Legal and Moral Issues with Social Media's Effect on Students' Academic Performance

Hang Li[1], Muhammad Ibrar[1], Kausar Khan[2] and Jiachi Wang[1]

1. Software College, Shenyang Normal University, China

2. Ilma University, Karachi, Pakistan

Email:lihangsoft@163.com;ibrar@synu.edu.cn;ibrarshabjani@yahoo.com;wjc19931996
@hotmail.com

Corresponding author:Muhammad Ibrar and Jiachi Wang

Abstract: This study examines the potential effects of social media on students' academic performance with an emphasis on any relevant moral and legal issues. The main goals are to determine the link between social media use and study habits and to investigate the reasons why students use social media. 120 students from the Government Degree College Lund Khwar Mardan were randomly selected by department and age. Data was gathered using a questionnaire, and analysis was done using descriptive statistics. The research reveals that most teenagers use social media platforms like Facebook and WhatsApp for socializing, for fun, and for educational purposes including joining study groups and accessing online resources. The findings show that social media can improve academic performance; nevertheless, excessive use may lead to poor exam performance. Students should therefore be mindful of the ethical and legal implications of their social media use and strive to balance it with their academic responsibilities.

Keywords: Social Networking Sites, Academic Performance, Study Habits, Learning Materials, Education.

1. Introduction

The advancement of technology has made it possible for many people to use the internet as their primary source of information in place of other sources. Just a few examples of social networking sites (SNSs) that have gained popularity as channels for communication include Facebook, WhatsApp, Twitter, and YouTube. SNSs are a type of

Web 2.0-based internet-based program that lets users create and exchange user-generated content (Kaplan & Haenlein, 2010). Although students frequently use SNSs for socializing with friends and other non-academic activities, despite the fact that they are frequently used for communication and information gathering, this may have a negative impact on their academic performance because of the time they spend on social media rather than studying.

The usage of social media by students may have an effect on their study habits and negatively affect their writing and grammar skills, according to research. SNSs can improve vocabulary, help with arithmetic problems, and provide access to information about universities via social media groups, among other positive effects on academic performance. SNS users can create their own identities, understand racial cues, and form social relationships, all of which are beneficial for academic success. Students can learn how to use social media efficiently for academic objectives with the support of their parents' advice and interactions with their teachers.

However, excessive usage of SNSs can result in mental illnesses such sadness, anxiety, appetite loss, inactivity, and diminished argumentation skills. Students should therefore be mindful of any potential legal and ethical issues related to their social media use and strike a balance between it and their academic obligations. Additionally, social networking platforms are employed for genital recognition, humanizing, testing, and justice in political matters. Students must be aware of the benefits and drawbacks of social media on their academic achievement in order to use it responsibly and morally.

2. Justification of the study

Several ethical and legal issues are brought up by students' use of social networking sites (SNSs). Students might, for instance, bully, harass, or discriminate against their peers on SNSs, which could result in legal action and be detrimental to the victim's mental health. Additionally, students may unintentionally divulge private or sensitive information on these websites, which could have moral and legal repercussions. In terms of privacy and data protection, the collecting and use of user data by SNSs creates additional ethical and legal issues.

Additionally, students who use SNSs excessively may experience negative effects on their academic performance, which raises moral and legal questions about the obligation of parents and educational institutions to guarantee that students utilize these websites in an ethical and responsible manner. Parents and educational institutions must weigh the advantages of SNSs against any potential drawbacks while also educating kids about responsible use, privacy, and cyber bullying.

Because of this, research on the effects of SNS use on students' academic performance and how they utilize social networks is important from both an academic and an ethical and legal standpoint. The results of this study can help educate educational institutions, policymakers, and parents about the need to weigh the benefits of using SNSs against any potential drawbacks while also advising students on appropriate and moral behavior.

