The Influence of Social Media on Conceptual Clarity and Development at the University Level in Khyber Pakhtunkhwa

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Abstract
The research aimed to assess the influence of social media on enhancing conceptual clarity (higher-order thinking skills) among university students in Khyber Pakhtunkhwa, Pakistan. The research aimed to evaluate the efficacy of social media in augmenting an individual's analytical ability, elucidate the impact of social media on the development of evaluative skills, and investigate the function of social media in increasing creative abilities associated with ideas. The interview research technique was used to get qualitative data from the participants. The study population consists of educators from the Department of Education at public, private, and women's universities in Khyber Pakhtunkhwa. The purposive sampling approach was used for sample selection. Ten academics were nominated for interviews to gather data. Based on the study's findings, it was concluded that utilising diverse social media tools—such as lectures, maps, diagrams, films, news, information, and literature— is an efficacious approach to augment an individual's capacity to delineate ideas, disseminate, retrieve, and evaluate knowledge. Most respondents said that social media apps empower users to alter, choose, and utilise information in dynamic and evolving contexts.

Keywords: Social Media, Concept clarity, Analyzing, Evaluating, Creating

Introduction
It would be accurate to state that social media helps people connect with their friends, parents, and other family members. It is an electronic platform that enables the sharing of ideas, knowledge, images, videos, emotions, and much more. Internet-based social media allows fast communication. Web-based software that is widely used worldwide is known as social media. Social media has the power to transform people's lives.

Social media has no universally recognized definition (Scott & Jack, 2011). According to some experts, the phrase means the following: social media, as defined by Kaplan and Haelien (2010), is internet-based, contemporary communication software that uses user-generated content and is based on the conceptual and technological underpinnings of Web 2.0 (Stevenson & Waite, 2011). The Oxford Dictionary defines the word as a social networking platform and mode of communication. Dearborn (2014) defines communication networking as a fast- moving, all-encompassing, widely-liked, highly effective, and widely trusted means of connecting people through the discovery and sharing of concepts, knowledge, documents, images, videos, and other content pertaining to specific individuals.

According to Al-Tarawneh (2014), social media is the web application that is

expanding the fastest in the twenty-first century and offers several advantages to people. Mobile phones were introduced by social media, which led to a sharp rise in user numbers. The research "Mobile Social Networks and Social Practices" by Humphreys (2007) said that social network applications have recently transitioned from personal computers to mobile devices, integrating network information and communication. Mobile phones facilitate the construction and enhancement of users' social networks. The impact of mobile phones on our daily lives is astounding, as they are used for many different purposes, such as connecting and sharing information and research work (Hurt et al., 2012). Social media is important and useful in education; it offers technological opportunities for student-centered activities (Monopolis, 2014). Results-based media lead to collaborative learning, communication, knowledge sharing, and interaction; Students' learning environments are enhanced by social media tools (Murumba et al., 2015). Mobile phones are used by students for content, material, and information searches as well as as a learning tool in the classroom (Bagarukayo, 2015).

As more students utilize social media for research, classes, and related resources, its use in higher education is growing every day. Students assert that social media facilitates their communication with family, friends, and educational institutions. Educators and students using social media for educational reasons. Individuals from diverse backgrounds, predominantly students, utilise social media platforms. It also serves as a source of inspiration. The current system is student- centered rather than teacher-centered. pupils benefit from the learning platform that social media offers; even reticent and passive pupils actively engage in class activities. Information and communication technology is also used at universities for instructional purposes; it draws in students and inspires them while facilitating quick and simple searches (Tess, 2013).

