



Uses of social media and its impact on student's life (A Case study of sociology department in The Women University Multan)

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ARTICLE DETAILS	ABSTRACT
History Revised format: Nov, 2019 Available Online: Dec, 2019 Keywords Social media, student's life, Multan city	Social networking offers a medium that is increasingly common among students for debate and social networking. In our educational institutions and culture today, the influence of social media is unquestionably overwhelming. For different purposes, students in developed and emerging nations have become much more dependent on social media and its apps. Such factors can bring about change in professional and individual lifestyles including educationally and off academic. This research focuses on the encouragement of social media on the lifestyles of learners (male and female). The research is intended to reconnoiter the effect of social media as well as its websites in our everyday lives. This is a quantitative method of study and google forms data has been obtained. The basis of awareness and information in this field is social media. The result involves the number of things; it improves how learners perceive, interact, form a relationship, and their style of social life. The key finding is that in our everyday lives, social media has a largely positive impact.

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Introduction

Worldwide online social networks are described as internet resources that allows people to connect with one another in some way through online sharing of data, choices, information and interest, is shaping human communications in several ways (Akakandelwa & Walubita, 2018). 94% of adults worldwide are reported to have a social networking website interpretation and have accessed or used one during the prior month (Chaffey, 2016). Almost seventy three percent of teenagers use social broadcasting (Lenhart et al., 2010).

There is general consensus that one of the maximum common internet actions among academic students in social media usage as confirmed by (Smith et al., 2010). Rideout et al. (2010) observed that 90% of 36,950 university graduates from 126 universities in the USA and Canada practice websites for social media. Teenagers are more users of social networking.

Currently, internet usage growth is projected at 63 percent from 13.47 percent in 2012, comprising nearly double the 2009 record (Whitehill, 2014). The increasing use of smartphones and sufficient availability of internet services covering almost all parts of the world have been linked to it (Whitehill, 2014).

The introduction and extensive usage of social networking sites (SNS) samples of SNS are Myspace, hike, we talk, Skype, Imo, BBM, instagram, and whtsApp, etc. During the last era, the big breakthrough of Web apps called Web 2.0 (Eid & Al-jabri, 2016).

In online teams, people on social media communicate and exchange knowledge and ideas and are able to collaborate with other participants who post dreams and objectives of similar or mutual interests (Dandona et al., 2017). Social networking allows people to keep in contact with others. Social networking promotes contact between college students by sharing status updates, connections, visuals and photographs, as well as enabling them to monitor other online presences by maintaining track of daily updates regarding their families, colleagues, classmates and associates (Benedict & Smoke, 2011).

Researches at the chosen social media site has shown which the maximum common social media program remains What Sapp. A Ghanaian report revealed that most respondents was using the What app as the most powerful digital marketing site, accompanied by Facebook and Twitter (Mingle & Adams, 2015).

Digital customers worldwide now pay a normal of 1 hour and 58 minutes on social platforms and texting every day. From 2012, the number has risen by almost 20 minutes (Chaffey, 2016). Researchers studying media use by college academics show that pupils consume 30 to 60 minutes on social media (Jacobsen & Forste, 2011).

Objectives

The core purpose of evaluation is to explore the effect of social media on the social life of the student. The basic study of the goal

- To find out reasons of using social media.
- To suggest appropriate measures for making productive usage of social and its impact on student life.

Literature Review

Concept of social media

Social networks are pointed to as "social media sites" (Kelleher & Sweetser, 2012), or a range of communications technology that promote communications and networking (Kapoor et al., 2017). Social networking is a term that is thrown around a lot. It is a network that not only gives you data, but communicates with you when giving your knowledge. It is a community of internet-based applications that enables content user - generated to be produced and shared. In addition, this social news page is also a website for social media. Some websites for the media include;

- **Social bookmarking:** Communicate directly with others by marking websites and by browsing through website bookmarks (Blinklist, simple)
- **Social news:** interact by elective for articles and mentioning on them (Digg, propello)

- **Social networking:** Communicate by introducing colleagues, posting on images and accounts, sharing group discussions (facebook, 2go, BB chat)
- **Social photos and video sharing:** Communicate by sharing pics and videos and comment on submissions from users (You tube and Fliki)
- **Wikis:** Interact with current articles by inserting articles and editing (Wikipedia, wikia)

Impact of social network sites

In short, Kim says: "Whether you are aware of what you are doing, you can establish a level of confidentiality on social media" (Cha & Seo, 2012).

