



Effects of Social Media on the Academic Achievement of Students in Pakistan

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Keywords	Abstract
Social Media, Public Sector Universities, Private Sector Universities, Students Academic Achievement, Effects	<i>In the study, the effects of social media have been focused on the educational achievements of students at the public and private sector university levels in Lahore, Punjab, Pakistan. The design of the study was cross-sectional. All public and private sector universities in Punjab were the population of the stud while students were the target population. The total numbers of (n = 200 respondents (university students) (100 from public and 100 from private sector universities) were taken as a sample. Simple random, stratified, and disproportionate sampling techniques were used for data collected through a self-developed questionnaire on a 5-point Likert scale. The study was delimited to HEIs of Lahore only. Results and conclusions were drawn in which it was statistically revealed that private sector universities were found better than public sector universities while using social media for their academic achievement. It is Recommended that the government, policymakers, decision-makers; planners, philosophers, scholars, educationists, technology experts, along with university officials and related personnel, may play a significant role by bringing awareness in students to use social media in promoting and enhancing their academic achievement in this modern world of science and technology.</i>

1. INTRODUCTION

It can also help students become better communicators, writers, readers, and listeners. Students use numerous social media platforms such as WhatsApp, Facebook, YouTube, Instagram, Twitter, and Google for interaction and learning purposes. Because of the variety of social media applications, students find it easier to engage and communicate with friends and teachers. Similar to this, social media's many capabilities enable communication between users to happen via the sharing of images, videos, or even just the most recent news. Social media is more crucial for learning than the traditional method of classroom lectures. Social networking platforms are most commonly used by young university students to communicate with friends, classmates, teachers, and even people who live abroad or far away by exchanging thoughts and helpful information. Students can create a comfortable environment on Skype where they can talk about homework, tasks from the classroom, and a variety of other subjects related to their area of interest. They can use video calls to hold in-depth discussions about a variety of topics in addition to voice calls to share information.

To completely comprehend social media use, particularly for students' academic achievement, more research is undoubtedly necessary. Therefore, utilising the previously mentioned

rationality, the current study assesses the effects of social media use on academic achievement among university students in the Lahore metropolitan area of Pakistan. The researcher focuses on how students' academic achievements are affected by their use of social media. The study's results highlight the need to integrate social media into educational settings and increase administrators' awareness of how university students' use of social media may raise their level of knowledge. The study's findings further highlight how essential social media use is for family members. This work is beneficial to social science educators in addition to practitioners. This study is also informative to university students researching how social media affects academic achievement.

1.1. Objectives

The objectives of the study were:

1. To know the effects of social media on the academic achievement of public sector university students in Lahore.
2. To examine the effects of social media on academic achievement of private sector university students in Lahore.
3. To compare the public and private sector university students regarding the effects of social media on their academic achievement in Lahore.

1.2. Hypotheses

The hypotheses of the study were:

- H0₁:** There are no effects of social media on the academic achievement of public sector university students in Lahore.
- H0₂:** There are no effects of social media on the academic achievement of private-sector university students in Lahore.
- H0₃:** There is no significant difference between public and private sector university students regarding the effects of social media on their academic achievement in Lahore

2. LITERATURE REVIEW

It is hard to undervalue the importance of social media for academic purposes because it enables people to learn new things rapidly and freely exchange ideas. By giving students, a genuine and authentic communication environment in a classroom, Facebook integration as an extra learning tool may boost their enthusiasm for learning. More than 50 countries use social media; thus, its various apps and associated content enable people to communicate ideas, information, and knowledge worldwide. Furthermore, according to Al-Khalidi & Khouni (2021), social media is mostly used by people worldwide for communication and the sharing of ideas and knowledge. Students can use social media networks to obtain free educational resources from all over the world. Research on social media's impact on learning is very widespread because it is so readily available to students (Ngo and Pham, 2024). Additionally, social media is widely used and user-friendly by students, allowing them to learn without any limitations (Amelia et al., 2024). According to Nhleko et al. (2024) study findings, students' perceptions of how well they study their subjects are significantly impacted by ICT-based technology. Additionally, students benefit greatly from the large and diverse data set of subjects readily

available on social media. Another root of learning is student-to-student exchanges on social media. Furthermore, Oguguo et al. (2020) and Alaaz (2023) found that social media is essential for students in different departments to share innovative communication techniques and patterns.

