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Empowering Online Methods of Student-Teacher Communication: The Opportunities and Challenges of Web-Based Technologies and Social Media During COVID-19 Lockdown

Abstract *'The use of web-based technologies and social media to enhance student-teacher communication is a growing trend in education in recent times. After the COVID 19 pandemic, the worldwide network has been widely used and the infrastructure for information quickly developed. This study aims to explore the perceptions of teachers and students about the use of web and social media during the COVID-19 pandemic at postgraduate level. Firstly, this study employs a questionnaire to examine student perception about uses of web-based technologies and social media. Data were collected from 500 students from different departments at the universities. Secondly, semi-structured interviews were conducted with 10 teachers. The findings indicate that the social media are revolutionizing communication systems and are helpful in on-line classes, with collaborative work and research coordination during the COVID-19 pandemic. This study recommended extensive use of webs and social media for efficient communication between teachers and students.*

Key Words: Web-based Technologies, Social Media, Enhancing Communication, Students

Introduction

New technologies have changed the way humans can interact and communicate with each other. This involves normal social interactions between friends, interactions between individuals across the world, access to information on almost any topic. Boyd and Ellison (2007) have identified the social media in use today while Urista *et al.,* (2009) suggested that social media are helpful for communication requirements. With the COVID-19 crisis, social media and the world-wide web has assumed increasing importance. The new technologies offer ways by which learners can access help from teachers and colleagues as well as providing ways to submit work and review feedback.

Statement of the Problem

It has to be recognized that the new technologies are simply powerful tools to aid learning. In themselves they do not alter the way understandings are gained (van Merrie nboer and Kirschner, 2013). However, the COVID-19 pandemic has changed the educational landscape. The role of social media web sites and related technologies has increased in importance in efforts to maintain learning when schools and colleges are closed. The focus of this study is on student-teacher communication in this context: what is being used, what are the benefits and what are the problems.

Objectives of the Study

This study aims to explore:

1. To explore the teachers' perceptions about the use of Web and Social Media at postgraduate level in enhancing communication during the crises and hazards of COVID-19 pandemic.
2. To explore the students' perceptions about use of Web and Social Media at postgraduate level in enhancing communication during the crises and hazards of COVID-19 pandemic during the

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crises and hazards of COVID-19 pandemic.

3. To explore the difficulties in using Web and Social Media in enhancing communication during the crises and hazards of COVID-19 pandemic.

Research Questions

The following research questions addressed in this study:

1. How do the university teachers perceive the uses of Web and Social Media in enhancing communication during the crises and hazards of COVID-19 pandemic?
2. How do the university teachers perceive the difficulties in using Web and Social Media in enhancing communication during the crises and hazards of COVID-19 pandemic?
3. How do the post-graduate students perceive the uses of Web and Social Media in enhancing communication at postgraduate level during the crises and hazards of COVID-19 pandemic?
4. How do the post-graduate students perceive the difficulties in using Web and Social Media in enhancing communication during the crises and hazards of COVID-19 pandemic?

The Literature Review

Around the world, as cities have gone into lockdown to stop the spread of coronavirus, the mass efforts to save lives have put one vulnerable group more at risk. The students and teachers living in isolation even more need online resources and digital media for their busy and healthy survival. This isolation is not new, but this has transformed all over the world on regular traditional classroom to digital media and social media website have been widely used all over the country.

In the view of Turkle (2008), Web-based message tools have hit through the earlier period bring about in an impressive model change that has enduringly reformed social dissertation. Asmus *et al.,* (2005) described that by the development of advanced web sites like as wikis, instant messengers, blogs, social bookmarks, and podcasts have been changing in communicating websites, also provide opportunities for users to work together, construct, broadcast and share knowledge. But it seems that the main problem faced for the training of web-based education remains inadequate during the crises and hazards of COVID-19 pandemic.