Benefits of social media

It is also appropriate to illustrate the advantages of this website through several claims about the potential dangers of adolescent social media. Many schools have begun to use such platforms to facilitate education, keeping students up-to-date with tasks and provide assistance to someone in need (Boyd & Ellison, 2007). In addition, teens may be positively affected by the social web. For teenagers, social media platforms can be positive. Social media enable adolescents with the opportunity to speak themselves in their own special ways (Boyd & Ellison, 2007)

Student's addictiveness of social media

Students participate in a range of behaviours on the web, which can sometimes be potentially addictive (Park, 2012). The commercial success of internet and social media may be a serious concern, especially as people are spending online increasingly growing the period of time they attend. Undergraduate students who spend more time using phones on Facebook, Twitter and other social media that are already in abundant among such young people.

Impact of social media on student

Morahan-Martin, J., & Schumacher, 2003) describe the addiction to social media as the inappropriate use of the web and the inability to regulate this use that seriously damages the life of an individual. Itodo (2011) posits in the daily trust journal, it seems to be an unprecedented percentage of social broadcasting dependency among undergraduates nowadays, a development it, if not properly managed, may have a negative effect on their academic, cultural and spiritual activities. The dropout rate for academics is a big issue because here are countless social, environmental as well as economic variables which have contributed to the burden of university scholars over the years ten years (Bowen et al., 2008).

Social media in classroom

The class has been a contentious subject for the past few years with social media. Many teachers and parents were frightened. Many scholars that engage in social broadcasting and its influence of a lecture seem further linked to their friends than those persons who don't respond to social media (Whiting & Williams, 2013; Kodai, 2014). Tomai et al. (2010) discovered those students that used societal networking sites seemed more linked to their friends socially as they looked like they have someone to speak to uncertainty those had an issue or required

support. In addition, these close friendships facilitated the participation of students who sometimes felt overwhelmed by class debate (Tarantino et al, 2013). In course work, through use of social networks will improve the learning achieved by a student individually. Then those who have not engaged in social media, students who engage in course work using social media display an improvement in the overall GPA (Junco & Cotten, 2012). In the educational climate, social media usage not only improves GPA for learners, and also encourages published studies on projects as well as meaningful student perspectives on syllabus material since of the opportunity for students to interact freely through each other as well as establish good peer associations. Educators must be capable of using social media.

Social media and integrating course content

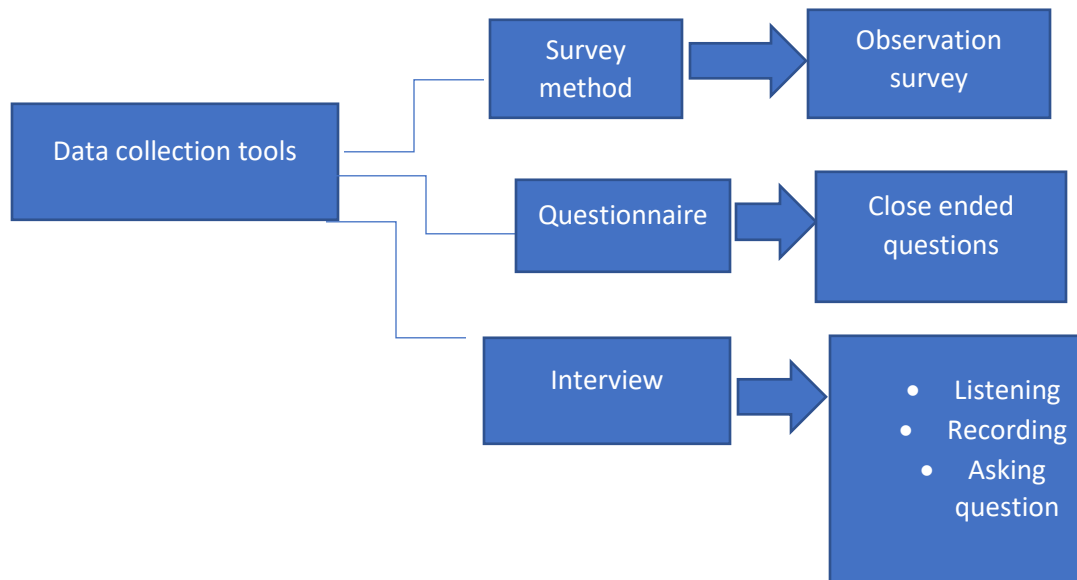
While working with peers via social media establishes a web of learning environments, it also offers instant routes for dissemination and improvement of course-related information beyond the boundaries of the conventional classroom (Tarantino, 2013). In addition, the exchanging and co-creation of information via social media necessarily involves a student in understanding its suitability for a given subject. In the US, 73 percent of wired students are social media users, according to Lenhart et al. (2010). This youth relationship through digital technology has become much more powerful as due to new media platforms, youth are perceived to learn new skills a vital role in making the peace or dispute circumstance. In this sense, the period in Egypt is a fitting example of youth expressing their power of speech with the help of the media. Student activism, which remains fiercely common during protests calling for regime reform, has also been debated worldwide. It is important to note that Pakistan has a developed IT market, which is expected to provide a major boost to the country's economic growth in years to come. There are approximately 100 million smartphone users in Pakistan and 29 million internet users. Around 14 million users use the internet service, along with an estimate (Nawaz et al., 2016).