3. Literature Review

Due to the potential impact on academic performance, the usage of social networking sites (SNS) by college students has generated ethical and legal questions. One of the main ethical issues is SNS addiction because it might have a negative effect on students' academic lives. Additionally, excessive usage of social networking sites for enjoyment might keep students from concentrating on their studies, which can lead to poor academic performance and legal issues. It is essential to use SNS responsibly and for the intended reasons in order to avoid any bad effects on academic performance that can have legal repercussions.

Numerous researches have looked into the connection between SNS use and academic success. SNS addiction, according to (Sudha, Kavitha, & Practice, 2016), might have a negative effect on students' academic lives.(Zekiri & Sciences, 2016) discovered that excessive use of social media sites for amusement can divert students from their academics and lead to subpar academic results.(Mensah, Nizam, & Training, 2016) discovered that, when utilized appropriately and for the correct reasons, SNS use can have a favorable impact on students' academic performance. According to research by (Hasnain, Nasreen, & Ijaz, 2015), social media can affect kids' ability to learn in both good and bad ways. GPA and SNS use had no statistically significant linear link, according to (Alwagait, Shahzad, & Alim, 2015).(Asdaque, Khan, & Rizvi, 2010) claim

that excessive usage of SNS may have a negative effect on students' participation in outdoor activities and their social lives, which can result in poor academic performance. (Al-Tarawneh, 2014), also found that high school students' academic performance can suffer from excessive Facebook use.

According to the studies considered, SNS may have a positive and negative impact on students' academic achievement. It is essential to use SNS sensibly and with the right intentions if you want to prevent any negative consequences on academic achievement. Considerations of an ethical and legal nature surround the use of SNS. It is also essential to consider elements like the reason for use, the amount of time spent, and the age and gender of users when examining how SNS effect academic achievement.

4. Methodology

As part of the methodology for the current study, the Government Degree College Lund Khwar, which is situated in the village of Gulmaira, Lund Khwar Mardan, was selected as the study area. Since its establishment in 2008, the multifunctional college has provided diploma and intermediate programs in the fields of social, physical, scientific, and humanities. A top-notch education is provided to the student population by the faculty, which is made up of highly qualified, honest, sincere, committed, and professionally skilled educators.

A descriptive research design was utilized in this study, which sought to understand the perspectives of students at Government Degree College Lund Khwar District Mardan from various departments and academic levels. A sample of 120 students who were chosen at random for the study was given the closed-ended questionnaire. After being distributed at random among the student body, the participant's completed questionnaires were collected.

The results of a statistical analysis of the acquired data using a descriptive technique are then summarized in the study's data analysis section. This study adhered to a tight methodology to guarantee accuracy and target population representativeness.

The present study employed an advanced methodology that included selecting a multidisciplinary institution with a highly skilled and dedicated faculty, using a

descriptive research design with a sample size of 120 students randomly selected, using a closed-ended questionnaire as the research tool, and statistically analyzing the data collected. The process was developed to ensure the dependability and correctness of the information that was gathered and delivered.

5. Results and Discussion

5.1 Data analysis

The descriptive statistical method was used to analyze the statistical survey that was done using a questionnaire in this section. A bar graph depicts the entire collection of survey data.

According to the table, the majority of students use Whatsapp for various purposes. Whatsapp is used by 46% of students, Facebook by 28%, and YouTube by only 6%. The results are shown in tables 1-3.