Raaij and Schepers (2008) described that the achievement of learning courses containing Web-based technologies only facilitate the students in such a way when they have proper understanding and use such technologies in daily life. As a result, students' information about technologies is only enhanced when they used for academic purposes. With the use of E- learning many changes occurred in educational area. According to Agres *et al.* (1998), communication technologies has revolutionized in the method of teaching, learning and also in the way of interaction. Hence, use of technologies is valuable in learning process, and makes it easy for students. Webs and Social Media sites are rapidly moving in the way of communications.

The development of Webs and Social Media has compressed importantly in which way learners acquire and in which method teachers explain. In advanced schooling, teachers, learners, and faculty members work together for awareness. With the passage of time, Social Media has great impact on education. Social Media uses are able to highlight class material and certainly effect discussions, collaborative work. Educators and researchers are trying to enhance the use of technologies of Social Media to motivate interaction, thinking skills, cooperation, and understanding development.

Given all above, Pakistani universities especially at postgraduate level have been making strenuous efforts to modernise the education system and conduct online classes and using learning management system at all levels through computer and internet technologies. lockdown is continued and unpredictable how long it continues. For this purpose, all schools, colleges and universities are changing their traditional styles of training and learning with modern technologies and learning management systems. Hence, there is a dire need to enhance the communication between students and teacher during the crises and hazards of COVID-19 pandemic for effective collaborations and teaching and learning process.

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Research Methods

This study was mixed methods research. A questionnaire was used with 500 postgraduate students. Semi-structured interviewees were used with 10 teachers. The questionnaire was administered and collected back through email and WhatsApp. The efficiency of collection of the questionnaire was remarkable and very good response were received. Interviews were conducted by teachers via telephone and using WhatsApp. The overall goal to see how students and their traverse were using and perceived online approaches during the COVID-19 lockdown.

Findings

In the first two sections of the questionnaire, students were asked to show their opinions about the use of modern web-based technologies and the extent of access to these technologies. For clarity, the data are presented as percentages of the sample: N = 500.

Section 1

Table 1. Typical use of Modern Web-Based Technologies

S. No	N = 500 Data as %	I Usually use the Equipment …			
		Daily	Weekly	Occasionally	Never
1	Google	48	17	27	8
2	You tube for videos	29	21	28	22
3	Yahoo	8	8	24	60
4	Any other Web	15	11	30	44

Section 2

Table 2. Access to Web-Based Technologies

S. No	N = 500 Data as %	I Usually have Access ….			
		Daily	Weekly	Occasionally	Never
1	Facebook	48	18	12	22
2	WhatsApp	65	8	17	10
3	Other Social Media	25	6	24	45

The two tables reveal the pattern of access to web-based technologies. The dominance of Google and Whatsapp is apparent.

Section 3

In section 3, students indicated how they saw these technologies. In tables 3 to 5, responses are given on a five-point scale (*strongly agree* to *strongly disagree*).

Table 3. Asks opinions about Effectiveness of Web-based Technologies and Social Media.

S. No	N = 500, data as %	SA	A	N	D	SD
1	Web-based technologies have become an important part now a days	51	41	5	1	2
2	I am enjoying using web-based technologies	30	49	14	4	3
3	I mostly use web-based technologies through mobile internet	24	37	21	11	7
4	The use of web-based technologies is not a complete wastage of time	18	36	27	15	4
5	Web-based technologies help me to complete my assignment	48	41	7	2	2
6	I mostly use web-based technologies to be informed of the homework assigned by teachers	33	44	13	5	5
7	Social media plays a vital role in my educational content	32	43	15	5	5

S. No	N = 500, data as %	SA	A	N	D	SD
8	Social media provides an opportunity to share relevant information to an entire class	32	48	17	2	1
9	Social media is used in education processes for improving communication skills of students	38	40	15	4	3
10	Social media also provides facilities to educational learning and teaching processes	33	47	6	8	6
11	I select getting new information using social media instead of reading books	25	34	26	11	4
12	I mostly use social media websites to increase my social circle in Lockdown	18	29	34	12	7
13	Social media plays vital role in my campus life	20	38	28	9	5

The response patterns in table 3 show that students are well-disposed to web-based tTechnologies. They found these technologies helpful for assignments and presentations. The majority of students have positive responses that social media play an important role in the area of education. These media provide opportunities for students and teachers to communicate with each other during the crises and hazards of the COVID-19 pandemic. The majority of students have positive views regarding sharing information across the entire classe.