Methodology

Methods	Approaches
Quantitative	Quantitative data contains close-ended data like performance tools found to assess behaviors (e.g., rating scales). Resources (e.g., questionnaires or checklists to answer research questions or to test hypotheses) are used to evaluate this type of data.
Universe of the study	Multan district
Target population	Rasheed Abad, women university sociology department Katchari.
Sampling technique	Random sampling
Sample size	50 respondents
Data collection	Online survey (share link on whtsup groups)
Data analysis	Case study analysis

Data analysis and interpretation

Percentage tables, graphs, and charts. Social media users' different clouds Facebook, WhatsApp, tictok are interpreted and analyzed on the basis of tables, frequency.



Results

Descriptive statistics

The main characteristics of the data in the analysis are represented using descriptive statistics. They offer easy simple summaries about the sample and the steps. Virtually any quantitative research method, along with basic graphics analysis, forms the basis. The researchers use the z-test in descriptive statistics to analyses their analysis.

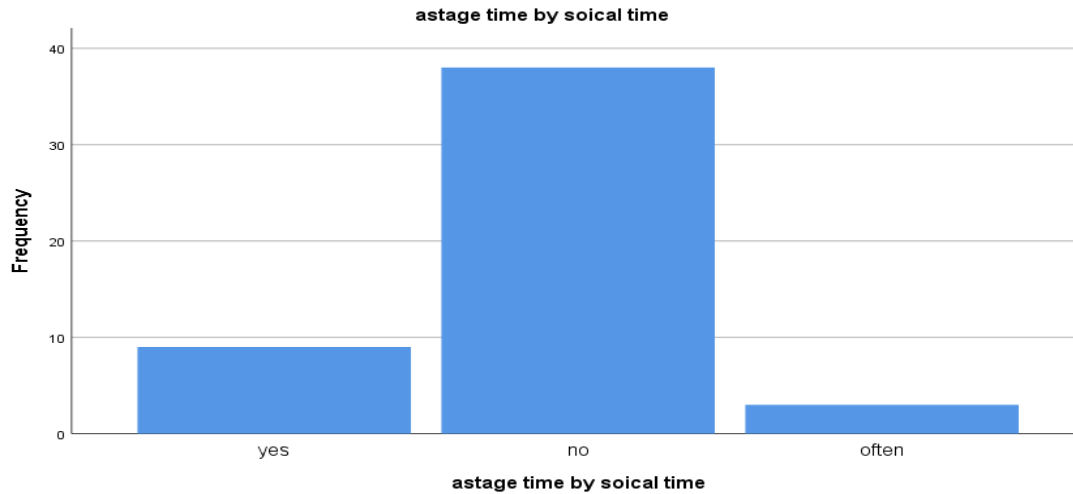
Demographic sheet

Statistics		age	Qualification	community type	marital status	religion
N	Valid	50	50	50	50	50
	Missing	0	0	0	0	0
Mean		.52	.48	.56	.46	.10
Median		1.00	.00	1.00	.00	.00
Mode		1	0	1	0	0
Std. Deviation		.505	.505	.501	.503	.303

