PERCEPTION OF STUDENTS ABOUT SOCIAL MEDIA AS LEARNING TOOL AT HIGHER SECONDARY LEVEL IN ISLAMABAD

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Abstract

This study explores the perception of higher secondary science students in Islamabad, Pakistan, regarding social media as a learning tool. The COVID-19 pandemic's shift to online education prompted the research, recognizing the integral role social media plays in daily life and e-learning opportunities. The research objectives are to understand students' perceptions of using social media for learning, to identify positive perceptions of using social media for learning, and to investigate negative perceptions of using social media for learning. The methodology involved a descriptive survey design using a questionnaire distributed to a sample of 316 students from five randomly selected colleges in Sectors I and H of Islamabad. Data analysis focused on descriptive statistics like means, frequencies, and percentages. The findings revealed that student perceptions towards the positive and negative aspects of using social media for learning. The research significance lies in informing policymakers when creating laws and regulations for social media use by students, guiding teachers on effectively utilizing social media for student learning, helping curriculum developers design programs that leverage social media, and encouraging students to become independent learners through social media. This research contributes to the ongoing discussion about harnessing the potential of social media in education while mitigating its negative aspects.

Keywords: Social media, Education, Students, Learning, Perception

Introduction

We are living in the era of internet and new generation is hooked up with social media. Social media is like the fourth meal of the day for them. Social media connect people to the recent trends and issue of the world. In the last month of 2019 world face the most disturbing pandemic of recent times in the form of a spreading disease called COVID-19. It effects all factors of the life including education. Therefor trend of education changed, and world goes toward online education. As social media applications are easily accessible for the higher secondary level students in Islamabad, and it became the part of their life, so it is important to shape the social media and make it the learning tool for the young generation.

Kolhar et al. (2021) concluded that social media sites are used by the college students. Students use these sites for various purposes including entertainment and academics. However, some students suggest control use of social media sites for teaching and learning process. Mastrodicasa & Metellus (2013) also concluded that certain population of students wanted that social media sites should be integrated as a learning tool in their studies. Patil et al. (2021) also concluded that students enjoy social media and use it for collaborative work, resource sharing, and community building. Similarly, there was found a significant positive relationship between collaborative learning and perceived usefulness.

After hitting the COVID-19, Pakistani government introduce the online setup for education. This makes the student more accessible to the internet and communication devices. It is there for very important for the people in charge of online learning and people who introduce ICT in the field of education to know the consequences of social media. And try to make it more beneficial to the students (Asif et al., 2022).

Literature Review

Social media sites are used by the college students. Students use these sites for various purposes including entertainment and academics. However, some students suggest control use of social media sites for teaching and learning process. Certain population of students wanted that social media sites should be integrated as a learning tool in their studies. Students enjoy social media and use it for collaborative work, resource sharing, and community building. Similarly, there was found a significant positive relationship between collaborative learning and perceived usefulness Positive perception of social media as a learning tool.

For the enhancement in the education sector, educators love to investigate new technologies as improved and develop tools. It can be said that social media makes communication easy and can be used as a personal communication technology (Balakrishnan et al., 2017; Salleh et al., 2019).

Perception

"Perception is the process through which the information from outside environment is selected, received, organised and interpreted to make it meaningful to you. This input of meaningful information results in decisions and actions". "Perception may be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment."

According to Joseph Reitz, "Perception includes all those processes by which an individual receives information about his environment seeing, hearing, feeling, tasting and smelling. The study of these perpetual processes shows that their functioning is affected by three classes of variables, the objects or events being perceived, the environment in which perception occurs and the individual doing the perceiving."

In my opinion, perception is defined as the process in which one can perceive information (data) from their environment by using five senses and organized, interpreted and analyzed that data to make it meaningful and understandable to others.

Social Media

It is a term used for applications and websites that concentrates on digital socialization, interaction with others, communication, content sharing (sharing of knowledge and information). These platforms include Instagram, Facebook, Twitter, and YouTube. Mobiles or cell phones make these applications and websites more accessible and easier to use. It seems like social media is a new trend, but applications like Facebook, Instagram, YouTube, and WhatsApp are developments of social media throughout many centuries.

CompuServe were earliest forms of the internet. In the 1960s, it was developed. Networking knowledge had improved in the late 70s. Computers turned out to be more common in the 1980s and made social media more accessible. Six Degrees was the first social media site that was recognizable and was formed in 1997. It allowed operators to upload profiles and make friends, and first blogging sites became common in 1999, making a social media sensation and till today, it is still common.

