Impact of Social Media on Students' Learning and Attitude at University Level

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Abstract: This study explains the major social media tools students' using for support their learning and challenges and issues university students facing in using social media for learning. As electronic tools of learning is included social media technologies, that helped the students in learning from different cultures, well known teachers from all over the world, and meet with the professionals online. With the help of modern technology, people especially students can share their ideas, information and resources in academics worldwide.   Online help in learning is the most important part of the study nowadays. It is noted that in Pakistan at higher education level, students are using social media technologies at a large scale, but it is also noted that learning from social media impact on students' learning effectively. For addressing this problem and issue, current study was intended to investigate the perceptions of the university students towards social media support in learning.

Keywords: Facebook, Instagram, Social Media, Twitter, WhatsApp.

1. Introduction

In this modern era of technology, everything is already online rapidly. In education, teaching learning process also shifting from classroom lectures to online course. In Pakistan the field of education at higher education level is also adopted the modern technology. The purpose of this study was to examine the attitude of Pakistani students using social media to support their studies at university level. It is also designed to understand the factors that predict students' attitudes toward using social media to support learning. Researchers believe that in 21st century, social media is not only the source of getting information, but students can create and share knowledge through social media technology.   This research study will help the government, administrators, and teachers and as well students to use the social media for better quality of education in modern era. This study will provide the guideline for university administration in Pakistan to focus on the social media components and include the content in curriculum.

Here, the researcher has attempted to draw a connection between the previous research and the current study's purpose. Truscott and Ellis (1979) established Usenet, a worldwide discussion system that enables Internet users to broadcast public news, according to Kaplan and Haenlin (2010). One of the first online publication editing sites was started by Bruce and Susan Abelson, who founded an open diary in 1997. A year later, the term "weblog," abbreviated as "blog," was used for the first time. The moniker "weblog" was changed to "We're blogging" by a blogger. Web tools and technologies that focus on the social features of the Internet as a means of communication, collaboration, and expression are referred to as social media. When it comes to ingenuity, you can't (dabbagh& reo, 2011b). Social media is defined by Kaplan and Haenlin (2010) "Internet-based applications that are based on Web 2.0's ideology and technology, allowing users to create and exchange their own original content. Tools that focus on the Internet's role as a conduit for communication, collaboration and creative expression are included in these technologies. "Web 2.0," "social software," and "social media" are often used interchangeably with the term "social media." "User-generated content Dabbagh. Reo (2011) b; Kaplan and Haenlin (2010) use the term "Content (UGC)." According to Alexander (2006) and Donelan et al. (2010), there is no consensus on what web 2.0 is. Web 2.0 was coined by Kaplan and Hailin (2010) in 2004 to describe a shift in how software developers and end

users access the Internet. Web2.0, as defined by Alexander (2006), is a collection of web-based tools, utilities, websites, and applications built on top of social software.

Researchers choose this topic because social media is currently important in all aspects of people's lives, especially in education. With the influx of new technologies in this digital era, e-learning has become part of student life and practice. Researchers believe that on demand learning has become a way of life in modern society. When information technology and education are integrated, e-learning opens up many ways and perspectives for learners to acquire knowledge and share information. Unlike traditional courses, learners are more active and participatory in the new era of e-learning 2.0: learners are not just consumers of materials written by teachers (Mason &Rennie, 2008; Alloff&Aratt, 2007). Social media technology is one of the e-learning tools that students use to search, share and create information. Al-Rahmi and Zeki (2017) pointed out that "social media assets include a wide range of accessibility and personalized user configurations for specific audiences for entertainment, marketing and education. Through these tools, learning has shifted from formal learning to informal learning, and our children have become savvy, not only looking for information and resources on the Internet, but also sharing and creating new ideas and knowledge. The key resolve of this study are

1. To examine the attitude of Pakistani students using social media to support their studies at University level.

2. To understand the factors that predict students' attitudes toward using social media to support learning.

2. Materials and Methods

This is qualitative research study based on the social learning theory of Bandura (1977) and Vygotsky (1962, 1978); the technical acceptance model being developed by Davids (1989); Theory of Reasoning Plots Developed by Fishbein and Ajzen (1980); and dissemination of the innovative theory proposed by Rogers (1995). The secondary sources of data in the form of online material, books and research papers.

