

Impact of Social Media on the University of Wah Students Study Habits

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Based on the assumption that social media use influences student learning or curriculum pursuit habits, the main objective of this study was to obtain the necessary understanding of the possible effect of social media on study habits of University of Wah students. This study circulated around the major research question which was to explore the use of social media technology for educational purposes and how those may or may not affect the study habits of university students. This study used a cross-sectional survey design and university students were selected using random sampling technique. Two self-developed questionnaires were used to collect the data. The data were collected through personal visits. To answer the research questions and meet the objectives of the study Statistical Package for Social Sciences (SPSS) was used. Frequency, percentage, mean score, independent sample t-test and one-way ANOVA were used to analyses the data. The female students had more educational use of social media as compared to their counterparts. The female students used social media for educational purpose more as compared to male students at university level. Using social media has become a trend. Therefore, scholars around the world are increasingly interested in researching about the use of social media. However, there is very little literature on all the aspects of social media in Pakistan. For Pakistani context this research



would be the first attempt to explore the use of social media for general as well as educational purposes. Hence, this study might have a good addition in the existing literature presented in the current field of research.

Key words: *Social Media, Study Habits, University Students, Pakistan*

INTRODUCTION

Today, the use of social media by students is growing and cannot be taken too lightly in this era of communication. As all the things in this world are not entirely distinctive, same is the case of social media sites also. It is categorically researched by many researchers that social media brings both positive and negative effects in the lives of the students. Visiting these websites may have a desirable and/or undesirable influence on students' achievement. In this connection, the research studies have mentioned that there is a relationship between the academic performance and use of social media sites at university level (Wheeler et al., 2008). Furthermore, these studies mention benefits of social media which include; providing personalized curriculum materials, strengthening relationships, emerging cooperative skills and motivating the learners. In addition to this, it is believed that there is social connection between students (Liccardi et al., 2007). It is stated that students share their daily learning experiences through social media and participate in discussions on various topics. Social media attract students a lot during the study period. They also found that due to excessive use of these sites the students are indulged into non-educational activities and often misconduct in the classroom. They also found that the students are indulged in doing useless chat with friends.

The research has also shown that the students use social media for a longer period during the day. Furthermore, Wiley and Sisson (2006) also discovered in their study that social media addiction exists in the university students. In another study conducted by Nicole, Charles and Cliff (2007), students are also found that the students of higher education institution spend more than thirty minutes of their study time in using social media sites. As far as the effect of social media on language of the students is concerned the study conducted by Obi et al., (2012) found that the students use to chat with friends by using social media sites. During this chat they use short language which ultimately results in repeating the same language in classroom tests/ exams. Asemah, Okpanachi and Edegoh (2013) also found negative effect of social media of students' academics. Likewise, Ayodivi et al., (2015) posit a negative relationship between time management for studies and use of SNSs. Attention deficit was evident in students' academic activities when they had spent more time on social media.

Contrary to this, research shows that students may be involved in the learning activities with the help of using SNSs. In this connection it has discovered that social media are used as a tool to improve collaborating and communicating skills of the students. This might create a learning community in and outside of the classroom. This might also improve the learning of the students at an ideal pace. Carini, Kuh and Klein, (2006) claims that the classroom learning atmosphere can be shaped with the help of using social media. This might encourage effective learning as the students discuss their educational problems using these sites. Junco, Helbergert and Loken (2011) viewed that social media for educational purposes can help students to learn using a variety of ways. Therefore, when educators integrate social media into their academics, overall student learning can be increased. Furthermore, the provision of personalized course materials, motivation for course content learning, and development of collaborative skills may also be enhanced. This means that social media in higher education may provide a descriptive overview of the phenomenon taught by the teacher in the classroom.