Social Media and Today

Blog invention is the reason for the explosion of the popularity of social media. Destinations like MySpace and LinkedIn acquired noticeable quality in the mid-2000s, and websites like Flickr and Photobucket worked with online sharing of photographs. In 2005, YouTube came out, making a totally new path for individuals to communicate with each other across significant distances. In 2006, Twitter and Facebook both became accessible to users globally. These sites are still the most popular social networks. Other social media apps like Spotify, Instagram, and Pinterest began bursting up to fill specific social media functions. Nowadays, an enormous variety of social media sites are available, and many of them allow

communication globally. This establishes a climate where clients can arrive at the greatest number of individuals without forgoing the closeness of individual-to-individual communication. We can only wonder about the future of social media; it is clearly observed that it will remain in this or some other forms till people are alive (Hendricks, 2013).

It is concluded that social media technology is so well developed and developing day by day. It is affecting every field and aspect of life. Due to this development, different fields use social media for betterment in specific fields. Because of this change, educational environments like skills and knowledge shifted toward virtual and digital environments (Balakrishnan et al., 2017).

Socialization

Interaction of one person to another person and interaction with ideology, norms, customs and values of a society is called socialization. We are living in a digital era and now most of the students use social media apps for socializing. They use social media for making friends, for exchanging ideas, for learning skills and for academic learning too (Chukwuer, 2021). The variety of young people's employments of media, and the variety of media materials accessible to them, make it workable for youths to choose some of the materials of their own socialization (Arnett, 1995).

Knowledge Sharing

Using social media for sharing knowledge is so common and this trend is rapidly increasing. Many individuals and different organizations use digital media for sharing knowledge (Ahmed, Ahmad, Ahmad, & Hidayati, 2018).

Self-Directed Learning

It is the type of learning which makes students able to learn skills and new ideas and update their learning instantly. Self-directed learning is a very helpful factor for lifelong learning. Also, social media is like a transitional factor that supports lifelong learning (Salleh et al., 2019).

Learning from Across Platforms

Learning is a lifelong process; therefore, students can enhance their learning by using different social media platforms.

Ever Ready

Social media connects us with the outer world. Social media make them ready for better preparation to deal with trending academic issues. In the time of crises like COVID, social media help us to connect students with teachers and help us make a digital classroom.

Improve Grades

Some students use social media applications to study. They feel it easy to use social media to solve studies related queries. (Gudelliwar, 2018) Concluded that social media helps students to improve their grades.

Convenient

Social media has become the most convenient tool for learning with instant accessibility and with so many options (Alhababi et al., 2015). Conclude that social media platforms provide instant, handy, and suitable learning tools that provide easy share options to share skills, information, and knowledge.

Collaborate

Students use social media for sharing knowledge, information, and ideas. Also, they use social media to interact with other classmates and teachers. Social media technologies made collaboration easy and instant. In instances, students can collaborate with others for project sharing, blogging, and for additional teaching (Baruah, 2012). It is easy for teachers to communicate and collaborate with students with the help of social media (Gudelliwar, 2018).

Rationale of the Study

Social media is very important in all fields, whether it is education or any other field. Social media is the set of various applications and websites where ideas can be shared through various communities and

various networks. Social media has become an invaluable tool not only for promoting and selling goods and products but also in the field of education. Many students post their problems on the social media platform and get instant help or solutions to their problems. The role of social media in education plays an important role in the student's lives. With the help of social media, students can get information, can fetch or retrieve information easily, and can communicate with their teachers, friends, and classmates easily. Students can get connected with their teachers or professors easily and can gain knowledge and information very easily through its help. Social media has been criticized by many educators because many students waste their time and money on the social media platform. But it offers a lot of opportunities and plenty of options for interaction and gaining information and can increase their learnings.

Social media is the latest technology that helps all students in gaining information and knowledge by adopting different methodologies. The utilization and involvement of social media in education helps students, teachers, professors, and parents to get specific information.

Statement of the problem

Social media and technology have integral parts of our daily life. Social media also plays a vital role in e-learning opportunities. In distance learning, social media helps teachers in organizing online classes to impart their lessons and training more effectively. Social media like Facebook made it possible for students to do self-study, exchange information, give comments, and submit the assignments in order to improve their writing ability and grammar knowledge. There are many social media tools which can be used to promote education. In this study the researcher will study the perception of higher secondary level students about social media as a learning tool.

