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Summer 6-1-2023

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Jan, Saeed Ullah, "IMPACT OF SOCAIL MEDIA ON ACADEMIC PERFORMANCE OF UNIVERSITY FEMALE STUDENTS OF KHUSHAL KHAN KHATTAK UNIVERSITY PAKISTAN" (2023). *Library Philosophy and Practice (e-journal)*. 7800.

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**IMPACT OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF  
UNIVERSITY FEMALE STUDENTS OF KHUSHAL KHAN KHATTAK  
UNIVERSITY PAKISTAN**

**BY**

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## **Abstract**

Due to the rapid development of the Internet and communication technologies, social media has become an essential part of our daily lives. It enables people to interact and share information without being limited by location or time. Consequently, social media's influence has extended to various aspects of society, including higher education. Students in higher educational institutions now utilize social media for both academic and non-academic purposes. Therefore, it has become crucial to understand how social media affects students' academic performance. Although many studies have explored the use of social media in higher education, there remains a significant gap in understanding its impact on students' academic performance. Existing literature indicates a lack of comprehensive models and frameworks to summarize this impact. Thus, the objective of this study is to examine and evaluate how social media influences on female students' academic performance of Khushal Khan Khattak University. This study explores the perceptions of students from different academic years and faculties regarding the impact of social media on academic performance. The findings indicate a lack of consensus among students, with mixed beliefs and attitudes across various contexts and factors related to social media. The results suggest that perceptions may vary based on academic year, with potential changes over time. Additionally, the study reveals faculty-specific perspectives, indicating that academic disciplines may influence students' perceptions. Overall, the findings emphasize the complexity and diversity of these perceptions, highlighting the need for further research and tailored interventions to address students' specific concerns and challenges in different contexts. By understanding these perceptions, educational institutions can provide appropriate support and guidance to help students effectively navigate the opportunities and challenges posed by social media in their academic pursuits.

## **1- INTRODUCTION**

The term social is a platform that is user-centric and enable communal activity. As such, social media can be viewed as online facilitators or enhancers of human networks—webs of individuals who enhance social connectivity. Users usually access social media services through web-based apps on desktops or download services that offer social media functionality to their mobile devices (e.g., smartphones and tablets). As users engage with these electronic services, they create highly interactive platforms which individuals, communities, and organizations can share, co-create, discuss, participate, and modify user-generated or self-curated content posted online (Schivinski et al., 2020). Additionally, social media are used to document memories, learn about and explore things, advertise oneself, and form friendships along with the growth of ideas from the creation of blogs, podcasts, videos, and gaming sites (O’Keeffe & Clarke-Pearson, 2011). Social media is a word used to describe a computer-based technology that makes it easier for people to share information, ideas, and thoughts through online groups and networks. Internet-based social media platforms enable users to quickly share content including films, images, documents, and personal details electronically. Internet-based software or applications are used by users to interact with social media on a computer, tablet, or smartphone. While social media is widely used in America and Europe, Asia, particularly Indonesia, dominates the list of nations that use social media. As of October 2021, there are over 4.5 billion users on social media. Social media are interactive technologies that facilitate the creation and sharing of information, ideas, interests, and other forms of expression through virtual communities and networks (Kietzmann, Hermkens, McCarthy, & Silvestre, 2011). While challenges to the definition of social media arise (Solomon & Tuten, 2017), due to the variety of stand-alone and built-in social media services currently available. Social media outlets different from the previous traditional media (e.g., print magazines and newspapers, Television, and radio broadcasting etc.) in many ways, including quality (Agichtein, Castillo, Donato, Gionis, & Mishne, 2008), reach, frequency, usability, relevancy, and permanence (Gu, Song, Liu, Zou, & Yao, 2018).

## ***History of Social Media***

The Philosophy Learning and Teaching Organization (PLATO) system was launched in 1960, after being developed at the University of Illinois and subsequently commercially marketed by Control Data Corporation. It offered early forms of social media features with 1973-era innovations such as Notes, PLATO's message-forum application; TERM-talk, its instant-messaging feature; Talkomatic, perhaps the first online chat room; News Report, a crowdsourced online newspaper, and blog and Access Lists, enabling the owner of a note file or other application to limit access to a certain set of users, for example, only friends, classmates, or co-workers. Advance Research Project Agency (ARPANET), which first came online in 1967, had by the late 1970s developed a rich cultural exchange of non-government/business ideas and communication, as evidenced by the network etiquette (or 'netiquette') described in a 1982 handbook on computing at MIT's Artificial Intelligence Laboratory (Stacy, 1982). ARPANET evolved into the Internet following the publication of the first Transmission Control Protocol (TCP) specification, written by (Cerf, Dalal, & Sunshine, 1974) in 1974. This became the foundation of Usenet, conceived by Tom Truscott and Jim Ellis in 1979 at the University of North Carolina at Chapel Hill and Duke University, and established in 1980. A precursor of the electronic bulletin board system (BBS), known as Community Memory, appeared by 1973. True electronic BBSs arrived with the Computer Bulletin Board System in Chicago, which first came online on February 16, 1978. Before long, most major cities had more than one BBS running on TRS-80, Apple II, Atari, IBM PC, Commodore 64, Sinclair, and similar personal computers. The IBM PC was introduced in 1981, and subsequent models of both Mac computers and PCs were used throughout the 1980s. Multiple modems, followed by specialized telecommunication hardware, allowed many users to be online simultaneously. CompuServe, Prodigy, and AOL were three of the largest BBS companies and were the first to migrate to the Internet in the 1990s. Between the mid-1980s and the mid-1990s, BBS numbered in the tens of thousands in North America alone (Edwards, 2016).