LITERATURE REVIEW

Reid and Reid (2004) examined how technology can positively impact interpersonal communication. They focused on Social Networking Sites used by students. The study states that compared to other means of communication, users of Social Networking Sites were found to be more likely to discuss their “real-self” through Social Networking Sites. It appears that there is something special about Social Networking Sites that allow people to develop their interpersonal relationship with others. This is a clear example of how technology can help interpersonal communication. On the other hand, some advancement is decreasing the personal nature of communication especially with virtual contact at times replacing face to face contact. While opinions may differ on whether it is good or bad, at the very least it is confirmed that it changes the landscape of interpersonal communication.

Social Networking Sites also provide a rich means of interaction between teachers and students as stated by Roblyer (2010) proposed that informational use of internet is positively correlated with civic indicators of social capital such as civic engagement, interpersonal trust, and life contentment. Pasek (2006) maintained that a site-specific culture can both positively and negatively affect the building of social capital. It is also projected that Facebook usage is not positively associated with lower grades of the students on the contrary it was found that Social Networking Sites users scored higher grades. Therefore no association was found between GPAs of students and Social Networking Sites usage in a study conducted by Kolek and Saunders (2008). Besides, Social Networking Sites promote interactivity among students and teachers.



The Social Networking Sites significantly influence educational performance of students (Davis, Mark & Barbara, 2008, such impacts are either positive or negative. Englander (2010) proclaimed that internet usage is negatively associated with academic performance of student users and destructive impact of internet usage is far more momentous than its advantages. Internet addiction has come forth as a result of striking boost in internet usage over the past few decades. Nalwa and Anand (2003) proposed that addicted users prefer using internet setting back their personal and professional responsibilities and this ultimately leads to poor academic performance.

An academic research was conducted by Wilson (2009) through which he proposed that university results are harmfully affected by Facebook usage. Likewise, Khan (2009) found that Facebook users had poor performance in exams. Pasek and Hargittai (2009) examined Facebook usage by undergraduates and Facebook use in relation to grades. The study revealed that there is no negative relationship between the use of Facebook and grade point average. The study did caution against using any medium of communication or online SNT too much, as over usage of technology can detract from college studies.

Similarly, Banquil and Burce (2009) found a continuing drop of grades among student who were users of social networking sites. In addition, (Vanden and Boogart 2006) declared that use of SNSs and Facebook have detrimental impacts on academic performance of student users. Subsequently, Grabmeier (2009) observed that students having lower GPAs were mostly those who log in any SNS. Internet abuses are increasing at an alarming rate and stressing a serious need to promote usage regulations among student users.

Kubey, Lavin and Barrows (2001) proposed that impairment of academic performance and internet dependency are correlated with the use of synchronous communication applications including Social Networking Sites and chat rooms.

However, many researchers have also found a positive association between use of Social Networking Sites and academic performance of students. Students, using internet more, scored higher on reading skills test and had higher grades. Moreover it has been found that the usage of the Social Networking Sites is helpful for cure in case of some psychological problems including low life-satisfaction and low self-esteem (Ellison, 2007).

(Malesky and Peters, 2011) in their study entitled “Defining appropriate professional behaviour for faculty and university students on social networking websites” examined the role this rapidly evolving method of communication plays in an academic setting. The study projected that the vast majority of university students have profiles on social networking sites including university groups and academic departments. As a result this increased utilization



enabling students and faculty to be in contact in ways that have not occurred in the past. These novel interactions can create awkward and potentially exploitative situations. For the purpose of this study data were collected from 459 university students and 159 university faculty members. Participants' opinions regarding faculty/student interaction on social networking sites were analysed. One of the most surprising findings of this study was the fact that nearly 40% of the students and 30% of the faculty believe that it is inappropriate for professors to have accounts on SNS. It was found that there were significant differences in opinion between student and faculty participants regarding the appropriateness of the professor's actions. These findings indicate that considerable disagreement exists between students and faculty regarding what constitutes appropriate faculty behaviour on SNS. At the end this study suggests that institutions of higher education need to develop policies and procedures. And it even recommends that universities should develop guidelines to define what constitutes appropriate and inappropriate usage of Social Networking Sites in their academic setting.