A person's opinion of an object is referred to as a concept. As to the findings of Burner (2014) and McLeod (2007), the categorization process is a prerequisite for all mental activities. It was Taba who introduced the concept-development model in 1966. She asserts that a person's mental process consists of choosing features or characterizations and arriving at an understanding of how an object relates to the process, which entails obtaining a more focused and precise idea. The approach directs students to categorise the items based on similarities, create groups, provide labels for the data, abstract or summarise observations, and analyse an object from several angles. Problem Statement

Social networking is at its golden age right now. It serves a variety of functions. People utilise social media for a variety of reasons, regardless of their background. Most people have some familiarity with one or more social networking application types. Social media is a well-liked resource and channel for influencing public opinion. Social media has little effect on any subject, including education. Social media is now a widely used source of knowledge and education since it has grown in acceptance and popularity throughout time. Billions of fresh data points are incorporated into the corpus of knowledge every second. Images, text, music, and videos may all be innovatively used on social media.

Social media improves student-teacher interactions, helps students understand and share knowledge, establishes connections between students and parents,

and allows students to study globally (Devi et al., 2019). Social media infuses creativity into the conventional educational system, facilitates teaching and learning, and humorously teaches difficult subjects and theories through audiovisual content; it substitutes memorization with conceptual learning (Hathaway et al., 2007). The use of social media in the classroom boosts students' creativity and engagement (Gulzar et al.,2022). Developing/clarity a notion to solve a specific issue is called concept development.

The concept development process starts with a nebulous notion and finishes with a clear, easy-to-understand message using text and pictures. Exact objectives, well-defined concepts, and robust drive are necessary.

Bloom maintains that comprehending an idea is essential for the application of information and ideas, and that such application is unattainable without prior comprehension. Applying knowledge involves modifying facts to fit a novel circumstance where comprehension is crucial. To analyze an idea, a learner has to be knowledgeable, comprehend, and able to apply abilities. These components all serve as the foundation for evaluation. The pinnacle of cognitive learning is creation (Krathwohl,2002).

The study wants to test social media's educational value and how it explains learning. Therefore, the subject of inquiry is whether social media may improve conceptual growth at universities.

Objectives of the study
The study's objectives were
1. To comprehend the efficacy of social media in enhancing people' capacity to analyse thoughts.
2. To investigate the impact of social media on an individual's capacity to assess ideas.
3. To examine the efficacy of social media in augmenting an individual's capacity for conceptualization.

Research Questions
1. In what ways does social media enable users to articulate and scrutinise concepts?
2. In what ways can social media enhance an individual's capacity to assess concepts?
3. In what ways can social media enhance an individual's capacity to generate or develop concepts?

Significance of the Study
The investigation might make it easier for academics, instructors, and students at universities to comprehend how social media contributes to idea clarity at higher education levels. The divergent perspectives will be examined and discussed to reach an agreement about the significance of social media in enhancing learning and aiding students and educators in comprehending a topic via diverse audio and video lectures, maps, and diagrams. The present study might help academics and students comprehend a subject more clearly and utilise social media to shed light on it. The results of this study may persuade academics and students to gain access to various social media sites, which could

inspire them to learn and gain mastery over relevant subject areas.

Delimitation of the Study
Social media platforms include Instagram, Facebook, WhatsApp, Twitter, TikTok, and YouTube. The present research was confined to YouTube, Facebook, and Twitter exclusively due to many constraints, including time and economic limits. Moreover, the study was delimited to university level students in Khyber Pakhtunkhwa province.

Literature Review Social Media
Social media was used to correspond with family members. However, as science and technology progressed, its applications broadened, and now it includes all forms of content and information dissemination to individuals worldwide, whether singularly or collectively. Worldwide, around 3.8 billion individuals use social networking platforms. Daily progressions and modifications transpire in social media. The diversity of social media has expanded with the emergence of new applications such as Instagram, Twitter, and TikTok. By 2023, social media use in the USA will increase by 257 million.

Types of Social Media
According to the January 2021 study on the use of various social media platforms.
 Facebook stands as the most comprehensive social network worldwide, boasting over 2.74 billion active users.
YouTube With 2.29 billion members, it offers a complimentary platform for video sharing. Moreover, an individual may produce videos for upload and dissemination to others.

