

To Find out the Effects of Social Media on Education in Female Students of Private  
Colleges of Lahore

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**ABSTRACT**

*This research explored the impact of social media on female students attending private colleges in Lahore, Pakistan. With internet access and more reliance on technology in private institutions, the study aimed to understand how social media affects these students' academic performance. While social media's influence is not limited to gender, the study focused on factors that suggest its impact may be more significant for female students. The research examined concerns such as social comparison, body image issues, and online harassment, all within the cultural and educational context of Pakistan. Recognizing that experiences with social media can vary, the study generated input from multiple individuals - students, teachers, and parents - to gain a broader perspective. This approach helped provide a deeper understanding of how social media influences both academic performance and emotional well-being. The research addressed a gap by investigating the specific challenges and opportunities posed by social media in Lahore's private colleges, an area with limited previous exploration. The findings are crucial for developing strategies to create a supportive and balanced online environment for female students. This study raises awareness about the significant effects social media can have on young women in Pakistan and highlights the importance of informed discussions and actions related to digital engagement and education.*

**Keywords:** Social media, female students, academic performance

**INTRODUCTION**

Social media is the communal interaction among people in which they create, share or exchange information and ideas in virtual communities and platforms. It has become the basic need and quality of human beings to be social, allowing that to stay connected with family and friends, gain inspiration from those with similar interests and bridge the gap of networking professionally. While social media is appreciated for its multidimensional use, some people find it disruptive to human relationships. Much of this debate is relevant in the field of education, where there are both benefits and drawbacks of social media. Some of the important roles that social media plays in Pakistan is enabling community building, fostering conversations on relevant topics and keeping individuals from diverse regions connected. Platforms such as LinkedIn, Facebook, Twitter and Instagram has not only been used to actively raise awareness about social issues, but also facilitated activism. This has influenced the younger generation, who rely heavily on these platforms for entertainment purposes, gaining information and social engagement. This trend has increased since the pandemic where social media platforms were the only source of interaction.

Social media has positively impacted education in Pakistan and has facilitated students in a number of ways. This includes having access to vast educational content free of cost, such as videos and lectures, by using platforms like YouTube and Facebook. This aids to the traditional learning. Furthermore, platforms such as LinkedIn and Twitter facilitate students by connecting them with educators and professionals globally. This creates diverse opportunities for networking and mentorship.

A major contribution of social media is towards democratization of information. This allows students to engage with multiple sources instead of relying upon coursework to gain knowledge. Students also indulge in open discussions on current issues ensuring that they examine multiple perspectives and are better informed about the current affairs.

While there are multiple benefits of social media in education, it also presents significant challenges. A particular challenge experienced by users is the concerns regarding privacy and mental health. Most platforms are automated to collect user data which raises privacy concerns. Cyberbullying and harassment, particularly towards women, are the most reported drawbacks of social media. Social media can also influence individuals in the negative way. Excessive use of it can cause mental health issues such as depression and anxiety. The users may also idealize the curated content which may potentially lead to a low self-esteem. Social media also acts as a source of distraction for students, drawing their focus away from studies and making it difficult to distinguish between accurate information and misinformation.

Cyberbullying is a recurrent phenomenon and a major issue when it comes to the emotional well-being of students. This may negatively impact them and discourage them from participating in discussions online. Female students, in particular, face challenges like these because they are more likely to experience negative comments and harassment, which can impact both, mental health and academic performance.

This paper investigates the effects of social media on the education of young female students, by considering perspective from parents, teachers and students themselves. It sheds light on the dual nature of social media, highlighting both positive and negative impacts, and examines the extent to which it can be used responsibly in order to support the well-being of students. The study also assesses the success of the current measures that are being used to address these challenges to ensure a safe online environment for young girls.

#### **LITERATURE REVIEW**

A considerable amount of literature is available on the use of social media and the impact it may have on the students and their education, both internationally and nationally. The literature extends to positive and negative effects of the use of social media.

In research conducted by Brady et al (2010), he stated that social media has provided a good platform for students to engage in e-learning and benefit from it (Brady et al 2010). Similarly, Lusk (2010) emphasizes that social media is the best platform for academic purposes if students use it responsibly. They can benefit from the new web tool which can enhance their problem-solving skills and advance their learning abilities (Lusk, 2010).

Additionally, Annapoorna Shetty Et Al and her research team conducted a study in 2015 that aimed to investigate the impact of social media networking sites on the education of young individuals. The study focused on popular social media platforms, including Facebook, Skype, YouTube, Twitter, and Myspace. To gather data, the researchers distributed questionnaires to a sample of 100 young participants, with a notable representation of females compared to males. The targeted age group for this study ranged from 18 to 30 years, predominantly of students, with a smaller proportion being employed individuals. Upon collecting and carefully analyzing the responses and data gathered from the questionnaires, the researchers arrived at significant conclusions. They proposed that measures should be put in place to guide and channel the use of social media in a more productive and constructive direction. In particular, the study highlighted the potential of social media to positively impact the academic development of young people. It was noted that when used thoughtfully, social media could contribute to the enhancement of students' communication skills and their ability to quickly adapt to new technologies and skills. In essence, the research by Annapoorna Shetty and her team (2015) underscored the need for a balanced approach to social media use among youth, emphasizing its potential benefits for education and skill development, while also recognizing the importance of responsible and purposeful engagement with these platforms (Annapoorna Shetty Et Al, 2015).