## ***Development of Social Media Platform***

In 1991 Tim Berners-Lee connected hypertext software to the Internet. He developed the World Wide Web, which created the modern era of networked communication. Weblogs,

list servers, and e-mail services all aided in the formation of online communities and the support of offline groups. Online services evolved from providing conduits for networked communication to being interactive, two-way vehicles for networked sociality with the introduction of Web 2.0 (Van Dijck, 2013). The development of social media began with simple platforms (Kirkpatrick, 2012). Geo Cities was one of the earliest social networking services, launched in November 1994, followed by Classmates.com in December 1995 and SixDegrees.com in May 1997 (Ngak, 2011). Unlike instant-messaging clients (e.g., ICQ and AOL's) or chat clients (e.g., IRC, iChat, or Chat Television). Six Degrees was the first online business that was created for real people, using their real names (Kirkpatrick, 2012). As such, according to CBS News, Six Degrees is "widely considered to be the very first social networking site," as it included "profiles, friends list, and school affiliations" that could be used by registered users. The name references to the "six degrees of separation" concept, which posits that "everyone on the planet is only six degrees apart from everyone else." It was the first website to provide users the option of creating a profile (Ngak, 2011).

During the early 21st century, social media platforms became popular, first with the emergence of Friendster and Myspace, and later with the launch and popularization of Facebook, YouTube, and TikTok, among others. Research from 2015 shows that the world spent 22% of their online time on social networks, thus suggesting the popularity of social media platforms. It is speculated that the increase in social media's popularity is due to the widespread daily use of smartphones (Twenge, Farley, & epidemiology, 2021). As many as 4.08 billion social media users worldwide were found active on smartphones as of October 2020.

### **Types of Social Media**

In 2019, Merriam-Webster defined social media as "forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos. While the variety of evolving stand-alone and built-in social media services makes it challenging to define them, (Obar, Wildman, Wildman, & policy, 2015). Marketing and social media experts broadly agree that social media includes the following types (Aichner & Jacob, 2015).

#### ***Blog***

A blog (Sim & Hew, 2010) is an informational website published on the World Wide Web consisting of discrete, often informal diary-style text entries (posts). Posts are typically displayed in reverse chronological order so that the most recent post appears first, at the top of the web page. The first blogger of the internet, named Justin Hall, a college undergrad, was found in 1994. That site was links.net and still active till the date. Blog can also be used as a verb, meaning

to maintain or add content to a blog. The emergence and growth of blogs in the late 1990s coincided with the advent of web publishing tools that facilitated the posting of content by non-technical users who did not have much experience with HTML or computer programming. In the 2010s, the majority are interactive Web 2.0 websites, allowing visitors to leave online comments, and it is this interactivity that distinguishes them from other static websites (Mutum & Wang, 2011).

### ***Image sharing***

Image sharing, or photo sharing, is the publishing or transfer of digital photos online. Image sharing websites offer services such as uploading, hosting, managing and sharing of photos (publicly or privately) (Aichner & Jacob, 2015). This function is provided through both websites and applications that facilitate the upload and display of images. The term can also be loosely applied to the use of online photo galleries that are set up and managed by individual users, including photo blogs. Sharing means that other users can view but not necessarily download images, and users can select different copyright options for their images. Photo sharing is not confined to the web and personal computers, but is also possible from portable devices such as camera phones, either directly or via MMS. Some cameras now come equipped with wireless networking and similar sharing functionality themselves.

### ***Microblogging***

Microblogging is a form of blogging using short posts without titles (known as micro posts) (Kaplan & Haenlein, 2011). Micro posts were originally known as status updates. Microblogs "allow users to exchange small elements of content such as short sentences, individual images, or video links, which may be the major reason for their popularity (Lohmann, Burch, Schmauder, & Weiskopf, 2012). Some popular social networks such as **Twitter**, **Mastodon**, and Instagram can be viewed as collections of microblogs.

### **Academic Performance**

The academic performance of students is the key feature (Rono, Onderi, & Owino, 2014) and one of the important goals (Narad & Abdullah, 2016) of education, which can be defined as the knowledge gained by the student which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period

of time. The attainment of academic excellence of students through making them portray better academic performance is the foremost motive of academic institutions (Adeyemo, 2001). Further, academic performance is something immensely significant for anyone who has a concern with education (Osiki, 2001). In fact, academic performance can be understood as the

nucleus, around which a whole lot of significant components of education system revolve, which is why the academic performance of students, specifically belonging to Higher Education Institutions (HEIs), has been the area of interest among researchers, parents, policy framers and planners. Since a sound academic performance is considered as a pre-requisite for securing good jobs, a better career and subsequently a quality life, significance of the students' academic performance is immense.

The concept of Academic performance is believed to possess an amorphous nature, since it broadly incorporates various factors ranging from attaining a professional degree to the development of students in the moral sense (York, Gibson, Rankin, & evaluation, 2015). The perspective-oriented nature of "academic performance" further creates hindrance in giving an exhaustive definition of the term. For some entities, completing courses and gaining knowledge and skills may be the meaning of academic performance. Whereas, for some others, having the abilities to secure a progressive career would be the version.