Twitter is a social networking platform that integrates microblogging with social networking functionalities. It enables individuals to maintain communication by disseminating concise status updates (limited to 140 characters).
WhatsApp, which has two billion users, provides an additional medium for sharing communications.
Instagram It is a complimentary image and video sharing application with 1.22 billion users, enabling anyone to modify their photographs using digital filters, frames, and effects before to sharing them on social media.
LinkedIn is an online discussion platform used for information sharing among groups of businesspeople who share similar interests. Facebook is the preeminent social networking platform globally, with over 2.9 billion users, and it also attracts individuals from Instagram and Twitter.
 Blogs function as platforms for informal discourse and debate on certain themes or perspectives.
 TikTok has 689 million users, whereas QQ has 617 million users. Douyin has 600 million users.
 Sina Weibo Boasting 511 million users,

Bloom's Taxonomy
In 1956, educational psychologist Benjamin Bloom introduced Bloom's

Taxonomy as a framework for categorising learning objectives based on their uniqueness and complexity. It is often used as a reference by educators in formulating lesson plans, instructional methods, and assessment processes. Bloom's Taxonomy originally included three domains of learning: cognitive, affective, and psychomotor. The cognitive domain was the most often used.

An updated version of the cognitive domain was presented in 2001 by Lorin Anderson and David Krathwohl, former students of Bloom and early contributors to the taxonomy's development. This updated taxonomy, which goes by the name Bloom's Revised Taxonomy, represents a more dynamic classification paradigm. The two main modifications were rearranging the top two levels and substituting verbs for the original taxonomy's nouns in order to represent thought processes.

The six tiers of the new Bloom's Taxonomy under the Cognitive Domain are remembering, comprehending, applying (lower-order thinking), analysing, evaluating, and producing (higher-order thinking). These levels range from the most basic to the most complex.

Research Methodology
The nature of the study was qualitative in nature. The method of interview was employed to get qualitative information from the participants. Teachers of public, private and women sector universities of Khyber Pakhtunkhwa's make up the study's population. The sample was chosen using the purposeful sampling technique. Ten professors were chosen from ten universities for data collection purpose two women's institutions, three private universities, and five public universities. In order to gather data, the researcher personally visits each of the relevant university. An interview guide was created for qualitative data collection, developed in consultation with a supervisor and experts. It comprised three primary questions, each accompanied by sub-questions addressing social media's relationship with remembering ability (concept clarity), understanding ability (conceptual ability), and applying ability (concept clarity). The researcher used Braun & Clarke's 2006 approach of theme analysis, which has six stages, for data analysis. Findings indicated that diverse applications of social media clarify learners' concepts, enhance retention, improve comprehension, and facilitate the application of information in novel contexts.

Qualitative Data Analysis
RQ1: In what ways does social media enable users to articulate and scrutinise concepts?

Table 1: Thematic Analysis by Braun and Clarke, 2006

S.No.	RQ No 01	Main Theme	Sub Theme
01	Social Media enhance an individual's capacity to elucidate and analyse topics.	Analyzing ability through social media: foundation of/for critical reasoning	1, social media provide bulk of staff to compare different viewpoint 2, Encourage critical thinking 3, Establish a foundation to

			decompose the notion into components and illustrate their interrelations.

Explanation/Description: Social media may enhance people' analytical talents and skills by granting access to extensive knowledge and many views, facilitating the comparison of differing opinions, and promoting critical thinking and analysis. Learning via social media is contingent upon students' interests; when engaged, they may acquire extensive knowledge. Students often do not use social media for educational objectives. Analytical abilities may be cultivated via the use of social media sites. Utilising various social media platforms, learners may acquire information about phenomena from many perspectives. Subsequently, individuals may juxtapose these objects to enhance their analytical capabilities. Diverse social media search tools may provide examination of an idea by aggregating the perspectives of eminent thinkers, as well as insights and remarks from specialists. A student may choose the most suitable and relevant practical material from several options. Social media offers a platform for the analysis of many subjects and concepts. Engagement with various social media sites elucidates the topic. Social media provides insights on deconstructing a notion into its components and their interrelations. The capacity for analysis may be enhanced via exposure to many perspectives, attending lectures by several experts, and seeing films and videos in various languages. It allows the student to examine a subject from several perspectives, so enhancing their analytical skills.