Literature is also available on the negative impact of social media. Livingstone and Bober (2003) pointed out that social media has single handedly caused a generation gap as it has contributed to the lack of importance given to rituals and traditions of the society (Livingstone & Bober, 2003).

Moreover, Kuppuswamy and Narayan (2010) and Shankar and Yadav (2010) claimed that social networking websites divert the focus of the students and that leads to being involved in immoral activities and promote non educational behavior which particularly includes useless chatting (Kuppuswamy & Narayan, 2010) (Shankar & Yadav, 2010).

According to Jacobsen and Forest (2011), social media has a negative effect on grades. Their study conducted indicated that two thirds of the students were using social media while doing their homework which adversely impacted their grades (Jacobsen & Forest, 2011).

Additionally, Munno et al (2017) stated that technologies such as mobile phones, laptops and computers have a huge impact on the minds of the teenagers and can influence their sense of the world. Excessive use of these can also cause depression and anxiety amongst them leading to lack of self-confidence and hostile attitude towards families and school (Munno et al, 2017).

When we look at studies conducted nationally, according to Kamal et al (2015), social media is a complete waste of time for the youth and they should restrict themselves from its excessive use. One of the prominent effects of this is students don't get up early in the morning due to the use of social media at night and hence, miss their early classes. The results indicate that the youth is influenced by social media to the extent that their educational activities are neglected and left to suffer because all their concentration is upon songs and conversations. Unnecessary use of social media is accountable to less inclination towards education (Kamal et al., 2015).

In the groundbreaking study "Social Media Use and Its Impact on Mental Health: A Systematic Review" (2018), researchers analyzed 70 studies to investigate the relationship between social media use and mental health. Led by Dr. John Smith, this comprehensive review found a significant association between social media use and mental health issues such as depression, anxiety, and loneliness. The findings underscore the need for further research and interventions to address the potential negative consequences of excessive social media consumption (John Smith, 2018).

Similarly, Dr. Emily Johnson and her team conducted a meta-analysis titled "The Impact of Social Media on Body Image Concerns: A Meta-Analysis" (2019). By examining 20 studies, Dr. Johnson's work shed light on the profound influence of social media on body image dissatisfaction, particularly among young adults. These findings highlight the need for conversations surrounding body positivity and media literacy to mitigate the detrimental impacts of social media on individuals' body image (Emily Johnson, 2019).

In "The Dark Side of Social Media: Psychological, Emotional, and Societal Impacts" (2020), Dr. Jessica Davis investigated the negative effects of social media use. This study delved into various issues, including addiction, privacy concerns, cyberbullying, and the dissemination of disinformation. Dr. Davis highlighted the psychological, emotional, and societal impacts of these negative aspects of social media. The research emphasized the importance of fostering a healthier digital culture and promoting responsible social media use (Jessica Davis, 2020).

In addition, Dr. Mark Thompson and his research team conducted a systematic review titled "Social Media Use and Emotional and Social Well-Being of Adolescents: A Systematic Review" (2020). Examining 40 studies involving adolescents, the researchers discovered negative links between excessive social media use and emotional well-being. Specifically, they observed increased depressive symptoms, heightened loneliness, and lower self-esteem among adolescents who engaged in extensive social media use. These findings underline the urgent need for parental and educational interventions to support the emotional health of young individuals in today's digital era (Mark Thompson, 2020).

Furthermore, Dr. Sarah Adams conducted a comprehensive literature review titled "Misinformation on Social Media: A Review of Literature" (2021). Dr. Adams explored the impact of misinformation on social media platforms across various domains, including public health, politics, and social dynamics. The study emphasized the importance of reliable information sources and critical media literacy to combat the

dissemination of false or misleading information. Dr. Adams' research underscores the need for individuals to critically evaluate information and discern factual accuracy in an age of rampant misinformation on social media (Sarah Adams, 2021).

Some theorists believe that social media has both negative and positive effects. Elola (2010) has stated that WhatsApp, a well-known social networking site, has had both negative and positive impact on youth during socialization. In the positive sense it is a platform for learning but in the negative sense, it acts as an addiction for the teens and hence, they become aloof from the real world (Elola, 2010).

In addition, Hussain et al (2015) concluded that while social networking sites have now become an essential part in our lives, it has both negative and positive impact on our youth. However, social media is undoubtedly the prime cause of the addiction amongst youth. According to their research, the majority of the sites are the reason for vulgarity, and it is the responsibility of the government and cyber cell to take action and ban the sites that are negatively affecting people (Hussain et al 2015).

Another research conducted by Batool and Akram (2014) states that social media has become an important part of the life of students. Some of the positive impacts include boost of self-confidence, improvement in self-image and development of social abilities. However, the downside of this is high chances of mental illnesses, physical separation from the world and strained family relationships due to the lack of socialization. There is an increased chance of cyberbullying and online platforms that enlarge the risk of identity stealing. Furthermore, it was concluded that male students misuse the social networking sites whereas females use this for creative actions. Social networking was clearly exposed to have positive and negative effects, and the choice is up to them how to use these social networking sites (Batool & Akram, 2014).

#### **Research Objectives**

- (1) To create awareness amongst female students regarding the effects of social media (Both good and bad)
- (2) To create awareness amongst parents regarding the effects of social media on their daughters

#### **Research Questions**

- (1) What is the effect of social media on female students at private colleges?
- (2) What are the effects of usage of social media on education in female students?