Table 1

Do you think student's wastage time by social time?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	18.0	18.0	18.0
	No	38	76.0	76.0	94.0
	Often	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

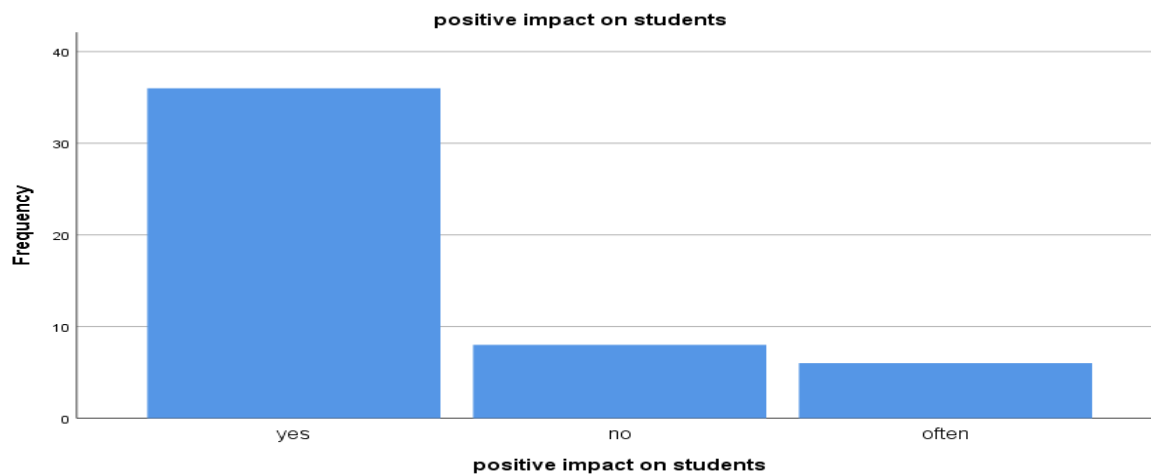


This table show that 18% respondent were belonging to the category 1(yes) , and 76% respondent were belonging to the category 2(NO), and the 6% respondents were belong to the category 3 (Often). Which indicate the most respondents belong to the category 2.

Table 2

Do you think social media has positive impact on students?

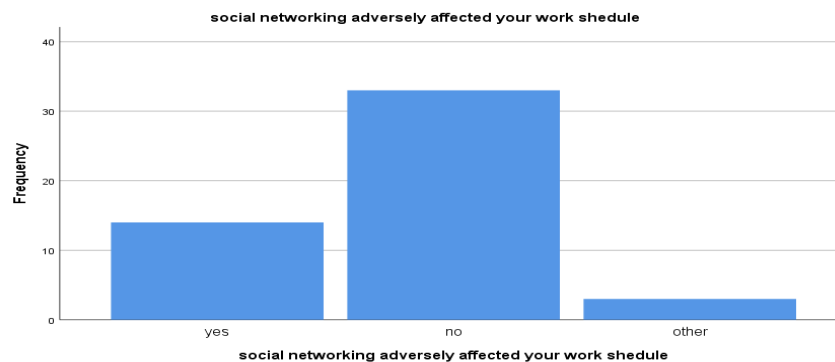
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	36	70.6	72.0	72.0
	No	8	15.7	16.0	88.0
	often	6	11.8	12.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		



This table show that 72% respondent were belonging to the category 1(yes), and 16% respondent were belonging to the category 2(NO), and the 12% respondents were belonging to the category 3 (Often). Which indicate the most respondents belong to the category 1.