 One responder said that deconstructing ideas and concepts into components is a challenging but essential phase in the learning process; subsequent to application, the following phase involves analysing the concepts. The student acquires pertinent information from many sources and evaluates how to formulate and implement a notion. Engaging with diverse individuals enhances one's analytical abilities. Analytical abilities may be cultivated via the use of social media sites.

 According to a scholarly analysis, this is achievable when pupils possess precise knowledge and comprehension of the topics. In analysis, precision may be attained by the repeated viewing of films, movies, videos, and lectures, while comprehending the topic's parallels, differences, and many facets. This may be accomplished via social media.

 According to university academics, this is the alternative designation for practical labour. Contrast one job with another, to function, to partition for elucidation, etc. This calibre of learning may be acquired via social media. Western researchers prioritise qualitative research due to its analytical depth and practical applications, but our researchers want to pursue quantitative research, which is seen as less useful than qualitative methods. Social media provides the foundation for the analysis of an object or idea. Engagement with various social media sites elucidates the topic.

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RQ2: In what ways can social media enhance an individual's capacity to assess concepts?

Table 2: Thematic Analysis by Braun and Clarke, 2006

S.No.	RQ No 02	Main Theme	Sub Theme
01	.Social media improves individual ability to evaluate concepts	evaluating ability through social media: Groundwork of/for rationalization of information and criteria	1, social media provide better chance to improve evaluating power due to exposure 2, provide opportunity to seek and evaluate the optimal 3, The quality of a person is essential for assessing capability.

Explanation/Description

Social media may augment people' evaluative capacity by giving access to other thoughts and perspectives, facilitating the comparison of various viewpoints, and offering avenues for feedback and discourse. Social media enhances your evaluative skills via increased exposure to diverse content. The learner acquires knowledge from lectures, books, websites, etc.; the same material is presented from various perspectives, and different experts offer divergent opinions, enabling the learner to synthesise the information to assess the relevance and applicability of each type of material. Students may acquire evaluative skills via social media provided they identify accurate and precise information. Educators and presenters may facilitate the learner's ability to assess a subject. The capacity of students to assess ideas is not universally present; it takes diligent effort, is time-intensive, and demands exceptional focus, thereby requiring the learner to exhibit strong interest and enthusiasm. When a student has this trait, they can assess what has been acquired and the significance and merit of an object while using this talent. Students seeking to amass substantial content for YouTube and other platforms may use social media, including Facebook pages, WhatsApp groups, and Twitter, to access these resources. On social media, an individual's ability to choose the most pertinent and connected materials—such as books, music, video, maps, diagrams, drawings, and images—depends on their cognitive capacity. Social media enables us to seek the optimal and evaluate matters by showcasing them from several perspectives.

A responder said that students evaluate and communicate their perspectives with other individuals, whether in teacher and student groups, inside the

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institution, or elsewhere. The perspectives of specialists are evaluated and assigned significance appropriately.

Another responder said that the capacity for evaluation is often innate, since it is not commonly seen in ordinary folks. It pertains to the capacity for judgement. On social media, the ability to choose the most relevant and connected material—such as books, music, video, maps, diagrams, drawings, and images—depends on the individual's cognitive capacity. Social media enables us to seek the optimal and evaluate matters by showcasing them from several perspectives.

One responder said that assessing capability is associated with recognising the value of an object in possession. By using several online platforms, including YouTube, Facebook, Twitter, and WhatsApp, as well as examining resources from diverse specialists across many languages and nations, the student comprehends the breadth and depth of a subject or idea. Subsequently, they may identify and pick the appropriate option and ascertain the worth of an item.

