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Effects of Social Media on Educational and Moral Values of Youth: Evidence from University Students of South Punjab, Pakistan

Amir Hafeez[1], Hamayun Masood[2], Muhammad Imran[3]

[1]Assistant General Manager, Pakistan Electronic Media Regulatory Authority
[2]PhD Scholar, Department of Media Studies, The Islamia University of Bahawalpur.
[3]PhD Scholar, Department of Media Studies, The Islamia University of Bahawalpur.
Correspondence: hamayunmasood1@gmail.com[2]

ABSTRACT

The current research study aimed to investigate the impact of social media on educational and moral ideals of university students. Researchers used descriptive survey research design to investigate the phenomenon of concern. The data was collected from university students of two public sector universities of South Punjab, i.e., The Islamia University of Bahawalpur (IUB) and Bahauddin Zakariya University (BZU) Multan. Population of the study was students of BS, MS and PhD students and sample of n=324 students was selected using random sampling technique. The researchers designed well-structured questionnaire consisted on close-ended to facilitate the respondents. The questionnaire was consisted on four parts; 1) demographics 2) Social media use 3) Educational effects and 4) Moral effects. The results were measured by frequency tables and by applying statistical tests such as Chi-square(X^2). A high proportion of students at both universities are addicted to social media, according to the findings of the survey. The use of social media has affected student's education and moral values negatively.

Keywords: Social media, Educational effects, Moral Values, University Students.

Introduction

Today, the world commemorates developments in telecommunications that have broadened the scope of communication via Information and Communication Technologies (ICTs). Modern communication technology has unquestionably changed the entire world into a "Global village." Technology, on the other hand, has both negative and positive qualities, like two sides of a coin. It helps people become more aware, enlightened, and informed about current happenings across the world. As a result of technical improvements, humanity gets exposed to a better way of doing things. Social networking sites include Twitter, WhatsApp Messenger, 2go Messenger, Skype, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Google Talk, Google Messenger, iPhones, and Androids. The majority of people use social networking sites to connect with old and new friends, both in person and online (Asemah and Edegoh, 2012).

The acceptance of the internet as the most effective communication route has stemmed from advancements in internet technology. Two-thirds of the worldwide internet population communicates and

interacts through social networking or blogging sites. SNSs (social networking sites) are online communities of Internet users who want to interact with one another over personal, professional, or academic interests (Boyd et al., 2009).

Higher education has always been a factor in determining one's life outcomes, including both related to academic classification in institutions and postsecondary education, as well as one's level of adaptability in the profession (Kyoshaba, 2009). Exam results are used to test moral values, which is one of the main goals of a school. According to Hoyle (1986), schools are established with the intention of passing on information and expertise to those who attend them, as well as instilling morality. Moral aspirations or achievement refers to the extent to which a student, instructor, or institution has met their educational objectives. Exams or examination are frequently used to measure moral values, but there is no agreement on the best way to test them or whether components are most important, knowledge such as skills or declarative knowledge.

The moral beliefs of university graduates in their use of of social networking sites have a close relationship. However, the negative side of technological innovation has led in issues such as the erosion of actual beliefs, intended for students, who make up the bulk of users who communicate using social networking sites. The primary goal of online platforms such as facebook is to establish and reflect social links among likeminded individuals or interests. With several social networking sites available on the web, children may be encouraged to leave assignments and study time in favour of chatting with friends. Many children have become attracted to the existing internet obsession, which encompasses sites like Facebook, Twitter, and other social networking platforms (Warraich, 2011). Online social websites Fact that social networking sites like Facebook are increasingly considered key instructional resources, polls show that students need them for fun, to pass the time, to reconnect with old friends, and to make new ones (Ellison et al., 2007).

Kuppuswamy and Shankar (2010) claim that social networking sites attract students' attention before redirecting it to non-educational and improper behaviors like useless chatting. Learners, on either hand, are highly integrated with each other in addition to sharing their regular active learning and conduct debates about a wide range of topics, according to (Liccardi et al., 2007). Leisure and academic pursuits, according to Tinto (1997), are incapable of fulfilling some adolescents who are closeted as a result of social networks. This highlights how social networks help learners by supporting them in both their academic and learning process. The Internet, as per Trusov, Bucklin, and Pauwels (2009), is unquestionably a technological advancement, but social networks, in particular, are extremely dangerous for children. In recent decades, social networks have become increasingly popular and quite well.

Objectives of the Study

1. To analyze the influence of social media on moral values of university students regarding their social life.
2. To analyze the time spending by the students on social media.

Purpose of the Study

The overall goal of this research is to look into the impact of social media on university students' moral beliefs. Examine the extent to which students are addicted to social media and how this affects their moral ideals. To find out which social media network students spend the most time on and how it affects their moral values. To determine how social media usage has influenced moral standards. To see if there is a gender difference in how students use social media networks.