Results

According to past studies and responses from social media professors at the university level, the researchers incorporated the most popular social networking platforms into their classroom environment. There are a number of social media platforms, such as Facebook, YouTube, Twitter, WhatsApp, Wikipedia, and Skype (video conferencing). On college campuses, resources like blogs, wikis, social networking sites (like Facebook), and video-sharing sites (like YouTube) are being used to enhance instruction and student learning (Johnson, levine& smith, 2009).

2.1 Facebook.

Founded by a group of Harvard undergraduates in their dorms, Facebook is a social networking service. A ".edu" email address was required for the site's original launch, according to Kirkpatrick (2010, p. 10). As a result of this expansion, Facebook became an essential element of modern student life (lenartz, 2013). Facebook allows users to interact by creating personal profiles, inviting friends and colleagues, accessing this profile, and exchanging emails and real-time messaging. It is possible to include images, videos, audio files, and blogs on this profile (Kaplan &haenlin, 2010). Hughes and others (2012), Personal data can be created by Facebook users. For example, they can include personal information, such as a religious or political affiliation, as well as their favourite movies and bands.

If you want to share links, photographs, or movies with your "friends," you can do so in this profile. As an added bonus, Facebook members have the option of exchanging messages with one another, both privately and publicly, as well as taking part in real-time conversations. Due of the site's strong connection to their daily lives, these pupils spend an average of 30 minutes a day on it (Pempek, yermolayeva&calvert, 2009). There are more than 835 million registered Facebook users around the world, according to Internet World Stats (2012).

2.2 Twitter.

Twitter, a form of microblogging that was launched in 2006, was also incorporated into this investigation. According to YanruGuo et al. (2012), micro blogs allow users to post in real time to their own personal sites using web, SMS, and IM applications. These publications can then be viewed by others (i.e., followers). Weibo is primarily attracted by micro blogging services that limit the number of characters users may display to 140 and give a rapid, asynchronous, and unique communication method. As Hughes et al. (2012) pointed out, the most fascinating social networking site (SNS) recently is Micro blogging, because the exchange focuses more on opinion and information (Kwak, 2012) as a social interaction (Behrman, Romero and Wu). 2009). A "Tweet" is a 140-character description that can be updated on a user's

Twitter account. These updates can be followed by other users. As time goes on, the service is growing significantly. In January 2010, Twitter had 73.5 million viewers, and its membership expanded at an annual rate of 11055 percent between 2009 and 2010 (tech-crunch.com, 2010). More than 200 million people have signed up for Twitter accounts (p. 561-562).

2.3 YouTube

Video-sharing website YouTube is just another example of social media technology at work. Video clips are available to watch, download and modify for free, as well as for users to upload their own. After acquiring YouTube in 2006, YouTube was quickly institutionalised. Sharing multimedia content is at the heart of the content cell's mission. For example is Flickr, which is a photo-centric content neighbourhood. You don't have to establish a profile page to use the content cell feature. As a result, these pages are often limited to providing minimal information, such as the date someone joined the neighbourhood or the number of movies they have uploaded. As a result of features like YouTube's video answers, Benevenuto et al. (2008) feel that video chat is possible. Users begin with a video that enables them to build video clips that include a large number of comments from participants and fans..

2.4 Wikipedia

Wikipedia, which is considered a platform for collaborative undertakings on the internet, was also employed in this study (wikis). (2010) The most democratic expression of UGC may be found in collaborative projects, which enable a large number of people to contribute content at the same time. Users of Wikipedia can add, remove, and edit text as part of a collaborative endeavour. Wikipedia's online encyclopaedia, Wikipedia, which is currently a delightful social bookmark in more than 230 different languages, and other Web services that can be stored in Web bookmarks and shared are examples of this type of application. (The years of Kaplan and Haenlin, 2010). Inundation, for instance. (2013) Wikipedia is described as "the world's largest free content encyclopaedia." More than 4 million monthly independent users have visited the site since January 2012, when more than 100,000 employees worked on 20 files in 283 different languages (p. 520).

