



Journal Homepage: - www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/18101

DOI URL: <http://dx.doi.org/10.21474/IJAR01/18101>



RESEARCH ARTICLE

EXAMINING THE RELATIONSHIP BETWEEN TIME SPENT ON SOCIAL MEDIA AND ACADEMIC PERFORMANCE

Dr. Chandra Shekhar Singh¹ and Ajay Kumar²

1. Assistant Professor, Department of Sociology, Lovely Professional University, Phagwara, Punjab.
2. Research Scholar, Department of Sociology, Lovely Professional University Phagwara, Punjab.

Manuscript Info

Manuscript History

Received: 05 November 2023

Final Accepted: 09 December 2023

Published: January 2024

Key words:-

Social Media, Performance, Students, Undergraduates

Abstract

In the contemporary era, social media have become an essential part of day-to-day existence, especially among college students, who are by and large, predominant social media users. However, social media performing multiple tasks has likewise been progressively common. Nonetheless, there is a scarcity of evidence about how social media impacts the learning performance of college students, particularly in Chenab Valley of Jammu region of J&K. This study analyzed how usage and time spent on social media enhance undergraduate students' performance in Chenab Valley colleges. The study is based on primary data, which has been collected from two Govt. colleges in Chenab valley. Further, the study has chosen 100 undergraduate students from two colleges; 50 students from each. The finding demonstrates that 81% of students who use social media belong to rural areas and 19% who use social media belong to urban areas. Further, the result also shows that in urban areas, the majority of the female respondents (74%) use various kinds of social media than males (26%). It also reveals that the majority of the respondents (59%) agree that their academic grade is significantly enhanced by using social media. However, respondents mostly use YouTube for academic purposes.

Copy Right, IJAR, 2024., All rights reserved.

Introduction:-

In the present society, social media has become a practically vital part of day-to-day existence, especially among college students, who are predominantly social media users. Social media performing various tasks has additionally been progressively predominant (Couldry, 2012, Asur, & Huberman, 2010, Wellman, 1997., Skiera, B., Hinz, O., & Spann, M. 2015)

However, little is known about how social media usage impacts college students. In the contemporary era, the entire world is controlled by information and communication technology, which has augmented the extent of the transaction of thoughts with the rest of the world. Present-day Innovation has transformed the whole world into a "Global Village" (Lahiry, S. et al, 2019., Hasnain, H., Nasreen, A., & Ijaz, H., 2015)

However, it has its merits and demerits. Social media has diminished the whole world into a village. We can communicate with the whole world with a solitary snap. Youth can exchange their thoughts and information with the world and get the thoughts and knowledge from the world to land more chances of jobs, business, study,

Corresponding Author:- Dr. Chandra Shekhar Singh

Address:- Assistant Professor, Department of Sociology, Lovely Professional University, Phagwara, Punjab.

acquiring from home, and so on (Singh, 2019., Owusu-Acheaw, M., & Larson, A. G., 2015., Nwazor, J. C., & Godwin-Maduike, C. C., 2015., Al-Menayes, J. J., 2015).

In 2021, 4.3 billion individuals — the more significant part of the total populace — had a social media account, and the typical users spent over two hours of the day via social media platforms (We Are Social, 2021; GWI, 2021).

Partially, some advancements like TV have so decisively reshaped how individuals invest their energy and associate with others (Braghieri, Levy, & Makarin 2022, Sadagheyani, & Tatari, 2021., Al-Rahmi, W., et al, 2015., Alnjadat, R., et al, 2019., Asemah, E. S., et al, 2013., Bhandarkar, A. M., et al, 2021., Alwagait, E., et al, 2015., Al-Rahmi, W. M., et al, 2015).

Social media have penetrated the existences of numerous young adults. The social media utilization of American adults aged 18 to 29 took off from 12% in 2005 to 90% in 2015 (Lau, 2017., Barton, B. A., et al, 2021)

In the existing literature, there is overpowering proof of the adverse consequence of social media on academic performance, particularly Facebook and cell phone utilization. These innovations consolidated lead to a progression of ways of behaving that make students commit additional opportunities to them than really contemplating. For the most part, reviews are utilized to distinguish connections between students' behaviour and academic performance (Giunchiglia, Zeni, Gobbi, Bignotti, & Bison, 2018., Mensah, S. O., et al, 2016., Ali, S., et al, 2021., Mingle, J., et al, 2015., Alshuaibi, M. S. I., et al, 2018., Alamri, M. M., 2019).