Section 4

In section 4, students were asked about their views on the use of web-based technologies and ssocial media for communication.

Table 4. Opinions about use of Web-based Technologies and Social Media

S. No	N = 500, data as %	SA	A	N	D	SD
1	Use of webs help me to contribute educational research	35	51	10	2	2
2	Use of webs help me to complete my assignment	42	49	6	1	2
3	Different websites like Google is easy and quick means to update my knowledge	47	41	8	3	1
4	I use webs to share links with my friends during the crises and hazards of COVID-19 pandemic	20	43	24	9	4
5	I use webs to get news updates during the crises and hazards of COVID-19 pandemic	25	36	25	8	6
6	I use Facebook to cooperate with my class fellows	15	38	23	16	8
7	Facebook has changed my opinion about the way we study in the traditional classroom	11	22	27	29	11
8	Facebook helps me in learning during the crises and hazards of COVID-19 pandemic	13	23	25	26	13
9	Facebook use is supportive for shy students to express themselves	15	36	23	14	12
10	I use whatsapp to share pictures / diagrams during Lockdown	39	32	13	10	6
11	Whatsapp helps me in sharing information related to my courses	36	34	17	8	5
12	Whatsapp inculcates healthy teacher interaction during the crises and hazards of COVID-19 pandemic	18	39	22	14	7
13	Whatsapp is good to interact with teachers during the crises and hazards of COVID-19 pandemic	17	35	27	14	7
14	Whatsapp discussion forum helps me to discuss any topic with class fellows and teachers	24	44	20	7	5

The picture given from the response patterns in table 4 are again positive. Students find the web technologies valuable for accessing information as well as for assignments. They see a positive value for their own learning and the usefulness in gaining feedback. They also used these technologies for communication between each other.

Section 5

This explores possible difficulties or limitations in using the internet and social media and looks at differences by gender and subject area of study.

Table 5. Think about possible Difficulties or Limitations in using Webs and Social Media

S.No	N = 500, data as %	SA	A	N	D	SD
1	Heavy cost of computer is a difficulty in using web-based technologies during the crises and hazards of COVID-19 pandemic	26	44	18	11	1
2	Lack of power is a difficulty in using internet therefore I can't use web-based technologies	29	36	18	12	5
3	Excessive use of webs is wastage of time even in Lockdown	28	39	19	10	4
4	Security setting of social media account is a problem for its users and there is not Tech support	24	42	18	12	4
5	Excessive use of social media creates health issues during the crises of COVID-19 pandemic	34	41	16	5	4
6	Having too many friends through social media likely to be more harmful	27	40	22	8	3
7	Social media detracts my attention from studies during Lockdown	29	43	15	10	3
8	Students using social media feel hesitation in face to face interaction	20	41	19	15	5
9	People with fake details can create difficult for others	44	37	9	7	3
10	Lack of clear policies about use of social media websites create difficulties for students	31	42	15	7	5

The response patterns reveal that there are cost and reliability implications in using the internet ads well as the danger of wrong information being online. They see the dangers of overuse and the possibilities of effects on social relationships. They are also aware that using the internet can become an end in itself. It is a means of learning not a compulsive activity.

