

Impacts of Social Networking Sites on University StudentsDr. Saima Mahmood¹, Fozia Parveen², Muhammad Hafeez^{*3}**Original Article**

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Abstract

The social networking sites (SNS) usage has received popularity in recent years, particularly for students' academic purposes and communication. This article analyzes the experience of university students with using SNS and the strategies they employ to strengthen sociability and learning activities through social media such as Facebook, TikTok, Messenger, YouTube, and WhatsApp. This study was conducted by collecting data from a qualitative research design by adopting a semi-structured face-to-face interview with 22 graduate university students studying in the Department of Education, Benazir Bhutto Shaheed University, Lyari, Karachi who reported experiences and strategies in learning activities with SNS. The randomly sampled data were transcribed and thematically analyzed. The results of the qualitatively designed study shown that despite a few constraints, university graduate students utilize SNS for academic and social reasons. The students acknowledged social media as a significant, effective academic and communication platform. The study recommends that dependency on SNS seems to expand for endangering students' academic, social, and physical well-being.

Keywords: Analyzing; Experiences; University Students; Using Social Networking Sites

Introduction

Learning is an important element of life and can be achieved through different media (Hafeez et al., 2020). In the present age, social media has become a tool to rapidly disseminate educational information and enable social interaction (Chau et al., 2018; Saud et al., 2020; Tsao et al., 2021, Hafeez, 2021). It has been seen as a tool for peer support, group learning, and increasing student engagement with online academic activities (Ansari & Khan, 2020). Furthermore, Price et al. (2018) said that students found engagement with the platform worthwhile, and indeed social networking sites (SNS) have become a common activity in the daily schedule of many adolescents. However, research has shown that using these web-based platforms is related with mental health issues such as depressed symptoms and suicidal behaviour. Further, people use social media platforms like Facebook, Twitter, and Myspace to establish and maintain relationships which have become an internet phenomenon growing in popularity over the past ten years (Liu & Bakici, 2019). Also, SNS enables users to create individual accounts, interact with other users online, upload images, update statuses, as well as send private or public messages to anybody they choose.

Additionally, many research studies investigated the association between using social media and mental health issues because this refers to a culturally defined reality (Keles et al., 2020). The most important factor that affects students' academic performance and social communication has been found due to higher depression in adolescents who felt less socially linked to their surroundings and socially isolated and spent an excessive amount of time on social media (Kircaburun et al., 2019). Indeed, students become more likely to be satisfied if they get enough online access inside and outside the university promoting their interactive learning between teachers and friends (Çelik & İçduygu, 2019). Moreover, students are more likely to succeed academically and develop inquisitive skills if they actively participate in network learning because technological engagement has changed how people learn and interact with one another (Dwivedi et al., 2020, Hafeez et al., 2022).

Similarly, technology seems to have given people access to a global learning community where they can share ideas and interact with people from all around, which has boosted and promoted the development of new and creative approaches to teaching and learning engagement. Therefore, higher education institutions must establish a favorable online learning environment with the provision of SNS with engaging and significantly more productive and qualified instructors. Also, with more students accessing social media, especially at higher educational levels, there has been a detrimental correlation between social media addiction and academic achievement (Arslan et al., 2022).

Further, the results of various studies suggested that youngsters' exposure to and use of social media had both positive and adverse effects on their academic performance and sociability. However, the majority of higher education institutions recognize the potential of social media as a communication tool for providing information to targeted students and promoting themselves to prospective students. Additionally, students use social media sites like Facebook to acquire and analyze information to make academic judgments (Mishra, 2020; Ahamd et al., 2023); conversely, their exposure to disaster reporting on SNS was also linked to an increase in sadness and severe distress (Zhao et al., 2020). Despite the educational benefits of using digital equipment, universities seem unconcerned about the subject which could be related to their belief that social media is more suited for socializing than for academic reasons (Raaper et al., 2022), as well as a lack of government's willingness to administer learning platforms (Kim & Lee, 2020; Hafeez et al., 2023).

