

Social Media and Sustainable Learning: Exploring Students' Perspective

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ABSTRACT

Aim of the Study: The revolution that is brought by the information and communication technology has made information beyond the borders which is easily accessible digitally around the world. This innovation has also affected educational services, where course contents and materials can be transferred rapidly and accurately through the mode of e-learning and social media is one of the important tools in this digital phenomenon. The aim of the current study is to investigate the usage of social media in academic processes and educational learning. Three research questions and two hypotheses, based on objectives to explore students' perspective on social media platforms for learning were answered empirically.

Methodology: The study has been administered through a survey questionnaire from the sample of 369 students of Karakorum International University, Gilgit. After data collection, the responses were then entered and analyzed i.e. Frequencies, Percentages, and Correlation via SPSS V.20.

Findings: The results of this study showed that students use social media platforms more for educational and information purposes than entertainment, socializing and leisure. Students see social media platforms as a secondary resource for learning and they use it for doing home assignments, accessing course related material. The correlation analyses were found statistically significant that supports the hypothesis made.

Conclusion: It is concluded from the study that students are frequent users of social media platforms and had constructive opinions regarding social media usage in education. They feel that social media platforms are great source of learning and helpful in educational processes.

Keywords: Social Media Platforms, Sustainable Learning, Students' Perspective, Education, Educational Technology.

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Introduction

The revolution that is brought by the information and communication technology in the world has made information easily accessible digitally beyond borders. Social media platforms provide a digital space for interaction and all sorts of content from education and information to entertainment. They are online service providers allowing users to build a public and private account/profile to interact and connect with the social circle via technology. Besides socializing, social media is also used for the purpose of marketing, collaboration and online engagement of businesses with potential customers. It also allows businesses to look back to the products based on customers' feedback (Chugh & Ruhi, 2017).

The impact of social media on educational achievements has both positive and negative impacts and many studies have been conducted in this regard (Tur & Marin, 2015). One such study revealed that social media platforms and information technology devices are effectively helping students in their formal learning process (Ansari & Khan, 2020). On the other hand it has also been reported that students waste their precious time while using social networking sites (Wang, et al. 2011). However, they use socializing media sites for building connections with the community which shows high level of engagement level of on these platforms (Safdar, 2023). Facebook and WhatsApp were especially used by faculty and students for their formal learning process during and after COVID-19 (Sobaih, et al. 2020). These informal communication community socializing sites and social networks paved the way out of crisis during pandemic and posed their potential to be used as mediums for learning.

Social networking sites now have become an unignoreable part of human life and they play multiple roles ranging from interactions, engagements to education. Usage of social networking platforms for education is evident from the literature. One such study has claimed that 90% of the students regularly access social networking sites like Facebook (Barton, et al. 2021). Therefore majority of the students around the world share their opinions and thoughts over particular topics (Hota & Singh, 2021). Students are also involved in learning via other social media platforms like Youtube and WhatsApp. They spend substantial time on different social media sites for community building, support services, conversation and entertainment etc. Some of the studies have also shown a negative relationship between students' social media use and their academic achievements. From lenses of literature students should limit their social media usage and find a nice balance between their studies and social media usage. So, it is important to see whether students think that social media is wasting their precious time or is helping them out in their academic learning and education.

Social Media

Social media sites have now grown in a large number providing a variety of features. Most prominent social media platforms are Facebook, YouTube, Twitter, Instagram, WhatsApp, Skype, Zoom, Snap Chat. The most important provisions that attract individuals to use social media websites is ubiquitous access, ease, and flexibility. Social media has prompted the communication between people around the world. (Kolan & Dzandza, 2018). Today, social media platforms are an indispensable need of everyone i.e. companies, advertisers, students, and teachers because of their promptness, low cost, efficient marketing, and mass audiences (Safdar et al., 2020). For education, social media platforms are exceptional resources for students of every field, providing the environment for pedagogical process through blogs, articles, and videos lectures on topics that a student can access just by entering a keyword (Elias, et al. 2020). Just as a coin has two sides and everything has both positive and negative impacts, social media platforms also have advantages and disadvantages. For students, social media has a lot of opportunities related to education, but social media platforms also contain content that can waste their time.

