IMPACT OF SOCIAL MEDIA ON ADOLESCENTS LEARNING IN DISTRICT QUETTA

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ABSTRACT

In recent years, the usage of social media has been drastically increased, particularly among teenagers and students in upper secondary schools. Nevertheless, the majority are well aware of general use about the purpose, how help learning process and even the authentication of the knowledge is verified. The study examines how social media impact on various stages of teen age learning in district Quetta, Baluchistan. A quantitative research design was used with the sample of 200 adolescents [1]stages through questionnaire tool, the study looks at how people use social networking sites in general, how they learn, and how much time they spend on them. A descriptive analysis and a multiple liner regression were used to investigate the data. According to the findings of the study, the majority of stage one adolescents use social media for learning objectives, whereas stage three adolescents use it mostly for general purposes. This study is significant to help educational Leadership, Parents, administrators and teachers and parents to accept that, how the social media is helpful in learning process. The research also offers suggestions for making social media use more effective and helpful for teenage learning.

KEYWORDS
Social media, Social networking, Impact, Adolescent learning

INTRODUCTION

The use of Social media is embedded in the life of the society. Social media play a vital role on life style of society, it impacts, how people live, how they work, and what they learn today. A recent research shows that, the use of social media is rapidly increasing in institutions, Faculty members are using Social media in their classrooms to engage students for holistic development and for promoting their educational progress. In short, the social media is helpful for imparting and shaping students learning. Since the use of Social media is very common in students, they spend a lot of time on social sites and applications as daily life activity. This is not about a ''like'' on posts but when it comes to the creative ideas, students put their self in competition to create more and more ideas which ultimately enhance the capacity of student. Because of the collaborative atmosphere and open forum that social media provides, as well as the swift pace at which information can be exchanged, students may enhance the development of their critical thinking, communication abilities and creativity in their ideas in specific ways when they utilize it. Research reveals that, among students of all ages; University students remains the most active users of social networking sites. (Azizi et al., 2019).

The integration of ICT assists teacher in lecture hall for collaboration and enhancement of strong effective communication skills of the pupils. Teachers may prepare more effective and engaging lecture by using Point presentation which includes animations, simulations with the captivated PowerPoint presentations, the simulation and animation enhance more understanding and interest in gaining knowledge.

According to several research surveys, youngsters spent a quality time in interacting via social media, therefore, Adolescents are among the most inventive social media users. Consequently, the use of Social media must be directed to effective learning. Different researches have been conducted regarding the use of social media by adolescents and it was found that youth use social media because of closely attached with others, to make an identity in front of people and to become target oriented (Subrahmanyam,2014). As the stages of Adolescents are three in numbers first stage starts from 10-14 second is 15-17 while the third is 18-24. According to previous studies, 90% of university students spend a quality time on social networking sites. Many communication devices have been introduced, and are use in access for communication and interacting purpose. For educational purposes, social media has been employed in a novel way. Many researchers argued that students learn better through social media and that the teachers and the educators use these platforms for learning (Ito et al; 2009 & Jenkins, 2006). Various researches have shown the relationship between increased self-worth and time spent by an individual on social media and it was found that this association increase social relationships, explore one's own identity and getting many chances for exploring themselves. (Ellison, 2011).

Social learning is a way of active learning, which means students actively learn and receiving material which is more recent and understandable with examples and more clarity in it, Either it is in shape of article having comment for clarity, A case study or a narrative study, or a question posed on social media from the community, social media shapes and presents information in a way that makes sense and to motivate more than customary tools do. Learners use social media for effectively communicating with fellows about assigned projects, different assignments, and providing remote assistance for homework. Teachers will be able to use social media to communicate information about class activities, school events, and homework assignments, which will be highly valuable to them. It is undeniable that social media marketing is growing in popularity as a career choice.

Because of accessibility on social media, instructors are having more responsibilities to educate the students on moral aspects of using social media and responsibility for good citizenship and the use of internet for productivity. Students may voluntarily interact for information sharing with one another via social media sites such as Facebook, WhatsApp, and Instagram. Online examinations are also conducted via social networking sites, which are beneficial to students' learning. Social media have greatly simplified our lives and tightly tied to ourselves. Findings of research have shown that as students use social media more often they make good interaction with others. The educationists researched more on finding out the link between students and their social context of learning that is outside of the boundary of educational institution, different social activities outside of the school and schools environment. They found that there is a strong link between students' academic achievement and their social context. (Martin & Dowson, 2009; Feldman & Matjasko, 2005; Eccles & Templeton, 2002).