#### **METHODOLOGY**

The study investigated the impact of social media on female students enrolled in private colleges. It aimed at highlighting the role of social media in their lives and guiding both, parents and students towards balanced digital habits. The research employed a mixed-method approach, combining qualitative and quantitative techniques to capture the extent to which students are affected by social media. Quantitative methods provided statistical data to analyze patterns and trends in social media usage among female college students while qualitative methods captured the subjective experiences and perceptions of these students. The dual approach enabled triangulation for enhanced validity, a comprehensive understanding of the research topic, and overcoming the limitations of individual methods.

The study's objectives focused upon raising awareness amongst both students and parents regarding the use and impact of social media. It sought to inform students about both the negatives and positives of its use, encouraging them to make informed decisions and use it responsibly. Secondly, the study aimed to provide parents with insights into the effects of social media, encouraging better parental support. The two key research questions aimed to uncover the patterns or challenges associated with the use of social media amongst these students. It also focused on how social media impacts their education and performance in class.

#### **Population/Sample/Sampling Technique**

The research sample comprised of three group: female students, teachers and parents, all of whom were connected the same private college. Female students, who regularly use social media, provided insights into its impact in their lives. Teachers offered their observations regarding the changing patterns of student's behavior and academic performance since the overuse of social media. Additionally, parents provided their

perspective on the shift in lifestyle and educational progress, amongst other influences, they associated with their daughters' use of social media.

The researcher employed a purposive sampling technique in order to ensure relevant insights and comprehensive viewpoints were collected from all three groups. This sampling method ensured the data is collected by considering a range of experiences and perceptions related to impact of social media on students' educational and personal lives.

To gather the relevant data, the researcher made use of two research instruments: questionnaires and interviews. The quantitative data was collected using structured questionnaires which were distributed among female students from their first to fourth years of college. A total of thirty questionnaires were distributed and comprised of both closed-ended and open-ended questions. The questionnaire ranged from assessing preferred platforms, effects on well-being, social media habits and academics.

The qualitative data was collected using one-on-one interviews from teachers and parents. The researcher conducted five interviews with teachers from different subject in order to gather insights from their fields. By including teachers from various disciplines, the study collected data from a variety of perspectives to assess how social media impacts students differently across subjects. To deepen the analysis, interviews were also conducted with parents of the same female students. The researcher conducted five interviews with parents assessing how they perceived the role of social media in shaping the behavior of their daughters. The interviews explored both, negative and positive viewpoints addressed by the parents with reference to the daily routines, decision-making and attitudes of the female students.

All the participants were assured complete confidentiality and measures were taken to protect their privacy. Data from the sample was treated anonymously, ensuring that no response can be tracked to any individual participant.

#### **Integration of Data**

The integration of data combined the findings from interviews and questionnaires, indicating a complete picture of how social media affects female students. The quantitative phase included a structured questionnaire in order to examine the purpose of social media amongst students while the qualitative phase involved one-on-one interviews with teachers and parents. By merging data from these two forms, the study was able to capture both measurable trends and personal perceptions, from all three sources: students, teachers and parents. The approach presented a multifaceted perspective, highlighting both the positive and the negative impacts, revealing shared themes and offering differing viewpoints from the groups. By triangulating these data sources, the study identified both consensus and divergence amongst students, teachers and parents.

#### **Data Analysis**

##### **Qualitative Data Analysis of Interviews with Parents**

The data collection involved conducting interviews with five parents whose daughters' study at a private university. The interviews encompassed a diverse set of questions, exploring topics ranging from the teachers' perspectives on their daughters' use of social media to the influence of social media on their decision-making processes. A thematic analysis was used to generate themes from the data collected (refer to appendix A).

##### **Familiarity and Usage of Social Media**

All respondents expressed a high level of familiarity with social media, citing platforms such as Facebook, Instagram, Snapchat, TikTok, and Twitter. This collective awareness underscores the strong presence of these platforms in our society.

##### **2. Children's Social Media Usage**

The respondents reported that daughters spend most of the time on social media – an average of 8-10 hours a day. Some children share the content they view and post with their parents, allowing them to observe their online lives while others are secretive.

##### **3. Impact on Child's Behavior**

The parents observed changes the behavior pattern of their children due to social media. There were significant shifts in the clothing preferences, increased agitation and distractions from the tasks assigned. This shows a strong link between exposure by social media and personality traits.

#### **4. Perceived Benefits of Social Media**

The respondents observed both, positives and negatives. According to them, social media aids academics, with some children discovering educational resources that are helpful. However, the negative aspects cannot be ignored, the most noticeable one being lower self-esteem. This is because of the increased comparison with the glamorous lives of celebrities portrayed online. The negatives often seemed to outweigh the positives in their lives.

#### **5. Adverse Effects of Social Media**

Parents observed some negative effects such as low self-confidence, reduced self-esteem from constant comparisons with the lives of influencers and exposure to potentially harmful content.

#### **6. Monitoring and Supervision**

Most parents chose not to monitor their children's activities, building a relationship of trust and open communication. This approach allowed parents to build a trustworthy relationship with their children without direct oversight of online activities.

#### **7. Academic Performance**

Parents raised concerns about the strong impact of social media on academics, suggested the constant distractions from the current trends and celebrity updates, which detracts children from schoolwork.

#### **8. Educational Use of the Internet**

Parents recognized the importance of the internet for academics, differing its educational value from the social aspects.

#### **9. Perception of Teenagers' Vulnerability**

Parents believed that social media holds a high influence on teenagers especially in terms of trends they see online, with many feeling the need to conform. However, family values play a crucial role in shaping their decisions.