Challenges

Social media platforms have become an unignorable part of every person in the society it has both good and adverse impacts on a person. In education social media can be used as a mediating tool among teachers, students, peers and parents. Social media can also distract students from their studies due to its

attractive features and content. It makes people lazy as it does not offer physical activity and allows access to content that is ethically prohibited in a country and culture. Social media may showcase such destructive content that can harm others' beliefs and social life. Online interactivity reduces face to face interactions and limits a person to interact online (Chugh & Ruhi, 2017). Academicians have shown privacy concerns over social media usage in education as it can leak someone's personal information. There needs to be proper training of academicians and students on social media usage. To keep students away from distractive content it needs parental and mentor guidance on social media usage (Khan, et al. 2018). The study aims to discover what students perceive of social media platforms in their learning process. When students' perspective on social media platforms for learning is identified, it will benefit students, academicians, private sector, and government institutions.

Research Objectives

This research study aimed to;

1. Identify the extent to which students use social media platform for academic purposes?
2. Explore the amount of time, students spend utilizing social media in various academic processes?
3. Investigate the students' perspective on social media usage for educational purposes.

Literature Review

Social Media and Education

A research study conducted during the worldwide pandemic evaluated the usage of social media among academicians and students. The researchers figured out which social platform is solely used for educational purpose via online questionnaires and in-depth interviews. It came up with the findings that: frequent and personal usage pattern of social media platforms by students yielded in sustainable teaching and learning. Teachers were more focused on generating teaching and learning activities, whereas students tried to build online connections by forming community groups to support each other. Appropriate handling of social media can advance a new epoch of learning via social media platforms (Sobaih, et al. 2020).

In a longitudinal and mixed method research study in Sheffield Hallam University explored learner's behavior, attitude and preferences of informal learning space within and out of academics following learning theory. This study contributed to the informal learning space design: In a topology produced, nine (9) learning space preference attributes (Destination, identity, conversations, community, retreat, timely, human factors, resources, and refreshment.) which addresses the theory of learning, architecture, and place making. The topology is usable in evaluating existing learning spaces and newly born informal learning spaces in academics. Results found that learner's preferences of spaces are based on the activities they take (specific spaces for specific purpose) (Deborah & Bea, 2013).

A study conducted in Southern Punjab, Pakistan concluded that students use social media for their academic purposes, but they must be monitored by teachers, parents and institutions. They were of the view that more social media interactions can divert students track so that one as a monitor should keep an eye on them, most preferred social platform was Facebook. Students use social media as an educational tool for sharing academic resources as well as to access educational material. They deduced from the results that classroom environment of learning is different from the learning that happens via social media platforms (Khan, et al. 2018). In research by Raut and Patil (2016) identified positive and negative impacts of social media platforms on education and listed them accordingly. They argued that social media has helped students in their education. The main negative impact of social media according to the authors was the addiction of students to social media platforms.

Scholars in a study revealed that social media has both positive and negative impacts on education. To overcome negative impact, they suggested social media use by students should be moderated and parents

and mentors should engage them more in face-to-face interactions so that negative impacts of social media be reduced (Chandrasekhar, et al. 2018). “Social media has added an element of inclusion, collaboration, self-paced learning, self-knowledge, 24x7 interaction, and flexibility to educational process. These elements in one way or other encourage the development of transferable, technical, and social skills of value in formal and informal education” (Meena, 2013). Social media can de-track students in the classroom and it’s hard for the teacher to figure out who pays attention to the lecture. On the other hand, students can collaborate in assignments, can access versatile opinions on topics, and can know about class schedules via social media (Siddiqui & Singh, 2016).

Students Engagement and Effectiveness of Learning on Social Media

A study undertaken by research scholars from Jaipur concluded that social media platforms like Facebook, YouTube has immensely helped to acquire educational content from around the world from scholars and helped students in an invaluable way in their education. They have also noted that mostly students use social media for entertainment that has limited their social interactions and captured them in the fanatic world of social media entertainment (Meena & Sharma, 2020). A study by Elias, et al. (2020), concluded that academicians and institutions for education should pay attention to the new technology and develop a structure so that it will be incorporated in teaching and learning process to boost students’ creativity, engagement and learning.

In another research study, scholars reached the conclusion that social media networks like Facebook and YouTube can better connect students with teachers and with scholars of the same course from around the world. Learning that happens during social media interactions are beyond classroom learning. Scholars argue that the respondents still feel traditional mode of learning is relevant but not enough. Old technologies and old pedagogies are to be mixed with new technologies in the 21st century for teaching and learning (Yeo, 2014). Students use social media within the class setting that becomes difficult for teacher to identify who is not paying attention (Siddiqui & Singh, 2016; Sivakumar D. R., 2020). The effectiveness of social media platforms, particularly YouTube, has been studied by Hota & Singh, (2021). They found YouTube as a resource of learning for students and a guiding resource for academicians.