(Dickson and Holley 2010) examined the use of the Social Networking Sites in academics in the USA in order to examine the concerns about their use both from students and teachers. The study finds that Social Networking Sites can be an effective method of student outreach in academic performance.

The study of Brady and Smith (2010), titled as "The Use of Alternative Use of Social Networking Sites in Higher Education Settings: A Case Study of E-learning Benefits of Ning in Education", was based on the educational benefits associated with the use of Social Networking Sites. The study focused the graduate students enrolled in distance education courses using Ning in Education, a non-commercial, educational-based SNS. The study emphasized on the students' attitudes towards the sites as productive online tools for teaching and learning. The researchers found out that education based upon social networking sites can be used effectively in distance education courses. They are an excellent technological tool for improved online communications among students in higher distance education courses.

However, a study conducted by Bowers-Campbell (2008) stated that Social Networking Sites were used as a tool for improving academic motivation among university students enrolled in a developmental reading course. Specifically, Bowers-Campbell put forth the argument that using Social Networking Sites may help students to better connect "with college low self-efficacy and poor self-regulation behaviour plaguing many developmental learning students". In order to address self-efficacy among students, "superlatives" or "virtual gifts" were suggested as a type of reward system to recognize the achievements of students in the course. It was also recommended that Social Networking Sites can be used as a means to foster a sense of "connectedness" between the instructor and students in order to further increase self-



efficacy even before the course started by having the students review the instructor's profile in an effort to familiarize themselves with the instructor.

The other studies high resource students are more likely to use technology for more experimental and creative uses than students from low resource schools. This finding does not contradict the anticipated finding of study that access to technology has no influence on the uptake of Social Networking Sites since the respondents of this study are anticipated to have equally free access to the internet.

The focus of the study conducted by (Amin, Mansoor, Hussain and Hashmat, 2016) was to determine the effect of growing use of social media sites on the academic performance of the students of universities and colleges. On the basis of random sampling a sample of 300 students was selected. Questionnaire was used as an instrument for data collection. 97% questionnaire received back from respondents on which descriptive statistics apply for data analysis. Results indicate that the effect of social media can be positive as in this study closely determined the real effect of social media sites. In recent time it encourages the carrier and future of students'. The social media sites like Facebook, twitter, Google+ .And Skype capture the attention of students for study and affecting positively their academic Grade points.

Shopera (2017) conducted a quantitative analysis of the level of social media addiction among students of the University of Ghana. Using the Uses and Gratification theory and Media Systems Dependency theory as the theoretical framework, the study investigated the level of addiction to the various social media platforms among a sample of Students of the University of Ghana. The objective of the study was to see whether social media addiction existed among students and the extent to which they were addicted if in fact the phenomenon existed. Two hundred students from the four colleges of the University of Ghana were sampled for this study. Data was collected using self-administered questionnaire which was made up of 13 items from the Internet Addiction Test (IAT) to measure the level of addiction to social media by students. The uses and gratifications and media Systems Dependency theories underpinned the study. Findings show that while scores from almost 19% of the respondents are not within the social media addiction bracket, only 1% of the respondents are severely addicted. Scores from the remaining 80% of the respondents established that they are moderately and mildly addicted to social media. Findings of the study also revealed that the most subscribed to and most used social media platform by students is WhatsApp and also a majority of the students use their social media accounts for entertainment.

The study entitled "Influence of Students' Engagement with Social Networks on their Study Habits and Cognitive Skills in Science Classrooms" by (Oginni, Saibu, Awobodu and Alaka,



2016) examined the influence of students' engagement with social networks on their study habits and cognitive skills in science classrooms in secondary schools in Education District VI, Lagos State, Nigeria using a survey questionnaire to collect information from a sample of one hundred (100) senior secondary school students. Chi square using Statistical Packages for Social Sciences (SPSS) at 0.05 significance alpha level was adopted to analyze the stated hypotheses. The study findings revealed that the use of social networks have significant impact on students' attitudes, their study habits and cognitive skills in science classrooms. The study recommended that students should be enlightened on the benefits and limitations of using social networks for both academic and leisure.