It has been critical to have a comprehensive understanding of what motivates students to use social media and whether their usage of social media improves their academic and interpersonal abilities. Although evidence shows that social media, such as Facebook, provides significant benefits as a student learning tool (Mishra, 2020; Raaper et al., 2022; Zimba et al., 2020, Ahmad et al., 2022), little is known about students' understanding of the use of SNS in the educational setting, whether in a classroom or for interactional purposes. The goal of this study, thus, was to analyze the experience of university graduate students using SNS for academic purposes, as well as to investigate how social networking sites are beneficial for social life.

Objectives of the Study

This study was conducted to explore the following objectives:

1. To determine the effects of using social networking sites on the socialization of university students
2. To analyze the experiences of university students about using social networking sites

Research Questions

RQ1: How do social networking sites help university students with socialization?

RQ2: What are university students' experiences of using social networking sites in their learning activities?

Literature Review**Social Networking Sites Access and Learning**

Numerous types of research have determined that using social networking sites (SNS) have increasingly become relevant to learners' social and academic life (Al-Harrasi & Al-Badi, 2014; Jha et al., 2016; McCarroll & Curran, 2013). The research by Tower et al. (2014) stated that SNS access and interactive learning policies increased learners' self-efficacy and fostered the learner's inventive learning strategies. Additionally, Koranteng et al. (2020) confirmed university students use it consistently, particularly to connect with instructors and friends, disseminate information, and build teamwork to engage the students and achieve better results. Although the government of Nepal has a development strategy for ICT, Rana et al. (2020) in the local context concluded that there is insufficient infrastructure funding and a lack of a strong governmental commitment to investing. Furtherer, a similar study based in India, Balamurugan and Thanuskodi (2019) found that university students utilized available social sites for academic excellence and acknowledged it as a tool for locating essential information supportive of courses.

An additional study by Wichadee (2013) in Turkey earlier revealed that students enhanced their writing skills when they shared their assignments on social media and got feedback from one another. Qureshi et al. (2012) study in Pakistan, however, noted the lack of computer access, ICT knowledge, and technical language proficiency among teachers and students for effective teaching-learning activities were depriving them of innovative provisions. Additionally, Griffiths et al. (2014) investigated excessive use of social networks on the internet may lead to mental disorders and which was supported by a study (Haand et al., 2020) conducted in Afghanistan to establish a favorable correlation between social media addiction and unhappiness a clear indicator of depression. In Eke and Odoh's (2014) study, the majority of Nigerian students were discovered using SNS to connect and communicate with friends for discussion on academic subjects and globally significant issues leading to self-enjoyment. However, a study conducted by Akhter and Khalek, (2020) in Bangladesh produced an unexpected result that students' persistent engagement of SNS was associated with loneliness in the absence of interpersonal contact, resulting in anxiety and behavioral weakness.

Regarding engagement, you investigated-de and tested how social networking applications used by adults, might hinder their ability to achieve scholastic success and, consequently, reduce the production of their community. Despite socializing being the primary function of social media in practice, Alabdulkareem's (2015) study in Saudi middle schools discovered that teachers and students were enthusiastic about the use of SNS. However, Hasan (2019) found that the usage of coping mechanisms like problem-solving and prevention was statistically significant among the internet access group compared to the non-internet user group; Woods and Scott (2016) concluded that social media was more harmful than helpful because students spent more time on it for non-educational purposes, which distracted them from the classroom and hampered their academic achievement (Bekalu et al., 2019). It showed that students' engagement was particularly motivated to socio-activities and connecting with people around them.

Social Networks and Communication

The role of SNS is crucial in the communication field (Donlan, 2014; Shen et al., 2016). In a related study, Meishar-Tal and Pieterse (2017) identified students and researchers utilize SNS to gather information, interact with people, and share ideas for acquiring professional knowledge and self-promotion. However, Zachos et al. (2018) in their study in the European setting discovered that educators in higher education institutions would be less active in their application of quicker online SNS to connect learners and boost academic performance. Also, the available research (Singhavi et al., 2019) in India demonstrates that one of the greatest barriers to ICT implementation at the local level is teachers' reluctance to communicate online and implement it in the classroom. Furthermore, in the context of Nepal, Rana et al. (2018) argued that while both teachers and students recognized ICT tools as being collaborative and having the ability to share audio-visual resources, some of the teachers were still less motivated to engage innovative tools in teaching, depriving students of virtual access to ICT based learning, and particularly during crises when physical classes seem unmanageable. Positively, a previous Canadian study found that social media meets a range of users' communication needs. In addition, online interactions facilitate communication by letting users easily stay in touch with friends and family, help them understand social events, and keep track of other users' activities. Due to the satisfaction, they had from learning about activities and events, individuals reported feeling more like a member of a peer network as a result of this social information (Quan-Haase et al., 2010).

