

## **Does Social Media help Students with Time Management in the Academic Activities of the University in Wah Cantt?**

**Sadiqeen Ahmad**

*M. Sc Mass Communication, Virtual University of Pakistan*  
[engsadqain@gmail.com](mailto:engsadqain@gmail.com)

### **Abstract**

*Media is considered the most effective tool to spread information and opinions in the community. It plays an important role in time management and exchanging or transferring information between different nations globally. The study is important, as this study tries to determine the role of social media on the academic activities of university-level students in Wah Cantt. The study develops a questionnaire to collect primary data from university-level students in Wah Cantt. The overall findings of the study revealed that Social media apps play an important role in improving the academic activities of University students in Wah Cantt. Based on the results of the data analysis, it is clear that social media is frequently used by students in educational institutions. Students use social media apps such as Facebook, Twitter, Google Classroom, WhatsApp, and others to have convenient access to teaching materials and to communicate with their teachers. This will also facilitate time management.*

**Keywords:** *social media, academic activities, questionnaire, data analysis, time management.*

### **Introduction**

Nowadays, media is not restricted to daily paper, TV, or radio but incorporates a range of advanced means of communication, both in composed and audio-video shapes. Media has ended up fast, effective and available because it is shared data around the world in no time. Everything can be saved electronically on computers, mobiles, or other computerized devices (Rauf, Kalim, & Mubeen, 2018). Advanced media put an incredible impact on states and societies with a few great and awful sides. Through the different components of media:- television, computer consoles/games, mobile phones, radio and music-iPods/mp4s, web, magazines/newspapers, media can hold considerable circles of impact on individuals (Keating, 2011). The utilization of electronic gadgets and distinctive applications; YouTube, Facebook, WhatsApp, electronic mail, and search engines i.e., internet explorer, Google Chrome, Mozilla Firefox, etc play an important role in increasing students' and teachers' performance in the institutions. The appropriate use of these apps and search engines if used for gaining knowledge and information, will ultimately help to increase the performance of the institution as well, as most of them have mobile phones and computers at hand (Gul, 2021). The use of media in an educational institution on one hand not only improves the performance of teachers, administrative staff, and students as well it contributes to increasing the overall performance of the institution. Let's take the example of any university website, Anyone who requires information about the university can get access to the website by using the internet by doing so one can get all the required information by using social media apps like emails, Facebook, Youtube, university learning management system (LMS), Whatsapp, and university website. One can also get information about foreign institutions by sitting in their home country.

According to Bazalgette (2009), children developing in the 21st century have to get the total extent of media accessible to them, both as sources of amusement and information and as a source of communication and sharing thoughts. To control the mindset of a particular society, the media plays an important role in disseminating information to the general public which will ultimately help in transforming societies (Malita, 2011; Rauf et al., 2018). The more that data and communication technologies gotten to be central to present-day society, the more it is basic to identify and oversee the advancement of the skills and capacities required to utilize them. Likewise, media is considered an effective means for good teaching and act as an effective tool to teach the more traditional aspects of the syllabus (Giunchiglia et al., 2018; Gul, 2021). In the institution, the teachers used these social media platforms for disseminating information to their students on a timely basis. On the other hand, social media applications also help students to receive information about their academic performance on a timely basis. Therefore we can say that social media platforms are very effective in increasing teacher and student performance and overall they will put a very positive impact on the performance of the institution as well (Cheng & Chen, 2018). The main reason to work on this issue is to explore how social media apps used by students in educational institutions can impact the academic activities performed by them in universities. Moreover, according to the researcher's best knowledge, no study is available in the past literature used to investigate the role of social media on the academic activities of university-level students in Wah Cantt.

### **Research Objectives**

To access the role of social media on the academic activities of University students in Wah Cantt.

### **Research Questions**

- What are the most frequently used social media apps for academic purposes?
- What are the different educational uses of social media apps?
- How social media apps have provided ease in performing educational activities?
- What are the misuses of social media regarding educational activities?

