Effects of Social Media Usage on Student Academic Performance of University Students

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Abstract
This quantitative research study, involving 200 university students, investigates the impact of social media usage on academic performance and various aspects of students' lives. Social media's increasing popularity for interpersonal communication globally is acknowledged, particularly within the educational context where students engage and share knowledge. The study explores factors such as the daily and nightly time spent on social networking sites, reasons for social media use, bedtime habits, and the disruptive influence of social media on educational and learning activities. Findings reveal that social media usage significantly impacts students' academic success, with potential benefits and drawbacks. The study focuses on uneducated rural Pakistanis, with 200 participants, including 100 males and 100 females, representing various academic disciplines. Notably, non-users of social media tend to sleep more than users, and the study highlights a correlation between social media usage and compromised family and personal time. The research underscores the negative effects of social media on education, citing issues such as daydreaming, procrastination, and reduced study time. The study also reveals a strong correlation between academics, family, and social media usage, supported by regression analysis. Interestingly, despite potential drawbacks, Pearson's Correlation indicates that social media can improve academic performance by facilitating networking and information exchange. Overall, the study sheds light on the complex relationship between social media usage, academic success, and various aspects of students' lives.
Keywords: Social Media Impact, Academic Performance, Student Behavior

1. Background of the study

The students are required to utilize social networking websites and tools developed specifically for usage on social networking websites. People have made it a regular part of their schedules to browse these websites, and when they do so; they spend a significant amount of time doing so on average. This indicates that people spend a considerable amount of time doing so. Students who are currently enrolled in educational facilities are the people who use social networking platforms the most frequently, as determined by the findings of research carried out by (Azizi et al., 2019).

Currently, it is hardly possible to exaggerate the value that can be achieved from using social networking sites within the confines of a school setting. When students develop links with various educational systems and learning communities, they open the door to a broad array of chances to improve their academic performance and have access to the most up-to-date information. Students receive the skills necessary to communicate with a diverse group of individuals and to convey information as a direct result of this. According to Yu et al.'s (2010) findings, this could lead to an improvement in the children's academic performance, which would be a positive outcome. The use of social media by students may harm their mental health, which includes their emotions, psychological states, and general sense of well-being. This effect may be the result of students having a propensity to overshare on social media platforms. Because college students frequently use social media both during the day and at night, one could argue that social media has a substantial impact on the day-to-day lives of college students.

This is because college students commonly use social media both during the day and at night. This is because college students use social media regularly, both during the day and at night. Not with the big contributions that these technologies have made to the acquisition of Knowledge, it is necessary to examine if they are being used for learning-related activities or for other objectives that could lead to technological abuse (Khalid, 2017). Not with the major contributions that these technologies have made to the acquisition of Knowledge. Not with the major contributions that these technologies have made to the acquisition of Knowledge. Not at all considering the significant contributions that these technologies have made to the process of acquiring knowledge. In no way, especially when one takes into account the significant contributions that these technologies have made to the method of getting fresh knowledge (Azizi et al., 2019).

1.1. Social Media Usage at Global and Pakistan Level

Social media usage has increased significantly in Pakistan and around the world. Social media platforms have acquired immense popularity in Pakistan and are now an integral part of the digital landscape. According to a study by Khan et al. (2020), the number of social media users in Pakistan has increased consistently over time. About 47% of the Pakistani population actively utilizes social media, with a significant presence on platforms such as Facebook, WhatsApp, and YouTube, according to the research. This high level of social media usage in Pakistan can be ascribed to several factors, including increasing internet penetration, the accessibility of affordable smartphones, and the popularity of online communication and entertainment.

Globally, social media usage has increased exponentially, transforming how people connect and interact with one another. There are approximately 4.88 billion social media users globally, or approximately 62.7% of the world's population. The report emphasizes the dominance of major social media platforms such as Facebook, YouTube, WhatsApp, Instagram, and Twitter, which attract billions of users collectively.

Multiple factors have contributed to the worldwide proliferation of social media usage. Initially, technological advancements and the rising availability of smartphones and internet connectivity have made social media more accessible to a larger portion of the population. Additionally, social media platforms' usability, interactivity, and personalized content have contributed to their pervasive adoption.

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Additionally, the COVID-19 pandemic has accelerated the global adoption of social media. With lockdowns and social isolation measures in place, individuals turned to social media platforms to remain connected, share information, and find entertainment. Individuals relied significantly on social media platforms for communication, remote work, online learning, and entertainment purposes as a result of the pandemic (Bartl, 2020).

In conclusion, social media utilization has increased significantly in Pakistan and internationally. Increasing internet penetration, affordable smartphones, and the prevalence of online communication and entertainment all contribute to Pakistan's high adoption rates. Globally, technological advancements, user-friendliness, personalized content, and the COVID-19 pandemic have contributed to the prevalent use of social media platforms. These trends illustrate the growing influence and importance of social media in shaping communication, connectivity, and digital interactions at both the local and global levels.

