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## ROLE OF SOCIAL MEDIA ON EDUCATIONAL PERFORMANCE OF UNIVERSITY STUDENTS

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### ABSTRACT

Education made a natural and lifelong change in a person's rationality and capacity to attain the targeted goals. It helps to inspect personal thoughts and makes it able to show them in countless shapes. Education identifies the path that motivates us to differentiate between good and bad because we are unable to do what we need and what we want to achieve without education. Social media (SM) is the assembly of online communication networks which are committed to content sharing on a public based, input, collaboration, and interaction. When social media and education come together, SM plays vital role in higher education now a day. If SM is used correctly, it can enhance a student's learning and make it easier for teachers and students. The research was designed to determine the role of SM on university students' educational performance, and a descriptive statistical technique was used to analyze the data. The results showed that students with 16 years of education used more SM than other education levels belonging to the age group between 15-25 years. A large number of respondents preferred to use Gmail, while Yahoo is the second email platform. Moreover, Whatsapp, Facebook and Youtube were also used by the majority of respondents for educational purposes. Regression analysis indicated that all the independent variables have a significant and positive impact on the academic performance of university students. It was found that the internet was a key source of obtaining information regarding education.

*Keywords: Education; Social media; Students; University.*

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### INTRODUCTION

Education is well-defined as a learning process for the learners or individuals to get knowledge for the achievement of the higher specific objects. The knowledge gained formally resulting in the individual has a pattern of thought and assumptions in accordance with the education they have gained (BID, 1991). Straightforwardly, it can be said that education is a path to progress. It is also the way to our destiny as success that can only be achieved if an individual has information, aptitude, and mind frame; in this approach, education looks like a source through which anyone can associate with numbers of individuals and share thoughts. In order to tackle the problem, disputes and issues, first we need to gain expertise with some necessary abilities. So education is the key that can make us innovative and problem solvers. In democratic countries, every citizen is supposed to learn to be an active and effective citizen with education. There are three types of education; formal education, informal education, and non-formal education.

Formal education takes place in schools where a person can learn basic knowledge and skills. Higher education is given in colleges and universities to attain an academic degree. Learning in the classroom, school position, grading, certification, college, and university degrees, are some examples of formal education, while in informal education, children or individuals learn by the parents and society how to ride a bicycle. Reading books also help to provide informal education in libraries and on educational websites. So informal education is when you are not studying in school or university and do not use a particular learning mode. So it might be learned at some marketplace, hotel, or home. Teaching the child some basic numeric character, someone learning their mother tongue is an example of informal education. On the

other hand, non-formal education comprises adult's basic education without going to schools. Examples of non-informal education are the development of some sports programs such as swimming by the boy Scouts and girls guides, which comes under non-informal education. Fitness programs, Community-based adult education courses, and free courses for adult education developed by some organizations (Samith, 2016). SM creates link between networks of people. The world has become online in last ten years affectedly. By the source of SM invention, presently the young learners, can interchange new ideas, various types of personal information, feelings & thoughts, videos, and pictures (Vando, 2015). SM has become the source to improve the students learning, to facilitate the educator, student development skills, interactions, and understanding level with new mobile learning associations (Castro-Romero, 2015).

The entrance of internet use for the determinations of education has become noticeable in the third period of the history of distance learning. Especially in 1989, 20 years after the University of Phoenix launched its online campus and offered an all-inclusive course for the undergraduate and postgraduate degrees online. From the University of Prince Edward Island in Canada, the term MOOC was invented in 2008 by Dave Cormier with respect to a course called Connectivism and Connective Knowledge, and it was followed by paying a tuition fee, in-house students and non-paying outdoor applicants. This first MOOC was made to use SM applications, like blogs, Facebook, and forums (Kaplan and Haenlein, 2009). This study provided realistic evidence to predict that mostly mobile SM pays to Internet democratization and to concluding the digital split with respect to content associated with social networking (Kaplan and Haenlein, 2010). Hundreds of lots of users are now a day contributing to creating SM matters by using social networking sites (SNSs) like twitter and facebook. The term SM is elaborated as the means of interactions between people; by this way they communicate, cooperate and share information online in a virtual community, social dialogue as initiators of user-generated content (Grosseck, 2009). With reference to the website [www.mirnabard.com](http://www.mirnabard.com), many SM sites indicated like Facebook, Twitter, Micro-blogging, Wikipedia publishing, Slideshare, Youtube, daily motions, Skype, Yahoo, Gtalk, Hotmail, Whatsapp, FB messenger, are used for educational activities. (Clark et al., 2009). With the passage of time, society has been changed. The utilization of PCs has turned into much well-known in various fields and has been completed by changes in the science field and in all phases of human life. It will be right to state that now we are living in the computer age (Scott and Jennifer, 2005). Presently, SM has a great impact and association of computers in our day-to-day activities (Preece and Shneiderman, 2009). Users can cooperatively examine network contents, share their social or educational experiences and make up relations for multiple purposes (Jiao et al., 2015).