Remarkably, Huang et al. (2010) prior recognized web-based networking as a reliable and convenient platform for two-way communication, particularly in disaster management and preparedness in Taiwan. A related study (Donlan, 2014) however, revealed that students were utilizing Facebook for learning in the European environment, mainly among friends to encourage interactive involvement and foster sociability. Differently, Rostaminezhad et al. (2019) in Iran reported that students' educational outcomes were negatively impacted by spending time online and hanging out on social media, similar to the findings of Abbas et al. (2019) in Pakistan where students spent too much time on social media, had negative impacts like despair, anxiety, tension, health difficulties, and the lack of physical touch with people. Although students in a study (Pempek et al., 2009) communicated with family and friends by uploading material and spent the majority of their time browsing information on web pages. Also, they engaged in rude behavior analysis, such as reading other people's profiles or news sites and examining images. This activity primarily involves one-way communication even if it provides amusement and social updates, yet, Jha et al. (2016) argued the benefits and drawbacks of SNS both, concluding excessive use of it may increase the risks of online addict behaviors and lead to less time spent on academic pursuits.

Surprisingly, in the advanced American context, Mao (2014) argued that students used social media for communication and recreational activities while instructors were irregular with their use of social media for educational reasons. Further, the finding of a study (Baker et al., 2010) on the relationship between shy people's friendly nature and their use of online social networks demonstrates that SNS platforms offered a friendly environment for introverted people to interact with others. Nevertheless, Fang et al. (2014) in their study stated students concerning about connection throughout challenging situations, such as supporting their personal and professional lives, while Chawinga (2017) differently asserted students in East Africa collaborating and communicating about academic resources with colleagues and educators, thereby mitigating the difficulties identified. Hence, online communication has enabled information to reach people and

audiences that were previously inaccessible and has raised public awareness of the diverse areas of the world. So, the previous research studies indicated that social networking sites have great importance in the social and academic life of university students. Therefore, the objective of conducting this study was to analyze the experience of university students in using social networking sites.

Research Methodology

Research Design

Following Cohen et al. (2013), this study employed a qualitative interpretative research design that included semi-structured online and in-person interviews to collect qualitative data. Each interview, including some focus groups, lasted an average of 30 minutes and was recorded with the respondents' consent. Further, participants were informed of the study's objectives before the questions. Similarly, to Smith and Shine Bourne (2012), we employed a voluntary participation technique with 22 participants." This would indicate that the current study used the same methodology as used by Smith and Shine Bourne (2012).

Data Collection Procedure

Semi-structured interviews were used because they are a successful method for gathering data when the researcher wants to: (1) gather qualitative, open-ended information; (2) delve deeply into personal and occasionally delicate issues; and (3) explore participant thoughts, feelings, and beliefs about a particular topic. So, in this case, semi structured interviews were conducted to elicit open-ended responses from participants about how they utilized social media for learning and socialization.

During data collection, the phenomenological approach proposed by Iser (1974) was followed and the interview questions were self-administered based on pre-prepared prompts. The first section of the interview focused on the information and habits of university students on social media such as Facebook, including the relevance of social media in life, utilization, contexts of use, and forms of social media. Based on the above framework, the second and third parts concentrated on how students used social networking platforms for communication and interaction, respectively. In addition, follow-up questions were posed to extract further information about the responses and/or to clarify the rationale for certain behaviors indicated. The interviews were then conducted in the participant's native language, Urdu, in person, over the phone, or online to allow for ongoing feedback and interaction between the interviewees and the interviewer (Qu & Dumay, 2011). Further, the students were reached by phone, email, Facebook Messenger, and in person to get their informed consent for the interview. Besides the interviews, several archived sources, journal articles, books, websites, newspapers, and government records were referenced to obtain valuable data. Similar to this, all interviews were recorded on a phone and a laptop, observable behaviors were documented in a notebook for subsequent analysis, and interestingly interview subjects voluntarily participated without being compensated in the study.