2.5 WhatsApp

There's also the messaging app WhatsApp. It was founded in 2009 by two former Yahoo workers, Brian Acton and Jan Koum, as a cross-platform chat app. WhatsApp is an Internet-based messaging service that allows users to send free text messages to each other. With push alerts, WhatsApp mimics the texting experience (cotton, 2013). All kinds of communications are supported by WhatsApp, from simple text to images and audio files. As far as Riyanto (2013) is concerned, WhatsApp allows its members to communicate with each other via the Internet. WhatsApp is a messaging app for smartphones. A growing number of people are using smartphones and WhatsApp, which is acceptable for nearly everyone. Besides text messages, WhatsApp allows you to communicate images, files, videos, and audio files as well as their locations utilising the app's built-in image functionality (riyanto, 2013). As a result, Riyanto (20130) thinks that WhatsApp users can send text messages to friends in other countries without having to pay high international text message rates. There should be no need to pay extortionate SMS fees, according to Rolfe (2013).

2.6 Skype

Using Skype, a software application that allows users to conduct audio and video calls over the Internet, is the most recent social media technology employed in this study Skype is a voice, instant messaging, and video conferencing application that was first distributed on the Internet in 2003. NiklasZennstrom, a Swede, and Janus Friis, a Dane, were the brains behind it. It has a lot of dialogue as one of the features. User messages can be entered and received promptly, just like on other discussion platforms like AOL or Yahoo! (siobhan, 2008).

2.7 Millennials—Digital Natives—and Potential Social Media

Rapid development over the last decade has drastically altered how people use the Internet (seo, 2013). In today's digital age, people from all over the world may collaborate, communicate, and collaborate via the Internet. This is not the case for older generations of students, who are less inclined to adopt these new forms of communication. There are many millennials that regard Facebook, Twitter, and other social networking sites as the best way to connect with others (seo,2013). In Prensky (2009), he claims that there is a divide between older and younger digital media users. It is Prensky's goal to bridge the digital gap by categorising people based on how early or late they became involved in digital media. Digital Aborigines: Prensky referred to millennials as "digital natives" since they are constantly exposed to digital media in its infancy and early phases (2001).

They are fluent with computers, calculators, video games, and the Internet's digital language (prensky,2006). As a result of this shift in technology, digital migration was born in the digital realm. If we want to bridge this achievement gap, we as educators must take our cues from kids in the twenty-first century, who are constantly pushing the boundaries of what is possible in the digital age (prensky,2006). We must assist all pupils in utilising new technology for their own self-improvement. Young people tend to have a better sense of their future than their elders, according to Prensky (2006), New communication systems (real-time communications, blogs, EBay), sharing (peer network Technology), creation (flash memory), Conferencing (3D World), collection (download), coordination (Wikipedia), evaluation (reputation system) search (Google), analysis (SETI) report, camera phone, programming, social (chat room), and even La Ming are already in use.. (web browsing). (See p. 10).

Studies have shown that students who are more familiar with social media and the internet have higher academic performance, as well as greater student participation and cooperation (Greenhow &Robelia, 2009). Social media and networks can help kids learn and succeed, but just a small number of educators use them. Prensky believes that more aggressive methods are needed to enable these digital protozoa effectively use these digital tools to learn. Schoolchildren should learn how to programme, filter, and maximise the functionality and connectivity of online and digital technologies, according to Prensky (2006a). For example, "Interactive and community-based technology services such as Skype, Twitter, Facebook and YouTube, blogging, wiki as well as blackboard learning software are becoming classrooms, and they have such an advantage that it's difficult to imagine, A teacher or student can do that without them for one week," Blankemp says (p. 39).

3. Role of Social Media in Higher Education

The use of social media in higher education has had a considerable impact.A novel approach to leveraging social media was developed by Lenartz (2013) for the purposes of test institutions and individuals at various colleges.City University of New York is one of them (CUNY).For faculty and graduate students, New York City University established a private social networking campus and a virtual community for members of New York State University (KA, 2010).As an additional means of alerting students and staff to potential emergencies, Arizona State University makes use of social media (such as Facebook, Twitter, and RSS) on a regular basis (Mendoza, 2010).Additionally, the London School of Business and Finance provides a master's degree in business management on Facebook, among other instances.These materials include bulletin boards, lectures and discussions that enable students to cope with their own interests, help them register their courses, and pay According to Kaka, (2010).Another college that makes good use of social media is Nevada University.According to Lenartz (2013), "Las Vegas student Devon Valencia was awarded by the University Affordability Challenge to design a Facebook app to help students seek financial support" (Pratt, 2011). Students can search for financial support, reset to opportunities, and broadcast the help they request or get by linking the Financial assistance database to the Facebook social network (p. 19).