Significance of Study

This study is necessary to implement on the effects of online on moral values in the right direction for university students and to raise mindfulness between university scholars that proper use of social media has become a solid tool for educating, informing, and grooming the mentality level of university students'

social media refine their I Educational learning (ii) Social Relationship (iii) Good time pass (iv) General Discussion.

Literature Review

Prensky (2001) produced an article about pupils in the educational system called "Digital Natives, Digital Immigrants" that is still relevant today. Digital natives are "native speakers of the digital language of computers, video games, and the Internet," having grown up with digital technology (e.g., mobile phones, IM, iPod). Digital immigrants have adapted to digital technology later in life, and they "battle to teach a population that speaks a whole new language." Immersing yourself in these online and mobile technologies is the finest method to contact the digital natives. As per Abelardo Pardo, innovation provided a space for creativity by allowing customers to communicate their thoughts about the content they are viewing. He continues to argue that social networking gives kids an opportunity to engage with anyone, their teachers, and clubs that promote their educational goals. According to Pardo, these kinds of encounters are "a critical component of how humans learn" (Pardo, p. 45, 2019).

Social media has negative consequences, including as viewing unsuitable content and failing to "understand online privacy." They also claim that online harassment and cyberbullying exist, which are mostly produced by the hazards of peer-to-peer interaction (O'Keeffe and Clarke-Pearson, 2011). Jeff Cain and Katherine Chretien have coined the phrase "inter professional education" to describe a new approach to education. It means that, rather than each individual learning on his or her own, a group of people gets together to share the knowledge they have. As people learn from one other's experiences, the outcomes improve. This was originally implemented in health departments (Cain and Chretien, 2013).

According to Napoleon Egedegbe, different academics and intellectuals have come to the same conclusion about the impact of social media on student academic performance: "There is no impact" (Egedegbe, 2014). Dr. Patient Rambe, on the other hand, claims that social media has a variety of advantages and disadvantages that enable and hinder opportunities for face-to-face engagement, as it frees individuals from the need for everything to be available online. He also says that Facebook has created a "educative and aesthetic space" by allowing for numerous representations of students' voices in the learning environment. Taking the other side of the argument, Facebook's learning environment has limited people's ability to actualize their "self-interests" (Rambe, 2013).

As a result of its distracting character, Sanzhar Naizabekov came to the conclusion that social media induces procrastination. It would take a social media user far longer to complete a task than it would take a focused individual. The second detrimental impact of procrastination is a lack of motivation, as utilising social media while studying develops a bad attitude toward their own job at school. A positive collection of resources is usually referred to as social capital. According to Adler and Kwon (2002), social capital is a collection of positive social outcomes such as improved public health, decreased crime rates, and a reduction in societal psychological disorders. However, it can also be used for negative objectives, such as lowering the society's law and order situation.

According to Ellison et al. (2007), as social capital falls, a community's participation in social activities declines, social disorder increases, and distrust among community members increases. Healthy social capital is a critical requirement of modern society. Since the previous decade, the internet, particularly online social networking sites, has grown in popularity as a means of rapidly increasing social capital. According to recent studies, the internet is not only a great instrument for increasing social capital, but it is also a source of it. It is dependent on how consumers engage with the internet as well as technological advancements because new technology such as the internet and modern devices might have an impact on the process of developing social capital (Anjlee, 2006).

Theoretical Framework

Theoretical framework is the structure of the study which explains the problems regarding our study. It explains which theory is supporting our study. There are many theories that might be perfect to support

current research work but three fundamental theories formed the creation of this study Diffusion of innovation theory and Uses and gratification theory. These theories explain that how society is affected by the media in this modern age. In society, especially students of universities have more affected by the social media. Students are changing their hairstyle, their livings and their attitude by seeing each other on these social media sites. This theory comes fit to researchers' work. Because it is a modern age and social media sites are such a popular these days every student is using social media.

Research Questions

1: To what extent would student addictiveness to social network influence their moral values?
2: Does more exposure to social media more influenced the moral values of students?

Hypotheses

H^1) - It is more likely that students are addicted to social media has no bearing on their moral beliefs.
H^2) - It is more likely that there is no discernible difference in how male and female students use social media.

Research Methodology

As the research was survey-based soto collect the data the quantitative research design was used. All participants from The Islamia University of Bahawalpur and Bahauddin Zakariya University Multan were choose as the population, whereas 324were selected as the sample of the study. A self-made questionnaire by researcher consist of different factors was used as an instrument for data collection. The questionnaire was consisting of 20 statements with the categorization of different variables. collected data was analyzed through statistical package for the social sciences (SPSS).