### **Impact of social media on student academic performance**

Social media is a great information and communication technology and it becomes popular globally as a tool of social communication. This is a platform to share people's ideas, views, and opinions and exchange information with others in a global community using various networking sites such as Facebook, WhatsApp, Twitter, YouTube, etc. Users like to access the sites as they are user friendly, easy, and effective (Azizi, Soroush, & Khatony, 2019). Its usage has increased exponentially among the youth especially among the iGen or more specifically students who have made social media their daily companion (Rahman, Mithun, Sarkar, & Studies, 2021). Social media explores a lot of windows for students to use them for learning purposes in acquiring and enriching knowledge, however if they are not carefully utilized, students can get addicted and it can have an adverse impact towards their academic performance. Through various social media, and networking sites students are getting more privileges in terms of gathering knowledge compared to their predecessors in obtaining information (Kolan, Dzandza, & Practice, 2018). Some of them do not utilize the privileges appropriately and they rather spend more time on social media for chatting, gossiping, recreation, or entertainment purposes that negatively impact students' academic performance (ABIDEMI, 2019).

The issue of social media usage is a common phenomenon among university students. In the present time, students heavily keep in touch with modern technology and visit social networking sites to the extent that the excessive usage dually influences their academic performance (Talaue, AlSaad, AlRushaidan, AlHugail, & AlFahhad, 2018). Sometimes the addiction to social



media to some degree causes serious consequences on students' academic life (Kolan et al., 2018). A study conducted by the Institute of Health Economics at University of Dhaka reveals that 88% of students' academic activities are being adversely affected by the excessive usage of social media. The study finds that students who are spending too much time on social media are spending less time to their studies (Castrén et al., 2022). The Director General of National Academy for Educational Management (NAEM) remarks that students are busy for hours and even all night long on mobile internet and social media. They don't want to go to the institutions in next morning (Barsha, 2021) opines in Dhaka Tribune, an online news portal in Bangladesh that Facebook is one of the distracting form of social media which keep away students from assignments and homework. Even in the classroom students are spending time on social media so that they don't understand class lectures properly. It ultimately affects their examination, and eventually ended up with a lower CGPA.

The trends of social media usage among university students are growing rapidly. This has both positive and negative impact on students' academic performance. It is mostly observed that students remain out of the study and become addicted to social media. This problem affects their academic performance while at the same time hinder the flourishing of talent properly. The continuation of social media addiction causes threats to university students' academic performance, and their future as well as the nation as a whole. Time spent on social media and its usage affects academic activities that consequently impact students' academic performance.

### **Khushal Khan Khattak University Karak at a glance**

Khushal Khan Khattak University is a public sector university established in 2012 to cater the current educational standards in a higher education institute of Karak district. This tertiary education set-up was purposely built to provide comprehensive and up-to-date higher education for the local residents. This mode of education will help the students to participate in the ongoing struggle for seeking knowledge; to acquire solution-based learning and to craft a society which is well-developed and can face the emerging social and economic problems. Karak is a district of the Khyber Pakhtunkhwa Province, Pakistan. It is situated to the south of Kohat District. A well-established university in Karak has been a much-awaited dream of the citizens. The aim of establishing the university is to bring positive changes in academic, personal and professional life of the students as well as to create a socially and economically stable society. The university is conducting academics in the following disciplines: Education and Research, Computer, English, Library & Information Science, Material Physics and Nanotechnology, Geology, Bioinformatics, Management Science, Communication & Media Studies. Bachelors, Master's and doctoral programs are offered in these disciplines with international standard curriculum and top-notch faculty. University, Karak has set up an Office of Research,

Innovations & commercialization in 2015 with the aim of interconnecting university research with industries and markets to achieve social and economic goals of this country. The slogan of ORIC is "Envisioning, development of research, its commercialization and optimum utilization."

## **2- Objective of the study**

- The main theme of this research project is to identify the elements of social media impacting the academic performance of university female students of Khushal Khan Khattak University, Karak, Pakistan.

## **3-Literature review**

A literature review is a critical summary and evaluation of existing research and scholarly publications on a particular topic. It involves identifying and analyzing relevant sources such as books, journal articles, conference papers, and other publications. The purpose of a literature review is to provide an overview of the current state of research in a particular field or topic, to identify research gaps, and to suggest areas for future research (James, Marrison, Mark, & Anthea, 2021). The importance of a literature review lies in the fact that it helps the researcher to:

- i. Identify the research gaps: A thorough literature review helps to identify what research has been done in the past and what areas require further exploration. It enables the researcher to identify the gaps in the existing research, which can help to shape the research question and objectives.
- ii. Understand the research context: The literature review provides a comprehensive understanding of the research context, including the current state of research, relevant theories, and the key research questions and debates.
- iii. Develop the research methodology: A well-constructed literature review can assist in the development of the research methodology. It provides insight into the research methods used in previous studies and their strengths and limitations, which can help the researcher to decide which methods are most appropriate for their own study.
- iv. Support the arguments: The literature review provides a foundation for the research argument. It can help to support the researcher's arguments and findings, by providing evidence and support from previous research.

- v. Highlight the significance of the research: A literature review helps to demonstrate the significance of the research topic. By analyzing the existing research, the researcher can demonstrate the importance of their own research, and its potential contribution to the field.

### **Review of related literature at national level**

(Hameed, Maqbool, Aslam, ul HASSAN, & Anwar, 2013) aims to investigate the impact of social networking sites (SNS) on the academic performance and attitude of students in Pakistan. The study was conducted using a survey questionnaire and collected data from 384 undergraduate students in Pakistan. The findings suggest that the use of SNS has a significant negative impact on academic performance, as it increases the amount of time spent on non-academic activities, leading to reduced study time and lower grades. However, the study also found that the use of SNS positively affects students' attitudes towards learning and academic activities, as it provides a platform for communication and sharing of academic material. Overall, the paper highlights the need for awareness and education among students regarding the appropriate and responsible use of SNS to balance academic and social activities.