An open source social networking environment known as "Ekademia" is also used by the University of Aalborg in Denmark in order to develop networks between students and others in the classroom, as well as to give them collaborative tools (lenartz, 2013 years).Students are observed to use these technologies for communication, social engagement, sporting activities, and holiday invitations, according to Ryberg et al. (2010).Ellison Ellison et al. (2007) observed that students at Michigan State University were using Facebook as virtual learning communities.Students use Facebook to create and retain social capital during their time in college, according to the researchers.Members of a social network who provide "valuable knowledge or new viewpoints" are said to be bridging social capital (S.1146).Increasing numbers of students are using Facebook as a virtual learning community, as well as the rise and popularity of short-term social relationships.Mrs. Alguraibi(2013), she created a Facebook group with students who had taken social research courses, published papers, and discussed ideas.His students will pass on the slogans and posters he has used in his classes.According to Aiden (2012), students are increasingly using social media, particularly Facebook, as a means of communication.Nevertheless, students' academic and learning objectives employ the demands of social media in order to use the educational purposes of these technologies and to assist these digital native generations to satisfy their interests in further exploration and study.There was little empirical evidence to support the claim that more and more individuals were turning to YouTube as a learning tool made by Bonk (a), O' Reilly (2005), and Teng (2009).

3.1 Social Media and Learning—E-Learning Web 2.0

However, according to Hrastinski&Dennen (2012), social media technologies give learning opportunities in addition to the more traditional methods of official education (such as classrooms) and informal education (such as self-directed study). According to Selwyn (2007), informal learning in families and communities is increasingly supported by social media, and that informal learning is becoming an intrinsic element of all learners, regardless of their age. Formal and informal learning activities should be linked to maximised learning, according to Hall (2009). Learning is most effective when learners are engaged in both formal and informal learning activities. It has been suggested by Attwell (2007) that social media and other forms of informal learning, such as those found on blogs and other social media sites, can enhance traditional classroom instruction. Find out more about online education. Students were questioned by Harrison (2011) if participation in blogs would assist improve classroom teaching by expanding communication outside of class time. Harrison (2011) received a positive response from students. Results show that students can use blogs to comment on blogs as a way to reflect course topics other than weekly classroom gatherings, either individually or in collaboration with peers., blogs help students master their own learning, increase participation in course materials, and promote the development of informal learning communities. An investigation on whether or not microblogging facilitates process-oriented learning, followed by informal learning in higher education, was conducted in 2010 by Ebner and co-authors Students utilise micro blogging to facilitate social engagement in group projects while also using it for casual private communication. Students are more likely to use more formal micro blogging apps if teachers use micro blogging for informal communication. Youth learning is positively impacted by the internet generation of social media, according to several studies. According to Huang et al. (2013), there are three forms of application learning that may be inferred from Web 2.0 technology. Reading and writing in a cooperative and reciprocal manner fall under the first category. Blogs and wikis are examples of this type of technology. The second category is designed to help students learn in situations that are extremely dynamic and complicated. Learners in these environments must interact with other learners and interaction systems in order to discover and learn new material. This type of learner has a great deal of power over the course of events. Among the Web 2.0 apps that fall under this category are online games and class communities. A variety of media is used to provide social support to third-category users. This category is supported by social networking and video-sharing applications such as YouTube. Ito et al. (2010) argued that young people use a variety of websites and communication technologies, including MySpace and Facebook, real-time messaging and text messages, to retain social ties, schedule real meetings, and develop learning outcomes. The most significant or specific information in various fields is often found by young people via social media. Rainie and Tancer (2007) found that roughly 46% of Americans over the age of 18 who are now studying full-time or part-time do so on Wikipedia. There are six times more visitors to Wikipedia than to the most recent educational and reference site, according to Rainie and Tancer (2007a). According to Chayko (2008), 97 percent of respondents stated that they use network or social networking technology for practical reasons. " Participant experiences with technology in education, information gathering, and academic research were discussed. In order to get information quickly, they use the internet and mobile devices. Chayko also predicted that a significant number of individuals will be searching for and receiving information. More over half of the participants claimed that they could find answers to their questions whenever and wherever they wanted. According to Bonk (2008), using YouTube videos in the classroom is "clearly tied to teaching and psychological research" (p. 5). With YouTube videos, Bonk claims that visual and auditory information is better retained by learners than traditional or aural text. Students can reflect on their learning experiences and share them through video blogs on YouTube.. Students who find it difficult to attend class and express their opinions can benefit from online discussions, which allow them to better connect with their peers. Wall-based articles can be used to express, recommend, help, or provide information on the daily life of a friend on Facebook," says Harter (2011). In addition, social media technologies can be used to support students in their educational endeavours. Wenger and Lave (1990) and Vygotsky (1978) found that students learn best when they are a part of study groups or neighborhoods. Localized learning is supported by WEB 2.0 apps since learners can join the community, connect with others, and work on their own material (mason &rennie, 2008). Additionally, YouTube provides its viewers with social learning help. According to Balcikanli (2009), pupils can benefit from using YouTube as an educational tool. A range of video clips are used to teach and show the cultural context in which the language can be used correctly through the usage of YouTube.

