Effects of Societal Broadcasting on Student's Educational Status

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Abstract

Pakistan is the third biggest country in terms of internet users worldwide, with a high Societal and mobile audience. In Pakistan, Societal networking sites like WhatsApp, Facebook, YouTube , Twitter, Instagram, etc divert students from their studies. Students spend more time on societal media than they do use personal email. Even though, there is privacy and safety loss. It provides opportunities for connecting with friends, classmates, and people with a shared interest. Today, the main aim of the student should be education and their future career. However, many students rely on the accessibility of information on societal media different types. That means reduced focus on learning and retaining information. The study also points out the popularity of Societal networking sites among the student community. Societal networking sites and societal media have revolutionized the world, bringing us closer than ever before. However, students can exploit this and use it for a better life, a better tomorrow. It should be used to connect, stay in touch, and share views but not waste time. The sample size for the study is 200. A questionnaire is designed to determine the various societal media factors that impact students' education. Variables identified are gender, education, societal influence, and academic status

KEYWORDS

Education Performance, Societal Media, Academic Performance, Societal broad casting, Networking Sites

Introduction

As we are living in a networking era, the tremendous growth of the internet has a high impact on the development of the students with which they interact and Societal. During this era, communication is the most popular term. Today, the communication revolution brought us together regardless of geographical boundaries. The internet offers a wide variety of communication tools. Billions of people use facilities like search engines, web pages, e-mails, Really Simple Syndication (RSS), e-journals, e-newspapers, internet banking, internet telephony, conferencing, multi-media sharing, online newsrooms, Societal networking, etc. Today internet is an essential communication medium in professional as well as personal life. This research will detail the impact of using Societal networking sites on students' educational presentations. Literature analyzed that societal networking websites are not designed for negative impact but we noticed in our daily life that students become addicted to Societal networking websites. This research contribution will analyze the

pros and cons aspects of Societal networking in education. The widespread use of media among college students from texting to chatting on cell phones to posting status updates on Face book may be taking an academic toll.

Literature Review

Though societal media can increase student learning through student interactions, challenges arise when Societal media are incorporated into an academic course. The assumption that students are familiar with and agreeable to using certain types of Societal media can cause educators to inadvertently fail to provide the resources or encouragement necessary to support student usage and learning (Cole, 2009; Väljataga & Fiedler, 2009). Arnold and Paulus (2010) found that even when Societal media is used for an educational purpose, students incorporate the technology into their lives in a way that may differ from the intentions of the course instructor. For example, off-topic or non-academic discussions occur on Societal media because of its primary design as a Societal networking tool (Lin et al., 2013). Further, as a student's age increases, the frequency of off-topic discussions also increases (Lin et al., 2013). This indicates that while Societal media may encourage broader discussions of course content, older students may spend more time than younger students engaging in unrelated discussions. Societal media can also negatively affect student GPA as well as the number of time students spend preparing for class (Annetta et al., 2009; Junco, 2012b). One explanation for this impact is that Societal media provides too much stimulation and therefore can distract students from completing their coursework (Hurt et al., 2012; Patera et al., 2008). Another reason for this may be that students who spend more time on societal media may have difficulty balancing their online activities and their academic preparation.

Societal media can also be a challenging instructional strategy to incorporate because it attempts to balance the authority of the educator with the active participation of the students. Collaboration through Societal media supports more of a constructivist approach to learning, where students and educators can work together to co-create understanding of a particular topic, rather than an approach that emphasizes individual contributions (Stevens, 2009). As a result, students and educators become equal participants in the knowledge-sharing process. Though this seems beneficial for creating and disseminating knowledge, Societal media can also become a privacy concern (i.e. cyber-plagiarism) as well as an outlet for abuse and cyber-bullying (Chen & Bryer, 2012; Frye et al., 2010; Jackson, 2011; Smailes & Gannon-Leary, 2011). This suggests that establishing standards for societal media use should include behavior and attitude guidelines similar to those enforced in the classroom.