Further, students do not necessarily, in all cases, have media education abilities that can assist them with successfully dissecting, comprehending, and assessing new types of knowledge and attain bright conclusions about its Quality and uses (Amin, Mansoor, Hussain, & Hashmat, 2016., Malik, A., et al., 2020., Flanigan, A. E., et al., 2015., Dzvapatsva, G. P., et al., 2014., Yu, L., Shi, C., & Cao, X., 2019., Lake Yimer, B., 2023).

Objective:-

1. To assess the relationship between socio-economic condition and social media usage of undergraduate students.
2. To examine the relationship between time spent on social media and academic performance among undergraduate students.

Literature Review:-

Wilfred W.F. Lau, 2016 observed social media's impact on university students' academic performance. He chose 348 undergraduate students at a comprehensive University in Hong Kong; he found that using social media for academic purposes was not a significant predictor of academic performance as measured by cumulative grade point average, although using social media for non-academic purposes and social media multitasking significantly negatively predicted academic performance.

Giunchiglia F et al., 2017 analyzed social media usage and academic performance and examined the time spent on smartphone interaction. They have selected 72 students at the University of Trento, Italy. They have investigated student's time management and their academic performance. They found the negative impact of social media usage, distinguishing different influence patterns of social media on academic activities and underlined the need to control smartphone usage in academic settings.

Dutta A, 2020 explored the social media used to disseminate learning resources to students and its impact on their educational loss. It also elucidates the effectiveness of online classes, e-learning pedagogy, and its outcome through structured qualitative analysis.

Amin, Zahid et al, 2016 determined the effect of the growing use of social media sites on the academic performance of the students of universities and colleges in Pakistan. They have randomly selected 300 students. The findings show that social media's effect can be positive as their study closely determined the actual effect of social media sites. However, they found that social media sites like Facebook, Twitter, Google+ and Skype capture students' attention for study and positively affect their academic Grade points.

Rithika M. & Sara Selvaraj, 2013 examined the popularity of social networking sites among students at VELS University, Tamil Nadu. They argued that social networking sites and social media have revolutionized the world, bringing us closer than ever before. They have selected 100 students for their study. They have explored variables like gender, education, social influence, and academic performance. They found a positive correlation between social media and academic performance.

Habes, Mohammed et al, 2018 highlighted the impact of social media on students in higher educational universities and its impact on their academic performance. The study focuses on the researchers' observation and follow-up of these sites, particularly the usage of Facebook applications in the Middle East and the world. The researchers employed a comparative and experimental approach to measure the impact of Facebook. The study indicated that many university students are using social media with more focus on Facebook, which negatively affects their academic outcomes.

Waleed Mugahed Al Rahmi & Mohd Shahizan Othman, 2016 investigated the potential of social media in the academic setting by collaborative learning and improving the student's academic performance. This research chose the Undergraduate and postgraduate students of the Universiti Teknologi Malaysia. The results show that collaborative learning positively and significantly with interaction with peers, interaction with teachers and engagement, which impact the student's academic performance.

Talae Gilbert M. et al, 2018 assessed the impact of social media on the academic performance of selected college students Saudi Arabia. They used the descriptive research design to gain an accurate situation profile. They selected Sixty (60) Business Administration and Management Information System students actively using social media. The findings revealed that social media have a dual impact on student achievement, and it is necessary to approach adolescents' use of social networks with ultimate responsibility.

Manjunatha S., 2013 examined the usage pattern of Social Networking Sites by Indian college students. He has surveyed 500 students in various colleges and universities throughout India. The study's findings conceded the extensive usage of Social Networking Sites among young college students in India. Further, he found that students spend much time on Social Networking Sites and found a gender differentiation in their usage.

Singh, Vijay, 2019 analyzed the negative and positive impacts. The study was carried out to examine the use pattern of social media by the youth of Himachal Pradesh. A sample of 200 respondents was selected having smartphones with them. The samples were selected with the help of random-cum-purposive sampling. The study found a negative impact of social media on the social life of teenagers.