Alhumaid’s study on “Qualitative Evaluation: Effectiveness of Utilizing Digital and Social Media in Education” she asserts that for teaching and learning process the incorporation of new technologies i.e. social media platforms can help both academicians and students to enrich teaching and learning via verities of features that social media platforms offer (Alhumaid K. F., 2020). In today’s world students cannot mere communicate through social media platforms but can benefit from scholarly materials that are accessible on social media platforms. (Kolan & Dzandza, 2018). Social media platforms can enhance knowledge sharing, collaboration, increase students’ performance and motivation. Researchers suggested that social media platforms can be used to persuade students engagement in the learning process (Sivakumar, et al. 2023).

Students use social media platforms for making friends and for their academic assignments spends an average time of 2 to 4 hours daily. The researcher also found that there is no significant relationship between students’ usage of social media platforms and their academic achievements, (Oguguo, et al. 2020). By inducting social media tool to enhance students’ engagement in a comparative study by the scholar found that students who were not active participants in classrooms had increased level of engagement on social media tool and were active students that enhanced their performance too (Lottering, 2020). Researcher employed Facebook as a learning tool for different academic activities of students of the module ‘Foundation Information Technology (FIT)’ at one South African University and found that use of Facebook as a learning tool has a great impact on students’ collaboration and engagement. Researchers suggested institutions and faculty’s use of social media platforms to inculcate in pedagogical processes to enhance students’ engagement and performance in academics (Mbodila, et al. 2014).

Technology Adaptation and Pedagogical Approaches with Social Media

In an attempt to assess the role of social media in transformation of resources and interaction with academicians, a study conducted in Aligarh, India, Ansari & Khan (2020), surveyed students and found significant impact of social media platforms on learning and interaction with teachers and peers, online knowledge sharing behavior and their consequent impact on students' educational performance. Ansari & Khan (2020), asserted on findings that social media platforms are purely knowledge domains. Such collaborative learning helps increase student's creativity and orient student towards dynamic research. In 2014, a research study was conducted at a private university in Selangor district Malaysia on student's preferences and engagement in a particular social media platform "Edmodo" for learning. They discovered that because of Edmodo's incorporation in learning: increases student engagement. They found that students prefer to use Edmodo for resources, support, and communication: such as forums and discussion. On the basis of results, they asserted that students are with the view Edmodo is a magnificent social platform for learning (Balasubramanian, et al. 2014).

A study focusing on social media, particularly Facebook as a learning tool was conducted by Chugh & Ruhi, (2017). The study explored variety of ways through which Facebook can be used as educational/learning tool for students and it identified multi benefits of Facebook in academics that are interaction, engagement, performance. They deduced limitations of Facebook usage that were of academicians concerns over privacy, and suggested Facebook guidelines for academics (Chugh & Ruhi, 2017). After a study undertaken in Indonesia about social media and its implications on education the researcher proposed that inculcating social media platforms in educational process is leverage for both students and faculty, what is possible now was a dream before internet. The researchers found both students and teacher are equally using the social media platforms (Mardiana, 2016). Being an academician and a student it is essential to explore how social media helps in education as a learning tool.

Social media platforms are tremendously working as academic management system that links all the nodes inside and outside of the educational institutions it helps in collaboration, sharing and professional development that is only become possible because of internet connectivity. Still there are issues related to the usage of social media platforms including cyber bullying, fallacy, privacy concerns that can be reduced through informing people about positive usage of social media platforms. Hence, the scholars suggest productive uses of social media platforms, sharing information about positive usage of social networking sites, informing about privacy and security concerns, helping in effective social media consumption and monitoring social media usage (Ohara, 2023). Researchers in a cross-sectional study by employing Facebook as a mediating tool for academic activities have found that the engagement level of students was significant the research suggests based on findings to employ social media platforms in pedagogical processes to get highest level of students' engagement and collaboration (Mbodila, et al. 2014).