### **Literature Review**

There are different sorts of electronic media and applications utilized socially, this research study's purpose is to urge information on various social media apps that are particularly related to teachers, students, and institution performance. To be specific, the following types were inquired approximately in the questionnaire i.e. mobile phones, laptops, and social media like Facebook, WhatsApp, YouTube, and e-mails. The teachers and students were asked how they use these social media platforms to share their notes and information and to receive notes and important information in their institution respectively. In the current era, when the Web has ended up as an energetic source of information, media validity has picked up greater attention from the masses and cities (Wathen & Burkell, 2002) especially due to the dissemination of electronic media in digital media (Garrison, 2003). The effect of communication and the free flow of information has moved the world into "a borderless town," a genuine concept of Marshal McLuhan, and within the later situation, civilization may not develop without organized structured knowledge and communication (Hungbo, 2007). Electronic media put a powerful impact on everyone's life nowadays, especially young generations like students (Sangeetha & Vanitha, 2019). Concurring

to Saeed (2021), the effect of communication and the free stream of information has moved the world into “a borderless town,” a genuine concept of Marshal McLuhan (Cheng & Chen, 2018; Hungbo, 2007). Certainly, media can control either positive or negative impacts because of its capacity as a ‘double-edged sword’ (Tai, 2015).

Today’s media works for entertainment and improving academic performance and it makes a difference in updating the quality of our lives (Basu, 2007). Headway within computers and mobiles has helped social media to develop. Hence, the exchange of data and information, both for great and bad purposes is taking put at household, territorial and worldwide levels (Malita, 2011; Rauf et al., 2018). These days littler screens have empowered the rise of unused patterns and mass media have ended up versatile. The spread of social media, driven by the internet boom and mobile innovation and technology is changing the living style of society (Ungerer, 2012). The use of mobile phones and the laptop gives a new trend in modern society and these gadgets and applications are used for spreading important information as well as sometimes they may be used to spread bad information and news respectively (Giunchiglia et al., 2018; Stromback, 2014). Carry mentioned in his book that media act as a tool that will give education to children that how they will be able to use new applications in the digital world. This book also helps the teachers as well and by learning this book they will be able to guide their students in a better way about the importance and usage of social media. The teachers will also learn about ways of making their classroom lectures more effective and productive.

Electronic instruments make classes more proficient, lectures more effective, reading assignments more informative, more discussions, more interesting, and more challenging, and students’ papers more unique and well inquired about, this all shows the higher goals of good teaching and learning (Brinkley, 1999). Technology provides us with a borderless environment and we can use the technology for sending and receiving the information anytime and anywhere. By using technology the students and the teachers do their best and improve their learning process and get access anytime and anywhere (Sweeney, 2009).

## **Research Methodology**

### **Participants/Sample:**

A sample is the subset of the whole population. It is very difficult for a researcher to collect data from the population. Therefore, sampling is the best choice to get appropriate data and to overcome the issue of cost and time to complete a project. The sample for this study will be the students at the universities located in Wah Cantt. There are two universities in Wah Cantt, the University of Wah and COMSATS University Islamabad Wah Campus. There are four faculties at the University of Wah, (1) the Faculty of Social Sciences, (2) the Faculty of Basic Sciences, (3) the Faculty of Computer Sciences, and (4) the Faculty of Management Sciences. All these faculties have bachelor's and master's level programs. Whereas in COMSATS University, there are three faculties such as (1) the faculty of engineering (2) the faculty of Computer Sciences, and (3) the Faculty of Management Sciences. All these faculties have bachelor's and master's level programs, therefore we will collect data from the students of the two faculties according to their availability from both universities. The technique of purposive sampling will be used to collect the data by using a questionnaire from the target audience.

**Research Tools? Instruments:**

The research study will use a survey technique and the primary data will be collected by using a questionnaire. The questionnaire includes some questions about the demographics and some general questions based on the research questions of this study. Data analysis will be done after collecting data from the target audience.

**Procedure:**

The study used a survey approach in which the questionnaire will be distributed to the teachers and the students in the universities located in Wah Cantt. There are two universities in WAH CANTT, the University of WAH and COMSATS University Islamabad Wah Campus. Both of these universities offer master's level and bachelor's level programs, therefore we will collect data from the students enrolled in these programs.

**Data Analysis**

This research study used quantitative data collected from the target audience with the help of a questionnaire. The study finds percentage distribution and pie charts for the data.

**Frequency Distribution and Pie Charts for Demographic Variables**

Frequency Distribution and pie charts show the percentage distribution of the variables.