3.2 Social Learning Theories

The ability to learn in a group setting is called social learning There are two theories that highlight that all learning is social learning: Bandura (1977) and Vygotsky (1962). Bandura's Theory (1977) acknowledges that learning new information is a labor-intensive process, and that social learning can alleviate some of the burden. It makes sense to lower the amount of knowledge gathered by utilising online technology and Web applications such as social media for social learning. Students can share and learn new things by connecting with social media technology and apps. Bandura and Vygotsky credit their theories of social learning in part to the internet connections and socialising that these platforms enable. Bandura and Vygotsky's theories of social learning are in accord with the usage of social media platforms to help their students' learning. Students can establish connections and form communities via the use of social media technology. Members of these organisations share ideas, information, and expertise. The earliest members of the knowledge exchange, according to Hilscher (2014), will see the expansion of social capital and the interchange of knowledge and strive to be a part of it. After users have established reciprocity, they can engage in "really deep and effective information sharing," said Hilscher (p. 17). On social media, students are taught and developed in their social relationships through the use of online communication tools and knowledge exchange.

Hilscher (2014) claims that as a group, they established the existence of Vygotsky in a society that teaches social interaction. In Vygotsky's view, these social interactions form the foundation for the acquisition and application of new knowledge" (P.7). Web 2.0 is where "social interaction between individuals and groups" occurs, according to Lo (2013). Hilscher (2014) points out that Facebook's messaging feature facilitates communication and collaboration among students. Students use a combination of Facebook messaging, real-time messages, and emails to connect with one another. This social contact enables students to participate in virtual learning groups. Hilscher (2014) discovered that Facebook's capacity to become an effective virtual learning community is due to its ability to interact in a variety of ways, as well as its ability to allow users to effortlessly switch roles. Facebook's ability to serve as a virtual learning community is enhanced by the ability of its users to share their expertise. You may set up a group on Facebook. There are three tiers of protection for the group. Facebook can be divided into smaller groups in order to limit the number of social members while increasing the security of the network. Increasing the level of safety will boost public trust (p. 6).

He also emphasised that all learning began to merge with society in Vygotsky (1962). That "the centre of any higher psychological function is external and in front of society," as he puts it, (P.197). Students that utilise social media as a learning tool are taking advantage of the fact that these tools allow students to learn from each other in a way that is not possible with traditional classroom settings. According to Hilscher (2014), "Every Facebook member can be found by any other Facebook user thanks to Facebook's open framework. There has been an increase in the use of social media as a tool for the creation of educational experiences or spaces, both formal and informal, that began as individualised learning platforms, allowing the development of personal knowledge management and development to become social learning platforms (Dabbagh& Reo, 2011b; Johnson et al., 2011; Mcloughlin & Lee, 2010; &Minocha&Kerawalla, 2011). Since most human behaviour is copied in order to learn about it, Bandura warned that learning would be boring, if not potentially hazardous, if people rely solely on their own activities. We can learn how to adopt new behaviours by studying others. In the future, this encryption data will be utilised as a reference point (page 22nd). Bandura's theory focuses on behavioural changes in psychology and students. Bandura is a firm believer in social modelling as a method of teaching and learning. All four of these aspects of social learning modelling are necessary.