The young generation was more tending to watch online videos and read blogs as compared to adults. SM provides more opportunities and facilitates them to take social interactions individually and with others to enhance their learning experiences. Compared to adults, teens are giving more attention to watching streamed videos and reading blogs (Lenhart & Madden, 2007). The studies motivated the type of media activities, and this report exposed those girls who demonstrated more extraordinary skills than boys. In the form of content-generating activities, most teen girls were found to create further blogs compared to male colleagues (Lenhart et al., 2015). The students of Pakistan are such a great amount of in place to the online networking that what was being posted there, they react to it rapidly, but the negative use of the online networking happens when the understudies include themselves in dishonest exercises on such entrances, sharing of pointless data, and posting of such pictures that are harmful to the national nobility and remote networks of the nation (Eriksson et al., 2006).

The negative use of SM will warn the future of millions of students in Pakistan. The harmful use of media can involve the students in disreputable activities by sharing useless information and posting such bad images that can become the reason to spoil the national self-esteem (Eriksson et al., 2006). Most teachers prefer those teaching techniques, practices, and instructions that can make better learning and define the prospective of SM equipment. The most approached favor stages like LMS that create mutual

understanding between the teachers, students, and their social network (Ravenscroft, 2009). The forms of SM are engaging in daily activity. Pre-adolescents and adolescents using such websites have increased significantly during the last five years. They stated that 22 percent of teenagers log on to social networking sites which they take interest approximately ten times a day, and further half of adolescents log on SM site more than once a day. 75 percent of youngsters now own cell phones, and 54 percent use for texting, and 24 percent use for instant messaging (O'Keeffe & Clarke-Pearson, 2011). The present research explored the role of SM on the educational performance of university students. The study's objectives were to identify the SM being used by the students, assess the time they consume daily in using SM for different objectives, and assess the time spent by the students for educational activities by using SM.

**METHODOLOGY**

The current study used primary data collected from 140 respondents through a well-designed survey/questionnaire, which was selected by stratified random technique from university students. This was the qualitative and quantitative type of research. Descriptive and regression analysis was applied to find out the results. Descriptive statistics technique was used to calculate the percentage and frequencies of collected data through this formula.  $(AM = \sum X / N)$  and the percentage was calculated with this formula  $P = F / N * 100$ , and the following regression model was used to check the role of social media in the educational performance of university students.

$$Ep = \beta_0 + \beta_1wp + \beta_2yt + \beta_3fb + \beta_4Ew + \epsilon_i$$

Where:

- Ep = Education performance
- wp = WhatsApp
- yt = YouTube
- fb = Facebook
- Ew = Educational website
- $\epsilon_i$  = Error term

**RESULTS DISCUSSION**

The main objective of the research was to find out the major loopholes in using social media and analyze what type of SM is mostly being used by the students for Educational and other activities. The findings are discussed by using the descriptive analysis technique.

Table 1. Distribution of the respondents according to age.

Age(Years)	Frequency	Percentage
15-25	125	89.00
26-35	15	11.00
Total	140	100.00

The information is recorded in table 1 revealed that, in the current study, the respondents were separated into different age groups for speedy and easy inspection of collected data. Most of the great majority, 89 percent of respondents, belonged to the age group between 15-25 years, and one of the second respondents belonged to the age group between 26-35 years. The results showed that most of the respondents lie between 15-25 years of age, and there was a minimum number of respondents between the age group 26-35.

Table 2. Distribution of the respondents according to level of education.

Educational Level	Frequency	Percentage
16 years of education	91	65.00
18 years of education	49	35.00
Total	140	100.00

The data recorded in Table 2 mentioned that the study population consisted only of two levels of education. The first level was 16 years of education and the second one was 18 years of education. Results showed that 65 percent of respondents were from 16 years of education and 35 percent from 18 years. It revealed that the majority of respondents having 16 years of education.

Table 3. Distribution of the respondents according to their most preferred emailing website.