**Frequency Distribution and Pie Chart for Gender**

Figure 1 shows the pie chart for gender, in this project we have two options for the variable gender: male and female. The findings of the study show that 57% of the respondents are male and the rest of the 42.67% of the respondents are female respectively. Table 1 shows the frequency distribution for gender.

**Table 1:** *Frequency Distribution for Gender*

Gender	Freq.	Percent	Cum.
1 (male)	86	57.33	57.33
2 (female)	64	42.67	100
Total	150	100	

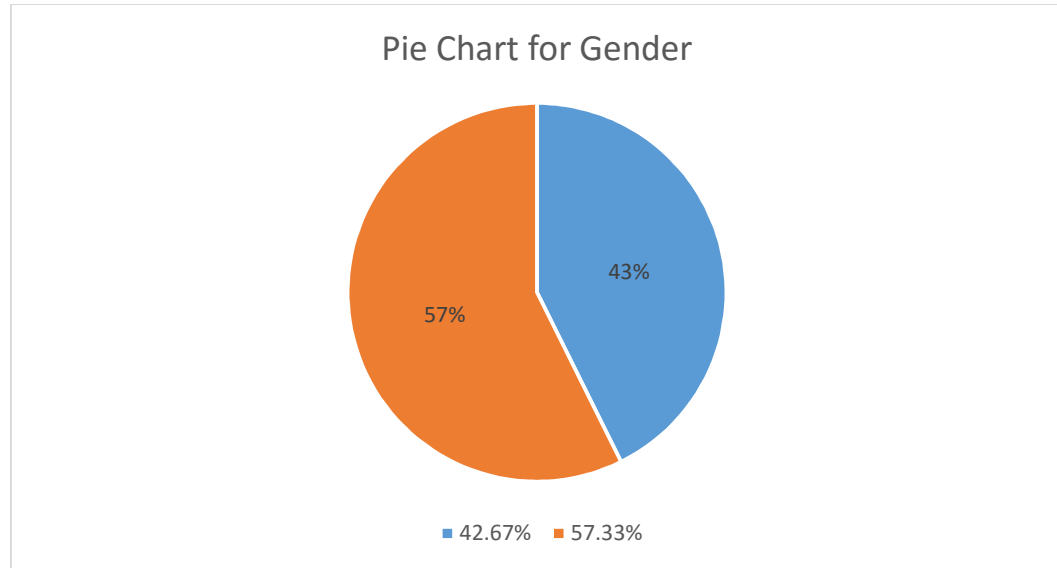
**Figure 1: Pie Chart for Gender****Frequency Distribution and Pie Chart for Department**

Figure 2 shows the pie chart for the department from which we collect the data for analysis, in this project we have two options for the variable department: the Department of Management Sciences and the Department of Computer Sciences. The findings of the study show that 56% of the respondents are from the Department of Management Sciences and the rest of the 44% of the respondents are from the Department of Computer Sciences from both selected universities; University of Wah and COMSATS University Islamabad, Wah Campus respectively. Table 2 shows the frequency distribution for the department.

**Table 2: Frequency Distribution for Department**

Department	Freq.	Percent	Cum.
1 (Management Sciences)	82	55.67	55.67
2 (Computer Sciences)	68	44.33	100
Total	150	100	