On the other hand, most of the parents are afraid of much use of social media by their youth. They argued that they are various serious about their youth developments (Lemke, Coughlin, Garcia, Reifneider, & Baas, 2009). It was discovered that teenage pupils believed they had mastered technical skills, creativity, and interpersonal communication abilities. (Greenhow & Robelia, 2008). Sometimes much use of social media can affect adolescent's development and learning negatively. Much use of social media results social anxiety, disparity and cyber bullying, but most of the adolescents interpreted that it has a good effect on their lives (Subrahmanyam & Smahel, 2011). Despite the importance of social media, there are few flaws of use of social Media, Like Inappropriate information leads students to   wrong path. They also lose their capacity to participate in face-to-face dialogue, which has a detrimental influence on their academic performance.

People may use social media to become more educated, enlightened, and up-to-date

on current events. However, we can see how social media may have a detrimental impact. The influence of social media on teenage learning is thus the topic to be explored (Karpiniski & Duberstein, 2009). Found that students studying in college using face book have lower CGPA than those students who are not using Face book. On the other hand

Pasek et al; (2009) conducted research on the sample of 14-22 age students, after analysis it was found that there is no link exist between the academic achievements of students using face book and of the students who are not using face book. It was concluded that face book has no positive or negative effect on students learning. Rosen (2013) found that the adolescence and young children who are checking their social media network (face book) after every 15 minutes have lower academic achievements.

RESEARCH OBJECTIVES
1. To analyze the general usage of social media
2. To analyze the use of social media in learning process
3. To find out the impact of social media on Adolescents learning

RESEARCH QUESTIONS
1. What is the general usage of social media?
2. How social media is useful in learning process?
3. How social media impact on Adolescents learning?

RESEARCH METHODOLOGY
Quantitative method was used for present study. Quantitative data was collected through questionnaire. Pilot testing of the instrument is considered important to remove the ambiguities and excessive materials from the instrument. It was used to gather information on how social media affects teenage learning. The population of study included students from several institutes and included all stages of adolescence. The sample size was 200 (100 men and 100 females), with kids from all phases of adolescence included in the sample, with only 10 years' pupils from stage one being excluded. The method utilized was a basic random sampling procedure. SPSS version 20 was used to analyses the data, and the multiple liner regression test was used.

FINDINGS
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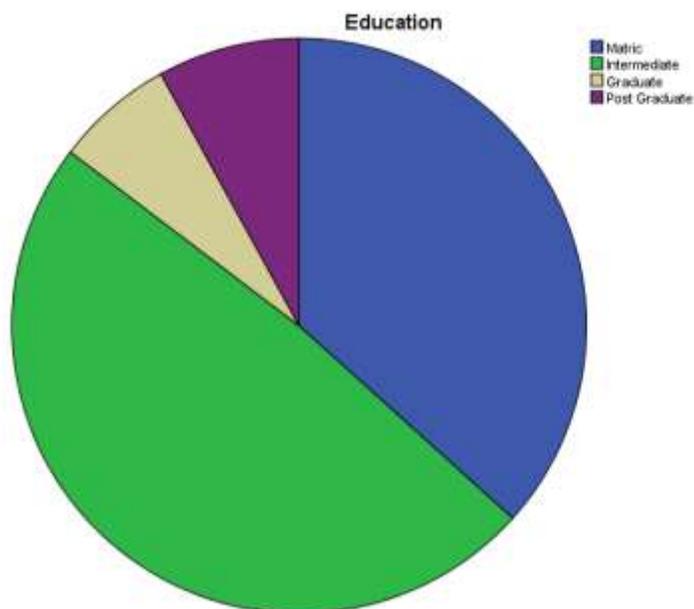
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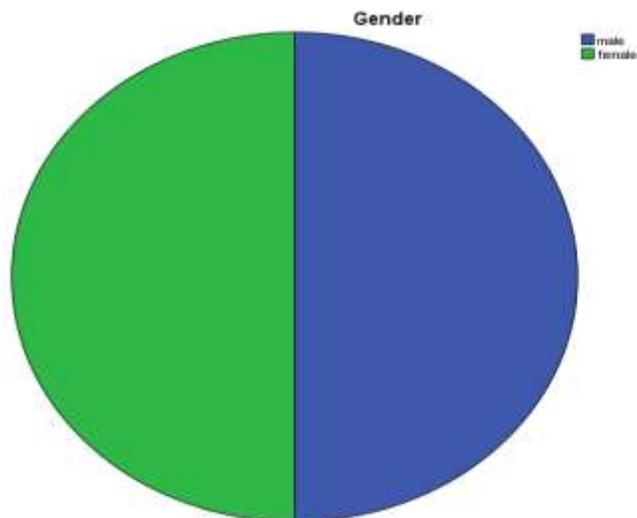
Figure: **1 Gender wise distribution**
This figure showed that the sample comprises of equal no. of males and females. 100 males and 100 females
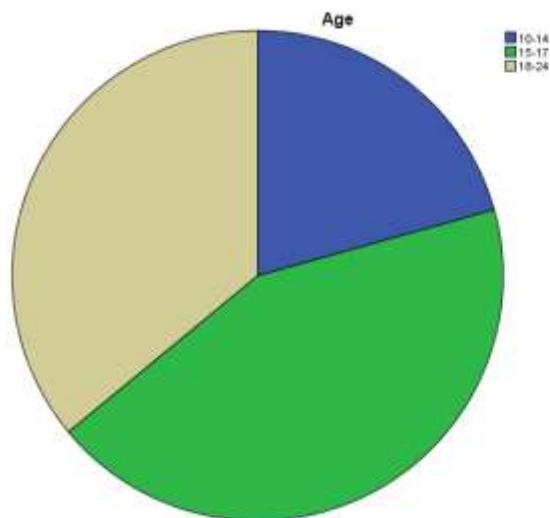
Figure: **2 Age wise Distribution of sample**