Table 3**Do you think social networking adversely affected your work shedule?**

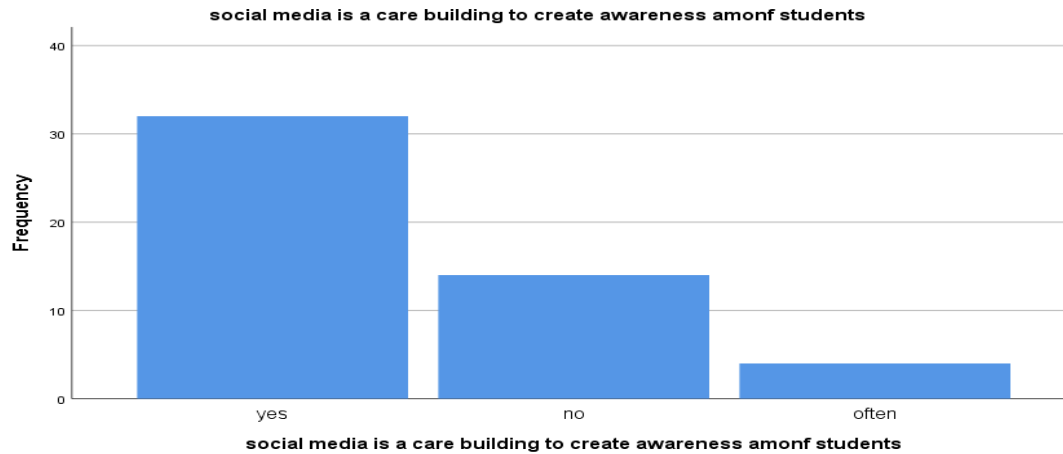
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	27.5	28.0	28.0
	No	33	64.7	66.0	94.0
	other	3	5.9	6.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		



This table show that 28% respondent were belonging to the category1(yes), and 66% respondent were belonging to the category 2(NO), and the 6% respondents were belonging to the category 3 (Often). Which indicate the most respondents belong to the category 2.

Table 4**Do you think social media is a care building to create awareness among students?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	32	62.7	64.0	64.0
	No	14	27.5	28.0	92.0
	often	4	7.8	8.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

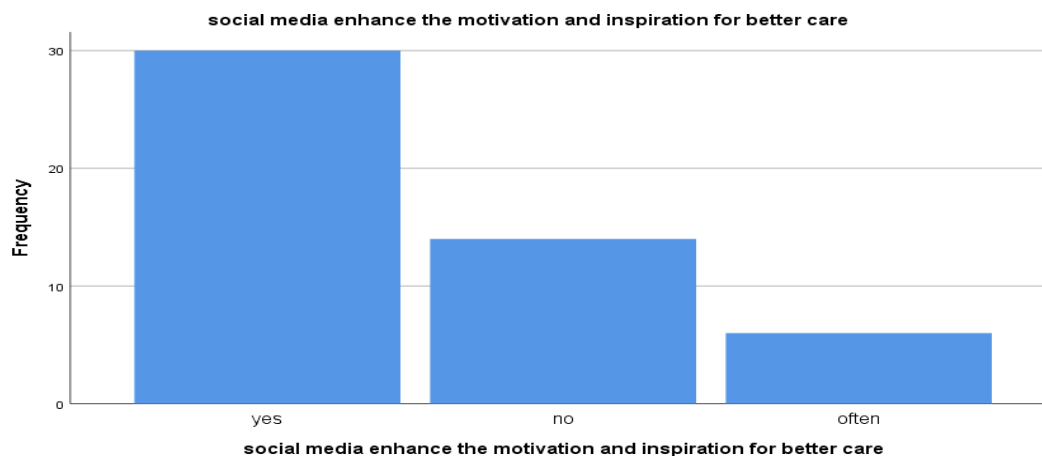


This table show that 64% respondent were belonging to the category 1(yes), and 28% respondent were belonging to the category 2(NO), and the 8% respondents were belonging to the category 3 (Often). Which indicate the most respondents belong to the category 1.

Table 5

Do you think social media enhance the motivation and inspiration for better care?