Uses & Gratification Theory

This research study employs uses & gratification theory proposed by Katz, et al. (1974), which focuses on needs, motives, and gratifications of a media user. It explains how people use the media to fulfill their needs. The theory is based on two basic assumptions on the bases of which further assumptions were formulated by the scholars, the first two assumptions if looked upon explains audiences as active users they choose to use a particular media/content on the bases of their needs to be fulfilled, and they deliberately know why they are choosing a specific content of the media. Following these assumptions scholars have formulated further assumptions that media industry is always in a quest with other media firms, media has great influence on their audience behavior, and it has psychological factors, people use media for a particular goal attainment, the selection of the media is based on the need audience want to gratify and they believe that it will gratify their need. Hence, to know the psychological, and need based orientation of today's students this theory serves as the base for the research study (Baran & Davis, 2012).

On the category index of uses and gratification theory, this study observes the cognitive and integrative needs that students want to gratify through social media. By cognitive need, the scholars referred to getting knowledge and information with an understanding of social environment, exploration of new information and knowledge. By integrative, scholars mean the social interactions of a person with friends, family, relatives and teachers, with social platforms in hand interactions are more frequent in today's technologically advanced world. The research study explores whether social media is helping students in integration of knowledge and information they came across in social media (Ruggiero, 2000).

Research Questions

Following are the research questions of the study.

RQ 1: Do students use social media platforms frequently for education in recent?

RQ 2: How much time do students spend utilizing social media in various academic processes?

RQ 3: What is the students' perspective on the usage of social media platforms for educational purposes?

Hypotheses

Following are the hypotheses of the study.

H 1: The number of social media accounts handled by students is positively related to the use of social media for educational purposes.

H 2: Students who use social media frequently are not likely to use social media for educational purposes.

Method

This is a quantitative research study that tells what students perceive about social media platforms in their formal learning process. This study has been conducted through survey questionnaires, which was developed through a thorough review of related literature. The students at main campus of Karakorum International University, Gilgit, were the population of the study. A total of 7594 students were enrolled in four Faculties of the University. For the objectives of this research, the sample size was calculated by using the empirical formula and checked on survey monkey. The largest sample size drawn was 369 out of 7594 students. By keeping confidence level 95% and margin of error 5%. Nonprobability Purposive Sampling technique has been used, where sample is drawn based on purpose of the research study. Students who used social media were selected and students who participated in this study by their own will. Students who did not have access to social media were not considered in the sample. Students who showed least interest to be part of the study were also excluded and similarly, students who did not have digital literacy were excluded.

Results and Discussion

Technological transformation is evolving day by day, compelling faculty and students to use new and innovative tools of interaction. As a result, digital interaction spaces have been developed by information technology specialists, and people are engaged by the diverse content these spaces offer. Social media platforms are the spaces where people interact most frequently nowadays. These platforms have affected students' formal learning and behavior with the addition of digital mode of education. Research findings around the world suggest these digital spaces have a great impact on students around the world.

According to the collected data 55 percent respondents were female and 45 percent were male that indicates female respondents are 10 percent more than male. It is because Karakorum International University was the only university of the region. The primitive and patriarchal mind set of the people still did not allow females to go out of city alone. It's good that Karakorum University is filling the gap for female students to study at doorsteps. Now, the Baltistan Campus of KIU is elevated to autonomous Baltistan University that is another good sign for the region. Another reason for increased number of female students here is the financial condition of the people that did not allow students to move out of city

for education only 40.7 percent respondents said they have more than 60000 monthly family income with such scarce financial resources. One can only afford the nearest and affordable learning institute. The rural population of Gilgit Baltistan's survival is on agriculture/farming they could only afford the nearest destination for their children to study. A total of 8.7 percent respondents said they had 20000-30000 monthly family income. 14.9 percent said their family's monthly income was 31000-40000. 17.1 percent respondents said their family generate 41000-50000 monthly income. 18.7 percent of respondents said their monthly family income is 51000-60000. 40.7percent were above 60000. These figures show that 59.3 percent respondents' families hardly earn money for their livelihood and still they manage to send their children to universities and colleges as depicted in Table 01.