The most preferred website used for email	Frequency	Percentage
www.gmail.com	111	79.00
www.yahoomail.com	23	17.00
www.hotmail.com	02	01.00
www.outlook.com	04	03.00
Total	140	100.00

The information recorded in Table 3 revealed the results that what type of websites were used by the respondents for email by using the internet. Almost a great majority, 79 percent of respondents preferred www.gmail.com for email and one of the second of the respondents, 17 percent, used www.yahoomail.com, while one-tenth of the respondents used www.hotmail.com and www.outlook.com respectively for different objectives. There was only a minimum number of respondents who were using www.outlook.com. The data explored that a large number of respondents were using www.gmail.com and the data showed that there is popularity and preference ratio of www.gmail.com users was very high.

Table 4. Distribution of the respondents according to their preference to use social media in their daily routine.

Social Media	Frequency		Rank Order
	Yes	Percentage	
Google	126	90.00	1st
WhatsApp	118	84.29	2nd
Facebook (F.B)	102	72.86	3rd
F.B Messenger	101	72.14	4th
YouTube	100	71.43	5th
Wikipedia	057	40.71	6th
LMS	057	40.71	6th
Yahoo	044	31.43	7th
Skype	043	30.71	8th
Slidshare	041	29.50	9th
Hotmail	031	22.14	10th
LinkedIn	029	20.71	11th
Twitter	029	20.71	11th
Yahoo messenger	029	20.71	11th
Outlook	022	15.71	12th
Weblogs	014	10.00	13th
Instagram	010	06.43	14th
Hotmail Messenger	009	02.14	15th
Gtalk Messenger	003	07.14	16th

The information is recorded in table 4 indicates the frequency distribution of different SM applications. The results revealed that google was the most preferred application used by the respondents and was ranked at first concerning prefer SM in their daily routine with 90 percent and WhatsApp was ranked in the second order, the most of the majority of the respondents used SM was ranked at 3<sup>rd</sup> order with the frequency 84 percent for academic purposes. In addition Facebook 73 percent, FB messenger 72 percent, YouTube 71 percent, Wikipedia and LMS at 41 percent, while Yahoo at 31 percent, Skype 31 percent, Slideshare at 30 percent, Hotmail 22 percent, LinkedIn, Twitter, and Yahoo messenger were 22 percent, respectively, Outlook at 16 percent, while weblogs, Instagram, Hotmail messenger and Gtalk messenger used at 10, 06.43, 02.14 and 07.14 respectively.

Table 5. Distribution of the respondents by rating the different social media Components based on exploring the latest educational information by using different scales.

Mass Media	Rating of different mass media with scales									
	(1) To little extant		(2) To some extant		(3) To medium extant		(4) To greater extant		(5) To maximum extant	
	f.	%	f.	%	f.	%	f.	%	f.	%
Internet	07	05.00	04	03.00	18	13.00	48	34.00	60	43.00
Mobile phone	14	10.00	12	09.00	39	28.00	41	29.00	31	22.00
Television	09	07.00	23	16.00	37	26.00	34	24.00	17	12.00
Telephone	14	10.00	17	12.00	12	09.00	14	10.00	10	07.00
Radio	34	24.00	04	03.00	14	10.00	01	01.00	05	04.00

The information recorded in table 5 explored the results of different mass media applications like the Internet, Mobile phone, Television, Telephone and Radio used by the respondents on the levels of “To little extant”, “To some extant”, “To medium extant”, “To greater extant”, and “To maximum extant”.

Table 6. Distribution of respondents regarding explored the latest information among mass media.

Social Media	Frequency				Mean	S.D	W.S	Rank Order
	YES	%	NO.	%				
Internet	137	98.00	03.00	02.00	01.02	00.145	561.00	1st
Mobile Phone	132	94.00	08.00	06.00	01.06	00.233	474.00	2nd
Television	116	83.00	24.00	17.00	01.17	00.378	387.00	3rd
Telephone	067	48.00	73.00	52.00	01.52	00.501	190.00	4th
Radio	060	43.00	80.00	57.00	01.57	00.497	113.00	5th

Data given in Table 6 revealed that the internet was ranked at first order with regard to the exploration of information by the respondents among the mass media with a weighted score 561, with the scale “little extant” and Mobile phone was ranked at 2<sup>nd</sup> order among the mass media with weighted score 474, at “little extant”, television was ranked at 3<sup>rd</sup> order with weighted score 387 on “ little extant, telephone was ranked at 4<sup>th</sup> order with weighted score 190 tending to some extant 1.52 and radio was ranked at 5<sup>th</sup> order with weighted score 113 tending to some extent. The data explored the popularity, preference and extent of internet usage, and a large number of respondents were found who were using the internet for exploring the latest information among the mass media. There was a minimum number of respondents who were getting latest information from the radio which showed that in the present era the radio is not the most

popular source to get information in the presence of the latest technology i.e. mobile, television and telephone. Still, the great majority of the respondents used the internet.