The most recent study conducted by (Khan & Ullah, 2021) sought to examine the impact of social media on the study habits of students of Alvan Ikoku Federal College of Education, Owerri. The research design involved survey technique where questionnaires were used to collect data from a sample of the student population. Statistical package for social sciences (SPSS) was used to analyse the data. Spearman's Rho was the specific tool used for analysis. It was presented in frequency tables and bar charts. Findings from variables investigated showed that at $p < 0.5$, social media usage had a significant impact on the study habits of students of Alvan Ikoku Federal College of Education, Owerri. This indicated the need for stakeholders in the community to employ counselling and other proactive measures to ensure that students maintained proper focus on their primary assignment for schooling.

Existing Research Gap

There is no consensus on the effects of technology usage on study habits to date. This is partially due to the number of limited studies examining the educational impacts of technology usage. In addition, very few studies have examined the impacts of technology on education in Pakistan despite the increasing use of these technologies. Available studies outside Pakistan have also focused on internet access via computers only despite the tremendous growth in mobile phone technology that provides cheap and easily accessible internet services. Mostly these studies have relied on online data collection which disadvantages a particular group of respondents. These studies have also not focused on the researching the general and educational usage of social media separately. This study intended to fill these gaps.

METHODOLOGY

The research design for this study was quantitative. Data was collected through a cross sectional survey questionnaire. University of Wah, Wah Cantt taken as a population of the study. 12 departments under the umbrella of different discipline were selected out of which 5

students of each department were randomly sampled which contains of total number of 60 sample.

Research Instruments of the Study

Two self-developed questionnaires were used to collect data from the students. The first questionnaire was about students' usage of social media while the other one used to explore study habits of the students. Data analysis was quantitative and SPSS software was used for it. Mean, Frequency, Standard Deviation and Pearson's Correlation were used to analyze the raw data.

1. Data analysis and interpretation

Table 6.1

Use of social media for educational purpose

Statement	N	Minimum	Maximum	Mean
Reading/watching educational news related to studies	60	1	5	3.97
Reading a chapter of the book, a research article, or e book on a pdf format of an academic journal	60	1	5	3.61
Social media is used by the department to link with the students.	60	1	5	3.56
While completing an assignment it is hard to use the best keywords	60	1	5	3.26
Using social media to connect with the library	60	1	5	3.01
Using online encyclopedia or dictionary	60	1	5	2.97
Using a social media site for learning purposes	60	1	5	2.95



Discovering reliable academic sources using internet to	60	1	5	2.81
Use file sharing sites (e.g. drop box)	60	1	5	2.8
Using an academic search engine	60	1	5	2.73
Sending/receiving an email containing educational work	60	1	5	2.73
Browsing instead of working on an assignment	60	1	5	2.68
Using social media to connect with your department	60	1	5	2.59
Ending up on websites without knowing how to get there	60	1	5	2.5
Tending to Google topics rather than starting assignment with readings recommended by the lecturer	60	1	5	2.49
Collaborating with other students through social media	60	1	5	2.46
Downloading apps that have an educational use	60	1	5	2.45
Reading and taking study notes on articles sourced from an e journals/ chapters from e books	60	1	5	2.34
Using social media to do research for an assignment	60	1	5	2.31

It is clear from Table 1 that the students viewed that they read/watched educational news related to their studies, read a chapter of the book, a research article, or ebook on a pdf format of an academic journal, their department used social media to connect with students, when completing an assignment it was hard to use the best keywords, used social media to connect with the library, used online encyclopedia or dictionary, used a social media site for learning purposes, used internet to locate reliable academic sources, used academic search engine and sent/received email to do with educational work. Furthermore, Table 4.8 also affirms that the students declared that they were least interested in using social media to research for completing an assignment; downloading apps that have educational use and collaborating with other students through social media.