(Mahmood & Research, 2014) investigates the relationship between Facebook addiction, Big Five personality factors, and academic performance among students of IUB. The author uses a sample of 200 students and finds that students who are highly addicted to Facebook tend to score low on academic performance. Additionally, the study finds that the personality factors of conscientiousness and agreeableness are negatively associated with Facebook addiction, while neuroticism is positively associated with Facebook addiction. The study suggests that university students should be educated about the negative effects of excessive Facebook use and encouraged to develop better time management skills. The findings of the study may be useful for educators, parents, and policymakers to develop strategies to minimize the negative impact of social media use on academic performance.

(Hasnain, Nasreen, & Ijaz, 2015) explores the relationship between social media usage and academic performance among university students. The study is based on a survey of 300 students from universities in Pakistan. The results showed a negative correlation between social media usage and academic performance. The findings suggest that excessive use of social media negatively impacts students' academic performance by reducing their study time, affecting their concentration, and leading to a decline in their grades. The paper highlights the need for students to be mindful of their social media usage and for educational institutions to develop guidelines for responsible social media use. The study provides useful insights into the impact of social media on academic performance, particularly in the context

of developing countries like Pakistan.

(Amin, Mansoor, Hussain, Hashmat, & Invention, 2016) aims to investigate the impact of social media usage on the academic performance of university students in Pakistan. The study used a survey questionnaire to collect data from 300 students from three universities. The results showed that the majority of the students used social media for academic purposes such as for group discussions, sharing academic material and finding research papers. However, the study found that excessive usage of social media had a negative impact on students' academic performance,

including lower grades, decreased motivation, and poor time management skills. The study concludes that while social media can be a useful tool for academic purposes, students should use it in moderation to avoid its negative impact on academic performance. The findings of this study contribute to the existing literature on the relationship between social media and academic performance and provide insights for educators and students on how to use social media effectively for academic purposes.

(Hayat et al., 2018) The issue of academic performance in Pakistani government schools has been a topic of concern for many years. The current educational system in Pakistan relies heavily on standardized testing, which may not accurately reflect student learning and academic achievement. In this context, the study aimed to identify factors that could help reduce the gaps in the evaluation of academic performance in government schools of Pakistan. The study examined the impact of social media usage, physical activity, and motivation on the academic performance of high school students in Lahore, Pakistan. The sample consisted of 204 students from different government schools, selected using stratified random sampling and simple random sampling techniques. Both correlation and regression analysis were used to analyze the data. The results showed that all three predicted variables, i.e., social media usage, physical activity, and motivation, were significant and positively correlated with academic performance. Specifically, the study found that social media usage had a negative correlation with academic performance, physical activity had a positive correlation, and motivation had the strongest positive correlation with academic performance.

(Kausar & Awan, 2019) focuses on the impact of social media usage on the academic performance of graduate-level students in Pakistan. The study used a quantitative research approach, and data was collected from a sample of 250 graduate students from three universities in Lahore, Pakistan. The study found a significant negative correlation between social media usage and academic performance of students. The results showed that excessive use of social media negatively affects the academic performance of graduate-level students. The study also found that the type of social media platform used and the time spent on social media were important factors that influenced the relationship between social media usage and academic performance. Previous studies have shown mixed results regarding the impact of social media on academic performance. However, this study contributes to the literature by providing evidence that excessive use of social media negatively affects the academic performance of graduate-level students in Pakistan. The findings of this study can be useful for educational institutions, policymakers, and students in understanding the potential negative impact of social media on academic performance and taking appropriate measures to mitigate

it. (Ishaq et al., 2020) examines the impact of information and communication technology (ICT) on academic performance of students in public and private sector universities of Pakistan. The study was conducted on a sample of 260 students, and data was collected through a structured questionnaire. The results of the study showed that the use of ICT has a significant impact on students' academic performance in both public and private sector universities. The study also found that private sector university students are more adept at using ICT compared to their counterparts in public sector universities. The paper concludes that the integration of ICT in higher education can improve the quality of education and enhance students' academic performance. The findings of this study have important implications for policymakers and educators in Pakistan and other developing countries where the use of ICT in education is still in its nascent stages.

(Shakoor, Fakhar, & Abbas, 2021) examines the impact of smartphone usage on the learning behavior and academic performance of students in Pakistan. The study involves a quantitative approach, where data was collected from 250 university students through a self-administered questionnaire. The results showed that smartphone usage has a significant positive impact on the learning behavior of students, but its impact on academic performance was insignificant. The study also found that female students use smartphones more frequently for academic purposes than male students. Overall, the study provides useful insights into the impact of smartphones on learning behavior and academic performance among students in Pakistan.

(Ali, AL ADWAN, QAMAR, & HABES, 2021) explores the gender differences in social media usage and its influence on academic performance among students. The study used a survey questionnaire to collect data from 408 undergraduate students from Jordanian universities. The results indicated that there were gender differences in social media usage, with male students using social media more frequently than female students. However, there was no significant difference in academic performance between male and female students. The study concluded that social media usage did not have a significant influence on academic performance among the participants, and the differences in social media usage between males and females require further investigation.