Objective of the study

Objectives of given study are as follows:

1. To find out the students' perception related to the use of social media as a learning tool.
2. To determine the positive perception of using social media as a learning tool.
3. To investigate the negative perception of using social media as a learning tool.

Research question:

Research questions of given research are as under:

1. What are the students' perceptions related to the use of social media as learning tool?
2. What are the students' perceptions related to the positive use of social media as a learning tool?
3. What is the students' perception related to the negative use of social media as a learning tool?

Significance of the study:

It will hopefully promote policy maker on the use of social media especially among students when making laws and policies for the regulation of such networks. This study is helpful for teachers as they can guide the students about the proper and effective use of social media. It will hopefully helpful the curriculum developers. It will hopefully be helpful for students for making them independent learner.

Delimitation of the study:

The study is delimited to only

- The students of 12 class enrolled in public institutions under FDE.
- The institutions of sector I and H in Islamabad.
- The science students.

Operational definitions:

Social media. Electronic tools, websites, applications that allow digital social interaction is called social media.

Learning tool. Tools that help the student in learning and facilitates the teacher to teaches the concept are called learning tool.

Research design

Researcher will use descriptive method of research by using questionnaire in this study.

2. Population:

Population of this study comprised of science students of higher secondary level of sectors "I" and "H" in Islamabad.

Table 1

Population of the study

Sr. No.	Name of institutions	Sectors	Gender	No. of students
1	Islamabad model college for girls, I-8/4	I	Girls	176
2	Islamabad model college for girls, I-9/1	I	Girls	137
3	Islamabad model colleges for girls, I-10/4	I	Girls	129
4	Islamabad model college for girls, I-8/3	I	Girls	112
5	Islamabad model college for boys, I-10/1	I	Boys	113
6	Islamabad model college for boys, I-10/1, St No. 18	I	Boys	106
7	Islamabad model college for boys, I-8/3	I	Boys	102
8	No college for girls.	H	-	-
9	IMCB, farmer F.G degree college for men, H-9	H	Boys	235
10	IMPC, H-8	H	Boys	357
11	IMPCC, H-8/4	H	Boys	078
	TOTAL			**1545**

Sampling

Ten model colleges are selected from sector I and H of Islamabad. Total number of enrolled 2nd year science students are 1545. According to L, R Gay's sample selection table the sample size for 1600 students will be 310. Students will be selected randomly by using random sampling.

Research instrument

Research instrument will be a questionnaire that will be developed by researcher whose validity will be checked by three or four experts and reliability will be checked by Cronbach alpha value.

Validity and Reliability

The terms' validity and reliability are used to assess the research quality. They describe the accuracy with which a method, approach, or test measure something. Reliability is concerned with its consistency, while validity is concerned with a measure's precision. Reliability will be determined by Cronbach alpha value. Validity of questionnaire will be determined by expert's opinion.

Data collection

Data will be collected using by personally visiting the selected schools.

Data analysis

Data that will be come out from questionnaire will be analyzed through statistical data. The received data will be run in SSPS software and MS Excel according to the objectives of the study.

Methodology

Method or procedure that had adopted in this study for collection of relevant data and its analysis is called research methodology. This section of the study contains design of research, population, sample,

research instrument, sampling technique, data collection, procedure of collecting data and data analysis. For the achievement of research objectives of this study, the researcher follows these steps accordingly. These steps are mentioned below:

Research design

The study was descriptive and quantitative in nature. 5-point Likert scale instrument was used as a research tool. Data was collecting by random sampling techniques. After the data collection, the data was investigated by using mean, percentage and frequency.

Population

The population of this research was consisted higher secondary students (boys and girls) of all public colleges under FDE of sector H and I in Islamabad which are 11 in number consist of 4 colleges of girls and 6 colleges of boys. 554 girls and 991 boys were included.