Above data show that the sample consist of large number of students belonging to age group 15-17, then 18-24, little number of students lie under the age group 10-14

Figure: 3 **Education wise Distribution**

Above data show that the sample consist of large number of students having the education Intermediate, then Matric, then post graduate little number of students having the education graduate.

Table 1: Descriptive analysis

General Usage of Social Media						
Which social networks do you used mostly	**Facebook**		**WhatsApp**		**LinkedIn**	
	Frequency	%age	Frequency	%age	Frequency	%age
	100	66.6	40	26.6	10	6.6
How many hours a day you spend on social	0-2hour		3-5hour		6-8hour	
	Frequency	%age	Frequency	%age	Frequency	%age
	25	16.6	95	63.3	30	20

networking activities

What are your uses for social media Do you use mostly social media for doing	Social	%age	Academics	%age	Professional	%age
	Frequency 60	40	Frequency 60	40	Frequency 30	20
	Assignments		Games		Chatting	
	Frequency 60	%age 40	Frequency 10	%age 6.6	Frequency 80	%age 53.3

Table 2: Gender wise analysis of response regarding social media use in general usage and in learning

*General Usage and Learning *Gender			
Gender		**GU**	**Learning**
Male	Mean	-.3200	.1867
	N	75	75
	Std. Deviation	.61863	1.27017
Female	Mean	-.7467	-1.4933
	N	75	75
	Std. Deviation	.95992	1.29837
Total	Mean	-.5333	-.6533
	N	150	150
	Std. Deviation	.83277	1.53258

Above data show that the male students were using the social media for learning purpose (M =.18) as compared to the its general use (M= -.32), the female students were using the social media for learning purpose (M =-1.4) as compare to the its general use (M= -.74),

Table 3: *Age wise analysis of response regarding social media use in general and in learning*

*General Usage, Learning * Age*			
Age		**GU**	**Learning**
10-14	Mean	-.4839	.2903
	N	31	31

	Std. Deviation	.81121	.90161
15-17	Mean	-.9231	-.4000
	N	65	65
	Std. Deviation	.95701	1.46629
18-24	Mean	-.0926	-1.5000
	N	54	54
	Std. Deviation	.29258	1.48895
Total	Mean	-.5333	-.6533
	N	150	150
	Std. Deviation	.83277	1.53258

Above data show that the age group 10-14 was using the social media for learning purpose (M =.29) as compared to the its general use (M= -.48), the age group 15-17 was using the social media for learning purpose (M =-.40) as compared to the its general use (M= -.92) while the age group 18-24 was using the social media for general purpose (M =-.09) as compared to the its use in learning(M= -1.5)

Table 4: *Education wise analysis of response regarding social media use in general and in learning*

*GU Learning * Education*			
Education		**GU**	**Learning**
Matric	Mean	-.4819	-.2892
	N	83	83
	Std. Deviation	.81692	1.19481
Intermediate	Mean	-.2889	-.8222
	N	45	45
	Std. Deviation	.69486	2.09207
Graduate	Mean	-2.0000	-2.0000
	N	10	10
	Std. Deviation	.00000	.00000
Post Graduate	Mean	-.5833	-1.4167
	N	12	12
	Std. Deviation	.51493	.51493
Total	Mean	-.5333	-.6533
	N	150	150

Std. Deviation	.83277	1.53258

Above data show that the students having education matric was using the social media for learning purpose (M =-.28) as compared to the its general use (M= -.48), the students having education intermediate was using the social media for general use (M =-.28) as compared to the its use in learning (M= -.82), the students having education graduate was using the social media for learning purpose and in general use equally (M =-2.0) that the students having education post graduate was using the social media for learning purpose(M =-1.4) as compared to the its general use (M= -.58).