Kaur, Shinderpal and Manhas, Rajeev 2018 investigated the awareness, use, purposes and significant problems faced while using social media applications in medical colleges. They have collected the data from the eight medical colleges of Punjab State of India. A self-designed questionnaire was designed, and a random sampling method was used to collect the data from the target population i.e. 400 (200 teachers and 200 students with a sample of 25 teachers and 25 students from each medical college. They found that 69.2% of respondents have average knowledge and awareness about social media. Further, it found that the majority 83.3%, used social media applications for educational enhancement.

Raj, Medha et al. 2018 conducted a study to find the pattern of school students' SNS usage and its influence on their academic performance. They conducted their investigation in the metropolitan city of Siliguri in West Bengal and randomly selected 388 students. They found that Three hundred thirty-eight (87.1%) students used SNS and spent more time on these networks. Addiction was seen in 70.7% and was more common in the 17 and above age group.

Material and Methods:-

Procedure

In this study, the researcher designed a Google form that was sent through WhatsApp groups to all undergraduate students of two colleges, namely Govt. Degree P.G College Bharderwah and Govt. Degree College Banihal of the University of Jammu. The participants voluntarily participated in the study and completed questionnaires evaluating their time spent on social media and its relation to their academic performance. However, they then provided socio-economic and demographic information such as gender, age, region, and social category.

Participants

The participants of this study were 100 undergraduate students from two Govt—colleges of the University of Jammu. However, respondents were informed in the classes about the subject matter of the study, and further consent was acquired from all participants before sharing the Google questionnaire in the WhatsApp groups. In this study, 46 males and 54 females and 19 urban and 81 rural participants participated. Further, the participants were from the arts faculty.

Sampling

The study employed purposive sampling methods in which two Govt. Degree Colleges have been selected purposively out of 10 colleges in the Chenab region. Further, 100 students have been selected from these two colleges. Due to its dynamism, this nonprobability sampling method may not guarantee the sample's representativeness. However, it is the most convenient approach to reaching a wide variety of participants from all college faculties.

Data Collection

The study used a closed-ended questionnaire through which all the required information was collected from the participants. However, the study is both qualitative and quantitative in nature.

Results and Discussion:-

Table 1:- Socio-economic and Demographic Status of Respondents.

Age	Frequency	Percentage%
18 to 21	86	86%
22 to 24	14	14%
25 to 27	0	0.00
Total	100	100.00
Gender		
Male	46	46%
Female	54	54%
Total	100	100.00
Religion		
Hinduism	22	22%
Islam	77	77%
Sikhism	0	0.00
Christianity	0	0.00
Buddhism	0	0.00
Total	100	100.00
Social Category		
General	70	70%
OBC	14	14%
SC	6	6%
ST	10	10%
Total		
Marital Status		
Married	0	0.00
Unmarried	100	100.00
Total	100	100.00
Region		
Urban	19	19%
Rural	81	81%
Total	100	100.00
Income status		
APL	78	78%

BPL	22	22%
Total	100	100.00
Father's occupation		
Govt. Job	35	35%
Business	9	9%
Private. Job	3	3%
Laborers	30	30%
Farmer	23	23%
Total	100	

Sources:- Data collected from the field (July 1th to 31 July 2023).

Table 1 reveals the socio-economic and demographic status-wise percentage of respondents. It shows that majority % of the respondents (students) 86% belong to the age group of 18 to 21 and 14% in the age group of 22 to 24. However, it depicts that the ratio of using social media is higher among female students (54%) than male counterparts (46%).

Further, as far as the religious background is concerned, the majority of the respondents 77% belong to Islam and 22% to Hinduism. However, it also shows that 70% of students who use different social media sites belong to general category, 14% belong to OBC, 10% belong to ST, and 6% belong to SC. It shows that in this digital world, the disadvantaged group (OBC, SC & ST) of students still has very little access to the internet and technology.

Moreover, it also demonstrates that 81% of students who use social media belong to rural areas, and 19% who use social media belong to urban areas. It shows the usage of social media and access to technology is higher in rural areas than in urban because in Chenab Valley, the rural population is much higher than in urban. Further, the majority of the student's fathers (35%) are doing Govt. Job and 30% of student's fathers are laborers, and 23% of student's fathers are farmers. It also shows that the majority of the student's fathers were illiterates.