Table 1. Basic Items

Item. No	Students using whatsApp	Students using facebook	Studentsusing Twitter	Students using YouTube
01	102	14	0	04

Table 2. Basic Items

Item. No	Students using SNSs 1 hour	Students using SNSs 2 hours	Students using SNSs 3 hours	Students using SNSs more than 3 hours
02	86	04	10	00

Table 3. Items for Bar Graph

Item. No	Agree	% Percentage	Disagree	% Percentage
03	92	77%	28	23%

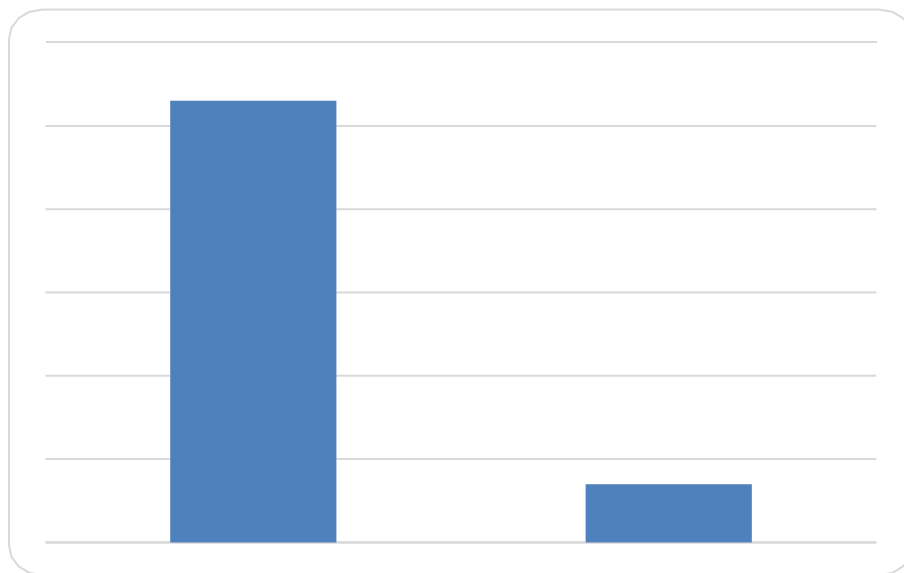|				
04	80	67%	40	33%
05	96	80%	24	20%
06	72	60%	48	40%
07	56	47%	64	53%
08	76	63%	44	37%
09	82	68%	38	32%
10	88	73%	32	27%
11	50	42%	70	58%
12	106	88%	14	12%

Figure 1. Apps for social media are used

According to the findings of the study, the vast majority of students (85%) favored WhatsApp as their favourite social networking site, while only a small minority (12%) preferred Facebook (figure 1). Only 3% of the students preferred YouTube to other social networking sites, according to the study. Additionally, the findings imply that Twitter usage among the group of students under study was determined to be minimal.
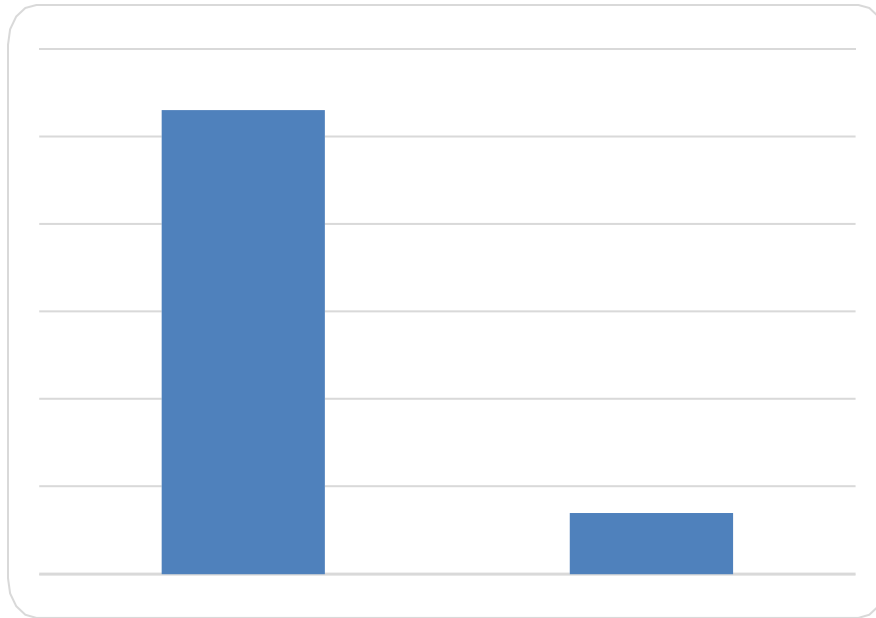
Figure 2. Spending time on social networking sites

