



Significance of Social Media at University Level: A Review in the Context of Pakistani Literature

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Abstract: This study explores the impact of social media usage on the academic performance of university students, with a specific focus on Pakistan. While social media platforms such as Facebook, WhatsApp, and Instagram provide opportunities for enhanced communication, collaboration, and information sharing, excessive or unregulated use can negatively affect students' academic achievements. Drawing on existing literature and a systematic review of relevant research, this study highlights both the positive and negative aspects of social media usage among students. The findings suggest that while social media can support academic engagement and networking, its overuse often leads to distractions, time mismanagement, and lower academic performance. The study underscores the importance of promoting balanced social media usage to maximize its benefits while minimizing its potential drawbacks for university students. Further research is recommended to develop strategies for improving social media's role in academic success.

Keywords:

1. Introduction

Social media and social networks play a major role in the lives of students nowadays, and they are gradually permeating every aspect of people's daily lives in the modern world. Because people generate and exchange ideas on social media, it is thought that social media is the main form of communication in the digital age. According to Benczik (2003), social media platforms are used by diverse people to communicate their views, emotions, and experiences. Social media users usually use their laptops or desktop computers to access the internet or other web-based technologies, or they download software that allow them to use social media and social networks on mobile devices like smartphones or tablets.

While social media use is fast growing throughout the world, it is not up to par in Pakistan. In Pakistan, barely 11% of the population uses it, with the majority not utilizing it at all. The use of social media is growing quickly throughout the world, but it is not up to par in Pakistan, despite the country's increasing use of the internet. In Pakistan, barely 11% of the population uses it, with the majority not utilizing it at all. The use of social media is growing quickly throughout the world, but it is not up to par in Pakistan, despite the country's increasing use of the internet. Within Pakistan, barely 11% of the population uses it, with the majority not utilizing it at all.

With the introduction of the internet, the entire global map has altered. It has made globalization possible. The globe now has the ability to share ideas, writings, experiences, movies, research findings, etc. online thanks to web

2 technology and its applications. Social media refers to the online communication between individuals via social networking sites and related apps. In order to communicate, new social networking platforms have been created. the entire globe. In 1969, CampuServe was the pioneer in introducing the internet. In 1993, the World Wide Web

1.1 Social Media

Social media is described as "a collection of Internet-based applications that build on the ideological and technological foundations of the web, and that allow the creation and exchange of user-generated content" by Kaplan and Heinlein 2. Social software that facilitates human contact is known as social media. Students are given access to social media tools so they can utilize them more appropriately. Kerpen3 defines social media as "online text, pictures, videos, and links, shared among people and organizations." The researcher will have a greater grasp of what and how often students use social media, as well as how to use it more effectively, with the aid of this study. Keywords: globalization, Face Book, Web 2 Technology, Social Media

With the advent of the internet, the entire global map has undergone transformation. Globalization has been made possible by it. The ability to share ideas, writings, experiences, movies, research findings, etc. with people worldwide is made possible by web 2.0 technology and its applications. Social media refers to people interacting online via social networking sites and related applications. To communicate with people worldwide, new social networking platforms have been developed. In 1969, the internet was originally introduced by CampuServe. CERN first presented www technology in 1993.

Being inspired alone is insufficient because social media is multifaceted. According to Dornyei (1998), social media serves as a platform for communication as well as a mirror of culture and identity. The purpose of this study is to look into users' emotional reactions to social media and their attitudes toward it. The study employs a framework that draws inspiration from Gardner's attitudinal system.

These sentiments of aversion should also explain lower levels of participation and engagement within technology contexts, to the extent that anxiously attached people detest online socializing more than securely attached people do (Baker 1992). According to Oxford and Nyikos (1989), a person's attitude toward social media greatly influences how trolls act as well as how well those using it for personal or professional growth perform.

1.2 Statement of the Problem

Social media usage is increasing day by day around the world, and students are becoming more engaged with it, especially in Pakistan's educational system. While social media can provide a range of benefits, excessive or unregulated use may have adverse effects, particularly on students' academic performance. The ability to manage the balance between social media use and academic work is crucial for success in higher education. Students need to be mindful of how their social media behavior can impact their studies, well-being, and academic achievements. The objective of this study is to investigate the impact of social media use on university students, particularly how it affects their academic performance and success. The study will explore the positive and negative aspects of social media usage among students at the university level.