3.3 Reprographics

Learners can successfully learn new habits by implementing these four components. As Bandura points out, students' use of social media for educational reasons demonstrates new behaviours taught through social learning. By establishing links through these platforms, offering feedback to learners, and providing incentives to encourage the replication of new behaviours through these platforms, these emerging technologies help disseminate the behaviour of new learning. Social media such as Facebook has the potential to disseminate behaviour while also provide the feedback and rewards necessary to encourage behavioural regeneration, according to Hilscher (2014). (p. 15).

4. Theory of Technology Acceptance Model (TAM), Theory of Reasoned Action (TRA), and Diffusion of Innovations Theory (IDT)

The technology acceptance paradigm developed by Davis (1989) provides the foundation for the majority of studies looking at how people use technology, notably in education. This model replicates how computer assistive technology is accepted and utilised by users. TAM advises consumers to consider a wide range of variables before deciding how and when to make use of new packages when they become available (Masrom and hussein, 2008). A person's willingness to adopt a new piece of technology is heavily influenced by the utility (PU) and usability (PEO) of that technology, according to TAM.

Rogers' creative diffusion hypothesis is another idea based on this research (1995). Social system members innovate through distinct routes over time, according to the IDT. According to the theory, invention, communication channels, time, and the social structure all play a role in the spread of new ideas and the introduction of technological innovation. According to Rogers, "what individuals or other adoption units judge to be new ideas, practises or things" constitutes "innovation" (p. 11). As a result, the study focuses on Pakistani students' usage of social media technology as a learning tool. Many investigations have been carried out in an attempt to figure out what influences people's adoption and utilisation of new technology. Rogers (2003) looked into how users' attitudes regarding adopting new technology are impacted. The more practical, usable, and compatible the technology is, the more positive people's attitudes toward using it are. According to Davis (1989), the Post Office's impact on the user's perception of utility is greater than that of the user's actual experience. Users' motivations for using electronic collaboration technologies were also examined in Masrom and Hussein (2008) The results suggest that the perceived benefits of electronic collaboration technologies are enhanced by its simplicity of use. Additional research has shown that electronic collaboration technology is used more frequently when people believe they would gain from using it.

To examine if consumers would accept online buying, a study by Masrom and Hussein employed the Ajzen and Fishbein's theory of Rational Action (TRA) and the results showed that subjective normality had a beneficial effect on posture. Participants can be purchased online. The most reliable indicator of online purchasing success is a person's disposition.According to research on user attitudes on BPT implementation in online banking, attitudes have a significant impact in banking services. Students' views toward the adoption of Web 2.0 technologies were also examined by Hartshorne and Ajjan (2008). Students' attitude is the most crucial factor in determining their behaviour when utilising Web 2.0, according to the findings. Web 2.0's actual behaviour is determined by the user's intent, according to the results of the study. Students' views on using Web 2.0 technologies are influenced by their perceptions of Web 2.0's utility, accessibility, and compatibility, according to the findings. In a similar vein, Shittu et al. (2011) conducted a study that sought to understand why consumers use developing technology. The study indicated that perceived usability, perceived utility, and subjective norms were significant predictors of students'attitudes toward utilising social software. ' Additionally, students' attitudes toward the use of social software are more strongly determined.

To find out how people feel about interacting with one another via Web 2.0 or social software, most studies focus on how people perceive these technologies. Research on how individuals feel about using social media for education is scarce. Wang et al. conducted one of the studies (2012). It was determined that the participants' views on the usage of social media to improve CME were examined. CME students are open to using social media for educational objectives, according to the findings. Younger people (20-29 years old) and those with professional degrees were more likely to have a positive view of MS, according to CME participants (such as PhD, MD, etc.).