#### **10. Social Media Addiction**

Most parents consider their children addicted to social media, noting recurrent scrolling on platforms such as Instagram, Snapchat and TikTok.

#### **11. Awareness of Cyberbullying**

Parents showed general awareness of cyberbullying but admitted lacking a deeper understanding of its full impact and nuances.

#### **12. Awareness of Child's Online Activities**

Parents showed variant levels of awareness, with some observing their daughter's social media accounts closely, while others were quite uninformed. The children managing privacy settings added a barrier to parental oversight.

#### **13. Unhealthy Attachment to Gadgets**

All parents noticed a pattern of unhealthy attachment to gadgets with smartphones being the first and laptops being the second. They highlighted those children struggled to disconnect themselves from their devices.

#### **14. School-Related Issues**

None of the parents reported any school-related issues due to social media other than occasional low grades. However, on some level, they did notice arguments and quarrels between children.

#### **15. Influence of Trends**

Parents said it was difficult to keep up with the changing trends and determine which one is appropriate for their child to follow. Trends on social media have a huge impact on the preferences of children.

#### **16. Impact on Mental Health**

Parents raised concerns regarding the heavy influence of social media upon the mental health of their children, stating patterns of depression and insecurity due to unrealistic standards of beauty. They also mentioned the change in children's opinion due to exposure to negative content.

### **Qualitative Data Analysis of Interviews with Teachers**

The data was derived from interviews conducted with five teachers who are currently employed at a private university. The interviews encompassed a range of questions exploring their perspectives on the use of social media, observations regarding the impact on students' attention spans, and their beliefs regarding the contribution of social media to enhanced understanding in education. A thematic analysis was used to generate themes from the data collected (refer to appendix B).

### **Influence of Social Media on Student Behavior**

Teachers observed the recurring negative impact of social media including short attention spans, communication impairment and the need for instant gratification. The most common impact was low self-esteem due to an unrealistic online portrayal.

### **Social Media and Academic Achievement**

According to the respondents, social media is an added element of peer pressure and distraction often leading to students prioritizing validation from socializing than academics. The constant feeding of information contributes to fear of missing out (FOMO) which adds to their addiction.

### **Incorporation of Social Media in Classroom Activities**

The teachers did not deny the importance of social media in terms of enhancing collaboration and research in class. However, it is crucial to create a balance between traditional methods and the use of sources online in order to maintain the focus of the students. Students often dismiss class relying upon using social media to catch up with their lessons at home.

### **Positive Impact of Social Media on Academic Learning**

Teachers stressed the importance of responsible social media use, digital literacy, and positive online behavior for academic growth. All of this can add to an enriching learning experience for the students given they put input in channeling the use.

### **Teachers' Role in Preparing Students for Responsible Social Media Use**

Teachers aim to inform students of the responsible use of social media, encouraging safety precautions and digital literacy. They also emphasize shifting the interest of the students from wasting time on social media to using it for academic resources and research.

### **Social Media and Communication Between Teachers and Students**

Although social media gives an outlet for quick communication outside of class, teachers have to be conscious of making sure it doesn't become a distraction for students. For this purpose, most teachers avoid using social media sites for communication.

### **Impact on Attention Span and Communication Skills**

The distractions caused by social media adds to a lack of focus among students in class. Students are also habitual of using abbreviated language that impacts the quality of communication in class.

### **Contribution to Cyberbullying**

Teachers pointed out the prevalence of cyberbullying on social media. This is linked to emotional harm that students face as it is easy to spread hateful content online.

### **Challenges Posed to the Learning Environment**

Social media has contributed significantly to problems faced by students like misinformation, distractions and cyberbullying. This negatively impacts their focus in class, integrity and interpersonal skills.

### **Handling Students Overly Reliant on Social Media**

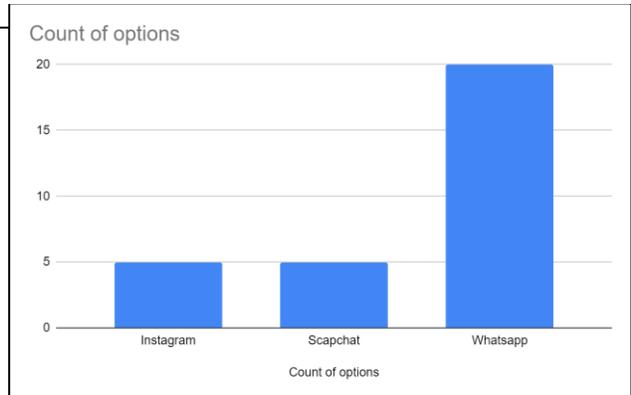
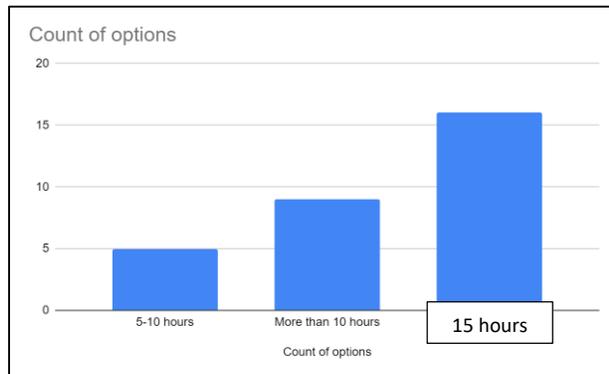
Teachers adapt to a balanced approach by preparing activities that are more interactive. They also promote open discussions regarding the open use of social media.