1.3 Significance of the Study

This study focuses on the use of social media by students and its impact on academic performance. While social media platforms such as Facebook, WhatsApp, Instagram, and WeChat provide many positive opportunities for communication and collaboration, they can also negatively affect students' ability to concentrate and perform academically. In Pakistan, the extensive use of social media has led to distractions and time mismanagement, which ultimately affects the academic achievements of university students. This study will present up-to-date data on the extent and nature of social media usage among university students and its correlation with academic performance. The results of the study will help universities to understand the potential risks associated with excessive social media use and to promote more balanced approaches to technology.

1.4 Research Questions

To explore importance of social media in the light of literature
Investigate the teacher educator vies about social media at university level

2. Literature Review

Young people's use of social media has increased over the past ten years, fostering virtual friendships and drawing

them closer. While some adults strive for viral fame, young people frequently share their selfies with peers. content. Young adults and college students use social media extensively to interact with classmates and to stay informed about current events and academics (Rabia et al., 2020). One could argue that social media has unquestionably produced a plethora of opportunities, but it is also the cause of the emergence of tensions of this kind that previous generations could not have envisaged (Raza et al., 2021). Numerous academics have studied social media, and a plethora of ideas and research models have been created to explain social networking and students'

Based on a survey by Kirschner and Karpinski (2010), students who reported spending a significant amount of time on social media reported receiving lower grades and paying less attention to their academic work. This is largely due to people's propensity to divert their attention from learning materials when utilizing social media platforms for educational purposes. As a result, academic performance may suffer when students are distracted by non-learning content on these sites. According to Manca and Ranieri (2016), social media's built-in features, like interaction and collaboration, make it simpler for students to engage with their teachers and, ultimately, complete the participatory learning contract.

According to Manca and Ranieri (2016), instructors should refrain from using social media in a superficial or basic way. However, a number of research have provided evidence for the relationship between attitude and social media use (Gardner, 2002). Perceptions of social media's ease of use, platform relevance, social standing, and other factors can all affect how people express themselves about it, whether positively or negatively. Users' sentiments on particular platforms or the online communities they engage with might be inferred from these attitudes. Notably, opinions on social media have a big influence on user participation and engagement. As a result, knowing the range of social media attitudes is crucial for improving user experiences on platforms as well as teaching digital literacy. However, the suggested information flow and connectedness have been linked to detrimental effects including distractions that cause university students to be less productive. Based on the poll that Kirschner performed

However, a number of research have provided evidence for the relationship between attitude and social media use (Gardner, 2002). It is improbable that social institutions, peers, and incentives will have little influence on social media activity. While some users may have difficulties like digital anxiety that limits their involvement, organized users may interact and use social media with ease. These differences are typically caused by the attitudes of consumers, which are a factor (Kohonen, 1992).

3. Methodology

Researcher has followed a systematic approach to ensure comprehensive coverage and critical analysis of the relevant literature. The aims were to saturate and synthesis findings from multiple research articles to find trends gaps areas for further research. Keeping the objective of the review paper different studies were filtered

4. Conclusion

Academically, social media can serve as a valuable tool for sharing knowledge, engaging in discussions, and fostering a sense of community among students. Platforms like LinkedIn, Twitter, and academic forums enable students to network with professionals and peers, participate in academic discourse, and stay updated on current trends in their fields of study. However, the overuse of social media for non-academic purposes may lead to reduced study time, increased distractions, and lower academic performance.

Socially, social media plays a crucial role in maintaining relationships, building new connections, and providing emotional support. For university students, it serves as a space to navigate social networks, share experiences, and develop their identity. Nevertheless, excessive use may contribute to feelings of social isolation, anxiety, and the pressure to conform to unrealistic online portrayals of life, which can have adverse effects on mental health.

In conclusion, while social media offers substantial benefits for university students, particularly in enhancing communication and access to information, it is important to recognize and address its potential drawbacks. Encouraging balanced and mindful use of social media is essential for promoting academic success, maintaining well-being, and ensuring that these platforms are used in ways that positively impact students' lives. Further research is needed to explore strategies for minimizing the negative effects while maximizing the positive contributions of social media to university students' academic and social experiences.

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