Data Analysis

First, the interviews' audio recordings were transcribed into Urdu, where they were then thematically categorized. Then, for the presentation, the codes and quotations were translated into English, and transcript excerpts were referred to as units of utterance with distinct meanings. Multiple repetitions of examining the transcripts were done to establish the coding framework using a grounded theory approach. After, the audio recordings of the interviews were translated into

Urdu and then grouped thematically (Braun & Clarke, 2012). The codes and quotations were then translated into English transcript excerpts for the presentation, which were referred to as units of utterance with separate meanings.

Results

The data acquired through online and in-person interviews with undergraduate and graduate students in the Department of Education, Benazir Bhutto Shaheed University, Lyari Karachi demonstrated that students perceive SNS as both a challenging and useful tool for creating an interactive learning environment and encouraging student participation and sociability. The findings were explored on following themes: SNS as a means of communication, social media as a learning alternative, and hurdles generated by SNS.

Social Networking Sites as a Means of Interaction

During the interview, the majority of university students claimed that they connected by smartphone with an expensive data connection, with only a few owning laptops or desktop PCs and Wi-Fi services. Further, it was discovered that their parents were unable to afford expensive laptops and desktop computers and that some struggled to manage smartphones for their online services. Similarly, students in the conversation communicated that they frequently used free mobile apps such as Facebook, Messenger, Instagram, TikTok, YouTube, Google, Wikipedia, and Opera for communication and exploration. Rashid for example stated:

Facebook has made it easier for me to interact and share information. I've installed apps like Facebook, Messenger, Instagram, TikTok, and YouTube, as well as browsers like Google, Wikipedia, and Opera. Before social media, our options for communication were incredibly constrained. Now, they have made it simple for me to communicate located close to the road.

His expression underlined the reality that SNS has acted as a multifunctional educational, informative, and communicative tool for students. Furthermore, it was determined that internet access outside of the university was increasing, providing connectivity because access inside the institution was insufficient to support their online engagement. Also, some participants in the discussion emphasized the importance of physical gatherings in communication to promote interpersonal ability. Others, however, claimed that they were particularly interested to access social media sites like Facebook and TikTok as well as instructional websites while they were online. They have, moreover, found it favorable to connect to the outside world as a result of SNS access, and surprisingly students having access to technology were collaborative and communicative. In contrast, the experiences of some participants reflected the greatest barrier to contacting friends and teachers, was due to their limited availability of internet connection. For example, Abeera communicated:

I use YouTube videos for extra knowledge such as course materials, and Google and Wikipedia to search for information. I help friends in some subjects like Educational Technology, Educational Research, and Educational Psychology using Zoom and discussion forums. However, all of my friends do not have the access to good Wi-Fi. I have saved my cost in data because even my university has provided free Wi-Fi where I can chat with my brothers studying at other universities in Pakistan.

The expressions of Abeera replicated her desire to share his knowledge with his peers. It was also observed that the parents of financially secure and educated students have managed high-speed Wi-Fi and allowed their children to go online to search and engage in productive activities. Similarly, those having internet access were found to have higher levels of technical expertise than students without it, and they have low-cost interactions with individuals around the world. Fatima, one of the study's participants was spotted playing games on his classmates' phones and indicated that he didn't have an internet connection in his residence and had to borrow a device from a companion. This shows that learners' ability to access and connect to the virtual world may be limited particularly due to the economic factor of their families. One of the participants, Rabia, provided an example of how some excluded people from their digital networks that they no longer believed to be real friends and stated:

“The majority of online followers are passive and rarely communicate. I believe that, while social sites allow for more communication and virtual community with discussion forums, as well as giving me more friends, I have also lost real friends. Because I believe that many of my friendships online are not genuine. However, it has become a reliable source for me to get updates about my university activities when I am away from my classes.”

As the speaker demonstrates, social media has increased its accessibility to a greater spectrum of people, even strangers. Moreover, they benefit from being connected to the institutions and receiving updated information on time. However, the online community is not commonly recognized as a space for active interaction. During the interviews, some participants indicated receiving messages and group chat invitations from strangers on social media was common. It is worthwhile to analyze the interesting truth presented by the results, that some students often felt isolated being engaged in SNS and missed their physical interactions with friends and families. They were unconcerned about this; nonetheless, receiving sexualized content on social sites made some participants uncomfortable and disturbed.