Table 1: *Demographic Characteristics of the Sample*

Variable	Categories	Frequency	Percent
Gender	Male	166	45.0
	Female	203	55.0
Age Group	18-22	265	71.8
	23-27	95	25.7
	28-32	8	2.2
	33-37	1	.3
Area	Rural	235	63.7
	Urban	134	36.0
Profession	government Employee	8	2.2
	Private Employee	10	2.7
	Self-employed	6	1.6
	Student	345	93.5
Marital Status	Married	44	11.9
	Unmarried	325	88.1
Family Monthly Income	20000-30000	32	8.7
	31000-40000	55	14.9
	41000-50000	63	17.1
	51000-60000	69	18.7
	Above 60000	150	40.7

On the basis of findings, the frequencies of students' usage of social media platforms is 76.9 percent where as 18 percent of students said they use social media to some extent. The results reflect that a huge number of respondents are using social media and have knowledge about social media platforms displayed in Table 2. The results of correlation analysis have showed that the frequency of student's use of social media platforms is positively associated with use of social media for educational purpose rejecting the hypothesis 2. Students are selective in their usage pattern of social media platforms. 34.4 percent respondents said they use social media for education and 33.6 percent said they use social media platforms for information. While 11.7 percent use social media for socializing, 16.8 percent use social media for entertainment, 3.5 percent said they use social media for leisure.

The percentage of respondents who use social media for information and education is more than half of the respondents who use social media for other purposes. This might be because of the unavailability of academic resources in the library of the university. There is only one public library in Gilgit that is accessible for the students who reside within the city those from adjacent areas cannot avail that opportunity to go to library. Correlation analysis under the hypothesis "The number of social media accounts handled by students is positively related with the use of social media for educational purpose." yielded positive association among the accounts handled and social media usage for educational purpose. It has been deduced in previous studies that social media is fostering collaboration among students from

around the world to collaborate on social media platforms by sharing opinions, discussions and other academic activities (Kolan & Dzandza, 2018).

Table 2: *Frequency and Purpose of Social Media Usage*

S/No	Question	1-2	3-4	5-6	7-8	Above 8
1	How many social media accounts you handle?	101 (27.4%)	173 (46.9%)	68 (18.4%)	5 (1.4%)	22 (6.0%)
		Very Frequently	Frequently	To Some Extent	Rarely	Never
2	How frequently you use social media platforms?	103 (27.9%)	177 (48.0%)	69 (18.7%)	19 (5.1%)	1 (0.3%)
		For Socializing	For Information	For Education	For Entertainment	For leisure
3	For what purpose you use social media frequently?	43 (11.7%)	124 (33.6%)	127 (34.4%)	62 (16.8%)	13 (3.5%)

RQ 1: Do students use social media platforms frequently for education in recent?

The results as depicted in Table 2 show that 34.4% of students use social media for education. The findings reflect a sizeable number of students using social media platforms for education. Table 3 shows 7.9 percent respondents use social media up to 1 Hour, 28.5 percent use Above 1 Hour up to 2 Hours, 29.3 use social media Above 2 Hours up to 3 Hours, 8.9 percent use Above 3 Hours up To 4 Hours, while 25.5 percent respondents use social media Above 4 Hours, more than half of the respondents are frequent users of social media platforms. 74.6 percent responded use social media more than 1 Hour for academic processes 25.5 percent said they use social media platforms up to 1 Hour for academic processes; these frequencies reflect that students are using social platforms for educational purpose. In a study conducted in India researcher found students spend substantial time on social media and they spend time on YouTube for lectures on different subjects (Hota & Singh, 2021).

Table 3: *Time Spent on Social Media Platforms*

S/No	Questions	Up to 1 hour	Above 1 hour up to 2 hours	Above 2 hours up to 3 hours	Above 3 hours up to 4 hours	Above 4 hours
1	How many hours you spend using different social media platforms?	29 (7.9%)	105 (28.5%)	108 (29.3%)	33 (8.9%)	94 (25.5%)
2	How many hours you spend using social media platforms for your academic processes?	94 (25.5%)	139 (37.7%)	81 (22.0%)	26 (7.0%)	29 (7.9%)

RQ 2: How much time do students spend utilizing social media in various academic processes?

The results in Table 4 show 25.5% respondents use social media up to 1 Hour for academic processes, 37.7% use Above 1 Hour up to 2 Hours. While 34.9% use social media platforms Above 2 Hours which shows students spend meaningful time on social media platforms for academic work.

When respondents were questioned about their assignments in which social media helped them, the results showed that more than half of the respondents have searched their university assignments topics on social media platforms. 65.3 percent have accessed educational material from social media websites. It indicates social media has become an educational resource for students and is helping them out in their assignments and studies. Features of social media are enabling students and academicians to share resources and providing platform to discuss topics and courses with gathering in real time. A study conducted by Khan, et al. (2018) reflects that more than 74% respondents agree that social media provides enough material on topic. The results of the present study are consistent to the research undertaken by Khan, et al. (2018).