Table 2:- Percentage of using various Social Media by Region.

Usage of various social networking sites	Region						
	Rural			Urban			Total
	Male	Female	Total	Male	Female	Total	
YouTube	23(41%)	33(59%)	56(85%)	03(30)	07(70%)	10(15%)	66(66%)
Google Scholar	04(40%)	06(60%)	10(67%)	02(40%)	03(60%)	05(33%)	15(15%)
Twitter	01(50%)	01(50%)	2(100%)	0	0	00	02(2%)
Facebook	13(100%)	0	13(76%)	0	04(100%)	04	17(17%)
LinkedIn	0	0	0.00	0	0	0	0
Total	41(51%)	40 (49%)	81 (81%)	5 (26%)	14(74%)	19(19%)	100

Sources:- Data collected from the field (July 1th to 31 July 2023).

Table 2 shows the region-wise percentage of respondents using different kinds of social media. It explores that out of the total respondents, the majority of the respondents (81%) are rural, and the remaining 19% are from urban areas. Further, it depicts that in rural areas, the majority of the male respondents (51%) use different social media than female (49%) counterparts. It also shows that in an urban area, the majority of the female respondents (74%) use various kinds of social media than male (26%) counterparts.

Furthermore, it shows that the majority of respondents (66%) use YouTube, 17% use Facebook, and 15% use Google Scholar to get information. It shows that in both regions, most female respondents use YouTube as their main source of knowledge.

Table 3:- Year-wise Percentage of using various Social Media by Region.

From when you use social networks	Region						
	Rural			Urban			Total
	Male	Female	Total	Male	Female	Total	

Since 2 yrs.	14(33%)	28(67%)	42(85%)	01(14%)	06(86%)	07(14%)	49(49%)
3 to 4 yrs.	15(58%)	11(42%)	26(76%)	03(37%)	05(62%)	08(23%)	34(34%)
5+ yrs.	12(92%)	01(8%)	13(76%)	01(25%)	03(75%)	04(23%)	17(17%)
Total	41(51%)	40(49%)	81(81%)	5(26%)	14(74%)	19(19%)	100(100%)

Sources:- Data collected from the field (July 1th to 31 July 2023)

Table 3 reveals that most of the respondents (49%) have been using social media for two years, 34% have been using it for three to four years and the remaining 17% have been using it for over five years. It further reveals that the majority of the female respondents (67% in Rural and 86% in urban) in both regions have been using social media for two years.

Table 4:- Percentage of Time Spent on Social Media by Region.

Time spent of social networks	Region						Total
	Rural			Urban			
	Male	Female	Total	Male	Female	Total	
0-1hrs.	07(38%)	11(61%)	18(95%)	0(0.0%)	1(100%)	01(5%)	19(19%)
2-3hrs.	20(53%)	18(47%)	38(84%)	1(14%)	06(86%)	07(16%)	45(45%)
3-4hrs	01(100%)	0(0.0%)	01(17%)	0(0.0%)	05(100%)	05(83%)	06(06%)
4-5hrs.	08(44%)	10(56%)	18(90%)	2(100%)	0(0.00%)	02(10%)	20(20%)
5-6hrs.	03(75%)	01(25%)	04(67%)	0(0.00%)	2(100%)	02(33%)	06(06%)
6+ hrs.	02(100%)	0.00	02(50%)	02(100%)	0(0.0%)	02(50%)	04(04%)
Total	41(51%)	40(49%)	81(81%)	5(26%)	14(74%)	19(19%)	100(100%)

Sources:- Data collected from the field (July 1th to 31 July 2023).

Table 4 demonstrates that on an average, the majority of the respondents (45%) spent 2-3 hrs. on using social media, 20% of respondents spent 4-5 hrs., 19% spent 0-1hrs., 6% spent 5-6 hrs. and remaining 4% spent more than six hrs. on using different kinds of social media. It also depicts that most male respondents (53%) in rural areas spent 2-3 hrs. on social media than female counterparts (47%). However, in urban areas, the majority of female respondents (86%) spent 2-3 hrs. on social media.