Jain (2021) claims that social media platforms like Facebook, Twitter, and even messaging applications like WhatsApp are used by online live classrooms to broaden the curriculum and provide students with extra help outside of the classroom. Teachers and students can talk about their assignments and homework on social media networks (Abdelhamid et al., 2022). Thus, social media helps teachers and students communicate with each other. While one group of students thought using social media was a time-consuming and distracting activity, another group of study participants found that doing extra homework and independent study outside of the classroom provided many opportunities for improving themselves (Khan et al., 2016; Irfan et al., 2016; Al-Sharqi and Abbasi, 2020). Peer interaction is expected to rise by 2.1% for every 10% increase in student engagement (Ansari and Khan, 2020). Students' knowledge and academic performance improved when they engaged in collaborative online learning as part of their education (Al Jahromi, 2020). Pikhart and Botezat (2021) claim that real-time linguistic and cultural exchange is one of social media's greatest benefits for students. As was already mentioned, several students said in the poll that movies and pictures help them remember words. However, the Pikhart and Botezat study also warns students that they face the risk of using social media throughout the learning process for non-academic objectives and limiting it to casual chats on issues unrelated to their field of study.

According to Rwodzi et al. (2021), social media enables teachers to adopt a student-centred approach to teaching and provides them with the opportunity to evaluate the effectiveness of their instruction by receiving real-time feedback from students. According to Zhou (2021), social media can help students by providing collaborative writing spaces where they can generate, organize and revise ideas. Vikneswaran and Krish (2016) found that grammatical errors committed by users when writing are automatically corrected by social media platforms like Facebook. As a result, students feel more comfortable writing since they are less worried about language and grammar. Mukhtar et al. (2023) stated that because Twitter, for instance, has a word restriction, students begin to brainstorm ways to convey their ideas in the clearest, most succinct way possible without adding unnecessary details. Zhou et al. (2021) have demonstrated the effectiveness of social media as a practice tool. Most students feel that conversing informally, either in writing or over the phone, with native speakers on social media motivates them to practice and improve their English speaking, given that they don't use it frequently. Even so, children may inadvertently learn through social media since they may use it frequently rather than just occasionally.

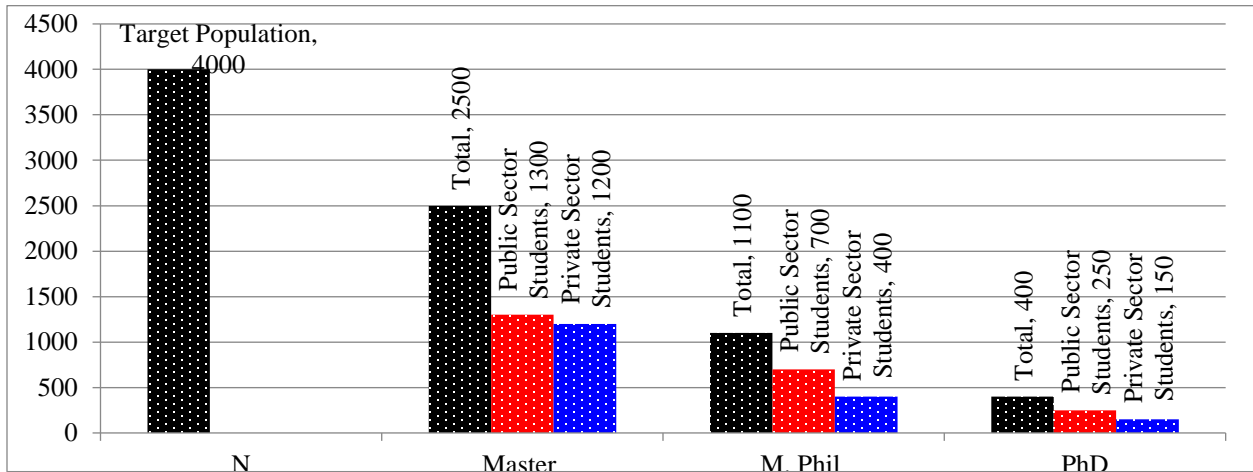
3. METHODOLOGY

The current study uses cross-sectional research designed. All the students (N = 4000) respondents in Public and Private Sector universities in Lahore, Punjab, Pakistan were the target population of the study as shown in the table below:

Table 1: Target Population of the Study

Universities in Lahore, Punjab Pakistan	Respondents	N
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	Master	M. Phil	PhD	
Public Sector Universities	1300	700	250	
Private Sector Universities	1200	400	150	4000
	2500	1100	400	

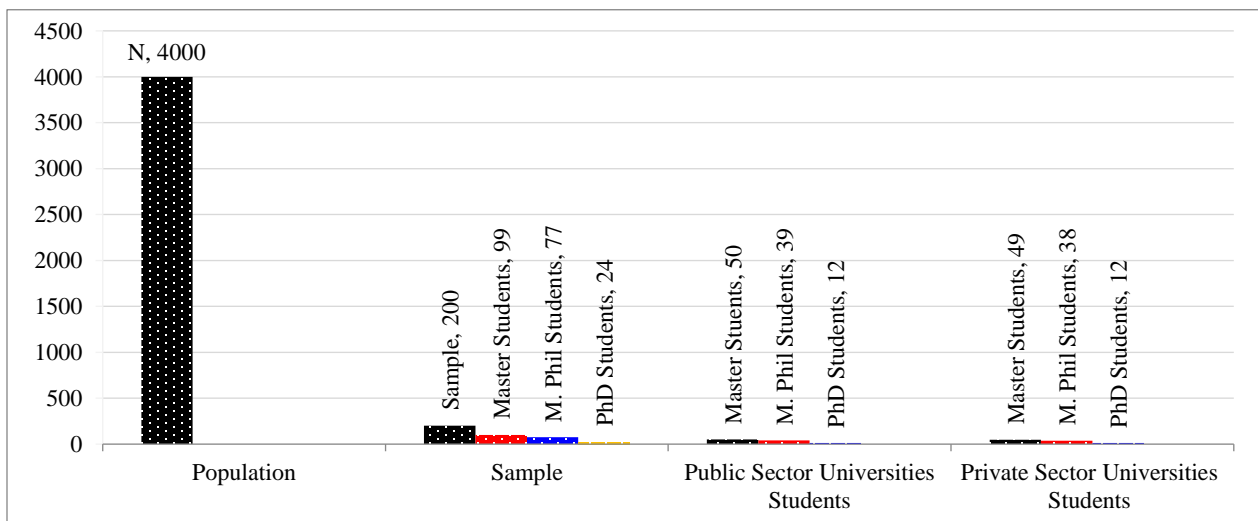


3.1. Sample Size of the Study

The total number of (n = 200) respondents (99 Master level, 77 M. Phil level, and 24 PhD level students) were taken as a sample of the study by applying the John Curry sample size rule of thumb as shown in the table below:

Table 2: Sample of the Study

Universities in Lahore, Punjab Pakistan	Respondents			N
	Master	M. Phil	PhD	
Public Sector Universities	50	39	12	200
Private Sector Universities	49	38	12	
Total	99	77	24	



John Curry Sample Size Rule of Thumb (1984)

Population	Sample Size
10-100	100%
101-1000	10%
1001-5000	5% (Sample Size falls in this category)
5001-10000	3%
Above 10000	1%

3.2. Data collection

Data were collected through simple random, stratified, and disproportionate sampling techniques while using self-developed questionnaire of a 5-point Likert scale.

4. RESULTS

Data were statistically analysed through SPSS by using regression, mean, standard deviation, frequency, and percentage. Mean was used to find the average, and regression was used to find the effect of social media on the academic achievement of students in public and private sector universities in Lahore, Punjab, Pakistan. Likewise, frequency and percentage were used to further facilitate the readers statistically while matching and comparing the statistical results.