### **Review of Literature at International level**

(Ahn & Technology, 2011) explores the current theories and controversies surrounding the effects of social network sites on adolescents' social and academic development. The paper synthesizes existing research on the topic and highlights the potential benefits and drawbacks of social network site use among adolescents. The review identifies several areas of concern, including the potential for social network sites to lead to increased social isolation, cyberbullying, and distraction from academic work. However, the paper also notes that social network sites can provide opportunities for social support, the development of social skills, and the sharing of knowledge and ideas. Overall, Ahn's paper provides a valuable overview of the complex and multifaceted impact of social network sites on adolescent development, highlighting the need for further research to fully understand the implications of this

phenomenon. (Junco & education, 2012) Junco investigates the relationship between Facebook use, participation in Facebook activities, and student engagement. He surveyed 1,839 college students, asking them about their Facebook use, participation in Facebook activities, and their level of engagement in academic activities. He found that there was a positive correlation between frequency of Facebook use and student engagement, and that students who participated in more Facebook activities were more engaged in academic activities. These findings are important because they challenge the assumption that social media use has a uniformly negative impact on student academic performance. In fact, Junco's study suggests that social media use can have a positive impact on student engagement, which in turn may improve academic performance. Overall, Junco's study suggests that there is a complex relationship between social media use, participation in social media activities, and academic engagement. While more research is needed to fully understand this relationship, these findings suggest that social media use may have some positive effects on student engagement, and that these effects should be taken into account when considering the impact of social media on student academic performance.

(Asare, Plahar, Pantah, Adansi, & Economics, 2022) unpublished undergraduate dissertation explores the impact of social media on the academic performance of students at the University of Abuja in Nigeria. Although the paper is not peer-reviewed, it provides a useful overview of existing research on the topic and highlights some of the potential benefits and drawbacks of social media use among students. The literature review section of the paper identifies a range of positive effects associated with social media use in education, including increased collaboration and communication among students, improved access to educational resources, and enhanced motivation and engagement. However, the review also notes potential negative consequences, such as reduced study time and increased distraction. Overall, while Ndaku's paper provides a limited review of the literature, it underscores the need for further research to better understand the ways in which social media is impacting education in developing countries like Nigeria. (Yeboah, Ewur, & practice, 2014) investigates the impact of WhatsApp messenger usage on the academic performance of tertiary students in Ghana. The literature review section of the paper provides a useful overview of previous research on the topic, highlighting both the potential benefits and drawbacks of social media use in education. The review notes that while some studies have found a positive relationship between social media use and academic performance, others have identified negative effects such as reduced study time and increased distraction. Additionally, the review identifies the need for further research to better understand the ways in which social media use is impacting education in developing countries like Ghana. Overall, Yeboah and Ewur's literature review

provides a valuable synthesis of existing research on the topic, underscoring the importance of examining the complex relationship between social media use and academic performance.

(Andreassen, 2015) provides a comprehensive literature review of online social network site addiction. The review synthesizes previous research on the topic and highlights the various conceptual frameworks that have been used to understand online addiction. The paper identifies a range of negative consequences associated with social media addiction, including reduced academic performance, increased anxiety and depression, and interpersonal conflicts. The review also notes that individuals who are prone to addiction may be particularly vulnerable to the addictive properties of social media use. Overall, Andreassen's paper provides a valuable overview of the existing research on online social network site addiction, underscoring the need for further research to fully understand this complex phenomenon. (Guraya, 2016) conducts a meta-analysis and systematic review of the usage of social networking sites (SNS) by medical students for educational purposes. The literature review section of the paper provides a thorough overview of previous research on the topic, highlighting the potential benefits and drawbacks of SNS use in medical education. The review identifies several benefits, including increased collaboration and knowledge sharing among students and improved communication between students and faculty. However, the review also notes potential drawbacks such as the risk of information overload and reduced face-to-face interaction. The review concludes that while SNS use has the potential to enhance medical education, careful consideration must be given to the ways in which SNS are used in order to maximize their educational benefits. Overall, Guraya's literature review provides a valuable synthesis of existing research on the topic, highlighting the importance of exploring the complex relationship between SNS use and medical education.

(Lau, 2017) examines the relationship between social media usage, social media multitasking, and academic performance among university students. The findings of the study reveal that social media usage and multitasking negatively impact the academic performance of students. The results suggest that students who use social media more frequently and engage in multitasking while studying are more likely to have lower grades. This study highlights the importance of understanding the impact of social media on academic performance and suggests that students should be encouraged to limit their use of social media during study sessions to improve their academic performance.

(Giunchiglia, Zeni, Gobbi, Bignotti, & Bison, 2018) examine the relationship between mobile social media usage and academic performance. The literature review section of the paper provides a comprehensive overview of previous research on the topic, identifying potential benefits and drawbacks associated with social media use in education. The review highlights



the positive effects of social media use, such as increased collaboration and communication among students, enhanced engagement and motivation, and improved access to educational resources. However, the review also identifies potential negative consequences, such as reduced study time and increased distraction. The review notes that the impact of social media use on academic performance is complex and depends on a variety of factors, including the nature and frequency of social media use, the type of educational activities being undertaken, and individual differences in learning styles and study habits. Overall, Giunchiglia et al.'s literature review provides a useful synthesis of existing research on the topic, underscoring the need for further research to fully understand the relationship between social media use and academic performance.

(Hou, Xiong, Jiang, Song, & Wang, 2019) provide a comprehensive review of existing research on social media addiction and its impact on individuals. The literature review section of the paper identifies several potential negative effects associated with social media addiction, including decreased psychological well-being, increased stress and anxiety, and impaired academic and work performance. The review also identifies a range of factors that may mediate the relationship between social media addiction and its negative consequences, such as personality traits and social support. Additionally, the review explores various interventions aimed at addressing social media addiction, including individual and group counseling, cognitive-behavioral therapy, and mindfulness-based interventions. Overall, Hou et al.'s literature review provides a valuable overview of the current state of research on social media addiction and its impact, highlighting the need for further research to better understand this growing phenomenon and to develop effective interventions for those affected by it.