Table 6.2

Effect of Demographic Variable (Gender) on the use of social media for educational purpose

Gender	Number	Mean	Standard Deviation	t	df	p
Male	164	52.76	8.668	-2.475	351.419	.014
Female	196	55.45	11.922			

Table 2 showed that according to the views of the male and female university students, a significant difference was witnessed in the mean scores of males (Mean =52.76, SD=8.668) and females (Mean = 55.45, Standard Deviation =11.922) students regarding educational use of social media, as $t(351.419) = -2.475, p = 0.014 < 0.05$. Table 4.9 also showed that the female students (Number =196, Mean =55.45, Standard Deviation =11.922) showed significantly better scores as compare to the male students (Number = 164, Mean = 52.76, Standard Deviation = 8.668).

Table 6.3

Effect of Demographic Variable (Level of Education) on the use of social media for educational purpose

	<i>Df</i>	<i>F</i>	<i>Sig.</i>
Between Groups	4	4.060	.003
Within Groups	355		
Total	359		

The results of one-way ANOVA indicated that the students' level of education had a significant mean difference regarding educational use of social media, as $F(4, 355) = 4.060$, $p = 0.003$ (Table 3). Post Hoc Tucky test was used for further checking the difference existing among the groups.

Table 6.4

Use of social media for educational purpose

Statement	N	Minimum	Maximum	Mean
Reading/watching educational news related to studies	60	1	5	3.97
Reading a chapter of the book, a research article, or ebook on a pdf format of an academic journal	60	1	5	3.61
Social media is used by the department to link with the students.	60	1	5	3.56
While completing an assignment it is hard to use the best keywords	60	1	5	3.26
Using social media to connect with the library	60	1	5	3.01
Using online encyclopedia or dictionary	60	1	5	2.97



Using a social media site for learning purposes	60	1	5	2.95
Discovering reliable academic sources using internet to	60	1	5	2.81
Use file sharing sites (e.g. drop box)	60	1	5	2.8
Using an academic search engine	60	1	5	2.73
Sending/receiving an email containing educational work	60	1	5	2.73
Browsing instead of working on an assignment	60	1	5	2.68
Using social media to connect with your department	60	1	5	2.59
Ending up on websites without knowing how to get there	60	1	5	2.5
Tending to Google topics rather than starting assignment with readings recommended by the lecturer	60	1	5	2.49
Collaborating with other students through social media	60	1	5	2.46
Downloading apps that have an educational use	60	1	5	2.45
Reading and taking study notes on articles sourced from an ejournals/ chapters from ebooks	60	1	5	2.34
Using social media to do research for an assignment	60	1	5	2.31

It is clear from Table 4 that the students viewed that they read/watched educational news related to their studies, read a chapter of the book, a research article, or ebook on a pdf format of an academic journal, their department used social media to connect with students, when completing an assignment it was hard to use the best keywords, used social media to connect with the library, used online encyclopedia or dictionary, used a social media site for learning purposes, used internet to locate reliable academic sources, used academic search engine and sent/received email to do with educational work. Furthermore, Table 4 also affirms that the students declared that they were least interested in using social media to research for completing an assignment; downloading apps that have educational use and collaborating with other students through social media.

Table 6.5

Correlation between use of social media for educational purpose and Study habits of the students

Variables	Mean	Std. Deviation	Pearson <i>r</i>	<i>p</i>
Total Social Media Use for educational purpose	54.23	10.635		
Effective study habits	29.99	4.749	.097	0.067
Total Social Media Use for educational purpose	54.23	10.635		
Note taking	25.61	3.291	-.104	.049
Total Social Media Use for educational purpose	54.23	10.635		
Time allocation to study	19.05	5.040	.142	0.007
Total Social Media Use for educational purpose	54.23	10.635		
Guidance and counseling	22.67	3.018	.012	.813
Total Social Media Use for educational purpose	54.23	10.635		
Total Study Habits	97.31	10.040	.087	0.099



According to the Table 5 there was a non-significant and positive correlation between students' social media use for educational purpose, there was a significant and negative correlation between students' social media use for educational purpose

FINDINGS

Findings showed that the female students had more educational use of social media as compared to their counterparts. The result of the study conducted by Pempek, et al. (2009) also found the same results as the females in their study also found in using spending more time on social media as compared to their counterparts. This concluded that the female students used social media for educational purpose more as compared to male students at university level.