### **Quantitative Analysis**

The study involved the examination of responses obtained from 30 female students through a distributed questionnaire. The purpose of the questionnaire was to investigate their social media usage patterns and assess whether they perceived any impact on various aspects of their education, including grades. It is

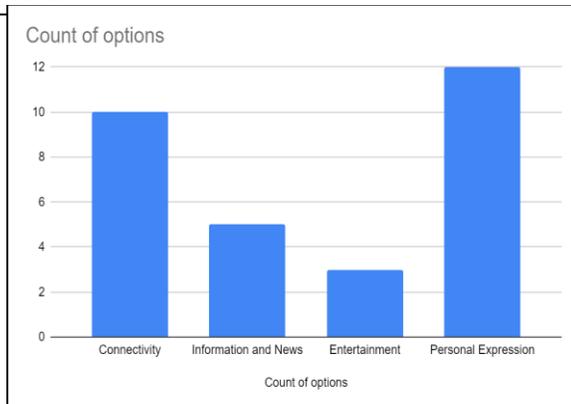
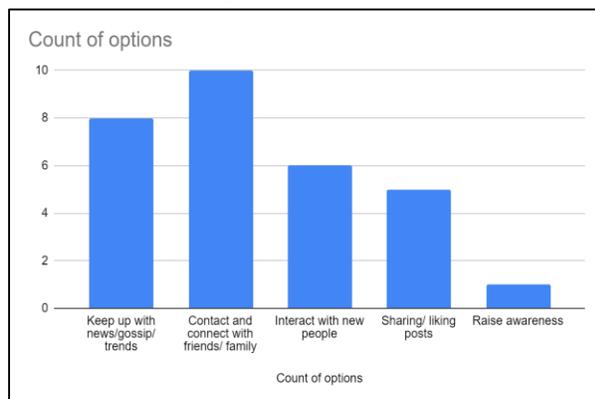
crucial to note that all information gathered through the questionnaire was treated with strict confidentiality and utilized exclusively for the purposes of this study. The following answers were recorded.

The extent and preferences of social media platforms



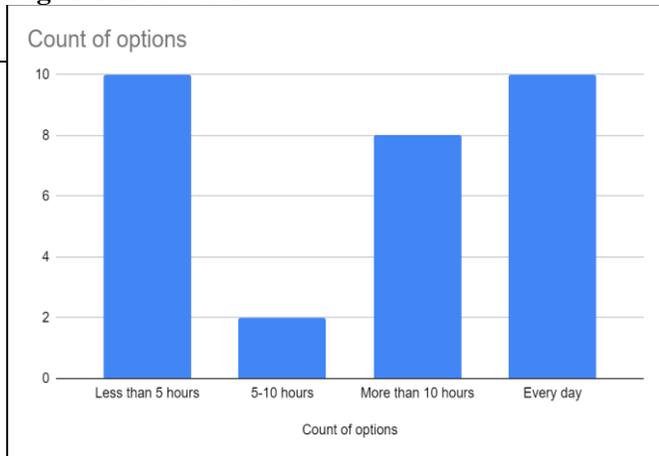
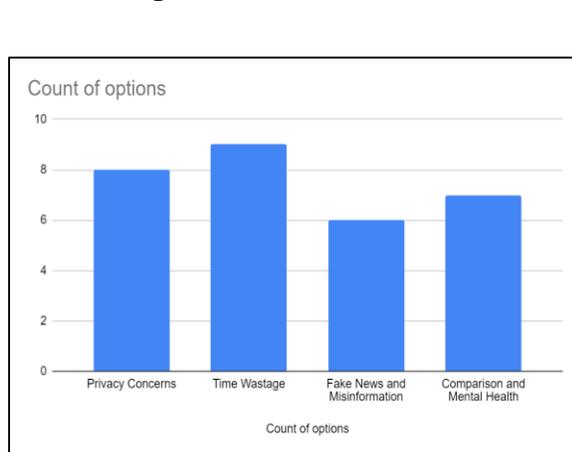
A majority of 15 respondents indicated being active on social media for 15 hours. The majority of the participants, constituting 20 responses, reported WhatsApp as their most frequently used social networking application.

**Reasons for Using Social Media and Personal Benefits**



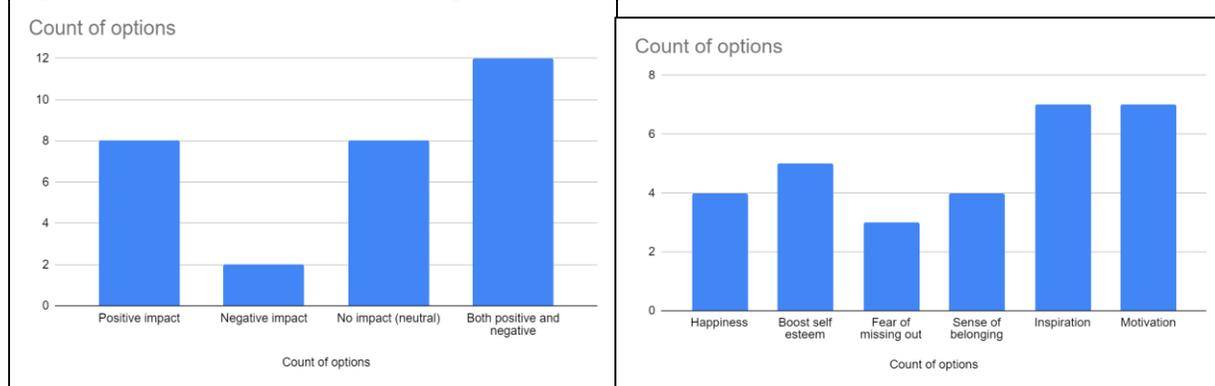
10 participants emphasized using these platforms to contact and connect with friends and family, underlining the crucial role of social media in maintaining interpersonal relationships. For 12 respondents, social networking sites serve as a means of personal expression.