Table 2

Gender of Population

Sr. No.	Category	No. of Institution	No. of Students
1	Total no of girl's colleges (I and H sector)	4	554
2	Total number of boys colleges (I and H sector)	6	991
	Total	**10**	**1545**

Sampling

A study was conducted to investigate the re among college students in sectors H and I of Islamabad. Four colleges exclusively for girls were identified in Sector I, with a combined student population of 554. In contrast, no colleges for girls were found in Sector H. A total of six colleges for boys were located within these two sectors (Sectors H and I). To ensure a representative sample, the researchers employed the L. R. GAY sampling technique. This method resulted in a sample size of 316 students from the total population of 1545 students. Data collection involved personal visits to five of the selected colleges. To maintain consistency, 63 students were randomly selected from each of the visited colleges, yielding a balanced representation across the sampled institutions.

Instrument

For the collection of data for the given study an adopted questioner on the title "perception of secondary level student about social media as a learning tool" was used as an instrument.

Piloting and validation

Before conducting actual research on sample students, researcher conducted a pilot study on 30 students from random college of Islamabad. The reliability was tested by using Cronbach's alpha and value of reliability was 0.8

Data collection

Data was collected by visiting the 5colleges personally. Randomly 64 students of secondary level (2nd year science student) were selected from every college. They filled the questioner. It took 4 to 5 days

Data analysis and interpretation:

Data was analysed by using statistical tools only descriptive statistics like mean, frequency, and percentage.

Data Analysis

Study aim of this study was to study the perception of secondary level student about social media as a learning tool. In this chapter researcher describes the research analysis and interpretation of data. Collected

data was analysed and interpret using SPSS. Based on this data results, recommendations, finding, and conclusions are made

OBJECTIVE 1

To determine the positive perception of using social media as a learning tool, following are the research items in the research tools.

1. I believe that social media platforms make personal and social life easy and enjoyable.

Table 3

Item No. 1

Respondent	N	Strong agree (SA)	Agree (A)	Neutral(N)	Disagree (D)	Strongly Disagree (SD)	Mean
Frequency	316	106	163	28	15	3	4.1108
percentage	100	33.5	51.6	8.9	4.7	.9	

Table 3 shows that the 33.5% respondent were strongly agreed with the statement that they believe social media platforms make their personal and social life easy and enjoyable., 51.6% agreed, 8.9% neutral, 4.7% were disagreed, 3% strongly disagreed. Mean value of the given statement is 4.1108

2. I believe that the use of social media platforms makes learning easy?

Table 4

Item No. 2

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	143	128	30	10	5	4.2468
percentage	100	45.3	40.5	9.5	3.2	1.6	

Table 4 depicts that 45.3% respondent were strongly agreed, 40.5% were agreed, 9.5% are neutral, 3.2% respondent disagreed and 1.6% respondent are strongly disagreed. Mean value of the given statement is 4.2468 that shows that most of the respondents are strongly agreed.

3. I believe that social media makes it easy for me to communicate with other students.

Table 5

Item No. 3

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	161	121	22	9	3	4.3544
percentage	100	50.9	38.3	7.0	2.8	.9	

Table 5 tells that 50.9% respondent are strongly agreed, 38.3% responded are agreed, 7.0% are neutral, 2.8% respondent disagreed and 0.9% respondent are strongly disagreed. Mean value of the given statement is 4.3544 that shows that most of the respondents are strongly agreed.

4. I believe that social media platforms facilitate communication between students and lecturers.

Table 6

Item No. 4

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	114	148	26	16	12	4.0633
percentage	100	36.1	46.8	8.2	5.1	3.8	

Table 6 tells that 36.1% respondent are strongly agreed, 46.8 % responded are agreed, 8.2% are neutral, 5.1% respondent disagreed and 3.8% respondent are strongly disagreed. Mean value of the given statement is 4.0633 that shows that most of the respondents are strongly agreed.

5. I often conduct study groups because of social media on educational applications.

Table 7

Item No. 5

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	82	146	59	14	15	3.8418
percentage	100	25.9	46.2	18.7	4.4	4.7	

Table 7 tells that 25.9% respondent are strongly agreed, 46.2% responded are agreed, 18.7% are neutral 4.4% respondent disagreed and 4.7% respondent are strongly disagreed. Mean value of the given statement is 3.8418 that shows that most of the respondents are agreed.