According to Kuppuswamy and Shankar (2010) Societal network websites grab the attention of the students and then divert it towards non-educational and inappropriate actions including useless chatting. Based on the above statement we can say that Societal networking sites may badly affect the academic life and learning experiences of the student. Trusov, Bucklin, and Pauwels (2009) noted that the Internet is no doubt an evolution of technology but specifically Societal networks are extremely unsafe for teenagers, Societal networks become hugely common and well-known in past few years.

This research is conducted to explore the effect of Societal networking websites and their impact on the academic life and learning experiences of students. As Kuppuswamy and Shankar (2010) explained that the Societal networks grab the total attention and concentration of the students and divert it towards non

educational, unethical, and inappropriate actions such as useless chatting, time-killing by random searching, and not doing their jobs. Students and teenagers mostly use Societal networks for time killing and sake of enjoyment but it has been analyzed that internet use for education purposes and any appropriate task including online tutorials, online lectures and education material downloading is very good but use of the internet for only Societal network is very useless perhaps dangerous.

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Some of the appropriate and un-negligible statements that fascinated us to conduct this research are stated below:

Benzie (2007) noted that the Canadian government prohibited employees from Facebook.com. In the same way, Boyd & Ellison (2007) also pointed out that the U.S. Congress has proposed legislation to ban youth from accessing Societal networking websites in schools and libraries. When the highly developed nations take stands over the use of Societal networking websites and cannot allow these Societal networking websites for countrymen, youth, students, and working people, then the need is felt to see into Societal networking websites adversely affects students or not. This research mainly focuses on factors that affect students' academic life and learning experience.

This research will explain and detail presents the impact of using Societal networking websites on student academic life and learning experience. Literature analyzed that Societal networking websites are not designed for negative impact but we have noticed in our daily life that students become addicted to Societal networking websites. This part of the research contribution will analyze the reality and gap between the positive and negative impact and aspects of Societal networks on education. Charlene Li et al., (2007) estimated that students are more likely to use Societal networking websites; nearly 47% of teenagers (12 to 17year old) and 69% of young adults (18 to 21year old), and 20% of adults (18+) use Societal networking sites, and only 20% use them to contact other people.

Objectives of Study

- To explore how Societal broadcasting networking websites affect student's educational Status.
- To understand the impact of Societal broadcasting networking sites on the education system.
- To determine the consequences of Societal broadcasting networking sites in the education system.
- The purpose behind the usage of societal broadcasting networking sites.
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Theoretical Framework

This theoretical framework shows the dependency and independency of factors gender and the frequent use of networking sites. The use of Societal networking websites depends upon the above four factors so the use of Societal networking is dependent and the above four are independent variables; Whereas academic performance depends upon the use of Societal networking websites, in this case, academic performance is a dependent variable and the use of Societal networking sites is an independent variable.

Figure-1

Sources: Authors Compilation
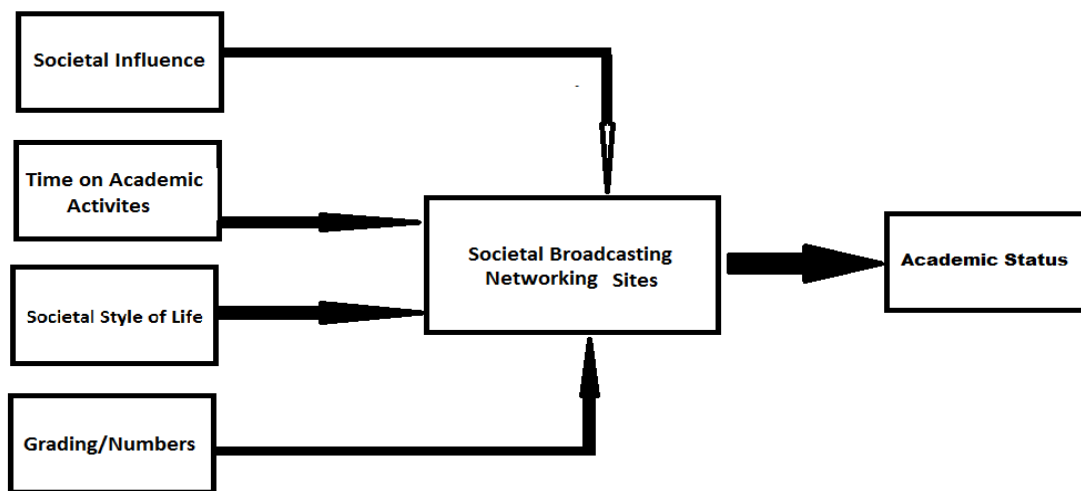
RESEARCH METHODOLOGY