Table 7. Distribution of respondents regarding how much time spent by the students daily in using social/mass media.

Social Media	Frequency				Mean	Rank Order
	YES	%	NO.	%	Yes	
TELEVISION	139	99.00	01.00	00.70	01.00	1st
MOBILE PHONE	136	97.00	04.00	02.90	01.02	2nd
INTERNET	136	97.00	04.00	02.90	01.02	2nd
RADIO	064	46.00	76.00	54.00	03.04	3rd

The information recorded in Table 7 indicated that the respondents ranked television at 1st order with 99 percent spending the time using social/mass media in daily routine. At the same time, both mobile phone and internet were the key sources of latest information which were ranked at 2<sup>nd</sup> order with 97 percent respectively while radio was ranked at 3<sup>rd</sup> order with 46 percent on average. The data explored that the majority of respondents spent much time on television. There was seen an equal number of respondents who were using internet and mobile phone with the same interest. The data also depicts that there was a very minimum number of respondents who were spending their time by using radio as a SM on a daily basis.

Table 8. Distribution of respondents regarding use of internet.

No. of Hours	Education	Entertainment	Political Debate	General Knowledge	Chatting	Music	Drama/ Movie
	%	%	%	%	%	%	%
Half	20.70	17.90	13.60	15.70	11.40	18.60	12.10
One	22.90	25.70	08.60	20.00	17.10	16.40	15.70
One and half	10.00	11.40	07.90	17.10	18.60	07.10	12.10
Two	20.00	11.40	02.90	19.30	18.60	15.00	14.30
More than Two	22.90	14.30	01.40	08.60	12.10	10.70	16.40
Total %	96.40	80.70	34.30	80.70	77.90	67.90	70.70

The data in Table 8 revealed that the attention of the respondents used the internet in their daily routine of life for various objectives like as education (96.4 percent), entertainment (80.7 percent), political debates (34.3 percent), General Knowledge (80.7 percent), Chatting (77.9 percent), Music (67.9 percent) and drama/movies (70.7 percent). The results showed that a large amount of the respondents used the internet for different objectives or purposes.

Table 9. Time assessment spent by the students for educational activities by using social media.

Social Media	Frequency				Mean		Rank Order
	Yes	%	No.	%	Yes	No	
Internet For educational activities	137	98.00	03.00	02.10	00.98	0.02	1st
Mobile phone	134	96.00	06.00	04.30	00.96	0.04	2nd
Television	130	93.00	10.00	07.10	00.92	0.08	3rd

The information recorded in Table 9 explained the mean value of various social media used by the respondents to gain the latest information for educational purposes. The results showed that the internet was the key source of gaining the latest educational information, which was on average 0.98, while mobile phone and television, also known as major sources of up-to-date educational information, were used by the respondents that was 0.96 on average 0.92 on average respectively.

Table 10. Distribution of respondents regarding educational activities by watching television.

No. of Hours	For EDU. Program	Understanding With New Inventions	General Knowledge	Educational Inst. Activities	New Research
	%	%	%	%	%
Half	22.10	18.60	16.40	25.00	17.90
One	25.00	23.60	39.30	15.70	27.10
One and half	15.70	16.40	11.40	09.30	09.30
Two	06.40	02.90	07.90	03.60	05.70
More than Two	05.00	05.70	03.60	07.10	06.40
Total %	74.30	67.10	78.60	60.70	66.40

Data given in Table 10 showed that the respondents used television to watch educational programs in their daily routine for different objectives such as for educational programs were 74.3 percent. The distribution of respondents to create understanding with new inventions was 67.1 percent; for General Knowledge was 78.6 percent; for gaining institutional, educational activities were 60.7 percent, and awareness with new research was 66.4 percent. In the above table the results showed that the majority of the respondents watched television to get general knowledge.

Table 11. Distribution of respondents to perform educational activities by use of mobile.

No. of Hours	Chatting about Edu. Activities	Edu. Assignments	Sharing knowledge	Edu. Conversation
	%	%	%	%
Half	20.00	10.70	20.00	16.40
One	25.70	20.00	23.60	30.70
One and half	11.40	16.40	17.10	10.70
Two	15.00	19.30	07.90	12.10
More than Two	10.70	15.00	10.70	12.90
Total %	82.90	81.40	79.30	82.90

Table 11 indicated the information regarding educational activities above great majority of the respondents used a mobile phone to remain connected with classmates for sharing educational activities of an institution such as for chatting about education activities by call or SMS and for educational conversation (82.90 percent), for educational assignments (81.40 percent), sharing knowledge with peers and classmates (79.30 percent). Finally, the results in the table showed that the majority of the respondents used mobile phone for educational purposes.