Table 5:- Percentage of Time Spent on Social Media for Academic Purpose by Region.

Time spent on social networks for Academics	Region						Total
	Rural			Urban			
	Male	Female	Total	Male	Female	Total	
0-1hrs.	12(48%)	13(52%)	25(86%)	2(50%)	02(50%)	04(14%)	29(29%)
2-3hrs.	21(51%)	20(49%)	41(82%)	1(11%)	08(89%)	09(18%)	50(50%)
4-5hrs.	6(50%)	06(50%)	12(100%)	0(0.0%)	0(0.0%)	0(0.0%)	12(12%)
5-6hrs.	1(50%)	1(50%)	02(40%)	2(67%)	1(33%)	03(60%)	05(5%)
6+ hrs.	1(100%)	0(0.0%)	1(25%)	0(0.0%)	3(100%)	03(75%)	04(4%)
Total	41(51%)	40(49%)	81(81%)	5(26%)	14(74%)	19(19%)	100(100%)

Sources:- Data collected from the field (July 1th to 31 July 2023).

Table 5 reveals that on an average, 50% of respondents spent 2-3 hrs. on social media for academic purposes, 29% spent 0-1 hrs., 12% spent 4-5 hrs., 5% spent 5-6 hrs. and the remaining 4% spent more than six hrs. on various social media for academic purpose. It further shows that in rural areas, 51% of male respondents and 49% of female respondents spent 2-3 hrs. on social media for academic purposes. Unlike in urban areas, the majority of the female respondents (89%) and 11% of male counterparts spent 2-3 hrs. on social media for academic purposes.

Table 6:- Percentage of Purpose of using Social Media by Region.

General purpose of using social media	Region						Total
	Rural			Urban			
	Male	Female	Total	Male	Female	Total	
Social relations	3(60%)	2(40%)	5(71%)	1(50%)	1(50%)	2(29%)	07(7%)
Academic Purpose	5(26%)	14(74%)	19(79%)	1(20%)	4(80%)	5(21%)	24(24%)
Professional	2(50%)	2(50%)	4(100%)	0(0.0%)	0(0.0%)	0(0.0%)	4(4%)
Entertainment	1(25%)	3(75%)	4(80%)	1(100%)	0(0.0%)	1(20%)	5(5%)

Shopping	0(0.0%)	2(100%)	2(100%)	0(0.0%)	0(0.0%)	0(0.0%)	2(2%)
All of the Above	30(64%)	17(36%)	47(81%)	2(18%)	09(82%)	11(19%)	58(8%)
Total	41(51%)	40(49%)	81(81%)	5(26%)	14(74%)	19(19%)	100(100%)

Sources:- Data collected from the field (July 1th to 31 July 2023).

Table 6 reveals that 24% of respondents use various kinds of social media for academic purposes, 7% use it for making their social relations very strong, 5% for entertainment, 4% for professional and the remaining 2 % for shopping purposes. It further reveals that 58% of respondents claim that they use social media for all purposes like social relations, academic, professional, entertainment and shopping.

Table 7:- Percentage of Responses received about various Statements on Social Media and Academic Performance.

Sources:- Data collected from the field (July 1th to 31 July 2023).

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Q1 _Social media provides a useful platform for academic group work?	29 (29%)	56(56%)	09(9%)	06(6%)	0(0.0%)	100
Q2 _ I use social media to communicate with lecturers for academic purposes?	29(29%)	53(53%)	13(13%)	05(5%)	00 (0.0%)	100
Q3 _I use social media to share work collaboratively (with my peers) for academic purposes?	24(24%)	51(51%)	20(20%)	0(0.0%)	05(5%)	100
Q4 _Lecturers should increase and encourage the use of social networking sites in the classroom?	21(21%)	57(57%)	16(16%)	0(0%)	06(6%)	100
Q5 _Using social media while doing assignments negatively affects the Quality of your work?	22(22%)	52(52%)	10(10%)	16(16%)	00(0.0%)	100
Q6 _I think that there is significant relationship between student's academic performance and using social media?	26(26%)	59(59%)	13(13%)	02(2%)	00(0.0%)	100
Q7 _I believe that social media has affected my academic performance negatively?	17(17%)	24(24%)	22(22%)	37(37%)	00(0.0%)	100
Q8 _I feel that social media is a distraction to my academic learning activities?	11(11%)	32(32%)	21(21%)	36(36%)	00(0.0%)	100