Table 6. Gender Differences

	Data as % N(female) = 267; N(male) = 233	Gender	SA	A	N	D	SD	$\chi 2$	df	p
1	Use of webs help me to complete my assignment	Female	39	55	4	1	1	9.6	2	p<0.01
		Male	47	42	8	1	1			
2	I use webs to share links with my friends	Female	23	36	24	11	5	11.9	4	p<0.01
		Male	16	50	24	8	2			
3	Facebook has changed my opinion about a course	Female	10	22	23	35	10	15.7	4	p<0.01
		Male	7	23	35	22	12			
4	WhatsApp is good to interact with teachers outside of campus	Female	18	28	32	16	6	18.0	4	p<0.01
		Male	17	42	21	11	9			

Although significant differences are found using chi-square, the differences are not very large: in the first two merely differences in responding as *agree* or *strongly agree*. Males are more neutral in

item 3 and slightly more positive in item

Table 7. Gender difference about the Difficulties or Limitations in using Webs and Social Media

	Data as % N(female) = 267; N(male) = 233	Gender	SA	A	N	D	SD	χ2	df	p
1	Excessive use of webs is wastage of time	Female	33	36	15	12	4	12.5	4	p<0.05
		Male	23	42	23	7	4			
2	Excessive use of social media creates health issues for its users	Female	31	47	15	4	2	10.7	3	p<0.05
		Male	38	34	17	5	6			
3	Having too many friends through social media likely to be more harmful	Female	31	42	19	7	1	13.4	3	p<0.01
		Male	21	38	26	8	6			
4	Social media detracts my attention from studies	Female	36	37	18	7	1	21.2	3	p<0.001
		Male	21	49	13	13	4			
5	People with fake details can create difficult for others	Female	50	34	8	6	2	11.5	3	p<0.01
		Male	36	41	10	9	4			

The differences by gender are not large. In item 3, females are more aware of the dangers of having too many friends, probably reflecting their greater use of social media in this way. In item 5, there is a similar pattern with females more aware of possibilities of fake details. In item 4, females seem more aware of the danger of social media detracting from studies, again probably reflecting their greater use of social media in this way.

Table 8. Course differences about effectiveness of web-based Technologies and Social Media

	Data as % N(science) = 323; N(education) = 110; N (social science = 237	Area of study	SA	A	N	D	SD	χ2	df	p
1	I mostly use web-based technologies through mobile internet	Science	22	33	25	12	8	18.6	6	p<0.01
		Education	31	38	17	9	5			
		Social science	24	54	12	9	1			
2	Social media plays a vital role in my educational content	Science	31	44	18	4	3	9.3	6	n.s.
		Education	37	42	8	4	9			
		Social science	30	45	13	9	3			
3	Social media provides an opportunity to share relevant information to an entire class	Science	30	46	21	2	1	10.8	4	p<0.5
		Education	41	47	7	4	1			
		Social science	25	55	16	3	0			
4	I mostly use social media websites to increase my social circle	Science	15	28	39	11	7	15.0	8	n.s.
		Education	25	29	25	15	6			
		Social science	19	33	22	18	7			
5	Social media plays vital role in my educational content during the crises and hazards of COVID-19 pandemic	Science	14	43	31	8	4	31.1	6	p<0.001
		Education	24	38	18	13	7			
		Social science	34	18	31	7	9			
6	Social media provides an opportunity to	Science	30	46	21	2	1	10.8	4	p<0.05
		Education	41	47	7	4	1			

Data as % N(science) = 323; N(education) = 110; N (social science = 237	Area of study	SA	A	N	D	SD	χ2	df	p
share relevant information to an entire class	Social science	25	55	16	3	0			

Differences between the three groups are, in general, not large. The exception is item 5 where the views of the students in education are more spread out: they do not see social media playing such a vital role. In item 1, those following science-based courses use mobiles less, perhaps because they employ laptops and desktops more.