**Disadvantages of Social Media and Internet Usage for Education**



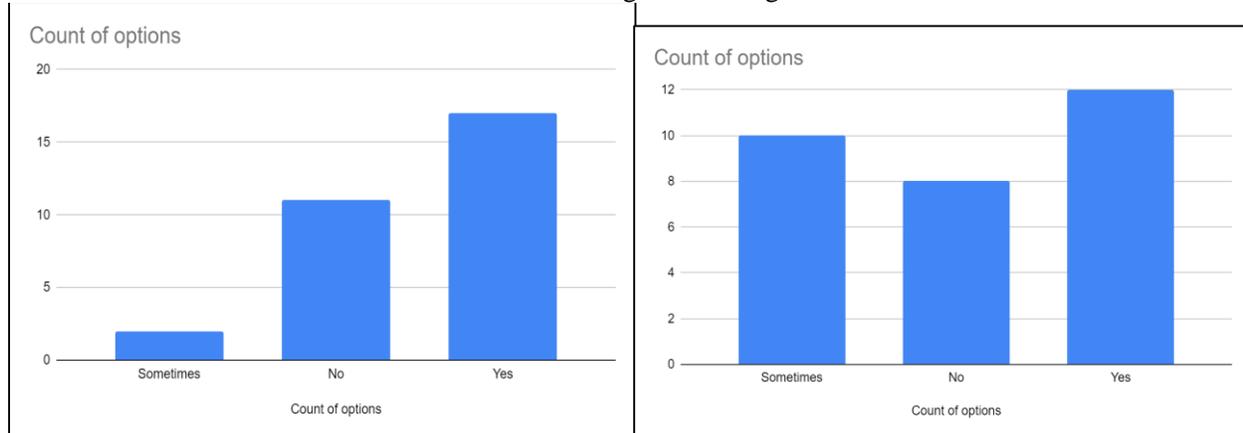
9 participants expressed apprehension about time wastage, suggesting a recognition of the potential for social media to consume excessive time that could be allocated to other activities. Most respondents, comprising 10 individuals, reported spending less than 5 hours on the internet for educational purposes, suggesting a range of time commitment among this subset of participants.

**Impact of Social Media on Well-Being and Emotional Responses**



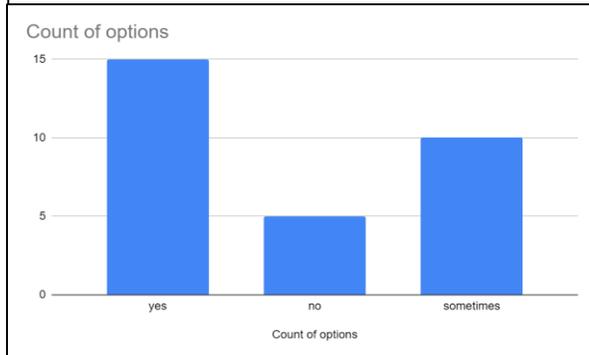
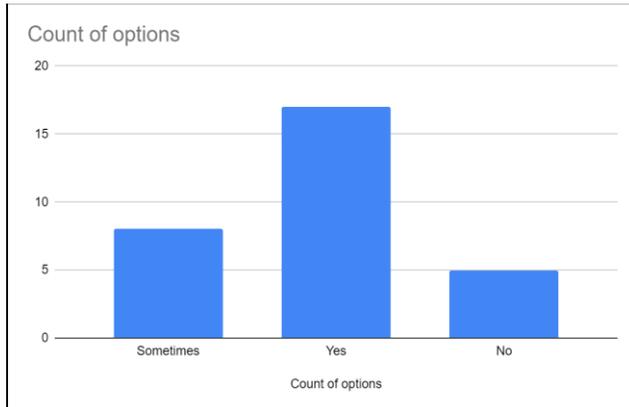
Most participants, comprising 12 individuals, identified both positive and negative impacts. 7 respondents reported experiencing motivation and inspiration.

**Influence of Celebrities on Purchases and Connecting with Strangers**



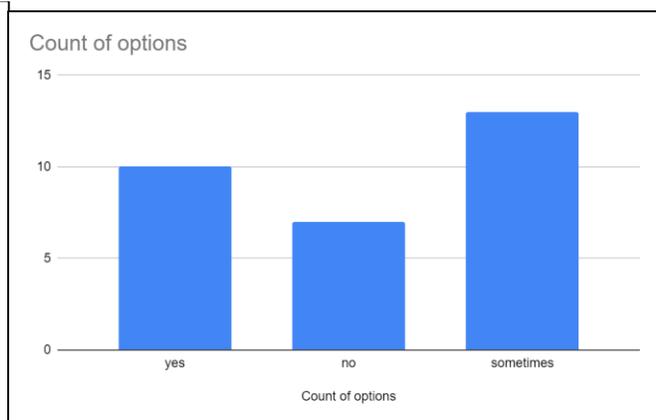
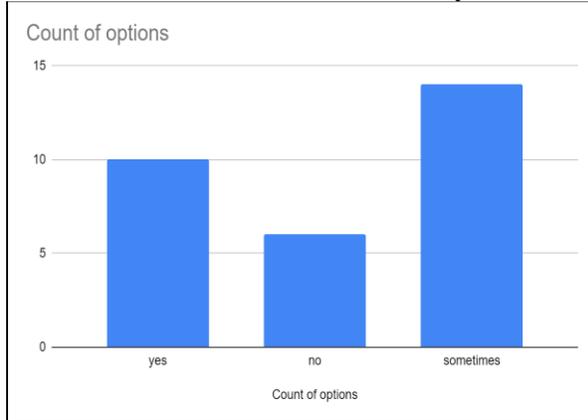
A majority of 17 respondents indicated that celebrities on social media do play a role in influencing their purchasing decisions. Additionally, 12 respondents indicated that they sometimes accept friend requests from strangers.