1.2. Effects of Social Media on the Academic Performance of Students

Considering the scenario described above, it is apparent that social media has positive and harmful effects on students' academic progress. Although IT development one of the main indicators of welfare (Mehmood et al., 2022; Shah & Ali, 2023). According to (Bandyopadhyay et al., 2021), children's academic performance may depend more on social media than its benefits (Bandyopadhyay et al., 2021; Senturk & Ali, 2022). (Shi et al., 2020), highlight that numerous students combine social networking with user-generated content. In addition to creating and maintaining social relationships, social media may be used to exchange information, communicate, and have fun. Namely, self-disclosure, multipurpose functionality, and social application characteristics such as pop-up messaging and push alerts (Shi et al., 2020). (Salo et al., 2019), discovered that social media exposes college students to undesirable content, frequent emails, and social requests (Salo et al., 2019).

The investigators observed additional concerns with social media use, such as unhappiness brought on by information overload and a tendency to lose control of the situation. (Salo et al., 2019), define it as social media overload, a condition in which people respond to an overwhelming volume of social support requests made by their online friends and lose focus on themselves. Other researchers cited therein, the use of technology, such as social media, is one of the primary factors that can have a positive or negative effect on students' academic performance (Salo et al., 2019).

Researchers (Oberiri, 2019), discovered that using social media for academic reasons "significantly increases the educational achievement of students at the university in Azar Kashmir as evaluated by their cumulative grade point average" (CGPA) (Oberiri, 2019). Similarly, (Ravichandran, 2019), argues that many students use social media to learn complex course material and form knowledge-sharing groups. According to the study, respondents who used social media platforms for learning reported that it improved their performance. However, it is argued that social media use negatively impacted students' academic performance (Ravichandran, 2019).

Students are engaged by social media, which must be regarded as a source of knowledge for entrepreneurs. With the proliferation of its programs, the Internet has become a marketing tool. Social networking has expanded the interactive aspect of online situations. Formerly, social networking dating was a specialized activity, but it is now ubiquitous. The websites are utilized in numerous methods, including urban expansion, public speaking, blogging, etc. (Sivakumar, 2020).

Moreover, other colleges continue to create communities on numerous websites today. Increased website usage has long since spread to all nations. What was once a pastime for some computer-literate individuals has become a global social norm and way of life (Mehmood, 2013).

Mainly adolescents have come to rely on these websites to communicate with their peers, share information, reinvent themselves, and emphasize their social lives (Kolhar et al., 2021). Internet sites are now predominantly online due to the development of technology that facilitates interaction with people and the Internet's increasing popularity. According to Aziz et al., (2019), Facebook users typically experience academic performance difficulties. Similarly, suggests that the detrimental influence of social media on a pupil's academic performance is far greater than its benefits. Internet addiction has resulted in a rise in Internet usage over the past several decades. (Azizi et al., 2019).

1.3. Objective of the study

Examining student social media usage trends is the purpose of this study. In this work, we wanted to analyze the following factors in particular:

- The time spent daily and nightly on social networking websites
- The influence of social media on educational and learning activities is disruptive
- How social media usage impacts connections with family and friends

1.4. Study Design

Quantitative research methodologies were employed in several different ways throughout the investigation. This particular research investigation focused on investigating a research process known as quantitative research. The analysis of the data acquired using this methodology, as well as the study of the data itself, used quantitative criteria. An experimental research design is appropriate for this study since the researcher exercised some control over the outcomes of the factors that were assumed to be independent.

1.5. Population of the study

The participation of students from the general student body at the University of Okara was required for this particular study to collect data from the student population there. All male and female students were participants in this study.

1.6. Sample size

The ages of the students that took part in this investigation ranged from 17 to 29 years, and the sample for this investigation consisted of 200 distinct persons who were enrolled in school at the time. In this study, the proportion of male-to-female participants was close to equal. The participants' ages ranged anywhere from 17 to 29, with the average participant being 29 years old. When it comes to sampling, the question "What size sample do I need?" is the one that is asked the most frequently. This is

because it is the question that most directly addresses the issue. (How many individuals should I include in my sample?). The answer is contingent upon a variety of factors, such as the goals of the research, the size of the population that is the subject of the investigation, the likelihood of selecting a sample that is not representative of the total and the degree of error that can be tolerated in the sampling technique. The answer depends on several different elements, including the size of the population being targeted, which is one of those considerations.