Table 9. Course differences between use of Web-based Technologies and Social Media

	Data as % N(science) = 323; N(education) = 110; N(social science = 237	Area of study	SA	A	N	D	SD	χ2	df	p
1	I use webs to get news updates during the crises and hazards of COVID-19 pandemic	Science	25	35	28	8	4			
		Education	34	37	17	4	8	13.4	6	p<0.05
		Social science	12	43	28	10	6			
2	Facebook has changed my opinion about the way we study in the traditional classroom	Science	8	20	33	27	11			
		Education	15	22	19	34	10	15.4	8	n.s.
		Social science	15	28	21	28	7			
3	Facebook helps me in learning during the crises and hazards of COVID-19 pandemic	Science	11	17	29	27	15			
		Education	12	31	17	28	12	29.1	6	p<0.001
		Social science	15	42	16	21	6			
4	Facebook use is supportive for shy students to express themselves	Science	15	41	20	13	11			
		Education	12	34	24	16	15	23.4	6	p<0.001
		Social science	22	19	40	13	4			
5	I use whatsapp to share pictures / diagrams	Science	46	28	9	11	6	37.4	6	p<0.001
		Education	26	46	14	8	5			
		Social science	28	28	30	9	4			
6	Whatsapp is good to interact with teachers during the crises and hazards of COVID-19 pandemic	Science	16	34	29	12	7			
		Education	22	41	21	8	8			
		Social science	15	25	24	30	6	15.3	6	p<0.05

In three items, there are marked differences. The science group is less convinced about the use of Facebook in learning (item 3) but is more likely to employ WhatsApp (item 5). In thinking of the supportive mature of Facebook for shy students, the social science students tend to less polarised in views.

Findings from the Qualitative Data

A semi-structured interview was conducted with 10 teachers teaching postgraduate classes, the participants all had experience of more than 3 years. All teachers were qualified with M.Sc./M.Phil. Mostly teachers were in the 30 to 35-year range. All the teachers are engaged in online classes and

experiencing online learning management systems during the crises and hazards of the COVID-19 pandemic. The traditional classes are not in practice currently. They were teaching a variety of subjects. The interview data were transcribed, and the transcripts were read carefully to identify common ideas that were being expressed. In analyzing and coding data, the teachers were described as T1, T2, and T3…. etc. The data suggested the following three broad themes:

There are the following themes from the interview responses are:

1. Perceptions of using the Social Media Websites
2. Uses of Web-based Technology during the crises and hazards of COVID-19 pandemic
3. Uses of Social Media during the crises and hazards of COVID-19 pandemic
4. Challenges of Social Media during Lockdown

Perceptions of using Social Media Websites

The participants were asked about their perceptions of social media websites. It was noticed from the data that the majority of participants were fairly positive about the social media websites. For example, T1 said about social media as: *Social media can enhance student knowledge. As students and teachers are routinely using social media websites, so they can share their information on social media during the crises and hazards of COVID-19 pandemic. People may enhance their level of exposure as well as their personality by using social media. Don't know when regular classes will be on…*

Teacher views showed that Social Media is good tool for students to enhance knowledge. Students and teachers started using social media daily to share information according to their perspective *during the crises and hazards of COVID-19 pandemic*. With the help of Social Media people can develop their thinking as well as their personality.

T2 mentioned about the perception of Social Media: *These are two perspectives one is positive and other is negative. It depends us how we use it. It launches communication skills fill up the gap of communication it reduces distance and it provides a plate form sharing your ideas.*

Teacher views showed that about social media that social media has two perspectives one is positive and other is negative. Social Media provides a platform sharing your ideas, even desirable *during the crises and hazards of COVID-19 pandemic*. Hence, the data concluded that most of the participants were agreed to the view that Social Media is good tool for students to enhance knowledge.