Table 7 reveals that the majority of the respondents (56%) claim that social media provides a valuable platform for academic group work. It further depicts that 59% of the respondents claim that there is a significant relationship between student's academic performance and social media. However, it shows that 51% of respondents declare that using social media helps them to share work collaboratively with their peers for academic purposes. Moreover, 24% believe social media has negatively affected their academic performance. Thus, 57% of respondents agree that teachers should encourage the use of social networking sites in the classroom to enhance the quality of learning and conceptualization of concepts.

Furthermore, the result demonstrates that 26% of the respondents strongly agree that their academic grade is significantly enhanced by using social media. Further, it reveals that using social media not only enhanced academic performance but also enlarged students' coverage for acquiring productive information.

Findings

The study's findings show that the majority of the respondents (students), 86% belong to the age group of 18 to 21 and 14% in the age group of 22 to 24. However, it depicts that the ratio of using social media is higher among female students (54%) than male counterparts (46%).

However, it also shows that 70% of students who use different social media sites belong to general category, 14% belong to OBC, 10% belong to ST, and 6% belong to SC. It shows that in this digital world, the disadvantaged group (OBC, SC & ST) of students still has very little access to the internet and technology.

It also demonstrates that 81% of students who use social media belong to rural areas, and 19% who use social media belong to urban areas.

The result also shows that in the urban area, the majority of the female respondents (74%) use various kinds of social media than male (26%) counterparts.

It shows that in both regions, the majority of the female respondents are using YouTube as their primary source of acquiring knowledge. It further reveals that the majority of the female respondents (67% in Rural and 86% in urban) in both regions have been using social media for two years.

It also depicts that the majority of male respondents (53%) in rural areas spent 2-3 hrs. on social media than female counterparts (18%). However, in urban areas, the majority of female respondents (86%) spent 2-3 hrs. on social media.

It further shows that in rural areas, 51% of male respondents and 49% spent 2-3 hrs. on social media for academic purposes. Unlike in urban areas, the majority of the female respondents (89%) and 11% of male counterparts spent 2-3 hrs. on social media for academic purposes.

Furthermore, the result demonstrates that the majority of the respondents (59%) agree that their academic grade is significantly enhanced by using social media. However, respondents mostly use YouTube for academic purposes.

Conclusion:-

It is concluded that the ratio of using social media is higher among female students (54%) than male counterparts (46%). The study shows that more than 70% of respondents belong to general category, which reveals the other social categories like Other Backward Class, Schedule Caste and Schedule Tribe still have very little access to social networking site and digital technology.

Furthermore, it validates that most of the students (81%) belongs to rural area who use various kinds of social media sites and 19% belong to urban areas. It demonstrates that usage of social media and access to technology is higher in rural area than in urban. The majority of the student's fathers (35%) are doing Govt. Job and 30% of student's fathers are laborers, and 23% of student's fathers are farmers. It also shows that the majority of the student's fathers were illiterates.

The study reveals that the usage of social media has greatly influence the study behavior of the students. Mostly, most of the students spent majority of their time on using social media sites. As far as the rural/urban is concerned, it describes that most male respondents (53%) in rural areas spent 2-3 hrs. on social media than female counterparts (18%). Nonetheless, in urban areas, the majority of female respondents (86%) spent 2-3 hrs. on social media.

It is analysed that the gender gap in using social media is very evident in rural area while examining the time spent on using social media sites than in urban area. It is examined that the majority of the respondents are in favour of using social media sites. They believed that through social media they can enhance their knowledge and social media provides them a valuable podium for academic group work.

It is analysed that majority of the respondents believed that there is a significant relationship between student's academic performance and social media. Though, it examined that respondents acknowledged that using social media helps them to share work collaboratively with their peers for academic purposes. Thus, most of the respondents agree that teachers should encourage the use of social networking sites in the classroom to enhance the quality of learning and conceptualization of concepts.

The respondents use various kinds of social media for academic purposes, besides academic purpose, they also use it for making their social relations very strong, for entertainment, for professional and also for shopping purposes.