The results of the survey showed that most students (86%) used social networking sites (SNSs) for an hour, while only a tiny percentage of students (4%) were discovered to be using SNSs for an hour and a half. An additional 10% of the pupils were discovered to be utilizing SNSs for three hours (figure 2). As no replies were recorded for durations more than three hours, the data imply that the majority of students preferred to use SNSs for a period of one hour, and that the maximum duration of SNS use among the student population was three hours.
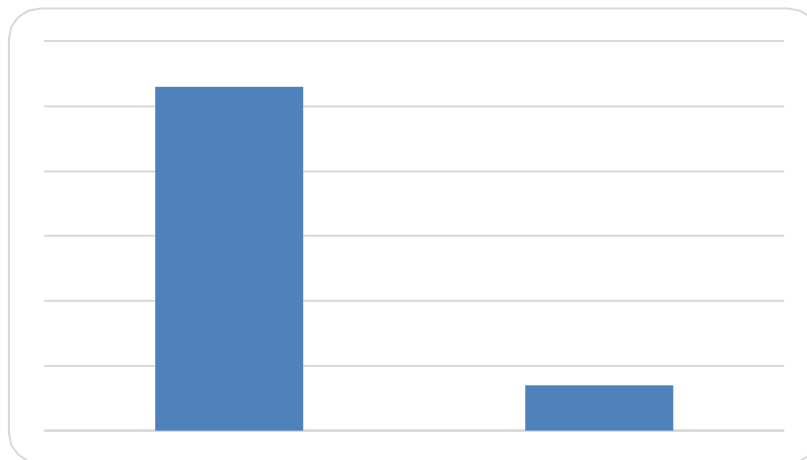
Figure 3. Use of social networks on mobile Phones

According to the study's findings, the majority of students (77%) used mobile devices to access social networking sites (SNSs) (figure 3), while a smaller percentage (23%) used other methods. These results suggest that the majority of the students preferred using their mobile phones to visit SNSs.
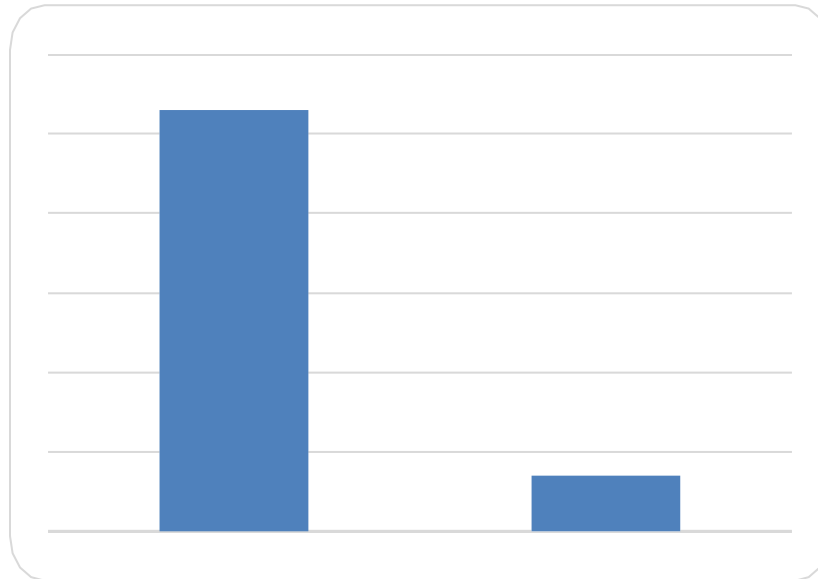