Social Networking Sites as Learning Alternatives

Social media serves as a learning platform for students to readily engage with their peers and academic staff, particularly during crisis events when students and teachers are unable to interact in regular classrooms. This yields increasingly good results by observing students' various experiences with SNS both inside and outside of institutions. One of the students, Bushra, enjoyed the usage of SNS to research national and worldwide hot topics as well as a rapid and cheap means of communication. This strengthens his mental ability to confront numerous job-related examinations. Similarly, a majority of respondents in a group discussion stated that the SNS may be used to learn about world issues, share ideas, and have speedy communication and others may benefit from the internet video content, online learning resources, and current academic materials to supplement their syllabuses. Farhan the graduate student, for example, expressed:

“Because I couldn't attend physical sessions during COVID-19, I took an online bridge class to continue my education. They supplied me with online learning materials that were rich in interactive features, and they administered assessments regularly. I was able to complete my allocated job on time. I am glad about the online platform. It was a wonderful alternative educational option for me.”

His experience is analogous to others who have SNS access as well as good internet services to engage SNS. It may be inferred that online education contributed to the effective engagement of remote learning, which was manageable and gave students quick access to teachers and learning resources. It reduced additional expenses and the need for travel-related resources. However, many other students, particularly those from rural regions, may not have developed an understanding of how SNS access may be used to learn from home. They could have missed the revolutionary provision, which would have led them backward in updated information. Yet, some participants stated that readily available tutorials and animated movies as additional materials enhanced their study. Further, students with strong ICT skills were discovered to support academic communication between tutors and friends and collaborative learning in the virtual model. For example, Memona, a graduate participant said:

“During the crisis, our normal physical school classes were postponed. Our teachers, although, were able to aid students by teaching subjects via ZOOM or Messenger. This encouraged friends in becoming acquainted with the online form of studying. It fostered digital literacy because we had no option to learn. However, many of my colleagues do not have access to the internet or good smartphones.”

Her statement entails that alternative ways for sharing learning experiences during COVID-19 were established among students having internet access. Such activities increased learners' technical knowledge as well as their online involvement as a source of entertainment in their busy schedules. Some participants indicated how the internet has improved online learning cultures by providing training courses and educational resources that are useful in everyday life. Hassan a graduate student, for example, articulated a comparable experience:

“Social networking sites assist me in maintaining social relationships. This helps me decide on my future job. I look for information about my homework and discuss my concerns with friends and professors. Colorful visuals and video content on the internet make concepts much clearer and more memorable. They are visually appealing and well-explained.”

His expression suggested that employing technology created a constant connection and positive participation in digital learning. Furthermore, he enjoyed the availability of online learning materials that could be freely available during the crisis. Also, his statement implies that learning in a different modality can be more efficient and profitable. In comparison to traditional lectures, lessons, or readings, it appears that engaging students through interactive activities, conversations, feedback, and digital tools improves academic attainment. It fosters the growth of practical skills and can be an efficient approach for youth to learn the value of teamwork, improve their comprehension, and expand their practical abilities.

Hurdles Generated by Social Networking Sites

According to an existing study, adolescents using social media excessively have a variety of concerns such as sleeplessness, eye fatigue, body image, anxiety, depression, and cyberbullying. Further, an analysis of the data tends to indicate that, when it comes to using social media in higher education, confidentiality, time-wasting behavior, misuse of the tools during class, and antisocial behavior have become the major impediments. Likewise, SNS can foster negative feelings such as inadequacy about your existence or attractiveness. Particularly, the majority of

SNS users have reported feeling uncomfortable and disturbed as a result of publicly available photographs or anonymous comments on their posts. The study's findings shed new light on how simple it is to become addicted to social media resulting in their educational achievement and personal lives suffering. For example, Shumaila stated:

“The fact that users can remain anonymous on social media is undoubtedly the worst part. They don't consider their actions to have an impact on others, but then ...they might leave a rude remark on a photo that an early teen girl posted, which lowers her self-esteem..., Some have even gone into depression due to that...So, I'll just post funny comments and reasonable ones.”