References:-

1. Singh, V. (2019). Impact of Social Media on Social Life of Teenagers in India: A Case Study. *Journal of Academic Perspective on Social Studies*, (1), 13-24.
2. Braghieri, L., Levy, R. E., & Makarin, A. (2022). Social media and mental health. *American Economic Review*, 112(11).
3. Sadagheyani, H. E., & Tatari, F. (2021). Investigating the role of social media on mental health. *Mental Health and Social Inclusion*, 25(1).
4. Lau, W. W. (2017). Effects of social media usage and social media multitasking on the academic performance of university students. *Computers in human behavior*, 68.
5. Giunchiglia, F., Zeni, M., Gobbi, E., Bignotti, E., & Bison, I. (2018). Mobile social media usage and academic performance. *Computers in Human Behavior*, 82.
6. Amin, Z., Mansoor, A., Hussain, S. R., & Hashmat, F. (2016). Impact of social media of student's academic performance. *International Journal of Business and Management Invention*, 5(4).
7. Couldry, N. (2012). *Media, society, world: Social theory and digital media practice*. Polity.
8. Asur, S., & Huberman, B. A. (2010, August). Predicting the future with social media. In *2010 IEEE/WIC/ACM international conference on web intelligence and intelligent agent technology (Vol. 1)*. IEEE.
9. Wellman, B. (1997). An electronic group is virtually a social network. *Culture of the Internet*, 4.
10. Lau, W. W. (2017). Effects of social media usage and social media multitasking on the academic performance of university students. *Computers in human behavior*, 68, 286-291.
11. Giunchiglia, F., Zeni, M., Gobbi, E., Bignotti, E., & Bison, I. (2018). Mobile social media usage and academic performance. *Computers in Human Behavior*, 82, 177-185.
12. Dutta, A. (2020). Impact of digital social media on Indian higher education: alternative approaches of online learning during COVID-19 pandemic crisis. *International journal of scientific and research publications*, 10(5).
13. Rithika, M., & Selvaraj, S. (2013). Impact of social media on students' academic performance. *International Journal of Logistics & Supply Chain Management Perspectives*, 2(4).
14. Habes, M., Alghizzawi, M., Khalaf, R., Salloum, S. A., & Ghani, M. A. (2018). The relationship between social media and academic performance: Facebook perspective. *Int. J. Inf. Technol. Lang. Stud*, 2(1).
15. Al-Rahmi, W. M., Alias, N., & Shahizan, M. (2016). Social media used in higher education: a literature review of theoretical models. *INSIST*, 1(1).
16. Talaue, G. M., AlSaad, A., AlRushaidan, N., AlHugail, A., & AlFahhad, S. (2018). The impact of social media on academic performance of selected college students. *International Journal of Advanced Information Technology*, 8(4/5).
17. Manjunatha, S. (2013). The usage of social networking sites among the college students in India. *International Research Journal of Social Sciences*, 2(5).
18. Singh, V. (2019). Impact of Social Media on Social Life of Teenagers in India: A Case Study. *Journal of Academic Perspective on Social Studies*, (1).
19. Kaur, S., & Manhas, R. (2018). Use of social media among medical teachers and students of Punjab, India: A study. *Asian Journal of Information Science and Technology*, 8(3).
20. Raj, M., Bhattacharjee, S., & Mukherjee, A. (2018). Usage of online social networking sites among school students of Siliguri, West Bengal, India. *Indian journal of psychological medicine*, 40(5).
21. Skiera, B., Hinz, O., & Spann, M. (2015). Social media and academic performance: Does the intensity of Facebook activity relate to good grades?. *Schmalenbach Business Review*, 67.
22. Lahiry, S., Choudhury, S., Chatterjee, S., & Hazra, A. (2019). Impact of social media on academic performance and interpersonal relation: A cross-sectional study among students at a tertiary medical center in East India. *Journal of education and health promotion*, 8.
23. Owusu-Acheaw, M., & Larson, A. G. (2015). Use of social media and its impact on academic performance of tertiary institution students: A study of students of Koforidua Polytechnic, Ghana. *Journal of education and practice*, 6(6).
24. Nwazor, J. C., & Godwin-Maduikwe, C. C. (2015). Social media and academic performance of business education students in South-East Nigeria. *Journal of Education and Practice*, 6(25).
25. Al-Menayes, J. J. (2015). Social media use, engagement and addiction as predictors of academic performance. *International Journal of Psychological Studies*, 7(4).
26. Hasnain, H., Nasreen, A., & Ijaz, H. (2015, August). Impact of social media usage on academic performance of university students. In *2nd International Research Management & Innovation Conference (IRMIC)*