6. I believe that learning with social media will improve self-directed learning.

Table 8

Item No. 6

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	110	141	44	15	6	4.0570
percentage	100	34.8	44.6	13.9	4.7	1.9	

Table 8 tells that 34.8% respondent are strongly agreed, 44.6% responded are agreed, 13.9% are neutral, 4.7% respondent disagreed and 1.9% respondent are strongly disagreed. Mean value of the given statement is 4.0570 that shows that most of the respondents are strongly agreed

7. I believe that social media platforms can offer many opportunities and benefits to students.

Table 9

Item No. 7

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	115	136	44	18	3	4.0823
percentage	100	36.4	43.0	13.9	5.7	.9	

Table 9 tells that 36.4% respondent are strongly agreed, 43.0% responded are agreed, 13.9% are neutral, 5.7% respondent disagreed and 0.9% respondent are strongly disagreed. Mean value of the given statement is 4.0823 that shows that most of the respondents are strongly agreed

8. Social media platforms have changed the world, and academic institutions cannot do without it.

Table 10

Item No. 8

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	69	99	67	65	16	3.4430
percentage	100	21.8	31.3	21.2	20.6	5.1	

Table 10 conveys that 21.8% respondent are strongly agreed, 31.3% responded are agreed, 21.2% are neutral, 20.6% respondent disagreed and 5.1% respondent are strongly disagreed. Mean value of the given statement is 3.4430 that shows that most of the respondents are agreed.

9. I believe that social media can assist in learning during crisis period.

Table 11

Item No. 9

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	114	144	30	20	8	4.0633
percentage	100	36.1	45.6	9.5	6.3	2.5	

Table 11 tells that 36.1% respondent are strongly agreed, 45.6% responded are agreed, 9.5% are neutral, 6.3% respondent disagreed and 2.5% respondent are strongly disagreed. Mean value of the given statement is 4.0633 that shows that most of the respondents are strongly agreed

10. I will continue to use social media platforms for learning purposes.

Table 12

Item No. 10

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	112	130	48	14	12	4.0000
percentage	100	35.4	41.1	15.2	4.4	3.8	

Table 12 conveys that 35.4% respondent are strongly agreed, 41.1% responded are agreed, 15.2% are neutral, 4.4% respondent disagreed and 3.8% respondent are strongly disagreed. Mean value of the given statement is 4.0000 that shows that most of the respondents are agreed.

11. I use social media for learning purposes, or the college insists on using it

Table 13

Item No. 11

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	69	142	63	35	7	3.7310
percentage	100	21.8	44.9	19.9	11.1	2.2	

Table 13 tells that 21.8% respondent are strongly agreed, 44.9% responded are agreed, 19.9% are neutral, 11.1% respondent disagreed and 2.2% respondent are strongly disagreed. Mean value of the given statement is 3.7310 that shows that most of the respondents are agreed.

12. I believe in the use of social media for learning purposes: college should promote it.

Table 14

Item No. 12

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	88	146	49	23	10	3.8829
percentage	100	27.8	46.2	15.5	7.3	3.2	

Table 14 Tells that 27.8% respondent are strongly agreed, 46.2% responded are agreed, 15.5% are neutral, 7.3% respondent disagreed and 3.2% respondent are strongly disagreed. Mean value of the given statement is 3.8829 that shows that most of the respondents are agreed.

13. I believe that the continuous use of social media platforms will improve my academic performance.

Table 15

Item No. 13

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	81	118	81	26	11	3.7278

| percentage | 100 | 25.3 | 37.3 | 25.6 | 8.2 | 3.5 | |

Table 15 depicts that 25.3% respondent are strongly agreed, 37.3% responded are agreed, 25.6% are neutral, 8.2% respondent disagreed and 3.5% respondent are strongly disagreed. Mean value of the given statement is 3.7278 that shows that most of the respondents are agreed.

14. I believe that the current generation of students is social media oriented, so it influences their learning.

Table 16

Item No. 14

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	98	117	58	16	27	3.7690
percentage	100	31.0	37.0	18.4	5.1	8.5	

Table 16 Tells that 31.0% respondent are strongly agreed, 37.0% responded are agreed, 18.4% are neutral, 5.1% respondent disagreed and 8.5% respondent are strongly disagreed. Mean value of the given statement is 3.7690 that shows that most of the respondents are agreed.

OBJECTIVE 2

To investigate the negative perception of using social media as a learning tool, following are the research items in the research tools.