Figure 4. Social networking sites changing behavior

According to the research's findings, 67% of the student population recognized that social networking sites (SNSs) have a discernible influence on their behavior, while 33% claimed that SNSs have no such influence (figure 4).
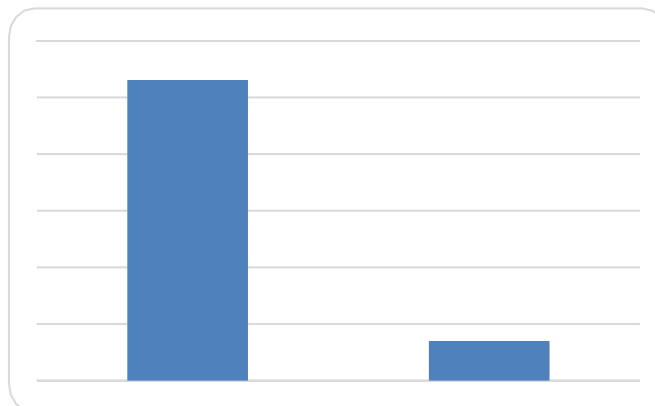

Figure 5. Improving information about products and organizations

According to the study's findings, the vast majority of students (80%) said that social networking sites have improved their knowledge of and awareness of various products and organizations (figure 5). However, a lesser percentage of the student respondents (20%) claimed that social media had no effect on their ability to learn more about brands or organizations.
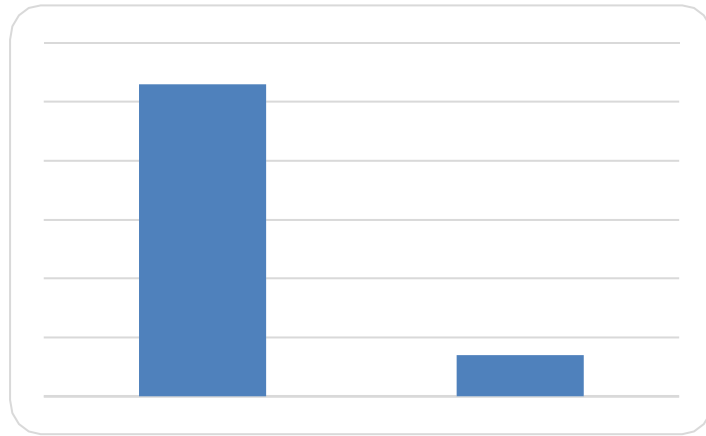

Figure 6. Extra buddies on social networks as evaluate to real lifestyles

According to the research's findings, 60% of the student population reported having more friends (figure 6) on social networking sites (SNSs) than in their actual social circle, while only 40% of the students said they had no new friends on SNSs compared to their actual social circle.
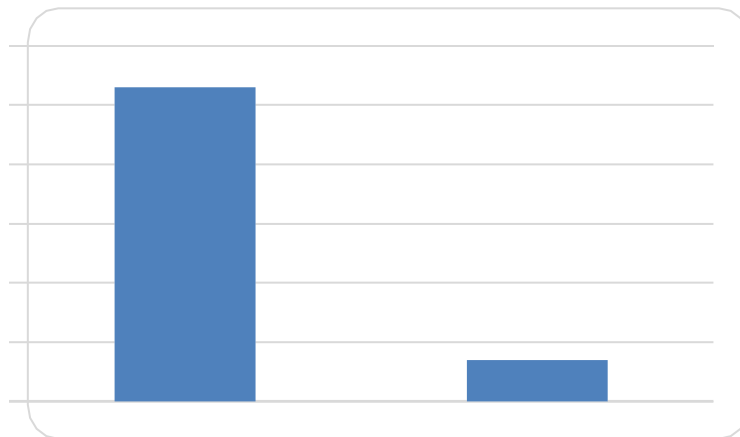

