the understanding of social network use in academic interactions, some students (9 out of 30) and academics (7 out of 24) were not completely aware of social networking applications, such as WhatsApp Site (WhatsApp) and Facebook live videos.

The staff members and their students had two obstacles. Students should post their enquiries at any time of day and raise questions. However, professors have had little opportunity to address any query in good time, because each course will last more than hundreds a day. Both faculty members and students shared their questions about their privacy and account protection, since they have links on Facebook to their personal phone number or contacts. Any members of the faculty (5 out of 24) were seriously worried that their students might share their lives. Faculty members have other difficulties in collaboration with students, and several universities have opted to collaborate between faculty members and students as a community leader of students. Most faculty members (17 out of 24) did not like this and suggested that, since forming a community and recruiting students, either a faculty member personally or one of the teaching assistants could be the group managers. The last challenge was to adjust the desires and aspirations of students. Students have varying approaches and interests for learning. While some students choose voice notes records, others prefer live lectures or recordings. Institutions and their faculty representatives can discuss all various forms of needs. Recommendations were recommended and addressed with interviewees in order to solve all their difficulties.

## 5. Discussion:

There is an increasing scholarly body of social networking literature in higher education for numerous reasons, including support for the process of learning, advocacy for and participation by students, scholarships and interactions [1,4,6,8,10,19,29]. However, research focussed on social networking as an alternative platform for structured online LMS or face-to-face learning. This study aims in the nine colleges offering a hotel and tourism Bachelor degree after the COVID-19 pandemic, stopping the conventional classroom instruction, to investigate social media use in order to preserve structured, i.e. sole and official academic contact channels. The findings found that the structured contact instruments often utilized by faculty and their students were Facebook and WhatsApp communities. In addition, WhatsApp groups became the most popular networking method for faculty members and their organizations. Both members of the staff and students used social networking successfully for systematic online learning. They are seen to a considerable or significant degree. There have nevertheless been major gaps in social networking use by faculty members and students for student support and the creation of an online group. Students have been shown to utilize social networking to help and create online networks and connections, while faculty members rely exclusively on structured learning in order to produce the lesson performance. This reinforces a disparity in the use of social media for instructional purposes between students and faculty members[1].

While faculty members in social networking groups, including Facebook and WhatsApp, are only restricted in communications with their students, both faculty members and students accepted that for the first time in Egypt, this modern culture of online contact is a fantastic experience. Students thought social networking groups were more engaging, user-friendly, and beneficial than other free-to-use onlines, including Google Classroom and Zoom, which open up a new epoch in online learning with SNSs. Students have more social networking habits and activities than staff members focused solely on traditional teaching and learning. Students utilize social media to communicate, help and create an online network with their faculty members. Supporting [30,31] the notions that social networking technology usage may promote social learning and social presence for online learning and academic communication, e.g., Facebook and Whatapp, this study argues that the appropriate use of social networks for structured academic communication can encourage an immersive atmosphere of learning, foster social presence and improve learning performance. The findings of interviews with faculty and students have revealed 15 problems that impede the adequate usage for structured university contact in social networking. Some of the problems concerned organizations, while others applied to faculty and students. In addition, all these problems are intertwined. Faculty and students decided to promote the use of the internet network to structured scholarly contact in meeting these difficulties. It facilitates an online learning paradigm change and transforms several services into on-line research of these social networking instruments. Several guidelines were also recommended to address certain problems or obstacles to the proper use of social media.