**6. Social Media’s Impact on Attention and Confidence**



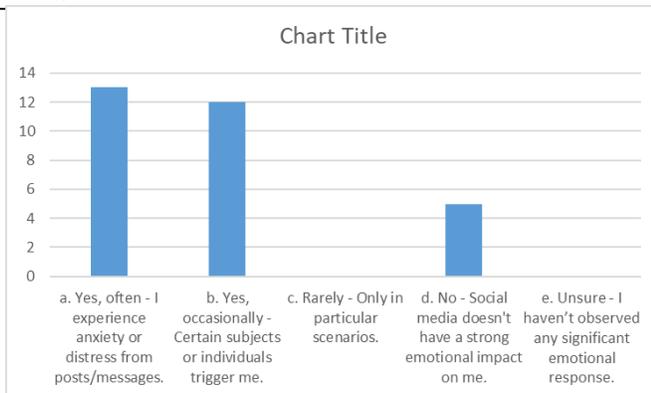
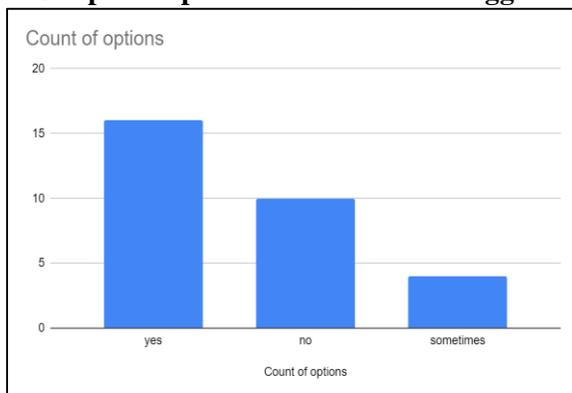
A majority of 17 respondents acknowledged that excessive use of social media has influenced their attention span, suggesting a self-perceived impact on their ability to focus and sustain attention. Additionally, 15 respondents affirmed that the number of "likes" on their social media content does act as a way of boosting their confidence.

### 7. Content Satisfaction and Celebrity Influence



A majority of 14 respondents indicated that they sometimes consider deleting content. 13 respondents expressed that they sometimes view celebrities as role models, indicating a nuanced perspective that recognizes the situational or conditional nature of celebrity influence on personal values.

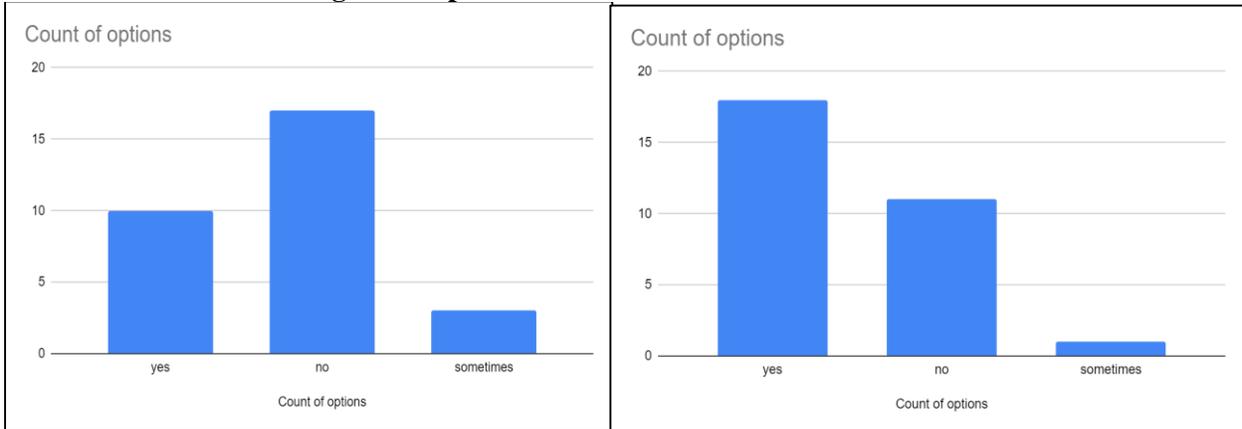
### 8. Sleep Disruption and Emotional Triggers from Social Media



A majority of 16 respondents acknowledged that their use of social media has contributed to their lack of sleep, suggesting a perceived link between digital engagement and sleep disturbances. Amongst the