Al Imam University in Muhammad Ben Chates, Riyadh, Saudi Arabia, was the site of a study by Obaid (2011). Students' opinions toward using social networking sites to facilitate learning can be studied using a research calculator. This shows that students use social media to connect with others. These tools, on the other hand, are primarily used for social purposes and do not have any educational or intellectual purposes. The study's findings also suggest that students don't believe that social networking sites are a source of learning help and don't know the idea of accepting effective involvement in learning support. The website aids in their educational endeavours. The results also showed that professors did not link their personal and academic websites to social networking sites.

5. Challenges

When students use social media for specialized learning or other objectives, they face several challenges. In Seo (2013), students' social media experiences, technical capabilities, as well as their social media attitudes, are critical. Using social media applications like Second Life as an example, Seo claims that students with a lot of gaming experience have a high level of technological expertise. Teaching Calculator science to students from different generations is a challenge, according to Seo, due of a lack of information and experience.For students who are interested in using social media for educational purposes, the availability of computers, the Internet, and online programmes is another barrier. Seo (2013) feels that kids should be able to use high-speed internet without having to wait in long lines. Terri found that once a free online product succeeds, it often changes its access privileges or transitions to a commercial model. As Terri Said (2013, p. 3),

"The problem with free apps is a concern; they will utilise one and then delete it or they will start charging you, and they need to be flexible and comprehend developing technology." A survey of King Abdulaziz University instructors found that one of the major challenges to using social media technology in the classroom is a poor Internet connection (2013).Additionally, teachers' attitudes and beliefs about incorporating social media are a problem. Social media integration into the classroom is supported by well-designed studies, however few teachers incorporate it into their pedagogical programmes, according to Greenhow, Tan, and Libo (2009), and Warschauer (2007). Seo (2013) believes that instructors' reluctance to use social media into educational programmes is influenced by a number of reasons. The age of the person is one of the variables.

However, instructors of all ages can benefit from the use of social media in the classroom, regardless of their age. Teachers' attitudes may also be affected by the perspective of students through the use of social media technology as a teaching tool. It is not apparent how students evaluate the usage of social media in educational contexts, according to Hilscher (2014), despite the increasing use of Facebook as a virtual learning community platform. It's a problem for some University-level teachers because teachers don't use social media tools in the classroom since students don't integrate these tools into the learning environment carefully. Learn. Another issue is educating students on how to make the most of social media in the classroom. Teachers' reluctance to use social media in the classroom is another element to consider. In the classroom, they couldn't see the advantages of online social networking (lei, 2009). There is a widespread belief among teachers that the usage of social media would diminish the role of teachers and students in the educational process (Seo, 2013). "Some people think that you may use the network to maintain 2.0 tools that are not an appropriate ownership structure, and many professors agree that taking advantage of online social media barriers to unneeded conduct," the individual in the Search engine optimization case study stated. The worst-case scenario is that we're just attempting to amuse them (page 24th). Several teachers have complained that their students are continuously using their website, which not only enhances the students' knowledge but also serves as a connection or message from the teacher.Issues identified when using social media in higher education include posting inappropriate or illegal content, cyber-attacks, online threats to proprietary information, confidential information, critical comments about employees or students of the college or university and classroom distractions," says Lenartz (2013). While the system takes students to an unknown or unstudied environment, Seo (2013) argues that they will only encounter unsuitable materials and interactions, which could lead to distraction or harm to pupils. It's easy for students to hide behind third-party conduct in virtual environments like Second Life or other social media tools while engaging in acts of cyber vandalism and harassment.The lack of instructional pedagogy is another barrier to the use of social media for learning is the absence of educational design for educational design and planning activities. Students' usage of social media to learn also puts them at a disadvantage when it comes to language.According to Seo (2013), a shortage of financing has made it difficult for schools to continue to employ online social media.

6. Discussion and Conclusions

The major goal of this study was to find out how Pakistani students felt about using social media to help their university studies. The study also revealed characteristics that influence students' attitudes about utilizing social media for learning, as well as barriers that may impede students from reaping the benefits of using social media to aid their learning. Facebook, Twitter, YouTube, WhatsApp, Wikipedia, and Skype were among the social media technologies employed in this study.It is concluded that learning through social media is an important source nowadays. University students' mostly assignments and projects are

based on online learning and direct related to social media. Pakistani students are using social media at a large scale. Senior students used social media more than junior students for help themselves in learning. It is also concluded that students' gender did not effect on social media learning. But females used more social media for learning with comparison to male students.

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