## 6. Implications of the study:

The analysis has many consequences for policymakers, researchers, faculty and students in public higher education, especially in the sense of developed countries. Public education policymakers have reacted rapidly and well to the COVID-19 pandemic in many developing countries by embracing a modern culture of Online Learning through open online networks and social media. They must be constructive, though, and create a suitable strategy for supporting sustainable online education. Social networking use for structured scholarly

correspondence should be promoted in legislation. A course of action and a toolkit for how faculty members and students might use the social network for structured contact could also accompany the policy. Policymakers in public higher education, especially in developed countries, need to partnership with the telecommunications industry in order to ensure that faculty members and students may provide sufficient internet services to facilitate online learning. Institution leaders play an important part in developing initiatives and supplying their staff members and students with adequate resources. They can, for instance, develop an IT department to provide faculty and students with advice and technological assistance if appropriate. This unit will include instructor and student online preparation and seminars to guarantee that they utilize social media and other online platforms properly. The right social media use should also be tracked through online class observation. They should create an ethical code of use for social networking in formal academic contact among faculty members and students. Members of the faculty can pay more attention to interactivity, encouragement for students, and online community creation. For new students who are new to universities and online learning experience, special guidance and care must be provided. Furthermore, the accuracy of knowledge and speech notes or stories must also be reviewed by faculty members. Feedback from students must be recognized. Students ought to realize, on the other hand, that during structured media contact, they must use acceptable words. They must therefore recognize that professor representatives of their universities have various obligations, and that delaying their enquiries does not mean indifference or contempt.

The study sends a significant warning to academics that more analysis is required as a systematic scholarly contact method about the capacity of social networking. The first nucleus for utilizing social networking as the only official method for university correspondence has been built up through this study. Nevertheless, new studies could resolve this conceptual change in social network learning as an undergraduate online forum. The study should interact with social network effects as a structured instrument for university contact on the perception, happiness and academic success of students. Researchers can understand the difference in social networking needs and use of faculty members and students for scholarly contact. This study finds that social media use in higher education promotes social education and social presences as a systematic medium of intellectual collaboration and facilitates online learning and engagement.

## 7. Conclusion :

This thesis responds to COVID-19's effect on higher education, in particular public institutions of higher education in developed countries, i.e. Egypt. The pandemic COVID-19 pressured institutions to switch from formal to online learning. Nonetheless, there is not complete access to LMS on-line in several public higher education institutions[1]. The study is aimed at exploring the real use, by the nine colleges offering tourism and a hotel bachelor instruction, for structured and official contact in the Egypt higher education framework.

Six primary research questions were addressed in the report. In answer to question number 1, "Why is the usage of social media for formally scholarly correspondence after COVID-19 worldwide pandemic in Egypt by faculty and students of public university institutions??" The research found that SNSs were embraced as an official medium, in particular for the purpose of structured study, by faculty and students for the first time and that their use was major and/or large. The social networking sites of faculty and students were the most utilized by Facebook and WhatsApp classes. As to Issue No. 2 "Differences occur as a medium of structured contact between faculty and social media students?" "Marking gaps in student support and the development of an online group have been identified between faculty

members and students. The faculty uses social networking to promote formal education and learning, whilst students use it to engage in learning process, to support one another and to create an online community. This indicates that the use of social media for structured intellectual contact is different between students and faculty members. As regards Issue No 3: "How does social networking influence the practice and trends of structured contact between faculty members and students? "Effective contact on structured institutional use was noticed in the participation of students and faculty Members in social media. In their ease of usage, utility and interactivity, students saw social networking as a more fitting medium of contact than other free communications apps, such as ZOOM and Google Classroom. So they used social media successfully for a fruitful learning experience. As regards questions 4 and 5, "what are the obstacles for faculty and social media students to help structured academic communication?? ; how will the social network be properly used to maintain structured intellectual contact resolve those challenges? "Fifteen social network use issues in traditional academic contact have been established through the study.

Faculty members and students concluded that solving the complexities of structured academic communications in higher education would encourage the proper use of social networking, especially by constraining free online plats, such as the duration of time of meetings or the number of participants at meetings. As for the sixth issue, "how do we learn to promote social presence and online learning using social media? What lessons and implications? , the study confirms the notion of social media's promotion of social networking and social presence as structured intellectual contact [30]. The study confirmed the online contact and interactivity that promotes social presence, encourages social interaction and provides a proper learning atmosphere through social relationships between teachers and students This paradigm shift in learning and the factors which influence the proper use of social media to maintain formal communications in this social online learning age are crucially recognized by stakeholders and scholars in higher education, particularly in the developing countries.

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