Figure 7. Specific thoughts and emotions on social networking web sites

According to the study's findings, a sizable percentage of students (47%) preferred to communicate their views (figure 7) and feelings on social networking sites (SNSs), while a slightly bigger portion (53%) did not feel motivated to do so.
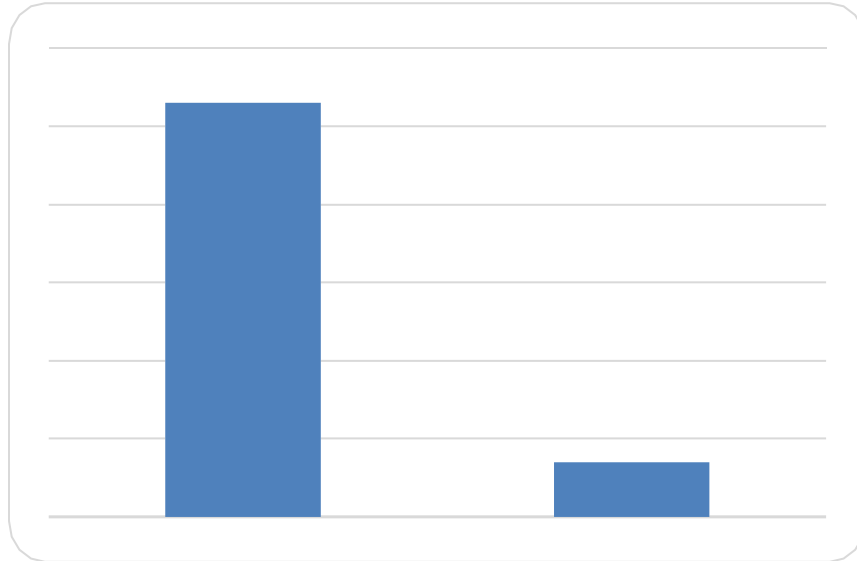

Figure 8. Social networking websites effectiveness for ordinary life

According to the study's findings, 63% of students admitted that social networking sites (SNSs) have a noticeable impact on their communication style and patterns in daily life (figure 8), while 37% of students believed that SNSs had no bearing on their communication style and patterns in everyday life.
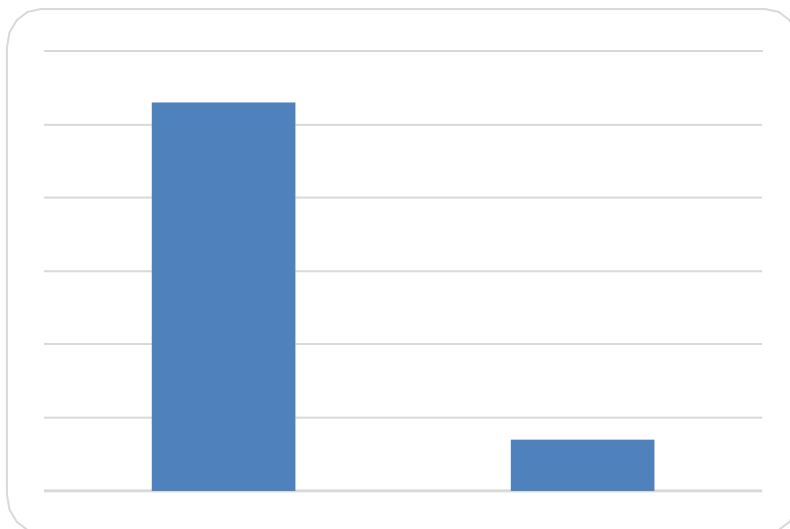