Table 3: Descriptive Analysis

	Mean	SD	Skewness	Kurtosis	CA
Gender	1.50	.501	.000	-2.020	
Class	1.63	.690	.652	-.712	
University Type	1.50	.501	.000	-2.020	
SMU	11.25	4.22	-.081	-.908	.68
AA	15.74	5.89	-.256	-1.007	.87

Note= SMU= Social Media Use; AA=Academic Achievement; CA=Cronbach Alpha

Table 3 presents a descriptive analysis of the factors under investigation. The results indicated that the Means, SD, Skewness, and Kurtosis ratios felt within an acceptable range. Furthermore, Cronbach's Alpha values for social media use were (.68) and academic achievement (.87) which were higher than 0.68, which is why all items were retained.

Table 4: Effects of Social Media on Academic Achievements of University Students in Public and Private Sector Universities in Lahore, Punjab Pakistan

Universities in Lahore, Pakistan		β	SE	R	R ²	t	p	LLCI	ULI
Public Sector University	SMU	.97	.100	.69	.48	9.68	.000	.77	1.17
Private Sector University	SMU	1.05	.092	.75	.57	11.41	.000	.87	1.23

Table 4 shows that social media use predicts more significant change ($R^2=.57$) and has a more significant effect ($\beta=1.05$; $P=.000$) on academic achievements of private universities students in Lahore as compared students of public sector universities ($\beta=.97$; $R^2=.48$; $P=.000$). Table 4 statistically indicates that social media is one of the key sources to enhance and promote the grades/marks of student's private sector universities as compared to public sector universities.

Therefore, H_{01} "There are no effects of social media on academic achievement of public sector universities students in Lahore is rejected because social media is seldom used in public sector universities in Lahore due to which students in public sector universities were found to be poor or low academic achievement.

Likewise, the H_{02} "There are no effects of social media on academic achievement of private sector universities students in Lahore also rejected because the students of private sector universities were noted more academically better and developed because of more use of social media as compared to public sector universities.

Similarly, H_{03} "There is no significant difference between public and private sector universities students regarding the effects of social media on their academic achievement in Lahore" was also rejected because positive and negative effects were statistically revealed and shown (See table 4), and a significant difference between public and private sector universities was confirmed found statistically. There was seldom use of social media in public sector universities due to which students' academic achievement were negatively affected, and social media was frequently used in private sector universities due to which students' academic achievements were further polished and enhanced.

5. DISCUSSION AND CONCLUSIONS

It was concluded in light of the results and objectives of the study that the students of private sector universities were more active in using social media for their academic achievement and improvement. They use social media for their various academic tasks like assignments, presentations, lectures, and other related works that could promote and enhance their academics. On the other hand, the students of public sector universities were noted as seldom active in utilising social media for their academic achievement, improvement, or quality enhancement by showing their academic scores and grades, which have been revealed and illustrated in the statistical results as well. Furthermore, a similar research study conducted by Wang et al. (2021) and Azizi et al. (2019) also supported the finding of the current study. The study's main statistical findings supported the hypothesis that "social media use had a greater effect on academic achievement among students attending private sector universities than those attending public sector universities." Overall, it has been determined that students at public and private universities can improve their academic achievement by making constructive use of social media. The study found that social media use had a greater effect on academic achievement among students attending private universities than those attending government universities, which is consistent with the study of Shahzad et al. 2024; Nurudeen et al., 2023; Liu et al., 2022; Sengkey et al., 2022), which also claimed that social media has a significant effect on the academic achievement of students.

5.1. Recommendation

The study was delimited to Public and Private sector universities in Lahore, Punjab Pakistan. If it is extended to other university than it will be more beneficial and can be generalized on other areas.

Acknowledgement: The authors are grateful who participated in this research study and shared their experiences.

Conflict of Interests: The authors declare that no competing interests exist with this manuscript.

Author's Contribution: Both the authors contributed equally to the theoretical development, analysis, interpretation, and writing of the manuscript.

Funding Information: No funding was received by the author for conducting this research.

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