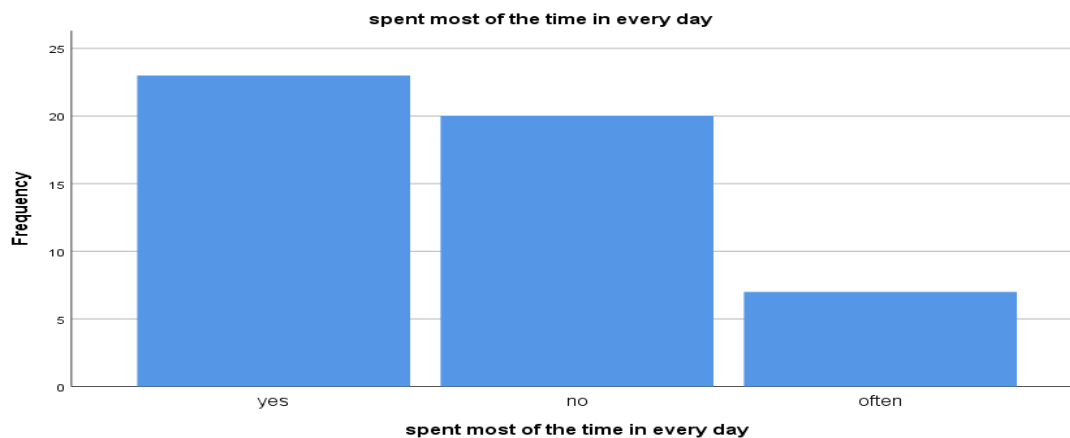
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	58.8	60.0	60.0
	No	14	27.5	28.0	88.0
	often	6	11.8	12.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		



This table show that 60% respondent were belonging to the category 1(yes), and 28% respondent were belonging to the category 2(NO), and the 12% respondents were belonging to the category 3 (Often). Which indicate the most respondents belong to the category 1.

Table 6**Do you think students spent most of their time in every day?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	45.1	46.0	46.0
	No	20	39.2	40.0	86.0
	Often	7	13.7	14.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		



This table show that 46% respondent were belonging to the category 1(yes) , and 40% respondent were belonging to the category 2(NO), and the 14% respondents were belong to the category 3 (Often). Which indicate the most respondents belong to the category 1.

Table 7**Do you think social media network sites has hampered your occasional social gathering?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	15	29.4	30.0	30.0
	No	16	31.4	32.0	62.0
	often	19	37.3	38.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

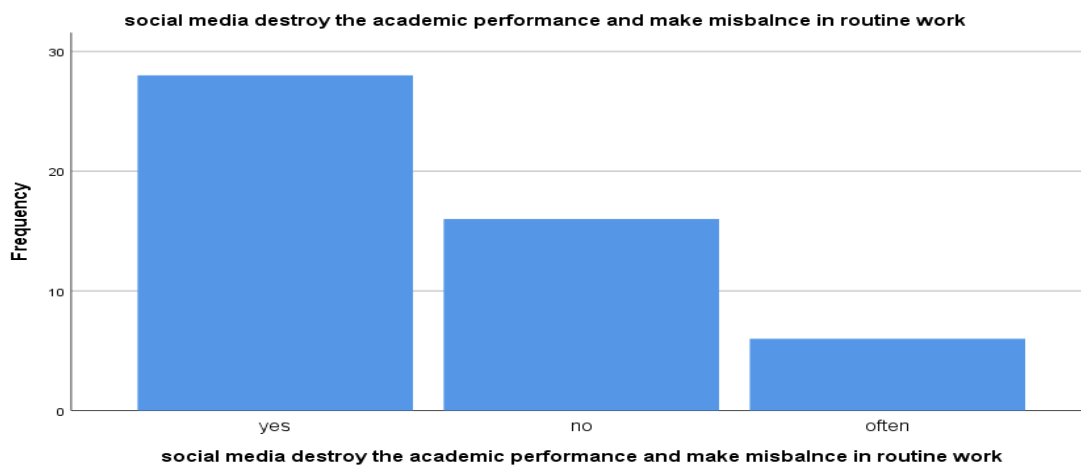


This table show that 30% respondent were belonging to the category 1(yes), and 32% respondent were belonging to the category 2(NO), and the 38% respondents were belonging to the category 3 (Often). Which indicate the most respondents belong to the category 3.