Uses of Web-based Technologies during the crises and hazards of COVID-19 pandemic

The participants were asked about their uses of Web-based Technologies. It was noticed from the data the majority of participants are used many websites for example Google.com, Academia.com, Teach Republic. Com and Wikipedia. They use different websites for preparing lectures. *T1 said about the uses of Web-based Technologies as: They are so many mostly I go for a Google and then select any websites from where I can get the particular data few are Google.com, Academia.com*

Teacher views showed data about the uses of Web-based Technologies. They use different websites like Google for teaching purpose. T2 articulated about the uses of Web-based Technologies as: *It depends on my requirements. For example, for scientific knowledge I use Wikipedia, Google scholar, ISI web of knowledge.* Teacher views showed data about the uses of Web-based Technologies. Teacher use Web-based Technology own requirements. For example, use of different websites for scientific knowledge. Hence, the data concluded that most of the participants were agreed to the use of Web- based Technologies. Teachers use Web-based Technology for their own purpose. The participants were asked about the uses of Social Media.

Mostly teachers viewed that they use Social Media for different purposes. Social Media is also helpful to get new knowledge for research, news update and entertainment. T1 mentioned about the uses of Social Media as: *I use social media for multiple purposes, mostly skill learning as I also a teacher so it helps me in lecture preparation and learn new things for students that are beneficial for them during the crises and hazards of COVID-19 pandemic.* Teacher views showed data that they use Social Media for different purpose like skill learning. Social Media is helpful for preparing lectures and also a good way to learn new things that are beneficial for students. T2 told about the uses of Social

Media as: *I use different networks that connect the people together. In these networks mostly I proper to use Facebook, whatsapp while communicating with other people. It helps also to get updated about the new researches, latest news, career opportunities, entertainment, fun etc.*

Teacher views showed data that they use different networks to connect people. Social Media provides facilities to get new knowledge about research, latest news, career opportunities and entertainment. Hence, the data concluded that most of the participants were agreed to the view that teachers use Social Media for preparing lectures they get new knowledge about the research that is beneficial for students.

Advantages of Webs

The participants were asked about the advantages of Webs based technologies during Lockdown. Mostly teachers viewed about the advantages of Webs, they get information and disseminate information and useful links in case any information they needed. Teachers interact with others by using Webs. These websites provide facilities for teachers to communicate with students and colleagues. Most teachers use websites for preparing lectures. Teachers can share their ideas by using them.

T1 manipulated about the advantages of Webs as: *I take required information and go ahead. Through ISI web of knowledge, I can access all research journals of my field. In this way, I remain connected with work of another research group and keep my updated.* Teacher views showed data that they use Webs to access all research journals according their field. With the use of Web technology, they connect with other research group and update their knowledge during Lockdown in Pakistan. T2 told about the advantages of Webs as: These web sites provide a plate form to interact with my students or my colleagues on interesting issues. *I can find solutions of any problem by using these websites. These web sites provide me opportunities to share my ideas. Teacher views showed data that websites provide a platform where teachers can communicate with students and colleagues.* Webs are helpful to solve problems and provide opportunities to share ideas during Lockdown in Pakistan. Hence, the data concluded that the majority of teachers were agreed about the advantages of webs. Most teachers use internet for preparing lectures and communicate with students and colleagues during Lockdown in Pakistan.

Challenges of Social Media during the crises and hazards of COVID-19 pandemic

The participants were asked about the challenges of Social Media. Mostly teachers viewed that sometimes there is a problem in speed of internet. People deceive others by providing wrong information that causes serious problems and issues for users. *T1 told about the challenges of Social Media* as: *I often face difficulty when the article I want to download is not available or the infrastructure of our web facilitating companies is not providing the speed of internet.* Teacher views showed data that teacher face difficulty by downloading articles with access and low speed.

T2 mentioned the challenges of Social Media as: The main *difficulty in using social media is some security issues. People cheat with faked ideas. They give fake information that creates serious problem or issues for users.* Teachers view showed data that the major challenge of social media is security issue. People deceive others by providing fake information that creates issues for users. Hence, the data concluded that the main difficulty in using Social Media is security issues, access issues and lack of training in using social media and web-based technologies.