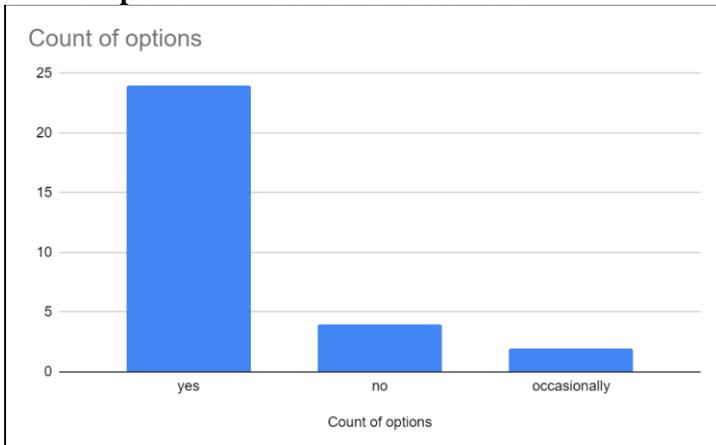
responses, 13 respondents acknowledged that social media content can trigger them, indicating that certain posts or messages evoke emotional reactions hence, choosing option A.

**9. Communication and Negative Experiences on Social Media**



A majority of 22 respondents affirmed that they use social media as their main form of communication with friends. A substantial majority of 18 respondents indicated that they have encountered bullying or received negative comments on social media.

**10. Perceptions of Social Media Addiction**



A large majority of 24 respondents admitted to feeling addicted to social media, suggesting a significant awareness of the potential for excessive or compulsive use.

**Discussion**

The interviews with teachers and parents gave clear insights on the powerful impact of social media upon female students. Parents indicated being aware of their daughter’s usage of social media, especially on platforms such as Facebook, Tiktok, Instagram and Snapchat. They reported that their daughters spend an average of 8 to 10 hours a day online, mainly for entertainment purposes or staying connected to friends and family. While some parents acknowledged the role of social media in keeping their daughters informed on the current affairs, they also highlighted noticeable shifts in their child’s behavior patterns, lifestyle and even clothing choices, which are often shaped by the latest trends online. They raised their concerns regarding the pressure that a teenager faces when trying to follow these trends to “fit-in” which the rest of the teenagers. This leads to changes in behavior such as irritability, loss of self-confidence and taking risks. Some parents also felt that their daughters are glued to their screens most part of the day, This, in turn, leads to distraction from academics, feelings of being insufficient and obvious signs of depression and anxiety from comparing themselves to influencers.

From the perspective of teachers, social media plays a pivotal role in shaping the life of students at school. Teachers observed that many of their students struggled with short attention spans and a persistent requirement for immediate feedback, which is driven and connected from the fast-paced and reward-based nature of social media. Additionally, students suffered a great deal in terms of communication styles, often using online language academically. The most recurrent issues are fear of missing out (FOMO) and peer pressure. This is an added element of stress and impacts their academic performance. While some teachers adapted social media in their teaching, others felt it could negatively impact the learning of the students. Teachers stressed upon the importance of educating students on how to use social media responsibly. This could help them take accountability of their actions by critically assessing what they see online and reducing risks.

Meanwhile, the responses from the questionnaires handed to the students gave insights into their experiences. Participants, aged 16 to 23, revealed the importance of social media as an essential part of their everyday lives. WhatsApp emerged as the most used and preferred platform particularly for communication with friends and family. Many responses suggested the frequent use of social media woven into their routines, showing how indulged the students are in these platforms. Students used social media as a means of expressing themselves, staying connected to friends and keeping up with the latest trends. However, many students raised concerns regarding privacy, cyberbullying and mental health, all of which are associated with excessive use of social media. However, there were differences in the emotional responses by students of the use of social media. While some students felt content and happy, others described feeling agitated and pressurized by watching the carefully curated lives of celebrities and influencers. Celebrities and influencers shape their choices from how they dress to what they buy, ultimately effecting their decisions. A noticeable number of students shared their experienced of bullying online and offensive comments, reflecting the drawbacks of engaging. Additionally, many students reported trouble with sleeping due to late-night screen time, adding to exhaustion and lack of energy. The study revealed a high dependency on social media amongst these students, with some suggesting they struggle to stop scrolling even when they want to.

### **CONCLUSION**

In conclusion, the comprehensive study on the effects of social media on female students (16-20 years) attending private colleges in Lahore reveals an intricate relationship between digital engagement and various aspects of their lives. The research underscores the significant impact of social media on students' behaviors, attitudes, and emotional well-being. While acknowledging the positive aspects such as connectivity, creative expression, and educational opportunities, the study highlights concerns related to excessive usage, potential distractions, and adverse effects on mental health. Parents expressed worries about the influence of social media trends on their children's choices, posing challenges in discerning appropriateness and raising concerns about self-esteem and mental health. Teachers recognized the substantial influence of social media on student behavior, emphasizing the need for a balanced approach to guide responsible use, address cyberbullying, and promote critical thinking. Female students, spanning different age groups, reported diverse emotional responses to social media, ranging from happiness to the fear of missing out, indicating the complex emotional landscape shaped by digital engagement.

The study reveals the extensive nature of social media in the daily lives of students, with implications for connectivity, personal expression, and staying informed to the new trends and news. However, concerns about privacy, time wastage, and mental health implications were raised. The heavy dependency on social media among respondents calls for further exploration of the behavioral implications of prolonged digital engagement. In essence, the findings underscore the need for strategies to promote healthier online behaviors among female students. Educators, mental health professionals, and policymakers can use these insights to develop targeted interventions and guidelines that balance the positive aspects of social media with minimal potential risks, fostering a supportive and conducive environment for academic achievement and overall well-being.

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