(Ansari & Khan, 2020) examine the role of social media in collaborative learning and its potential impact on the new domain of learning. The literature review section of the paper provides a comprehensive overview of previous research on the topic, identifying the benefits.

and drawbacks of social media use in collaborative learning environments. The review highlights the potential positive effects of social media use, such as increased collaboration and communication among learners, enhanced access to learning resources, and improved student engagement and motivation. However, the review also identifies potential negative consequences, such as reduced face-to-face interaction and increased distraction. The review notes that the impact of social media use on collaborative learning is complex and depends on a variety of factors, including the nature of the learning activity, the type of social media platform being used, and individual differences in learning styles and preferences. Overall, Ansari and Khan's literature review provides a useful synthesis of existing research on the topic, underscoring the need for further research to fully understand the role of social media in collaborative learning and its potential impact on the new domain of learning.

The reviewed papers shed light on the impact of social media on students' academic performance and attitudes. The studies present a mixed picture, with some showing a negative correlation between social media use and academic performance, while others suggest a positive relationship. Several studies highlight the addictive nature of social media use and its potential to mediate the impact on academic performance. The findings suggest the need for further research to better understand the impact of social media on students' academic outcomes and the development of interventions to reduce its negative effects. The studies also highlight the potential benefits of using social media for collaborative learning, which may require a shift in how social media use is approached in educational settings. Overall, the literature reviewed suggests a complex relationship between social media use and academic performance, and the need for further research and intervention to better understand and manage its impact.

## **4- RESAIECH METHODOLOGY**

### **Design of the Study**

This study is descriptive in design and relies on quantitative data. Primary data was collected by surveying various departments to evaluate social impact on academic performance. The evaluation was then compared to statements developed by Sourabh Sharma, which included four factors related to coping with academic performance, in the context of the researched university. This study sets the groundwork for understanding the social media impact among female students from various departments. The research has the potential to be beneficial in analyzing the factors social impact on student academic performance, which have become increasingly prevalent in educational institutions in the modern era. The study question is based on two type of skill “Yes” or “No” (Sharma & Behl, 2022).

### **Population and sample size**

The female students of Khushal Khan Khattak University were selected for this study. The total female students from different Departments of KKKUK are 150.

### **Approach**

Since the population was controlled, a census-based approach was utilized and the questionnaire was distributed among respondents through personal visits.

### **Data collection**

In order to collect data, a questionnaire consisting of questions related to the issue or topic of concern is utilized. It is a printed or written set of questions with answer choices designed for surveys or research studies. This tool is commonly used to gather data from a large number of respondents for research or survey purposes and is effective in collecting large amounts of data with minimal skills required. However, there is a low response rate associated with this method, and many researchers may struggle with expressing themselves in writing (Canals, L. 2017).

### **Pilot study**

As a data collection tool, the questionnaire developed by Sourabh Sharma was utilized, which consisted of three sections. The questionnaire was reviewed by our supervisor, Dr. Saeed Ullah

Jan, and the suggested changes were incorporated accordingly. To assess the questionnaire's reliability, a pilot study was conducted and the data obtained were processed using the Cronbach's Alpha test.

### **Data analysis**

Both descriptive and inferential statistics were employed to analyze the four factors. Descriptive statistics, such as mean and standard deviation, were utilized to identify the social media impact on academic performance of female students across different age groups. Inferential statistics, specifically one-way ANOVA, were utilized to compare the impact of social media on academic performance among female students across various Departments and years.

### **Reliability Test**

Maintaining reliability is crucial to ensure the tool's consistency, precision, and accuracy, and the researcher employed effective techniques to ensure the validity of the results.

### **Data presentation**

The gathered data was presented in a presentable manner through the use of tables, graphs, and figures. Based on the literature review, the questionnaire was designed to collect the necessary evidence. The objective of the study was to evaluate students' perceptions while ensuring the protection of all respondents' privacy, confidentiality, and discretion regarding the collected data. Therefore, no names or addresses were disclosed.

## 5- DATA ANALYSIS AND INTERPRETATION

This section presents the data analysis for the current study, including all the facts and figures obtained through the collection of data. The data were analyzed using appropriate statistical methods, and mean percentages were calculated to determine the impact of social media on students' academic performance. The results of the analysis are presented and interpreted in this chapter.

**Table 4. 1:** Demographic table

Faculty	Year			
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year
Arts	16	21	5	8
Natural Sciences	5	10	8	13
Social Sciences	17	9	9	19

**Table 4. 2:** Comparison of the social media impact on academic performance regarding Year wise for the factor of “Accelerating impact”

Queries		Years							
		1 <sup>st</sup> Year		2 <sup>nd</sup> Year		3 <sup>rd</sup> Year		4 <sup>th</sup> Year	
		Yes	No	Yes	No	Yes	No	Yes	No
1	My grades are improving with the help of study materials shared on social media platforms	27.9	18.2	26.4	54.5	15.5	18.2	30.2	9.1
2	For expressing our thoughts, social media platforms are the best means	27.3	26.7	29.1	26.7	14.5	20.0	29.1	26.7
3	Our teachers share assignments and class activities on social media platforms which eventually help us in managing our academic better	25.0	31.3	30.4	25.0	16.3	14.6	28.3	29.2
4	Academic discussion on public/ private group accelerates my understanding of the topics	25.3	31.7	27.3	31.7	17.2	12.2	30.3	24.4
Average		<b>26.38</b>	<b>26.98</b>	<b>28.30</b>	<b>34.48</b>	<b>15.88</b>	<b>16.25</b>	<b>29.48</b>	<b>22.35</b>

**Table 4.2:** The table shows the percentage of students in their first, second, third, and fourth year regarding the factor “accelerating impact”. The factor contains four statements and the result for each statement is mixed that’s why we have calculated average for all the statements for better understanding. In the first year, about one fourth (26.38%) of the students agree that social media accelerate their academic performance, while the same number (26.98%) disagree. In the second year, 28.3% agree, while 34.48% disagree. In the third year, only 15.88% agree, while 16.25% disagree. In the fourth year, 29.48% of students agree, while 22.35% disagree. Overall, the data suggests that the impact of social media on academic performance is mixed, with higher levels of agreement in the first and fourth year, and lower levels of agreement in the second and third year.