A total of 40 percent respondents said they have asked for more information from an academic source on social media websites about a particular educational course. Students believed that social media platforms provide the opportunity to interact with their teachers. More than 68 percent respondents have said they have completed university assignment topics from social media platforms as shown in Table 04. Social media is helping students in their educational process by providing an unhindered medium for collaboration and resource sharing. These statistics rectify that more than half of the respondents use social media platforms for educational purposes and spend substantial time on searching for desired educational content. The results show the strength of social media in providing an educational environment for students. It rectifies the research objective that students use social media for educational purposes, and they spend time on social media for attainment of educational needs.

Table 4: *Social Media Usage for Educational Purposes*

Sr. No	Questions	Very Frequently	Frequently	To Some Extent	Rarely	Never
1	How frequently, you search a particular university assignment topic in any social media platform?	51 (13.8%)	172 (46.6%)	101 (27.4%)	44 (11.9%)	1 (0.3%)
2	How frequently, you have ever accessed material on social media for your educational purposes?	65 (17.6%)	176 (47.6%)	88 (23.8%)	37 (10.0%)	3 (0.8%)
3	How frequently you spend time on social media platforms to help understand a particular assignment topic?	57 (15.4%)	191 (51.8%)	87 (23.6%)	32 (8.7%)	2 (0.5%)
4	How frequently you have asked for more information from an academic source in social media websites about a particular educational course?	28 (7.6%)	124 (33.6%)	85 (23.0%)	25 (6.8%)	107 (29.0%)

Question 16 on questionnaire had four parts centering Facebook, Twitter, WhatsApp, and YouTube. The respondents were asked about frequency of the attended video lecture on these four social media platforms. The answers were as follows, 29.8% very frequently attended video lectures on YouTube, 28.2% frequently attended video lectures, 19.8% attended to some extent, 11.9 rarely and 10.3% had never accessed video lectures on YouTube. The results reflect the findings of the research study by Hota & Singh, (2021). They found that more then 70% of their respondents use YouTube for academics. Similarly, a total of 31.7% respondents very frequently attended video lectures on Facebook, 31.4%

frequently attended video lectures beside formal academics, 12.7% said to some extent, 12.7 % said they have rarely attended a video lecture on Facebook and 11.4 % never attended a video lecture on Facebook.

A total of 0.5% respondent had frequently attended video lectures on WhatsApp, 42.0% rarely and 57.5% never attended video lectures on WhatsApp. 5.7% rarely attended a video lecture on Twitter/X, and 94.3% had never been to Twitter/X for video lecture beside formal academics as shown in the Table 05. When asked about accessing paid educational content on social media particularly on YouTube only 6 respondents very frequently paid for educational content, 9 respondents said they frequently access paid educational content on social media, 5 respondents answered to some extent, 349 never accessed paid educational content on YouTube. Only 1 respondent was frequently accessing paid educational content on Facebook while others never tried to attend paid content on Facebook, WhatsApp, Twitter/X.

In another question, students were asked how often they have completed a particular educational assignment from social media websites. 16% respondents said they have very frequently completed assignments from social media websites, 52% responded frequently, 20.9% students said they have completed university assignments from social media to some extent, 8.7% rarely did an assignment from social media websites and only 2.4% respondents said they had never completed a university assignment from social media website. Research shows that social media platforms are found to be convenient for learning, promotes a sense of belonging, helps in building a learners community. Chugh & Ruhi, (2017) states that respondents found facebook as a useful tool for academic, navigation, collaboration, resource sharing, and vital for learning more from the course (Chugh & Ruhi, 2017). In answer to the question, do you think social media platforms are great source of learning? 47.2% strongly agreed with the statement, 42.3% agreed that social media platforms are great source of learning, 6.5% respondent were neutral on the statement, 2.4% disagreed, and 1.6% strongly disagreed to the statement.

Table 05 shows 89.7 percent respondents believe that social media has played part in their studies. Students' perspective on social media platforms for learning is elicited by this particular research results.