Data Collection:

 The primary data for this research study will be collected through a questionnaire; the data of the questionnaire was collected from 200 respondents. In addition, this collected data lead this research study to the exploration of the impact of Societal media on students' education performance. At the same time, a literature review of this research study will provide the secondary. Source of secondary data, which is, gathered from published research articles.

Sample Size:

200 respondents were only students of different classes, who filled a questionnaire. The data collected were carefully assessed to the statistical software for social science (SPSS) and the results were taken, as they were required for the analysis of this research study.

Sampling Techniques:

In this study, Judgment sampling has been used for data collection.

RESULTS AND ANALYSIS

Frequent Visits to Societal Broadcasting Networking Sites

Ho: There is no significant impact on the frequency of societal media usage and academic performance.
H1: There is a significant impact on the frequency of societal media usage and the academic performance of students.

Table-1

	Calculated Value	df	Asymp. Sig. (2-sided) P	Table value
Pearson Chi-Square	40.105(a)	17	0.00	30.00

Sources: Authors Compilation

Inference: At 5% level of significance, P = 0.00, therefore P value is less than 0.05.
Hence, **Ho** is rejected; therefore, there is a significant impact of Societal media usage and student's educational presentation.

Analysis on Student's Late Submission of Assignment and Time Spending on Societal Networking Sites

Ho: There is no significant impact on late submission of assignment and time spending on Societal networking sites.
H2: There is a significant impact on late submission of assignment and time spending on Societal networking sites.

Table-2

	Calculated Value	df	Asymp. Sig. (2-sided) P	Table value
Pearson Chi-Square	17.625(a)	4	0.002	6.62

Sources: Authors Compilation

Inference: At 5% level of significance, P=0.002.therefore P value is less than 0.05.
Hence, **Ho** is rejected; therefore, there is a significant impact on late submission of assignment and time spending on Societal networking sites.

Analyses on Impact of Viewing Societal Networking Sites on Cell Phone and Lifestyle Influences

Ho: There is no significant impact on viewing Societal networking sites on cell phone and lifestyle influences.

H₃: There is a significant impact viewing Societal networking sites on cell phone and lifestyle influences.

Table-3

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Table value
Pearson Chi-Square	4.821(b)	1	0.073	0.089	0.048	4.27

Sources: Authors Compilation

Inference: At 5% level of significance P= 0.038, therefore P value is less than 0.05.

Hence, **Ho** is rejected; therefore, there is a significant impact viewing Societal networking sites on cell phone and lifestyle influences.

Analysis on Often Visit to Societal Networking Sites and Negative Impact on Societal Networking Sites among Students

Table-4

	Value	df	Asymp. Sig. (2-sided) P	Table value
Pearson Chi-Square	41.340(a)	25	0.004	33.61

Sources: Authors Compilation

Ho: There is no significant impact on frequent visit to Societal networking sites and negative impact on Societal networking sites among students.
H4: There is a significant impact on frequent visit to Societal networking sites and negative impact on Societal networking sites among students.
Inference: At 5% level of significance, P=0.004, therefore P value is less than 0.05. Hence, **Ho** is rejected; therefore there is a significant impact on frequent visit to Societal networking sites and negative impact on Societal networking sites among students.