1.7. Sampling Technique

A representative sample strategy was chosen from various departments i.e. 50 faculty of management, and sociology department 50 students were selected, 50 were selected from the faculty of law, law department, 50 from the faculty of education, education department, and 50 from the faculty of English & language. In most circumstances, either probability sampling or nonprobability sampling will make up the bulk of a researcher's choice of methodologies. Often, researchers will use both types of sampling. When doing research using probability sampling, a researcher can determine the possibility of a component (participant) being included in the sample. This allows the researcher to represent the population being studied more accurately. Because of this, the researcher will be able to more accurately and adequately reflect the population in their study.

2. Result and Analysis

2.1. Socio-Demographic Data of the Study Participants

Two hundred individuals took part in this inquiry so that it could be carried out successfully. It was decided that there would be 200 participants, with 100 participants being male and 100 people being female. The number of people willing to volunteer was the primary factor in determining the gender distribution of the participants.

All the people who took part in the investigation were now enrolled in classes at Okara University, where the inquiry was conducted. Fifty students were chosen to represent the Department of Sociology within the Faculty of Management; fifty students were chosen to represent the Department of Law within the Faculty of Law; fifty students were chosen to represent the Department of Education within the Faculty of Education; and fifty students were chosen to represent the Department of English and Languages within the Faculty of English and Languages. It was necessary to pay a visit to the administrative department to gain the information and the student's contact information to obtain both pieces of information. This was carried out as planned after getting permission to proceed from the head of the department and the supervisor of the appropriate team. After that, an effort was made to get in touch with the children by calling the phone numbers they had provided to ask for their participation in the investigation that was already in progress at the time.

Participants who indicated an interest in participating in the study were contacted and asked to report to the institution so that data could be collected from them based on their previous experiences. Participants were required to show evidence that they could not read or write as one of the prerequisites for participation, and this was one of the eligibility requirements. Undergraduate students made up the vast majority of those who filled out the study questionnaire, and the vast majority of those undergraduate students were in their first to third years of schooling. In addition, some students were studying for their master's degrees and those in their final year of study, accounting for around one-quarter of the total student body. The ages of the participants in the study ranged anywhere from 18 to 27 (for further information regarding this subject, please refer to Table 1).

Table 1: Socio-Demographic Information

		Frequency (n=12)	Percentage (%)
Gender	Male	100	50
	Female	100	50
Age	18-20	25	12.5
	20-22	25	12.5
	22-24	50	25
	24-27	50	25
Marital Status	Single	190	95
	Married	10	5

2.2. Correlation Analysis for the Effect of social media usage on student academic performance

The findings of the correlation study are summarized in Table 8, which can be seen here. It was found through statistical analysis that the use of social media was statistically connected to academic success. The findings indicate a statistically significant correlation between the students' use of social media and their academic achievement (p =.014.05, r =.220). It was discovered that gaming had a substantial connection to being distracted from academic activities (p =.002.05, r =.279), and it was also noticed that social media had a strong connection to being distracted from academic activities (p =.003.05, r =.264). It has been established that there is no statistically significant connection between the different independent variables. (P > .05).

2.3. Regression Analysis for the Effect of social media usage on student academic performance

Table above shows a model summary of the study. The R-square value is 0.194, meaning there is a 19.4% variation in the dependent variable Social Media explained by the independent variables Time Spent and Academic Activities.

2.4. Regression Model for the Effect of social media usage on Student's Academic Performance

Table above to summarize the study's outcomes as a whole. The findings indicate a statistically significant association between the usage of social media and mental health [p = 0.040 0.05, b = 0.093, C. I (0.004, 0.182)], which suggests that the use of social media affects academic performance. A statistically significant link exists between the time spent on social media and covid-19

results [p = 0.000 0.05, b = 0.194, C. I (0.087, 0.301]; this suggests that the results of covid-19 affect academic life. There is a significant association between family and friend relationships and social media (p = 0.001 0.005, b = 0.216, C.I (0.090, 0.342)), which suggests that social influence affects family and friend ties. The findings as a whole indicate that there is an influence of social media that is statistically significant on the academic activities and personal lives of university students.

Table 2: Correlation Analysis for the Effect of social media usage on Student academic performance among university students

		Social media usage	Academic activities	Distraction from Academic activities	Distraction from family and friends
Social media usage	Pearson Correlation	1	.075	.099	.220*
	Sig. (2-tailed)		.406	.273	.014
	N	125	125	125	125
Academic activities	Pearson Correlation	.075	1	-.108	.279**
	Sig. (2-tailed)	.406		.230	.002
	N	125	125	125	125
Distraction from Academic activities	Pearson Correlation	.099	-.108	1	.264**
	Sig. (2-tailed)	.273	.230		.003
	N	125	125	125	125
Distraction from family and friends	Pearson Correlation	.220*	.279**	.264**	1
	Sig. (2-tailed)	.014	.002	.003	
	N	125	125	125	125