Table 5: *Regression*

Coefficients^a

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	-.183	.280		-.653	.515
Gender	-.477	.125	-.288	-3.819	.000
Age	.317	.085	.282	3.732	.000
Education	-.190	.068	-.209	-2.772	.006

a.   Dependent Variable: General Usage

Above data show that there was significant difference on the basis of gender (p = .000), age (p = .000) and education (p = .006) in the general use of the social media.

Table 6: *Regression*

Coefficients^a

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	4.272	.384		11.134	.000
Gender	-1.618	.171	-.530	-9.445	.000
Age	-.786	.116	-.379	-6.754	.000
Education	-.481	.094	-.288	-5.132	.000

a. Dependent Variable: Learning

Above data show that there was significant difference on the basis of gender (p = .

0 00), age (p = .000) and education (p = .000) in the learning through the social media.

DISCUSSION
The research was conducted to answer the question about the effect of Social media on students learning, Outcome from the findings of this study demonstrated that, social media is good for educational purpose and significant usage on student learning. In contrast to a comprehensive investigation, it revealed that these social media platforms on the internet provide several educational benefits. Certainly, Students as well as instructors and students have discovered that using social media improves communication and participation. Teachers and students may now connect with each other individually or among groups through these platforms (Faizi et al., 2013).

It also helps to build strong relations and quick sharing of course content that has significant influence on adolescents' learning. Majority of the stage 15-17 adolescent's uses social media as general usage while majority of the second stage 18-24 adolescents using social media mostly for learning purposes. It's also been shown that social media is a great technique to increase student engagement since it allows shy, scared, or bored students to share ideas and voice their thoughts in a more relaxed environment. Another educational benefit of social media apps is that they promote cooperation since they provide instructors and students with a single location where they can pool their ideas, discuss them with their peers, and publish in a fashion that can be modified.

The study is similar with the study findings of research have shown that as students use social media more often they make good interaction with others. The educationists researched more on finding out the link between students and their social context of learning that is outside of the boundary of educational institution, different social activities outside of the school and schools environment. They found that there is a strong link between students' academic achievement and their social context. (Martin & Dowson, 2009; Feldman & Matjasko, 2005; Eccles & Templeton, 2002).

The use of social media has been increased extremely in current years, queries arising that, how current generation is adjusting in this shift of means of communication, Questions are also continue on how it impacts their learning process. The study was conducted to answer this question, this research collected 200 responses from students at Quetta district. The research also measured the time spent on social networking sites, the specific websites that are being accessed, and the activities and tasks that are being done while on the social networking sites; and tried to measure its usefulness in means of either these are facilitating or distracting the students in their learning process. The purpose of this research was also helpful for education leadership, teachers and parents to discover how and whether the social networking sites are helping their students in

their learning process. Some recommendations are made based on the findings from the survey results after analyzing the data.

Social media promotes self-directed learning by empowering students to research answers and make decisions on their own. In the classroom, these social media skills may be taught and developed to improve learning outcomes and critical awareness. Outside of the classroom, students may use social media to interact and collaborate, which means that kids from all over the world can begin to experience the globally connected world long before they enter the workforce. Considering all of these advantages, we are certain that social media may be employed as useful educational tools that can enhance the learning experience. As a result, whether educators are working in totally online, hybrid, or face-to-face learning environments, we urge that they employ these online social networks.

RECOMMENDATIONS

The following suggestions are made based on the survey findings. To begin, school parents should instruct and restrict their children from adversely utilizing social networking sites at home. Students should also be informed of what social networking is and the potential implications of improper social networking use. Before using technology in the classroom, technology teachers should provide pupils information sessions at the start of the school year. Teachers should guide students on Social media usage and divert them towards critical thinking and debating skills on social media. Activities related to course contents should be design in a way that it will divert students towards the use of social media. Within the institute the students should be allowed to access different social networking sites. |Class work and home work should be assigned in a way that it will help students to get help from social sites. Further it is also important to share the current trends and guide student on authenticity of the content.

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