Data Analysis

Table1.*Distribution of respondents according to Gender and Age*

Demographics	Responses	F	(%)
	Male	139	42
Sex	Female	185	58
	Total	**324**	**100.0**
	16-20 years	124	38
	21-25 years	57	18
Age	Above 25 years	143	45
	Total	**324**	**100.0**

The demographic information of the participants shows that 139 (42 percent) of the respondents were male and 185 (58 percent) were female; 124 (38 percent) of the respondents were between the ages of 16 and 20 years, 57 (18 percent) were between the ages of 21 and 25 years, and 143 (45 percent) were between the ages of 26 and above.

RQ 1: To what extent would student addictiveness to social network influence their moral values?

Table 2: *Social media use and educational values*

S#	Items	SA	A	D	SD	Total
1	Addiction to online social networks and problematic issue with academic life	197 (61%)	86 (27%)	27 (8%)	14 (4%)	324 (100%)
2	Social media use and distract from study	149 (46%)	101 (31%)	74 (23%)	-	324 (100%)

3	Comparison of time spent online and in reading.	182 (56%)	75 (23%)	55 (17%)	12 (4%)	324 (100%)
4	Engaged into these social media and lower in grads in study.	69 (21%)	50 (15%)	106 (33%)	99 (31%)	324 (100%)

Table 2 shows that 597 (46%) of the participants Strongly Agree that students' addiction to social media has a considerable impact on their moral values, 312 (24%) Agree, 262 (20%) Disagree, and 125 (10%) Strongly Disagree.

RQ 2: Does more exposure to social media more influenced the moral values of students?

Table 3: *Exposure of Students to Social Media Network and Their Moral values*

S#	Items	SA	A	D	SD	Total
1	Facebook use and affected moral values negatively.	79 (24%)	205 (64%)	15 (5%)	23 (7%)	324 (100%)
2	Academic discussions on social media improved my moral values.	177 (55%)	53 (16%)	59 (18%)	35 (11%)	324 (100%)
3	WhatsApp use and distribute knowledge to class fellows.	88 (27%)	153 (47%)	78 (24%)	05 (02%)	324 (100%)
4	Wikipedia for assignments without consulting other sources.	237 (73%)	48 (15%)	14 (04%)	25 (08%)	324 (100%)

Table 3 shows that 581 (45%) of those polled strongly agree that students' exposure to social media networks has a major impact on their moral beliefs. 461 people (36%) agree, 166 people (13%) disagree, and 88 people (6%) strongly disagree.

H 1: It is more likely that students are addicted to social media has no bearing on their moral beliefs.

Table 4: *Chi-square Analysis for the influence of student's addictiveness to social network on moral values of student*

Variables	N	Df.	Ls.	Crit. X^2 value	Calc. X^2 value	Decision
Students Addictiveness to Social Network and moral values.	324	2	0.05	5.991	151. 907	Not supported

The estimated chi-square value of 151.907 is more than the Critical chi-square value of 5.991, indicating that the hypothesis that It is more likely that students are addicted to social media has no bearing on their moral beliefs not supported. This indicates that students' social network addiction has a major impact on their moral beliefs.

H 2: It is more likely that there is no discernible difference in how male and female students use social media.

Table 5: *Chi-square Analysis for male and female student usage of social media network*

Variables	N	Df	Ls	Crit X^2 value	Calc X^2 value	Decision
Male and female students' usage of social media Network	324	2	0.05	5.991	46.500	Not supported

As shown in Table 5, the estimated chi-square value of 46.500 is more than the Critical chi-square value of 5.991, not supporting the hypothesis that there is no significant It is more likely that there is no discernible difference in how male and female students use social media. This means that the use of social media by male and female students differs significantly.

Discussion and Conclusion

The hypothesis that students' social media usage has little influence on their moral values was tested. The findings of this study show that networking site consumption has a great effect on students' moral beliefs. Today's modern students' lifestyles have become increasingly reliant on social media. According to the premise, there is no significant difference in how male and female students use social media platforms. The findings of this study show that male and female students use social media platforms in different ways.

While social networking has adverse implications for teenagers, such as an anonymity, disturbing their academic lives, absorbing the most of their precious time, and so on, the findings of this study demonstrated that it does have beneficial impacts and may be used appropriately. Students can participate online groups to plan a project, hold discussions about course content, or use social networking sites (SNS) to keep in contact when a student who has been missing needs to be kept updated on current learning resources. This study's findings, as well as those from prior studies, revealed some intriguing findings. The first regression analysis affecting students' moral principles, specifically social media involvement, was shown to be adversely responsive to academic' results, but the remaining independent variables were found to be positively related. The research shows that lecturers create a framework for how their students can enhance the effectiveness of social media, that academic and administrative integrate rules and legislation for social media use in the classroom, and that the authority implement effective control indicators to regulate students' and lecturers' use of social media.

Recommendations for Future Research

Similar studies should be conducted in all other states and territories to promote students' moral principles by the use of social media networks and to develop more sites for academic and research activities, preventing temptations that cause them to diverge from their academic tasks.

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