**Table 4.3:** Comparison of the social media impact on academic performance regarding Year wise for the factor of “Social Media prospectus”

Queries		Years							
		1st Year		2nd Year		3rd Year		4th Year	
		%		%		%		%	
		Yes	No	Yes	No	Yes	No	Yes	No
5	Social media sites increase employment prospectus	76.3	23.7	72.5	27.5	86.4	13.6	92.5	7.5
6	I use social networking sites (SNS) to spread and share knowledge with my classmate	86.8	13.2	60.0	40.0	81.8	18.2	70.0	30.0
7	I use materials obtain from social media sites to complements what has been taught in the class	76.3	23.7	60.0	40.0	77.3	22.7	62.5	37.5
<b>Average</b>		<b>79.8</b>	<b>20.2</b>	<b>64.16</b>	<b>35.8</b>	<b>81.8</b>	<b>18.1</b>	<b>75.0</b>	<b>25.0</b>

**Table 4.3** The table displays the percentage of students across four academic years, with respect to the factor of " Social Media prospectus ". This factor comprises three statements, and the results for each statement are varied. Therefore, an average has been calculated for all the statements to facilitate a better understanding of the data. The results show that in the 1st and 3rd years, the majority of students (79.8% and 81.8%, respectively) believe that social media has an impact on their academic performance about the statements regarding the “Social MediaProspectus”. On the other hand, in the 2nd and 4th years, the percentage of students

who believe that social media has an impact on their academic performance is comparatively lower (64.16% and 75.0 %, respectively).

**Table 4. 4:** Comparison of the social media impact on academic performance regarding Year wise for the factor of “Social Media challenges”.

Queries	Year									
	1st Year		2nd Year		3rd Year		4th Year			
	Yes	No	Yes	No	Yes	No	Yes	No		
8	Cyberbullying on social media platforms makes me Anxious	73.7	26.3	77.5	22.5	54.5	45.5	72.5	27.5	
9	Privacy and security on social networking sites are the biggest challenges in Academics	65.8	34.2	70.0	30.0	72.7	27.3	87.5	12.5	
10	Social media is a barrier for me to being engaged in face-to-face communication	78.9	21.1	62.5	37.5	81.8	18.2	75.0	25.0	
<b>Average</b>		<b>72.8</b>	<b>27.2</b>	<b>70.0</b>	<b>30.0</b>	<b>69.6</b>	<b>30.3</b>	<b>78.3</b>	<b>21.6</b>	

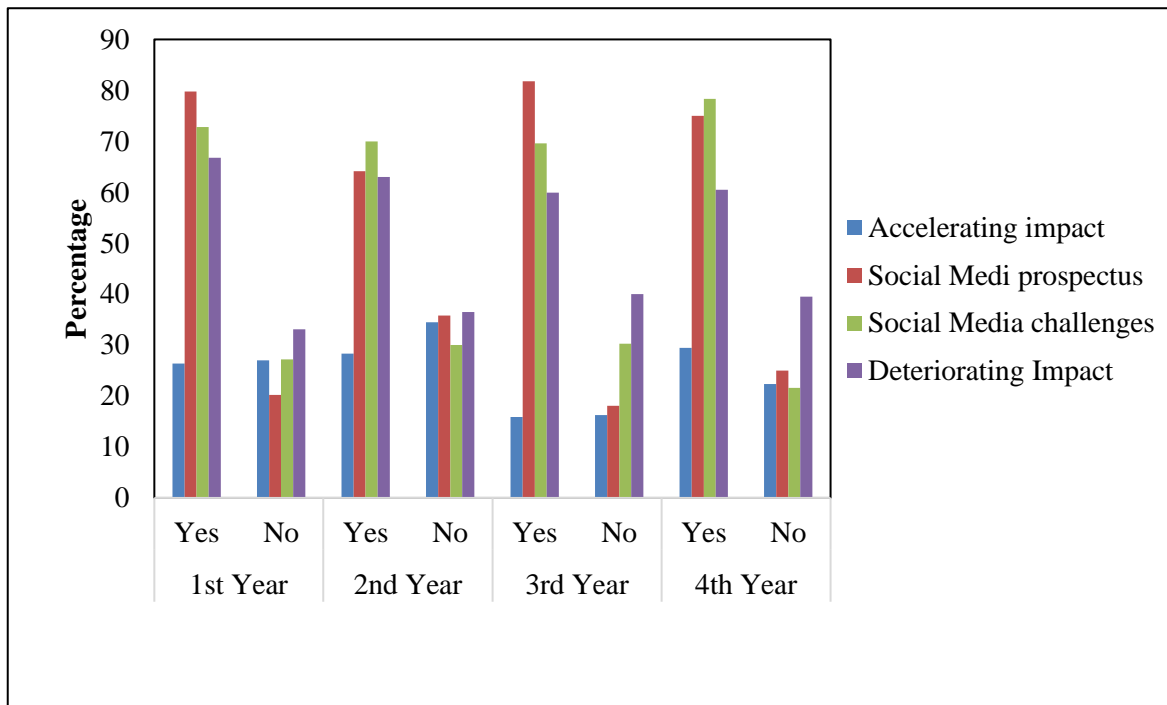
**Table 4.4** The presented table indicates the percentage of students from four academic years concerning the factor of "Social Media Challenges". This factor is composed of three statements, and the outcomes for each statement are diverse. To enhance comprehensibility, an average has been computed for all the statements. The results reveal that the majority of students in the 1st and 4th years (72.8% and 78.3%, respectively) believe that social media has an impact on their academic performance concerning the statements related to "Social Media Challenges". Conversely, in the 2nd and 3rd years, the proportion of students who perceive social media to affect their academic performance is comparatively lower (70.0% and 69.6%, respectively).