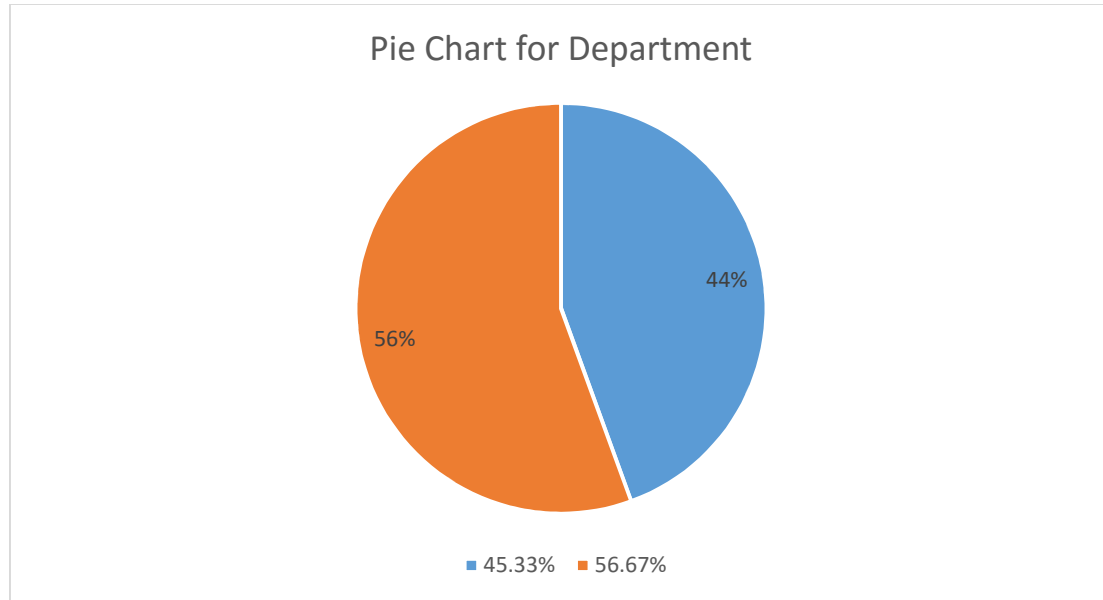
**Figure 2:** Pie Chart for Department**Frequency Distribution and Pie Chart for Institution**

Figure 3 shows the pie chart for the institution from which we collect the data for analysis, in this project we have two options for the variable institution: University of Wah, Wah Cantt, and COMSATS University Islamabad, Wah Campus. The findings of the study show that 53% of the respondents are from the University of Wah and the rest of the 47% of the respondents are from COMSATS University Islamabad, Wah Campus respectively. Table 3 shows the frequency distribution for the institution.

**Table 3:** Frequency Distribution for Institution

Institution	Freq.	Percent	Cum.
1 (University of Wah)	80	53.33	53.33
2 (COMSATS University Islamabad)	70	46.67	100
Total	150	100	

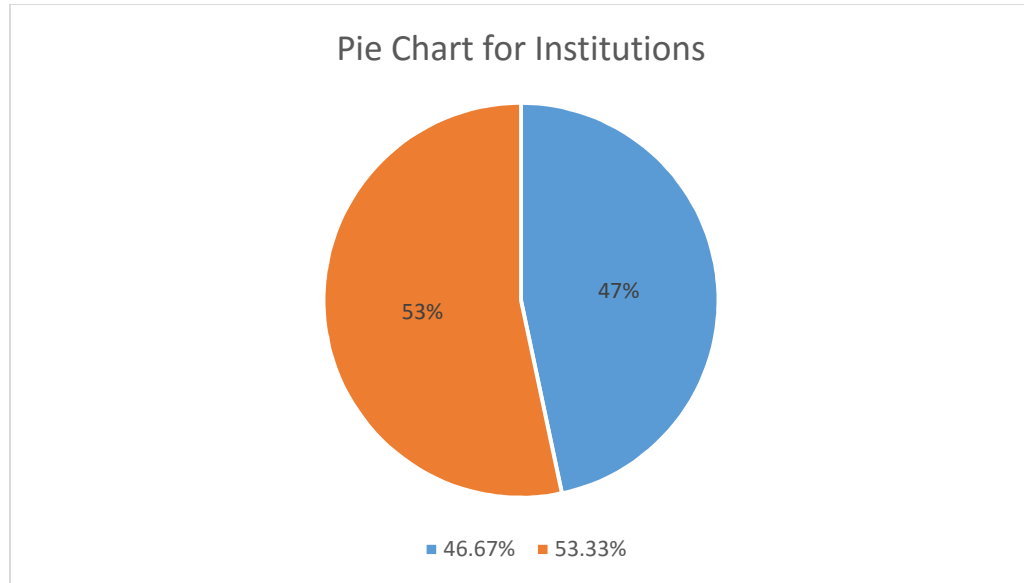
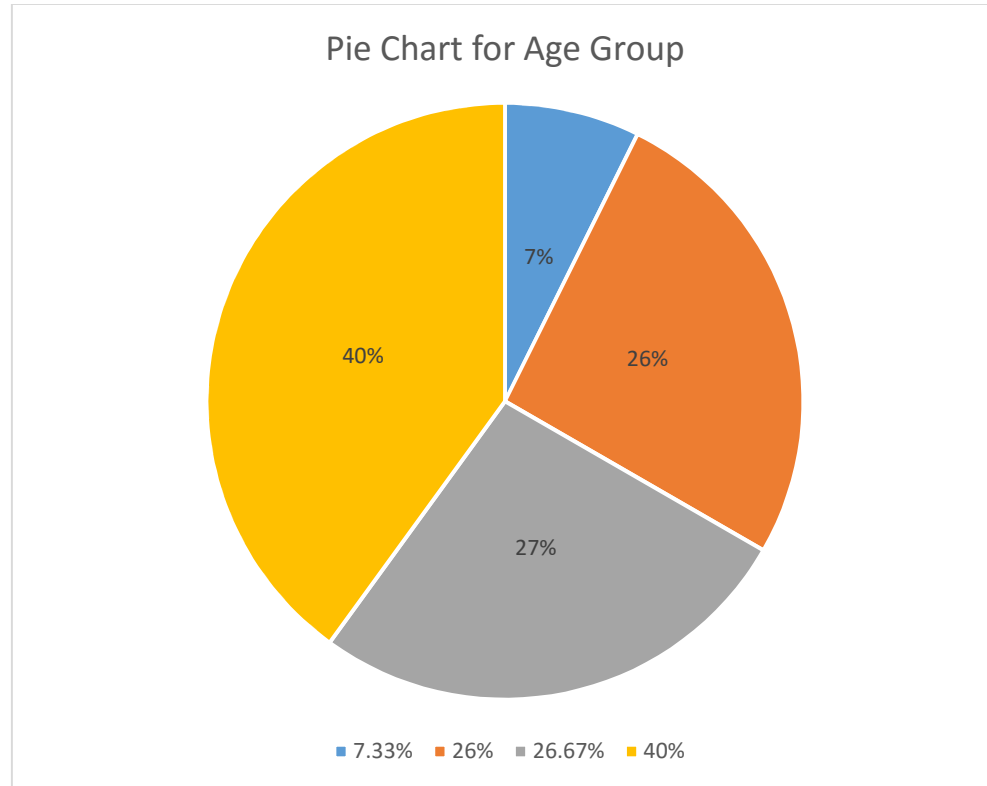
**Figure 3: Pie Chart for Institution****Frequency Distribution and Pie Chart for Age Group**