The speaker indicated that unidentified commenters and their offensive posts on social media platforms have a wide range of impacts on youngsters. However, some respondents appear to be aware of posting funny and pleasant comments and posts, which may be safe and appropriate to share on SNS. This shows that common people still require technological literacy and an understanding of effective online engagement. In connection with this, the student expressed frustration over how social media content is openly discussed and criticized, where public figures and other people's social media profiles are deluged with negative remarks about their appearances. Drawing a line between the issues' positive and negative sides, Nouman expressed:

“I have both experiences (good and bad). Even while eating, many people seem to continue to glance at their phones, sometimes resulting in less sleep. I have found problems like eye troubles, trouble in concentration, tiredness, self-esteem, anxiety, depression, cyberbullying, and an increased risk of heart disease...‘The scientist who invented the media is not to blame. It is the user's duty. It is people who have good or bad fortunes.”

The statement represented the user's understanding of the positive and negative aspects of SNS. Also, it can be predicted from this statement that certain people are prone to mishandling innovative equipment, even if they may get several benefits from the platforms. The current study confirmed the findings that they may be able to put in a comfortable phase by improving their health and refining their attitude toward SNS, but the participants' motivation appears to address individuals who are not properly engaged with social media and instruct them on its relevancies and make intellectually rigorous. Surprisingly, some users reported unpleasant experiences with SNS, casting a harsh light on the human tendency to use social media. For instance, Awa is a graduate student uttered:

“We've all felt the effects of SNS in our lives. Every day, some girls or boys are trolled online because of their opinions, clothing, culture, religion, or even heritage. These days fake news has the worst effect on people who will accept anything if it is presented in an appealing image. When you disseminate a lie or rumor, people begin to believe it without having to investigate the truth. It is bad to spreading misleading news in the name of business or else...”

The remake depicts many ways in which individuals have abused SNS. From this statement, it may be inferred that social media has been greatly maltreated by the general people while being a fantastic learning tool. According to the findings, social media is not only misused by students but

also by other professionals like businesspeople and employees. Adults, meanwhile, can use technology to connect with their friends and families. Today's students, although, largely utilize it for amusement and leisure, misusing it more often than using it. Findings demonstrate that even when they are close to one another, students are becoming more passive and reliant on SNS use. Hence, social media is used to distribute misleading information because it is simple for content to go viral and users have a tendency to share content without verifying the accuracy of the information.

Discussion

The research established that social networking sites (SNS) were widely used by college students for both social and academic purposes. Further, university students have expressed a strong interest in researching material online, being encouraged for independent study, and setting aside time to discuss ideas with peers and the public outside of the classroom. The use of SNS for socializing, academic learning, and skill development has become familiar practice to the students. Even with certain drawbacks including high cost, addiction, depression, and low self-esteem, the majority of college students seem aware of the positive effects that SNS tools. Despite their economic hurdles, SNS enables users to follow groups and individual collaborations that are important to their friends, family, and teachers, which help students stay informed about events both internally and externally and engage in meaningful discussion.

The majority of university students utilized their smartphones to connect with their families, friends, and teachers using free apps such as Facebook, Messenger, Instagram, TikTok, YouTube, Google, Wikipedia, and Opera. It is the identical result of the study (Quan-Haase et al., 2010) carried out in the advanced context earlier representing the idea that SNS serves multiple communicative functions in students' daily life. They have shown that using social media to engage in debates and discussions may implicitly increase students' ability to critique in other circumstances. When comparing our results to those of older studies (Koranteng et al., 2020), it must be pointed out that, SNS tools have educational, informational, and communication benefits. Furthermore, it was observed that internet access outside institutions was increasing providing easy connectivity because access within the institution was limited to support students' studies. Some participants, on the other hand, detested virtual communication and underlined the significance of face-to-face communication to develop interpersonal skills. Additionally, the study determined that students use online instructional videos as a learning resource, where parents seem to be supportive of their children, allowing them to access, locate and participate in constructive activities online. Whereas a previous study (Rana et al., 2020) in the local context discovered different results of insufficient infrastructure, less funding, and a lack of a strong governmental commitment to investing in ICT, which is also similar circumstance identified in the Pakistani study (Qureshi et al., 2012).