RQ3: In what ways can social media enhance an individual's capacity to generate or develop concepts?

Table 3: Thematic Analysis by Braun and Clarke, 2006

S.No.	RQ No 03	Main Theme	Sub Theme
01	Social media improves individual ability to create/formulate concepts	Fostering creativity via social media: understanding the fundamental objective of education, the top level of Bloom's Taxonomy.	1, Social media applications play a crucial role in discovering unusual phenomena. 2, Produce a summary of the content acquired via social media. 3, Upon comprehension, one may be capable of producing original contributions.

Explanation/Description
Social media apps are essential for discovering novel and distinctive experiences. Students see five, six, or more lecture videos on a certain subject; thereafter,

they may summarise the lectures. Articulating a perspective by synthesising concepts from a lecture and a subsequent film exemplifies creativity. Social media enhances people' influence and creative capacity by granting access to diverse tools and resources, facilitating collaboration, and offering avenues for feedback and support. Various social media programs enhance users' lower- and higher-order cognitive capacities. Social media empowers users to create content independently. A naturally creative student may effectively use social media to generate innovative ideas by engaging with pertinent content via research, observation, and reading. When a student engages extensively with films or materials pertaining to their vehicle or culinary practices, upon comprehension, she might generate a new version of that content and modify the acquired knowledge. Students and educators may gather extensive knowledge and resources from the internet, YouTube, Facebook, and other platforms to elucidate their understanding of the issue, subject, or study field. They may replicate existing content in a novel format, generate original material independently, and condense the accumulated information.

A lecturer at Haripur University asserts that using many practical social media platforms enables experimentation and the implementation of innovative concepts. The students are required to develop a project using social media resources and help. Educators and learners assimilate contemporary knowledge, enabling pupils to engage in many emotional states, acquire autonomous understanding, and conceive innovative endeavours. It will assist the instructor in understanding students' differences and organising activity-based learning.

Another professor from Abdul Wali Khan University, Mardan, said that it enhances creative capacity. Learning from a single person or book provides a singular perspective, however acquiring knowledge from several sources enhances our understanding from multiple perspectives, hence augmenting our creative capacity. Various social media programs enhance users' lower- and higher-order cognitive capacities.

A professor from Kohat University of Science and Technology said that innovation represents the pinnacle of higher-order thinking abilities, and achieving this level signifies conceptual progress. Each preceding step establishes a foundation for learners. Proficient usage of social media by learners facilitates the attainment of the final level. Acquiring diverse content from social media allows a person to generate their own output.

Conclusion
The following results were obtained from theme analysis.

Most educators indicated social media may be utilised in lectures, maps, diagrams, videos, relevant films, news, information, and literature to improve knowledge definition, sharing, retention, and assessment. The majority of the sample believes social media helps students evaluate, justify, compare, categorise, and create phenomena. In inventive dnd dynamic contexts, social media applications let people pick, edit, and utilise information. Most respondents said social media may assist students categorise, evaluate, diffuse, analyse, and create ideas.

Recommendations

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This research study demonstrated the "social media and concept clarity at the university level in Khyber Pakhtunkhwa," and the following recommendations were given in light of the study's conclusions.

1. The research found that social media use promotes conceptual clarity at the tertiary level. Academics and university students are encouraged to use diverse social media platforms to improve conceptual clarity and resolve ambiguities over definitions, meanings, recollections, and identifications of specific facts related to the subject matter.

2. The study's results indicate that social media significantly enhances students' abilities to assess, interpret, compare, categorise, and analyse phenomena. It is advised that universities offer their students the means and chance to take advantage of social media's benefits in the form of explanations, translations, associations, discussions, and illustrations of concepts.

3. The study's findings also showed that social media applications allow people to adapt, select, and use information in a variety of new and constantly changing contexts.

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