Figure 4 shows the pie chart for the age group from which we collect the data for analysis, in this project we have four options for the variable age group: (22Y-24Y, 24Y-26Y, 26Y-28Y, 28Y-above). University of Wah, Wah Cantt and COMSATS University Islamabad, Wah Campus. The findings of the study show that 26% of the respondents represent the first age group, 40% of the respondents represent the second age group, 28% of the respondents represent the third age group, and 7% of the respondents represent the fourth age group respectively. Table 4 shows the frequency distribution for the age group.

**Table 4: Frequency Distribution for Age Group**

Age	Freq.	Percent	Cum.
1 (20-22)	39	26	26
2(22-24)	60	40	66
3(24-26)	40	27.67	92.67
4(26-above)	11	7.33	100
Total	150	100	



**Figure 4:** Pie Chart for Age Group**Percentage Distribution for Research Question 1**

The first question of this research is “What are the most frequently used social media apps for academic purposes?”

**Table 5:** *Percentage Distribution for RQ 1*

Questions		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	Google Classroom in your institution has wide usage for learning and sharing purposes	0%	0.66%	32%	43%	24%
2	I try to make an account on every social media platform	0%	0%	26%	44.66%	29.33%
3	FB can give information regarding any matter globally	0%	0.66%	20%	48%	31.33%
4	Google Classroom and MS Teams have on-campus and off-campus access to the students	0%	1.33%	22.66%	40%	36%
5	The use of Whatsapp in the institution impacts your performance	0%	1.33%	23.33%	48.66%	26.66%



6	Important information regarding tasks to be done or submitted through email	4.66%	19.33%	32%	29.33%	14.66%
7	You have easy access to YouTube in the institution to see and download lectures related to a particular subject	0%	4%	35.33%	35.33%	25.33%
8	I have activated notifications about social media apps on my android device for academic purposes	8%	16%	20%	22.66%	33.33%
9	I use social media apps to connect with my teachers	0%	1.333%	22.66%	40%	36%
10	Whatsapp and other social media apps are being used by both teachers and students to share links, files, and academic information.	4.66%	11.33%	24%	34%	26%

Table 5 shows the percentage distribution for each dimension of the research question1. We collect the data from 150 respondents from both selected universities (University of Wah and COMSATS University). The findings of the study show that most of the respondents agree and strongly agree that most social media apps are used for academic purposes.