Analysis on More Time Spending on Societal Networking Sites and Societal Networking Sites Influence Lifestyle among Students

Ho: There is no significant impact on more time spending on Societal networking sites and these websites create negative impact among students.
H5: There is a significant impact on more time spending on Societal networking sites and these websites create negative impact among students.

Table-5

	Value	df	Asymp. Sig. (2-sided) P
Pearson Chi-Square	8.220(a)	3	0.043

Sources: Authors Compilation

Inference: At 5% level of significance=0.043, therefore P value is less than 0.05. Hence, **Ho** is rejected; therefore, there is a significant impact on more time spending on Societal networking sites and these websites create negative impact among students.

Analysis of Students Learning from Societal Networking Sites related to their Studies and their Academic Performance

Ho: There is no significant impact on students learning from Societal networking sites related to their studies and their academic performance.
H6: There is a significant impact on students learning from Societal networking sites related to their studies and their academic performance.

Table-6

	Value	df	Asymp. Sig. (2-sided) P
Pearson Chi-Square	4.857 07	6	0.585271

Sources: Authors Compilation

Inference: At 5% level of significance=0.585, therefore P value is greater than 0.05. Hence, Ho is accepted; therefore there is no significant impact on students learning from Societal networking sites related to their studies and their academic performance.

RESULTS OF STUDY

A total of 200 students surveyed for the study. Gender analysis shows that male students mostly use Societal networking websites and the total average of male students who uses Societal networking websites is 72 % of total population. Male, commonly uses Societal networking websites for knowledge.

People mostly use Societal networking websites due to influence of their friends and the total average of the people who uses Societal networking websites due to their friends influence is 68% of total population.

Academic performance analysis with use of Societal networking websites shows that the students having 69% marks mostly use Societal networking websites and the total average of students scoring 60- 80 % is 69% of total population. Students who scored 60- 80% of marks generally use societal networking websites for entertainment.

Safety Measures

- A cybercriminal, putting identity and accounts at risk, could steal personal information.
- The personal information sharing online could give cyber criminals enough to

piece email address and password.
- Cyber criminals could gain access to any account that has a password recovery service and use any saved information to make purchases.
- Links in messages from cyber criminals posing as someone know could be a part of a phishing attack trying to trick into sharing personal information or contain malware that infects computer.
- Geotagged photos are photos that have geographical information, like current location, added to them – and today, most smart phones and digital cameras have a function that automatically geotags all photos unless turn it off.
- When updating status on a regular basis, it could tip someone off to routine, and invite real-life threats like robberies, break-ins or stalking.
- If you add "friends" you do not know, you could become the victim of a fraud.
- Apps deleted from account may not be fully deleted – the creator may still have access to the information.
- Choose a strong password that could be changed often.
- The Take time to set privacy setting to control who can see what.
- Always think carefully about any information chooses to share online.

Conclusion

In this paper, a result of the survey of impact of Societal networking sites has been presented and discussed. It is found that students are very fond of using face book, twitter, YouTube and WhatsApp .Paying attention to their academic progress and addressing any issues will go a long way towards keeping the negative aspects of Societal media from influencing their studies. However, faculties and students are now pushing learning beyond the borders of the classroom through societal networking. Which move also comes with hurdles, including the fact that many colleges still block access to such sites within their walls? Most of the information put on the societal media is fake, or half-truth. While going go through this information we feel annoyed on one hand and develop the same habit of posting misleading information on the other. The students are getting addicted to the sites day by day the number of users is on the rise. This proves that e- world is taking its toll over the real world. For the sake of numbers, they have many friends, but in reality, they are devoid of good friends. Students are becoming individualistic. Societal values are vanishing. Finally, I would like to conclude my paper by the appropriate, balanced and societally approved use of Societal networking sites. With wisdom along with rationale thinking, too much of anything is good for nothing. This is a universal truth, one should be cautious when using new technologies.

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