Table 12. Distribution of respondents regarding educational activities by using internet.

No. of Hours	YouTube	WhatsApp	Facebook	Twitter	Google	Yahoo	Hotmail	Outlook
	%	%	%	%	%	%	%	%
Half	19.30	21.40	12.90	12.10	15.00	09.30	08.60	02.90
One	17.10	15.00	14.30	02.10	16.40	09.30	05.70	05.00
One and half	09.30	17.10	11.40	00.70	18.60	04.30	01.40	00.70
Two	05.00	21.40	10.00	00.00	17.10	01.40	00.00	00.00
More than Two	11.40	15.00	19.30	00.00	22.90	01.40	06.40	05.00
Total %	62.10	90.00	67.90	15.00	90.00	25.70	22.10	13.60

Information recorded in Table 12 showed that almost all respondents used the internet with different applications for educational activities in their specific times. Such as for WhatsApp and Google (90.00 percent), for Facebook on (67.90 percent), YouTube (62.1 percent), Yahoo on (25.7 percent), Hotmail

(22.10 percent), Twitter (15.00 percent), and Outlook on (13.60 percent). The results showed that the majority of the respondents used Google and WhatsApp for their educational activities.

Table 13. Distribution of respondents regarding suggestion for effective use of social media.

Respondents suggestions	Frequency		Rank Order
	Yes	%	
It should be used for educational purposes	138	99.00	1st
Source for up to date knowledge	132	94.00	2nd
It should be used For Recreation	128	91.00	3rd
Computer labs should be arranged with instructor	126	90.00	4th
Teachers should take part to build confidence of students for educational purpose by using social media.	124	89.00	5th
Educational websites information should be provided by an instructor	121	86.00	6th
Access for the global knowledge	117	84.00	7th
It is Helpful for behavior modification	113	81.00	8th
Internet should be free and easily available in the institutions	106	76.00	9th
Proper English should be used for communication by using social media instead of mixing language like (main Lahore ja raha hon).	099	71.00	10th

The result presented in Table 13 showed that almost all of in majority 99 percent of respondents were in favour of SM, and they suggested that it should be used for educational purposes and it was stood at the top in rank order similarly 94 percent of respondents preferred SM as a source of getting knowledge to keep them up to date. It should be used for recreation. For this statement, the great majority, 91 percent of respondents agreed and an overwhelming majority 90 percent respondents showed their interest in computer labs should be arranged with an instructor. In the present study, great majority 89 percent of respondents expected from the teachers that they should take part to build up confidence of students for learning purposes by using SM. 86 percent respondents believed that an instructor should be available for giving the instructions about the educational learning sites, 84 percent students supported that SM is helpful for access to the global world. And 81 percent of respondents suggested that SM is helpful in behavior modification. Internet has become a very wide source for communication and getting information very easily, so 76 percent of respondents showed their interest in the free-of-cost availability of the internet, especially in the institutions. English is an international language and Urdu is the national language of Pakistan. It is difficult to grip on English very well by everyone that is why a number of the students use mixed languages in their communication, especially text chatting and emailing. From the whole population of the study, 71 percent of respondents were agreed to use pure English language instead of mixed language.

Table 14. Regression analysis.

Variables	$\beta$ 's	Std. Error	T - Value	Sig.
Wp	057.40	025.670	02.23	00.027
Yt	000.01	000.003	02.91	00.004
Fb	978.85	165.350	05.92	00.000
Ew	779.43	164.260	04.74	00.000
R- Square = .649		Adjusted R Square = .640		

Regression analysis was used to find out the relationship between educational performance and different SM platforms. Results of regression analysis is presented in Table 14, which indicated that one minute spent on SM such as Wp, Yt, Fb and Ew for educational purposes cause to enhance the education of the students by .002, .004, .000 and .000 respectively, holding other variables constant. Results showed that there are positive and significant relationships among the dependent and explanatory variables at 1 to 5 percent

level of significance and R square .649 and adjusted R Square 0.640 indicating the overall model is good and all the important variables included in the model.

## **CONCLUSIONS**

It is concluded that Internet is the most commonly used by students. Internet provides all types of information according to the need of individuals. It has become the world very fast; it is incorrect to say that the world is in your hand and social media plays a significant role in improving education. It has become the way of communicating approach in Pakistan. It creates a very strong affiliation with society. The impacts of social media have countless on the learning of the students. It is suggested that the government should take steps to enhance the quality and quantity of social media platforms related to education. Awareness campaigns should be launch at the university level, and social media platforms related to education should be provided free to students.

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