Table 8

Do you think social media destroy the academic performance and make misbalance in routine work?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	28	54.9	56.0	56.0
	No	16	31.4	32.0	88.0
	often	6	11.8	12.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

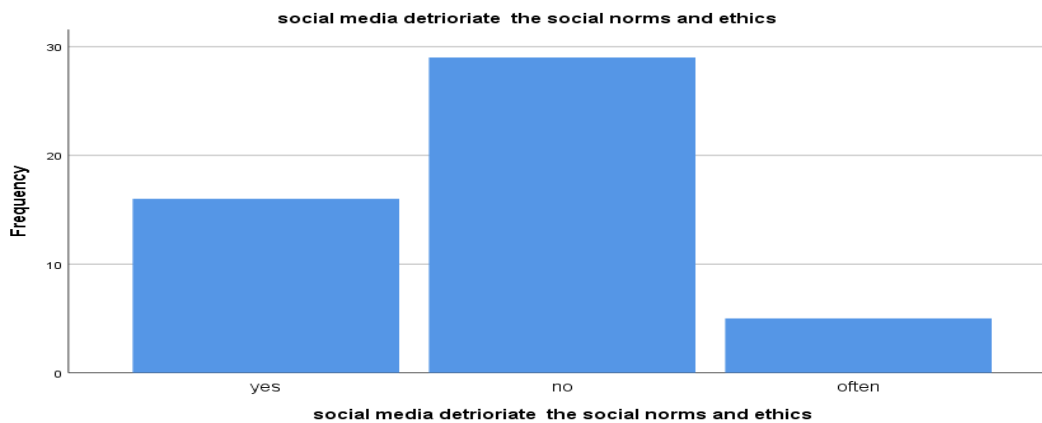


This table show that 56% respondent were belonging to the category 1(yes), and 32% respondent were belonging to the category 2(NO), and the 12% respondents were belonging to the category 3 (Often). Which indicate the most respondents belong to the category 1.

Table 9

Do you think social media deteriorate the social norms and ethics?

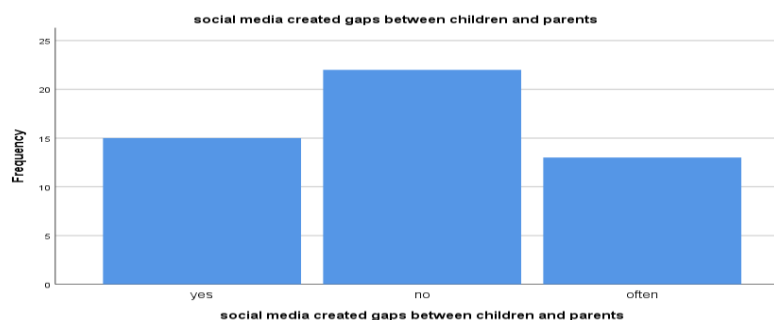
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	16	31.4	32.0	32.0
	No	29	56.9	58.0	90.0
	often	5	9.8	10.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		



This table show that 32% respondent were belonging to the category 1(yes), and 58% respondent were belonging to the category 2(NO), and the 10% respondents were belonging to the category 3 (Often). Which indicate the most respondents belong to the category 2.

Table 10**Do your social media created gaps between children and parents?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	29.4	30.0	30.0
	No	22	43.1	44.0	74.0
	often	13	25.5	26.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

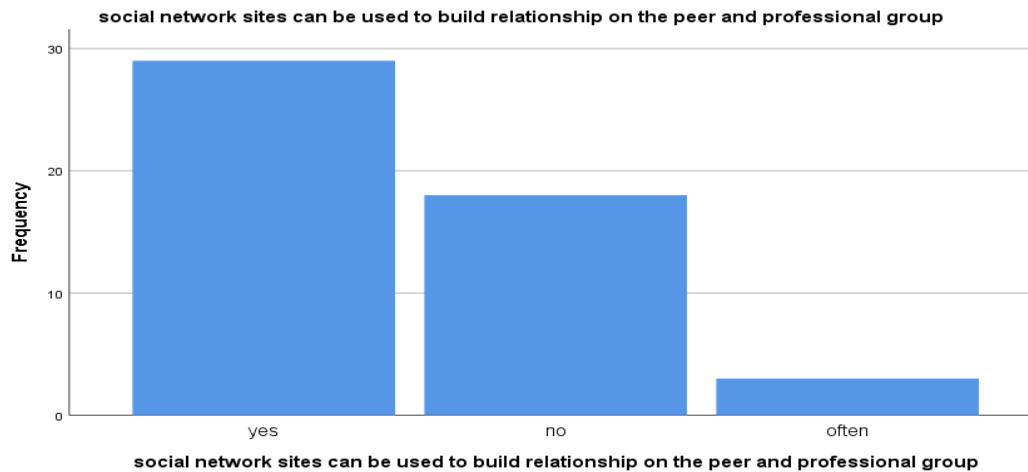


This table show that 30% respondent were belonging to the category 1(yes), and 44% respondent were belonging to the category 2(NO), and the 26% respondents were belonging to the category 3 (Often). Which indicate the most respondents belong to the category 1.