27. Al-Rahmi, W., Othman, M. S., & Yusuf, L. M. (2015). The role of social media for collaborative learning to improve academic performance of students and researchers in Malaysian higher education. *The International Review of Research in Open and Distributed Learning*, 16(4).
28. Alnjadat, R., Hmaid, M. M., Samha, T. E., Kilani, M. M., & Hasswan, A. M. (2019). Gender variations in social media usage and academic performance among the students of University of Sharjah. *Journal of Taibah University medical sciences*, 14(4).
29. Asemah, E. S., Okpanachi, R. A., & Edegoh, L. O. (2013). Influence of social media on the academic performance of the undergraduate students of Kogi State University, Anyigba, Nigeria. *Research on Humanities and Social Sciences Vol*, 3.
30. Bhandarkar, A. M., Pandey, A. K., Nayak, R., Pujary, K., & Kumar, A. (2021). Impact of social media on the academic performance of undergraduate medical students. *Medical journal armed forces India*, 77.
31. Alwagait, E., Shahzad, B., & Alim, S. (2015). Impact of social media usage on students academic performance in Saudi Arabia. *Computers in Human Behavior*, 51.
32. Al-Rahmi, W. M., Othman, M. S., Yusof, L. M., & Musa, M. A. (2015). Using social media as a tool for improving academic performance through collaborative learning in Malaysian higher education. *Rev. Eur. Stud.*, 7, 265.
33. Barton, B. A., Adams, K. S., Browne, B. L., & Arrastia-Chisholm, M. C. (2021). The effects of social media usage on attention, motivation, and academic performance. *Active Learning in Higher Education*, 22(1).
34. Mensah, S. O., & Nizam, I. (2016). The impact of social media on students' academic performance-A case of Malaysia Tertiary Institution. *International Journal of Education, Learning and Training*, 1(1), 14-21.
35. Ali, S., Qamar, A., Habes, M., & Al Adwan, M. N. (2021). Gender discrepancies concerning social media usage and its influences on students' academic performance. *Utopía y Praxis Latinoamericana*, 26(1).
36. Mingle, J., & Adams, M. (2015). Social media network participation and academic performance in senior high schools in Ghana. *Library Philosophy and Practice*, 1(1).
37. Alshuaibi, M. S. I., Alshuaibi, A. S. I., Shamsudin, F. M., & Arshad, D. A. (2018). Use of social media, student engagement, and academic performance of business students in Malaysia. *International Journal of Educational Management*, 32(4).
38. Alamri, M. M. (2019). Undergraduate students' perceptions toward social media usage and academic performance: A study from Saudi Arabia. *International Journal of Emerging Technologies in Learning (Online)*, 14(3).
39. Malik, A., Dhir, A., Kaur, P., & Johri, A. (2020). Correlates of social media fatigue and academic performance decrement: A large cross-sectional study. *Information Technology & People*, 34(2).
40. Flanigan, A. E., & Babchuk, W. A. (2015). Social media as academic quicksand: A phenomenological study of student experiences in and out of the classroom. *Learning and Individual differences*, 44.
41. El-Badawy, T. A., & Hashem, Y. (2015). The impact of social media on the academic development of school students. *International Journal of Business Administration*, 6(1).
42. Dzvapatsva, G. P., Mitrovic, Z., & Dietrich, A. D. (2014). Use of social media platforms for improving academic performance at Further Education and Training colleges. *South African Journal of Information Management*, 16(1).
43. Yu, L., Shi, C., & Cao, X. (2019). Understanding the effect of social media overload on academic performance: a stressor-strain-outcome perspective.
44. Lake Yimer, B. (2023). Social Media Usage, Psychosocial Wellbeing and Academic Performance. *Community Health Equity Research & Policy*, 43(4).