Table 5: *Attending Video Lectures on Social Media for Education Purpose*

Sr. No	Questions		Very Frequently	Frequently	To Some Extent	Rarely	Never
1	How frequently, you have attended a video lecture/course on social media platforms beside your formal academics?	YouTube	110	104	73	44	38
		Facebook	117	116	47	47	42
		WhatsApp	0	2	0	155	212
		Twitter/X	0	0	0	21	348
2	Do you have ever accessed to paid educational content on social media	YouTube	6	9	5	0	349
		Facebook	0	1	0	2	366
		WhatsApp	0	0	0	3	366
		Twitter/X	0	0	0	3	366
3	How often, you have completed a particular educational assignment from social media websites?		59	192	77	32	9
			Strongly Agreed	Agreed	Neutral	Disagreed	Strongly Disagreed
4	Do you think, social media		174	156	24	9	6

	platforms are great source of learning?	(47.2%)	(42.3%)	(6.5%)	(2.4%)	(1.6%)
5	In your opinion, social media platforms played a part in your studies	137 (37.1%)	194 (52.6%)	26 (7.0%)	8 (2.2%)	4 (1.1%)

For correlation analysis in SPSS, 7 items (Q # 11, 12, 14, 15, 16, 17, 18) of the questionnaire related to educational purposes were computed under the variable; usage of social media platforms for educational purposes and correlated with the number of social media accounts managed and the frequency of social media usage by students.

Table 06 shows the statistics of casual relationships among the independent variable ‘social media accounts managed by students’ and the dependent variable ‘social media use for educational purposes. Under hypothesis “The number of social media accounts handled by students is positively related with the use of social media for educational purpose.” The correlation coefficient (r) value between the number of social media accounts handled by students and social media use for educational purposes was 0.120 which shows negligible positive relationship among the variables with the p-value 0.021 which is less than <0.05 that’s why the relationship is statistically significant. So, it can be said that the more the number of social media accounts a student handles the more social media is used for educational purposes.

When frequency of social media usage and social media use for educational purpose were correlated under the hypothesis “Students who use social media frequently are not likely use social media for educational purposes” The results showed that the correlation coefficient (r) value between frequency of social media usage and social media usage for educational purposes was 0.141 which shows minimal positive association among the variables. However, the p-value is <0.01 which indicates the relationship is statistically significant. So, it can be inferred that increase in the frequency of social media usage can also increase the usage of social media platforms for educational purposes but to a negligible level.

Table 6: *Correlation Analysis*

	Social media usage for educational purpose
	.120*
Number of social media accounts you handle	.021 369
	.141**
Frequency of social media usage	.007 369

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

H 1: The number of social media accounts handled by students is positively related to the use of social media for educational purposes.

The findings of the correlation analysis show that the number of social media accounts handled by students and use of social media for educational purposes had positive association with the correlation coefficient (r) = 0.120 and p-value 0.021 < 0.05, as depicted in Table 06. Positive change in one variable accompanies positive change in another. **Hence, hypothesis 1 is supported.**

H 2: Students who use social media frequently are not likely to use social media for educational purposes.

The results acquired from correlation analysis show that the frequency of social media usage is positively associated with the use of social media platforms for educational purposes; increase in the usage of social media platforms will increase social media use for educational purposes. So, **Hypothesis 2 is not supported.**

Conclusion

Social media platforms have become an indispensable part of human society. Rather keeping social media away from students, it can be incorporated in traditional mode of learning. Social media platforms have better connected academicians, parents, and students. The results of this research have shown that more than half of the respondents were active users of social media platforms among which 34 percent said that they use social media for academics. Many of the respondents were of the view that they have learned by joining social media groups, pages and communities. Social media platforms have strength to attract users and to keep them engaged browsing content for a long period of time as evident from the research and previous research works on the subject, what if institutions engage students on daily basis in online activities or keep them track while students are at their homes? However, this particular research has shown that more than 60 percent of respondents use social media for their assignments and for university course work that reflects students' inclination to use social media platforms for academics. Institutions and academicians should incorporate social media platforms in pedagogical processes to engage students in academic activities away from formal academic institutions.

Students were with the view that social media platforms are secondary resource for learning as past research on the subject identifies social media platforms increase engagement, motivation, attention, and collaborative learning. By inquiring students' perspective, it is deduced that students prefer social media platforms for learning. It is the need of hour that institution should design collaborative learning programs for students incorporating modern technological means. Learning happens while connecting to people around the world and social media platforms are moderating people to connect without moving from place to place. Students watch video lectures on social media platforms and contacting scholars for further information is limiting the knowledge gap between people around the world. It is concluded from the study that students are frequent users of social media platforms and had constructive opinions regarding social media for education. They feel social media to be a great source of learning, helping them in educational purposes.

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Conflict of Interest


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