Table 11

Do you think social network sites can be used to build relationship on the peer and professional group?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	56.9	58.0	58.0
	No	18	35.3	36.0	94.0
	often	3	5.9	6.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		

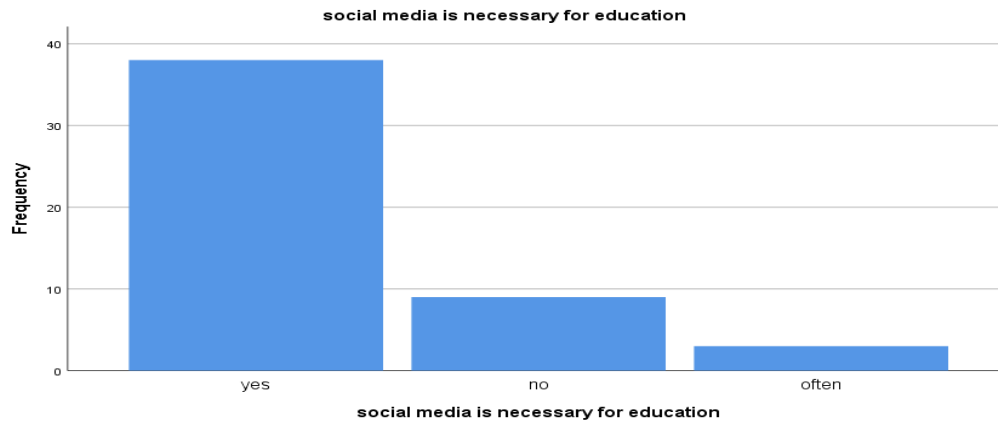


This table show that 58% respondent were belonging to the category 1(yes), and 36% respondent were belonging to the category 2(NO), and the 6% respondents were belonging to the category 3 (Often). Which indicate the most respondents belong to the category 1.

Table 12

Do you think social media is necessary for education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	74.5	76.0	76.0
	No	9	17.6	18.0	94.0
	Often	3	5.9	6.0	100.0
	Total	50	98.0	100.0	
Missing	System	1	2.0		
Total		51	100.0		



This table show that 76% respondent were belonging to the category 1(yes), and 18% respondent were belonging to the category 2(NO), and the 6% respondents were belonging to the category 3 (Often). Which indicate the most respondents belong to the category 1.

Conclusion

This research explores the use of impact of digital technology on student life. Findings show that in educational activities, media plays an important role. For contact with friends and families, young individuals often use social networking sites. Results also indicate that social media stimulates student health issues and impacts science. Students have to consider cultural traditions, societal norms, and Islamic values when using social networking sites. In conclusion, researchers examine the use of social media and its effects among Multan Women's University students. In this reality, changing worldwide social networks and utilizes is an inevitable part of life in updating technology every day. Now we've got the world at our fingertips. We want to concentrate more on the spectrum here, through this we will learn about its approach of students to social networks as well as how much impacts the life of students as well as helps to identify what kind of role children are encouraged in. Any use of social networks has evolved to a significant extent. Social media is not regarded as a social channel alone, but it is regarded as a media for entertainment, information, etc. This study is conducted to understand more about student's intent of using social networks besides interaction. We realize that most students now choose alarm in a wide variety of data regarding student features and patterns for a few days. This study shows that the excessive students use the internet through chat, video and posting etc. in educational computer labs. The key guidelines on the basis of the review are that social media should be used for festive purposes. Usage of social media to develop knowledge and talents in an insightful manner. The government has to take some stringent steps to mitigate its negative impact. The government needs to block unethical websites.

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