#### Percentage Distribution for Research Question 2

The second research question is “What are the different educational uses of social media apps?”

**Table 6: Percentage Distribution for RQ 2**

Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1 Every person has easy access to YouTube in your institutions	0%	1.33%	20%	48%	31.33%
2 The interesting videos related to your academic task keep you engaged	0%	1.33%	22.66%	40%	36%
3 You use YouTube in your institution to download lectures related to your subject	0%	1.33%	23.33%	48.66%	26.66%
4 You can use Google classrooms and MS teams etc. for uploading the lecture material and submission of quizzes and assignments	0%	4%	35.33%	35.33%	25.33%
5 You communicate your notes on the official Whatsapp group.	0%	0%	40.66%	34.66%	24.66%
6 You share lecture material on FB	10%	16.66%	26%	27.33%	19.33%
7 Email is the official platform for the dissemination of information in the institution	4.66%	11.33%	24%	34%	26%

Table 6 shows the percentage distribution for each dimension of research question 2. We collect the data from 150 respondents from both selected universities (University of Wah and COMSATS University). The findings of the study show that most of the respondents agree and strongly agree that social media apps have different educational uses.

**Percentage Distribution for Research Question 3**

The third research question is “How social media apps have provided ease in performing educational activities?”

**Table 7: Percentage Distribution for RQ 3**

Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1 I have easy access to the academic literature on the internet at my institution	0%	0%	41.33%	34.66%	24.66%
2 By using social media apps I can easily share my task with my teachers	10%	16.66%	26%	27.33%	19.33%
3 Social media apps help me in making my assignments	0%	0.66%	32%	44%	23.33%
4 I try to get important information related to my duties/ tasks by using social media platforms in my institution	2.66%	6%	16.66%	46.66%	28%
5 The Internet is improving teaching/learning skills.	0%	0%	40.66%	34.66%	24.66%
6 Your institutional website provides up-to-date information regarding all academic activities performed in your institutions	0%	0.66%	40%	42%	17.33%
7 Your institution's website provides information regarding important events and programs	4.66%	11.33%	24%	34%	26%

Table 7 shows the percentage distribution for each dimension of research question 3. We collect the data from 150 respondents from both selected universities (University of Wah and COMSATS University). The findings of the study show that most of the respondents agree and strongly agree that social media apps have provided ease in performing educational activities.

**Percentage Distribution for Research Question 4**

The fourth research question is “What are the misuses of social media regarding educational activities?”

**Table 8: Percentage Distribution for RQ 4**

Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1 The usage of social media apps refrains me from giving attention to the lectures in class	2.66%	4.66%	27.33%	43.33%	22.66%
2 The social app usage refrains me from giving attention to my colleague	3.33%	6.66%	25.33%	38%	26.66%
3 My social life gets disturbed by using social media all the time.	2.66%	7.33%	17.33%	44.66%	28%

4	I tend to ignore my important duties while using social media	0.66%	1.33%	22.66%	40%	36%
5	I tend to scroll through useless videos and ignore important assignments	4.66%	11.33%	24%	34%	26%
6	While using social networking apps it is difficult for me to concentrate on my work.	0%	0.66%	40%	42%	17.33%
7	Excessive use of social media apps decreases my academic performance	4.66%	14.66%	28%	29.33%	23.33%

The findings from Table 8 indicate mixed results some of the respondents agree that there are no misuses of social media regarding educational activities and other respondents agree that there are some misuses of social media concerning educational activities.