15. I have personal fear of social media (social media phobia).

Table 17

Item No. 15

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	46	67	69	67	67	2.8671
percentage	100	14.6	21.2	21.8	21.2	21.2	

Table 17 tells that 14.6% respondent are strongly agreed, 21.2% responded are agreed, 21.8% are neutral, 21.2% respondent disagreed and 21.2% respondent are strongly disagreed. Mean value of the given statement is 2.8671 that shows that most of the respondents are neutral

16. I have no confidence and believe in social media platform for learning purposes.

Table 18

Item No. 16

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	31	48	53	114	70	2.5443
percentage	100	9.8	15.2	16.8	36.1	22.2	

Table 18 depicts that 9.8% respondent are strongly agreed, 15.2% responded are agreed, 16.8% are neutral, 36.1% respondent disagreed and 22.2% respondent are strongly disagreed. Mean value of the given statement is 2.5443 that shows that most of the respondents are neutral.

17. There are no college policies that guide the use of social media for academic purposes.

Table 19

Item No. 17

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	68	116	63	50	19	3.5190
percentage	100	21.5	36.7	19.9	15.8	6.0	

Table 19 tells that 21.5% respondent are strongly agreed, 36.7% responded are agreed, 19.9% are neutral, 15.8 % respondent disagreed and 6.0% respondent are strongly disagreed. Mean value of the given statement is 3.5190 that shows that most of the respondents are agreed.

18. I believe that the usage of social media for educational purposes is frustrating

Table 20

Item No. 18

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	34	82	75	86	39	2.9557
percentage	100	10.8	25.9	23.7	27.2	12.3	

Table 20 depicts that 10.8% respondent are strongly agreed, 25.9% responded are agreed, 23.7% are neutral, 27.2% respondent disagreed and 12.3% respondent are strongly disagreed. Mean value of the given statement is 2.9557 that shows that most of the respondents are neutral.

19. Using social media platforms demands a great deal of mental energy and effort.

Table 21

Item No. 19

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	52	91	45	82	46	3.0665
percentage	100	16.5	28.8	14.2	25.9	14.6	

Table 21 tells that 16.5% respondent are strongly agreed, 28.8% responded are agreed, 14.2% are nature, 25.9% respondent disagreed and 14.6% respondent are strongly disagreed. Mean value of the given statement is 3.0665 that shows that most of the respondents are agreed

20. Interacting with social media for academic reasons is time consuming.

Table 22

Item No. 20

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	53	80	53	91	39	3.0538
percentage	100	16.8	25.3	16.8	28.8	12.3	

Table 22 tells that 16.8% respondent are strongly agreed, 25.3% responded are agreed, 16.8% are neutral, 28.8% respondent disagreed, and 12.3% respondent are strongly disagreed. Mean value of the given statement is 3.0538 that shows that most of the respondents are agreed

21. Social media can be distracting to students.

Table 23

Item No. 21

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	80	84	68	56	28	3.4177
percentage	100	25.3	26.6	21.5	17.7	8.9	

Table 23 tells that 25.3% respondent are strongly agreed, 26.6% responded are agreed, 21.5% are neutral, 17.7% respondent disagreed, and 8.9% respondent are strongly disagreed. Mean value of the given statement is 3.4177 that shows that most of the respondents are agreed

22. Learning through social media platforms is not suitable for personal learning needs.

Table 24

Item No. 22

Respondent	N	SA	A	N	D	SD	Mean

Frequency	316	48	81	62	93	32	3.0633
percentage	100	15.2	25.6	19.6	29.4	10.1	

Table 24 tells that 15.2% respondent are strongly agreed, 25.6% responded are agreed, 19.6% are neutral, 29.4% respondent disagreed and 10.1% respondent are strongly disagreed. Mean value of the given statement is 3.0633 that shows that most of the respondents are agreed.

23. I do not believe that I am technically advanced to use social media platforms for learning purposes.

Table 25

Item No. 23

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	34	72	57	80	73	2.7278
percentage	100	10.8	22.8	18.0	25.3	23.1	

Table 25 depicts that 10.8% respondent are strongly agreed, 22.8% responded are agreed, 18.0% are neutral, 25.3% respondent disagreed and 23.1% respondent are strongly disagreed. Mean value of the given statement is 2.7278 that shows that most of the respondents are neutral.