Figure 9. Effects of social networks on study hours

According to the survey's findings, 68% of students say social networking sites (SNSs) have an influence on their study plans, compared to 32% who say they have no influence (figure 9).
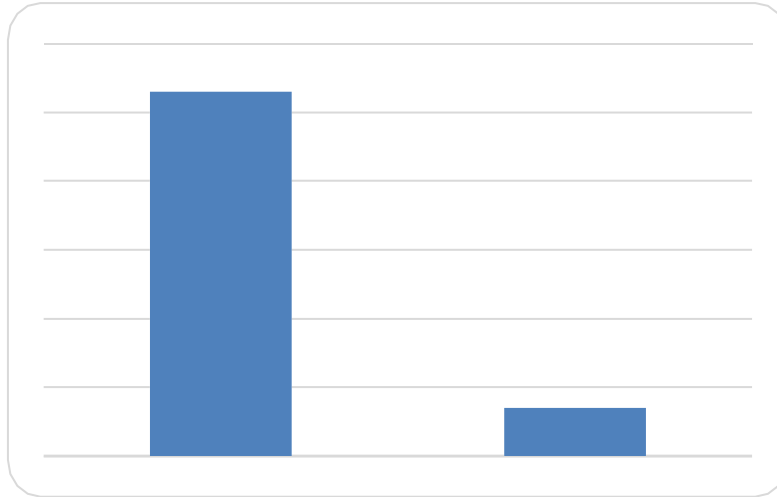

Figure 10. Social networking use for learning

According to the research, social networking sites (SNSs) are an outstanding tool for e-learning for a sizeable section of the student population (73%) but are ineffective for a smaller portion of students (27%) (figure 10).
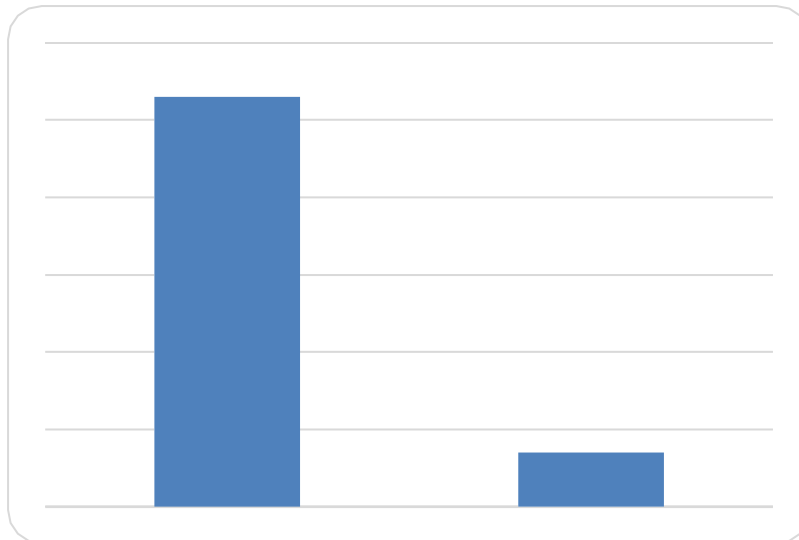

Figure 11. Conversations with teachers on social media are more effective than in-person meetings

According to the study's findings, 42% of students thought social networking sites (SNSs) were a better medium for student-teacher communication than traditional classroom settings; however 58% of students disagreed (figure 11).

6. Conclusion and Recommendations

This study investigates the moral and legal issues surrounding the influence of social networking sites (SNSs) on students' academic achievement. According to the study, while SNSs have a net favorable impact on students' academic performance, there are some students who are nevertheless impacted by SNS drawbacks including addiction and study distraction. Because of these problems, it is not apparent if parents, schools, and social media service providers have a moral or legal obligation to support a positive and safe online environment for students. The suggested solutions include educating parents and students about the advantages and disadvantages of SNSs, enforcing age restrictions to prevent access to inappropriate content, promoting awareness of policies and terms of service to avoid legal issues, and educating students about the potential psychological and physical risks associated with SNSs. These steps will allow students to benefit from SNSs' favorable effects on their academic achievement while also safeguarding their moral and legal rights.

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