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.441[a]	.194	.174	.45692

a. Predictors: (Constant), Social Media Time Spent, Academic activities, Family friends relationship

Table 4: Regression Model for the Effect of social media on Student's Academic Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
Social media usage	.940	.156		6.040	.000	.632	1.248
Academic activities	.093	.045	.171	2.071	.040	.004	.182
Time spent	.194	.054	.296	3.596	.000	.087	.301
Family and friend relationship	.216	.064	.280	3.385	.001	.090	.342

a. Dependent Variable: Social Media

3. Discussion

The findings of this investigation are consistent with those discovered in the studies carried out by (Talaue et al. 2018). Other studies have found significantly greater rates of students using social media for non-academic purposes, ranging from 82% to 94%, whereas the remaining students utilize social media for academic purposes (Kolan, 2018). This previous research has produced significantly more positive findings.

In contrast, research conducted by (Sivakumar, 2020) found that eighty percent of students use social media for their academic work. A positive association can be considered rather significant between the amount of time students spend on social media and their academic performance. The quantity of time spent on social media does not appear to have a substantial correlation with academic achievement, as indicated by the outcomes of an inferential research study. This result is close to those (Mensah & Nizam, 2016) discovered. However, the findings of (Laburi et al., 2019) are opposed to those discovered (Mensah & Nizam, 2016). The outcomes of the one-way analysis of variance test indicate that the amount of time spent on social networks negatively affects students' academic accomplishments. This is the conclusion reached by the researchers. When students spend an inordinate amount of time participating in activities linked to social networking or social media, it might negatively affect their academic achievement. As a result, the academic performance or overall performance of students who spend significantly less time on social media is dramatically enhanced compared to students who spend significantly more time on social media. This result is in line with the findings of previous studies (Celestine & Nonyelum, 2018), which also revealed that the quantity of time spent on social media negatively affected students' academic performance. This finding is compatible with other findings.

According to the data supplied by Pearson's Correlation, the utilization of social media by students concerning their academic accomplishment has a beneficial impact on the activities involved in academic pursuits. There is a positive and significant correlation between students' usage of social media and their academic success in the classroom and in their schoolwork, which can be used to explain why students' academic performance has increased in recent years. Students' use of social networking platforms does not lead them to become distracted or zone out during regularly scheduled classes, hinder them from turning in assignments on time, prohibit them from completing regular coursework, or cause them to zone out during teaching. On the other hand, academic performance is positively associated with students' academic achievement; nevertheless, the degree to which these two factors are related is not very significant.

This finding is consistent with the findings of a study carried out by (Othman et al., 2017), who observed that there was no significant link between the use of social media and students' academic accomplishment. This finding aligns with the study conducted by (Othman et al., 2017). The results of a study using a one-way analysis of variance indicated that students' use of social media has a detrimental effect on the academic achievement of those students. When students spend an unhealthy amount of time on social media or become hooked on it, it interferes with their ability to keep a regular study schedule and adequately manage their time, which is detrimental to their academic performance. Additionally, students who spend an unhealthy amount of time on social media are likelier to spend an unhealthy amount of time on social media. The cumulative grade point average of students who had fewer connections on social media was greater than that of those who had an excessive number of connections. The findings reported by (Othman et al. 2017) are not the same as those presented by (Oberiri, 2017), but they are comparable to the findings presented in (Oberiri, 2017).

4. Conclusions

In conclusion, the findings of the questionnaire issued among the study participants shed light on various aspects of the usage of social media among university students. The questionnaire was distributed among the participants in the study. According to the socio-demographic statistics, approximately an equal number of male and female students from the University of Okra's faculties participated in the survey. This was the case across all of the university's departments. Most of those who participated in the study were young adults between 18 and 27 who went to college alone. Several significant findings were highlighted in the report's section devoted to analyzing the data. Facebook was found to be the most popular social network among students. Next, it was discovered that WhatsApp, Twitter, Snapchat, and YouTube followed in second through fifth place, respectively. Social media was mainly used to maintain relationships with friends locate and enjoy entertaining content, exchange meaningful information, and gain new knowledge. On the other hand, it was found that excessive use of social media disrupted the participants' sleep routines, leading to later bedtimes and fewer total hours of sleep. This was the result of later bedtimes being spent on social media. In addition, the study found that utilizing social media for an extended period had a detrimental effect on one's connections with both friends and members of one's own family. Those participants who said they spent more time on social media also said they felt less connected to their loved ones. This finding shows that there may have been a drop in the quality of human connections and the quantity of time spent together. In addition, research has shown that using social media has a detrimental effect in terms of the amount of time spent studying and the overall academic achievement of the user. Participants reported that their social media usage caused them to have more frequent interruptions, lower focus, and increased procrastination, all of which hint at a detrimental effect on their ability to engage in learning activities.

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