Similarly, students with internet access demonstrated higher levels of technical ability, exchanged educational materials, and fostered interactive learning with colleagues more easily than those without it. However, problems with fake identities and anonymous social media links aggravated the situation. Some students also borrowed a friend's device, demonstrating their low financial status and depriving them of better innovative opportunities to develop skills and knowledge in contrast to Wichadee's (2013) findings in Turkey, where students advanced their writing skills when they shared their assigned tasks on social media and received feedback from one another. Surprisingly, while having negative experiences with sexual objectification content, several of the

participants in the study felt lonely online and lacked physical contact with peers and teachers, and were uncomfortable missing direct involvement in socialization. Griffiths et al. (2014), on the other hand, had already established that prolonged use of social networks leads to psychological illnesses which are simplistic in this study (Haand et al., 2020) in Afghanistan and both approve of the current findings. However, the SNS user at present the y expressed gratitude for receiving training on international concerns, as well as preparing for many exams related to their job opportunities. However, such commutative and intellectual support for SNS was contradicted by the finding of Giunchiglia et al. (2018), who discovered that adults using social networking applications may hinder the ability to flourish academically, potentially it limiting society's productivity and dynamic skills and experiences needed for them.

Notably, students expressed their dissatisfaction with people's remarks and unfavorable comments about others' appearances on social media platforms. However, earlier research (Baker et al., 2010) on how shy individuals' engagement with online social networks relates differently, indicated that these platforms provide an appealing space for introverted people to communicate with others. Even though innovative platforms offer several benefits to individuals, some people are prone to misusing them, and yet, by improving their healthy habits and refining their attitude toward SNS, they seem to be able to put themselves in a more comfortable situation. Interestingly, some enthusiastic persons were concerned with training them in related disciplines and spreading awareness about the use of SNS, which is a positive indication for nourishing human desire and utilizing innovative tools in meaningful ways. Nevertheless, the practice of technology supports students collaborate with their classmates and teachers, unfortunately, most students use it primarily for fun and leisure and mishandle it more often than they use it. Interestingly, they communicate through their fingertips even when they are close by and are increasingly getting more and more indolent and addicted to SNS. Also, the socioeconomic variables affecting reliable internet access, dependable internet devices, and a lack of technological or linguistic abilities are crucial to emphasize as key obstacles to SNS efficacy.

Limitations of the Study

Overall, it is important to note that the present evidence relies on qualitative research however, a quantitative technique with a comprehensive size covering a wide location might have produced a more accurate and reliable result. Moreover, data on the students' use of social media could be better and more reliable than the students' self-reported experiences. Equally, the relevance and trustworthiness of the results may have been further enhanced by a study design that would allow for the triangulation of the information.

Conclusion

The findings revealed that university students made extensive use of social networking sites (SNS) for academic and socializing objectives. Students have indicated a keen interest in exploring online information, supporting autonomous learning, and allocating time to share ideas with colleagues and the general public outside the classroom. They learned to use SNS for socialization, course learning, skill enhancement, interactions, and connecting individuals and were appreciative. Despite certain unpleasant experiences, such as unaffordability, addiction, depression, sleeplessness, a lack of self-esteem, anxiety, physical hazards, cyberbullying, and heart problems, most students were aware of coping with them and promoting academics and socialization. Particularly, students living in remote areas, have access to costly mobile data services to contact family members and join academic activities. Furthermore, the limitation to

online provisions due to poor ICT delivery, parental financial situations, less competent educators, and a lack of proper digital gadgets have become complicated and need to be addressed. The development of SNS addiction poses a threat to students, social, and physical wellbeing well-being teachers and students must get training to ensure the optimum usage of the SNS.

Implications and Recommendations of the Study

The findings of this study could be used to develop new strategies and programs aimed at improving the support and services available to young people in academic settings. These findings could also help educators and professionals to better understand the motivations and concerns of young people when it comes to their use of social media, and to tailor their approaches accordingly. The study highlights the importance of technology and social media in the lives of young people. This could lead to the development of initiatives to provide young people with equal access to technology and the Internet, regardless of their socioeconomic status. The study could also encourage further investigation into the impact of social media usage on academic performance and mental health in young people and could inform the development of interventions aimed at mitigating any negative effects.

Conflict of Interest

No conflict of interest was declared between the author/s.

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