Students viewed that they read/watched educational news related to their studies, read a chapter of the book, a research article, or ebook on a pdf format of an academic journal, their department used social media to connect with students, when completing an assignment it was hard to use the best keywords, used social media to connect with the library, used online encyclopedia or dictionary, used a social media site for learning purposes, used internet to locate reliable academic sources, used academic search engine and sent/received email to do with educational work.

Students used social media to connect with the library, used online encyclopedia or dictionary, used a social media site for learning purposes, used internet to locate reliable academic sources, used academic search engine and sent/received email to do with educational work.

DISCUSSION

Social media is very common in use now a days and today's students at all levels. This might have an impact on their study habits as well. Hence, this study was conducted. For this, four objectives were formulated for this study. Following is a consolidated discussion keeping in view the findings of other researchers.

Wang, Chen and Liang (2011) report that most of the students of higher education level spend a lot of time visiting social media sites. Study conducted by Gok (2015) revealed that the students spent two hours on social media usage daily. This categorized them as heavy users of social media. He also conducted a study and found that both the teachers and students used social media sites for social connection. Likewise, Appeanti & Danso (2013), Omekwu et al.

(2014), and Dau (2015) found that most of the respondents used these social media platforms primarily for social purposes. All of these studies have found that the majority of respondents use social media platforms primarily to meet social needs, such as friendships, maintaining and building new relationships, and most importantly entertainment; because most people say they have joined social media because of entertainment. The most common feature they have on these platforms is entertainment. Rifkin et al. (2009) found that the main strengths of higher education students using social media include strengthening relationships and developing collaborative skills. This concluded that the students at university level used social media for general purpose.

The study was to explore the use of social media for educational purpose. It is clear from the data analysis given in chapter four that the study used social media for educational purpose. Enforced conducted a study and found the students used social media for educational purposes. For further explanation, Al-Tarawneh (2014) in another study found same results. This concluded that the students at university level used social media for educational purpose.

CONCLUSIONS

From the findings and discussions of the study the conclusions of the study were drawn. Following are the conclusions of the study.

- i. It was concluded that that the students were spending a lot of time using social media. Moreover, the students visited website for entertainment, used camera for video communication, posted messages on website, visited websites for reading political news/ current affairs, used instant messaging and wrote blogs or diary
- ii. It was concluded that both male and female students equally used social media for general purpose. The students of PhD level were at least position in terms of using social media for general purpose.
- iii. It was concluded that the students read/watched educational news related to their studies, read a chapter of the book, a research article, or ebook on a pdf format of an academic journal, when completing an assignment it was hard to use the best keywords, used social media to connect with the library, used online encyclopedia or dictionary, used a social media site for learning purposes, used internet to locate reliable academic sources, used academic search engine and sent/ received email to do educational work.
- iv. It was concluded that the students viewed that the students had effective study habits including habit of note taking, time management for study and habit of using guidance and counseling.



LIMITATION AND STUDY FORWARD

No study covers all aspects of the research problem. Study is forwarded for future research

- i. Based on findings and conclusions of the study followings implications of the study are formulated.
- ii. The parents, teachers, guidance counselors and other stakeholders in education may fashion strategies for close monitoring of the students while using social media applications. Especially in case the students are using the social media for general purpose as the results of the study concluded that the study habits of the students had negative relationship with the general use of social media.
- iii. Seminars, symposiums and discussions may be organized regularly to inform students of the dangers of using social media for hours as the results of this study have also indicated that the students of university level are indulged in using social media.
- iv. As this study also concluded that guidance and counseling has positive relationship with the educational use of social media hence the teachers and school administrators may arrange sessions of guidance and counseling for the betterment of the students.
- v. Further research may be carried out to find out the factors which make social media a strong force amongst this target population with the goal of providing mitigating solutions for the negative effects of social media on study habits of the students.



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