Discussion

This research was undertaking to explore the use of Web-based Technologies and Social Media to enhance student-teacher communication. Majority of the 20-24 age group students' ratio is high than others age groups getting new information using Social Media. This finding is similar to Kaplan and Haenlein's (2010) mostly the younger age students use website to get online classes and shared the videos according to their studies. Hence, the younger age students are more interested to get information via Social Media. Female students in daily routine access more than male students. This finding is similar to Burke (2010) females are excessive use of Social Media than males. Mostly girls use Twitter and Facebook in the younger age. The majority of students agree with many websites are quick means to update knowledge. This finding is similar to Colin *et al.,* (2011) students can get

knowledge and share ideas by using Social Media. Hence, girls are more interested to use Social Media and students share ideas via Social Media.

Majority of the students agreed to the use of Web-based Technologies to complete the assignments. This finding is similar to Taratino (2014) described that now a day's student use Web technologies and Social Media frequently. Students use different websites to complete the assignment assigned by teachers and search the topics related to their studies. Students use it mostly for doing the homework assigned by teachers. This finding is in contrast with Tucker *et al.,* (2012) who described that to enhance learning both students and teachers used different social media websites. Hence, websites facilitated students to complete assignment. With the use of webs students get related information to complete the task assigned by teachers. The majority of students have positive views regarding use of different websites like Google to increase and update their knowledge. Research Findings contribute previous research Google site in education can be showed by different techniques like as community learning, Statistical Learning (Bordogna & Albano, 2001). The lockdown situation is not new; these situations already hit the world and the life style and method of learning has been changed before. Hence, Google facilitates students to update their knowledge.

The majority of students have positive views regarding to share information for an entire class. This finding is contributing previous research Taratino (2014) noticed that social media sites facilitate students to communicate and work as teamwork with their peers. Hence, Social Media develop collaboration learning among students. The majority of students agree with the use of webs are helpful to contribute their educational research. Research findings contribute that previous research Hurlburt (2008) it can to take part in the class discussion and developed motivation in learning. Hence, Webs based and social media facilitate students in their educational research and developed different abilities in students that are beneficial for them during Lockdown in Pakistan. The majority of students have positive opinions about use of Facebook are supportive for shy students. This finding is similar to Dorothy Chun (1994) and Mark Warschauer (1996) Facebook is a supportive for shy students to express themselves and take active part in learning during Lockdown in Pakistan. Hence, Facebook facilitates shy students to express themselves and take part in eLearning.

Conclusions and Recommendations

Conclusions derived from the findings after discussions, from the data of students and teachers, Webs and Social Media provide opportunities of learning outcomes and teachers convey responses to student academic activities. The lockdown situation at a large scale happened in Pakistan first time and this is a new situation where all the education at higher level have been transformed to traditional classroom to online learning mode. The teachers and students seems to enjoy the benefits of online activities however, the outcomes achieved are may not fulfill the desirable so far. Majority of young students' percentage is higher than other age of students getting new information using Social Media. The majority of students' opinions regarding use of Webs and Social Media provide opportunities in learning process during Lockdown in Pakistan. Students learning level increases with regular responses from teachers. Majority of students have positive opinions regarding Social Media plays a vital role in educational area. Results of analysis show that Social Media provides opportunities to share information for an entire class. By using Webs and Social Media, develop different skills like communication, work within groups, inspiration and socialist in students even during Lockdown in Pakistan. On the other side, expensive devices generate hurdles for students and lack of power, security issues and extreme usage of devices generates complications of fitness for students. The Findings of interviews data show that teachers use different websites to prepare lectures. Majority of teachers use Social Media for communication to another. Moreover, interview data show that the main problem of using internet is speed of internet. The Findings of interviews data also show that the main difficulty in using Social Media is some security issues and less network accessibility. This study recommended that use of Webs and Social Media, new and untrained teachers should be trained and practice more using Webs and Social Media to survive a new mode whatever it goes long.

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