24. I believe that the college is not supporting the use of social media for learning purposes.

Table 26

Item No. 24

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	33	64	75	96	48	2.8038
percentage	100	10.4	20.3	23.7	30.4	15.2	

Table 26 tells that 10.4% respondent are strongly agreed, 20.3% responded are agreed, 23.7% are neutral, 30.4% respondent disagreed and 15.2% respondent are strongly disagreed. Mean value of the given statement is 2.8038 that shows that most of the respondents are neutral

25. I think that students will find it difficult to use social media platforms for learning purposes.

Table 27

Item No. 25

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	43	85	66	74	48	3.0032
percentage	100	13.6	26.9	20.9	23.4	15.2	

Table 27 depicts that 13..6% respondent are strongly agreed, 26.9% responded are agreed, 20.9% are neutral, 23.4% respondent disagreed and 15.2% respondent are strongly disagreed. Mean value of the given statement is 3.0032 that shows that most of the respondents are agreed

26. I think that the use of social media will promote academic cheating (plagiarism).

Table 28

Item No. 26

Respondent	N	SA	A	N	D	SD	Mean
Frequency	316	70	108	46	45	47	3.3449
percentage	100	22.2	34.2	14.6	14.2	14.9	

Table 28 tells that 22.2% respondent are strongly agreed, 34.2% responded are agreed, 14.6% are neutral, 14.7% respondent disagreed and 14.9% respondent are strongly disagreed. Mean value of the given statement is 3.3449 that shows that most of the respondents are agreed.

Summary

The study was directed to study the perception of secondary level students about social media as a learning tool. The objectives of this study were to find the positive and negative perception of students about social media as a learning tool. We are living in the era of internet and technology, and today's generation is hooked up with it, as observed in numerous studies (Lenhart et al., 2019; Pew Research Center, 2021), so it was important to study the positive and negative perception of students about making it a learning tool.

Population of this study was the model colleges under FDE in sector "I" and "H". Science students of 2nd year were selected. 1545 students are studied in these colleges. Sample of 316 students were selected by using L, R GUY's table of sampling technique. For collecting data, the researcher selected 5 out of 10 colleges by convenient sampling technique because of the omicron variant. Researchers collected data by personally visiting the selected schools.

For the research instrument, an adopted questionnaire was used based on 26 statements after taking permission. Whose reliability was examined by Cronbach alpha value. Data was analyzed by using SPSS. Mean, frequency, and percentage formulas were used for results.

Finding

The analysis of the data provides valuable insights into the perceptions of higher secondary level students in Islamabad regarding the use of social media as a learning tool.

A significant majority of students expressed positive views about the role of social media in education. They believe that social media platforms can enhance their learning experience. Students indicated that social media platforms make it easier to communicate with peers and instructors, both inside and outside the classroom. This facilitates collaboration on assignments, sharing of information, and the formation of study groups. Many students perceive social media as a valuable tool for self-directed learning. They highlighted the ability to access a wide range of educational resources, participate in online discussions, and engage in independent research. A notable number of students believe that using social media can positively impact their academic performance. They cited benefits such as increased motivation, improved time management skills, and access to timely updates and information (Buckingham Shum & Lee, 2019; JISC, 2021). Students recognized the potential of social media to support learning during crises (UNESCO, 2020). They highlighted its role in providing access to educational resources, facilitating online classes, and maintaining communication with instructors and peers.

While the majority of students held positive views, a smaller group expressed more neutral or mixed opinions. Some students reported feeling anxious or uncertain about using social media for academic purposes. They expressed concerns about privacy, cyberbullying, and the potential for distraction. A significant number of students indicated that they would like to see more institutional support for the use of social media in education. They suggested that colleges and universities should provide guidelines, training, and resources to help students use social media effectively.

The findings suggest that social media has the potential to be a powerful tool for enhancing student learning. However, it is essential to address concerns about digital literacy, online safety, and the need for appropriate guidance and support from educational institutions.

Conclusions

The study reveals that young people perceive social media as a valuable tool for both social interaction and learning. They find social media platforms enjoyable and easy to use, and they utilize them to connect with friends, share experiences, and stay updated on current trends.

Furthermore, the study highlights the significant role of social media in education. Many students use social media to access educational resources, collaborate with peers, and engage in self-directed learning.

They find it convenient to communicate with instructors, seek clarification on course materials, and participate in online discussions.

However, the study also underscores the need for appropriate guidance and support from educational institutions. While social media offers numerous benefits, it is essential to address potential challenges such as cyberbullying, misinformation, and excessive screen time. By providing clear guidelines, digital literacy training, and a supportive learning environment, educational institutions can help students harness the power of social media for academic success."

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