### Discussion and Conclusion

The overall findings of the study revealed that Social media apps play an important role in improving the academic activities of University students in Wah Cantt. Google Classroom in your institution has wide usage for learning and sharing purposes and most university students have an account on every social media platform. Facebook can give information regarding any matter globally. All the students have access to Google classroom and MS Teams on campus and off campus. The students use Whatsapp in the institution for getting information regarding their tasks and also important information regarding tasks to be done or submitted through email. In both institutions, all the students have easy access to YouTube to see and download lectures related to a particular subject. There are different educational uses of social media apps students have easy access to YouTube in the institution and they can use it for watching interesting videos related to their academic activity, they can even use it to download lectures related to their subjects. Students can use Google classrooms and MS teams etc. to upload the lecture material and submission of quizzes and assignments. Students can send and receive messages and notes on the official Whatsapp group. Students can use email as an official platform for the dissemination of information in the institution.

There are some misuses of social media regarding educational activities, the usage of social media apps refrains students from giving attention to the lectures in class. Student life gets disturbed by using social media all the time. The students who use social media most of the time tend to ignore their duties and scroll through useless videos and ignore important assignments and it will be difficult for them to concentrate on their work. Finally, excessive use of social media apps decreases their academic performance.

In the light of findings gained from the data analysis, it is evident that social media is widely used by students in educational institutes. Youngsters use the social media apps like Facebook, Twitter, Google Classroom, Whatsapp, etc. for gaining easy access to teaching material as well as for keeping in contact with their tutors. This helps them with proper time management in academic activities. The use of social media in education helps students, teachers, and parents to get more useful information, to connect with learning groups and other educational systems that make education convenient. Social network tools afford students and institutions multiple

opportunities to improve learning methods. There are certain scenarios where these apps can lead to misuse but overall, these applications have helped in the improvement of the educational system. Future researchers can use the framework by analyzing the results in various other contexts.

## **References**

- Basu, N. P. (2007). *Mass Media and Contemporary Social Issues*. Naval Pranhakar and Narendra Basu, New Delhi: Commonwealth Publishers.
- Bazalgette, Cary. ed. (2010) *Teaching Media in Primary Schools*, retrieved from <https://in.sagepub.com/en-in/sas/teaching-media-in-primary-schools/book234628>, Sage Publishing.
- Cheng, Y. H., & Chen, Y. C. (2018). Enhancing classroom management through parental involvement by using social networking apps. *South African Journal of Education*, 38(Supplement 2), s1-s14.
- Garrison, B. (2003). How newspaper reporters use the Web to gather news. *Newspaper Research Journal*, 24(3), 62-75.
- Giunchiglia, F., Zeni, M., Gobbi, E., Bignotti, E., & Bison, I. (2018). Mobile social media usage and academic performance. *Computers in Human Behavior*, 82, 177-185.
- Gul, E. (2021). Uses of Electronic Media in College Classes: A Survey of Mandi Baha-Ud-Din and Bhalwal Colleges. *Pakistan Journal of Educational Research*, 4(3), 122-136.
- Hungbo, J. (2007). Credible news measures: A medium's integrity. *Nebula*, 4(1), 276-284.
- Keating, S. (2011). A study on the impact of electronic media, particularly television and computer consoles, upon traditional childhood play and certain aspects of psychosocial development amongst children. *International Journal for Cross-Disciplinary Subjects in Education*, 2(1), 294-303.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607-610.
- Malita, L. (2011). Social media time management tools and tips. *Procedia computer science*, 3, 747-753.
- Rana, R. K. (2012). *Media in Swirl*. New Delhi: Pentagon Press.
- Rauf, S., Kalim, I., & Mubeen, M. (2018). Impact of Electronic Media on Pakistan's Security. *Global Social Sciences Review*, 3(1), 434-446.
- Saeed, M., Farooq, T., Khan, M. A., & Mahmood, N. (2021). Perception of Electronic News Media of Pakistan in the Digital Age. *Asian Journal for Public Opinion Research*, 9(3), 293-306.
- Sangeetha, N., & Vanitha, J. (2019). A Study on the Impact of Electronic Media in Relation to Social Awareness among High School Students in Coimbatore District. *Shanlax International Journal of Education*, 7(3), 16-25.
- Tai, Q. (2015). A Double Edged Sword: Western Media in Transforming the Political Attitudes of Overseas Chinese.
- Ungerer, C. (2012, February 27). *Social Media and National Security*. ASPI Strategic Policy Form.
- Wathen, C. N., & Burkell, J. (2002). Believe it or not: Factors influencing credibility on the Web. *Journal of the American society for information science and technology*, 53(2), 134-144.
- Empowering Women in Cairo, Egypt