**Table 4. 5:** Comparison of the social media impact on academic performance regarding Year wise for the factor of “Deteriorating Impact”.

Queries	Year							
	1st Year		2nd Year		3rd Year		4th Year	
	%		%		%		%	
	Yes	No	Yes	No	Yes	No	Yes	No
11 My academic performance negatively affected due to unlimited use of social media	68.4	31.6	67.5	32.5	68.2	31.8	62.5	37.5
12 Distraction from studies is more when social media is added to academics	73.7	26.3	67.5	32.5	54.5	45.5	72.5	27.5
13 My grades have deteriorated since, I am engaged on those social media performance	57.9	42.1	60.0	37.5	63.6	36.4	50.0	50.0
14 Addition to social networking sites, affecting my academics performance	63.2	36.8	60.0	40.0	50.0	50.0	50.0	50.0
15 I have observed mood seeing and irresponsible behavior due to social media posts	71.1	28.9	60.0	40.0	63.6	36.4	67.5	32.5
<b>Average</b>	<b>66.8</b>	<b>33.1</b>	<b>63.0</b>	<b>36.5</b>	<b>59.9</b>	<b>40.0</b>	<b>60.5</b>	<b>39.5</b>

**Table 4.5** The table demonstrates the percentage of students from four academic years, concerning the factor of "Deteriorating Impact". This factor comprises five statements, and the results for each statement are varied. To improve the readability, the average has been calculated for all the statements. According to the results, a majority of students in the 1st and 2nd years (66.8% and 63.0%, respectively) believe that social media negatively impacts their academic performance regarding the statements associated with "Deteriorating Impact". However, in the 3rd and 4th years, the proportion of students who perceive social media to affect their academic performance is comparatively lower (59.9% and 60.5%, respectively).





**Figure 4. 1:** Graphical representation of the year wise student responses about the four factors regarding the social impact on student academic performance.

**Table 4. 6:** Comparison of the social media impact on academic performance regarding Faculty wise for the factor of “Accelerating impact”.

Queries	Faculty					
	Arts		Natural Sciences		social Sciences	
	Yes %	No %	Yes %	No %	Yes %	No %
1 my grades are improving with the help of study materials shared on social media platforms	94.0	6.0	94.4	5.6	88.9	11.1
2 For expressing our thoughts, social media platforms are the best means	88.0	12.0	63.9	36.1	79.6	20.4
3 Our teachers share assignments and class activities on social media platforms which eventually help us in managing our academic Better	74.0	26.0	66.7	33.3	57.4	42.6
4 Academic discussion on public/private group accelerate my understanding of the topics	72.0	28.0	69.4	30.6	70.4	29.6
<b>Average</b>	<b>82.0</b>	<b>18.0</b>	<b>73.6</b>	<b>26.4</b>	<b>74.0</b>	<b>25.9</b>

**Table 4.6** The table demonstrates the percentage of students from four different faculties, concerning the factor of "Accelerating Impact". According to the table, 82% of respondents who were included in the study that considered the factor of "Accelerating impact" believed that social media had an impact on academic performance and 18% students says that social media has no impact on student academic performance within the Arts faculty. For the Natural Sciences faculty, only 26.4% of respondents believed that social media had an impact on academic performance, while the remaining 73.6% of respondents did not. In the case of the Social Sciences faculty, 74% of respondents believed that social media had an impact on academic performance, while the remaining 25.9% of respondents did not.

**Table 4. 7:** Comparison of the social media impact on academic performance regarding Faculty wise for the factor of "Social Media prospectus".

Queries	Faculty					
	Arts		Natural Sciences		social Sciences	
	Yes	No	Yes	No	Yes	No
5 Social media sites increase employment prospectus	78.0	22.0	75.0	25.0	88.9	11.1
6 I use social networking sites (SNS) to spread and share knowledge with my classmate	72.0	28.0	75.0	25.0	74.1	25.9
7 I use materials obtain from social media sites to complements what has been taught in the class	76.0	24.0	80.6	19.4	51.9	48.1
<b>Average</b>	<b>75.33</b>	<b>24.66</b>	<b>78.86</b>	<b>23.13</b>	<b>71.63</b>	<b>28.36</b>

**Table 4.7** The table demonstrates the percentage of students from four different faculties, concerning the factor of " Social Media prospectus ". According to the table, for the Arts faculty, 75.33% of respondents believed that social media had an impact on academic performance and 24.66% respondents says no when the factor of "Accelerating impact" was considered. For the Natural Sciences faculty, 23.13% of respondents believed that social media had an impact on academic performance when this factor was considered, while the remaining 78.86% of respondents did not. For the Social Sciences faculty, 71.63% of respondents believed that social media had an impact on academic performance when the factor of "Accelerating impact" was considered, while the remaining 28.36% of respondents did not.

**Table 4. 8:** Comparison of the social media impact on academic performance regarding faculty wise for the factor of “Social Media challenges”.

Queries	Faculty					
	Arts		Natural Sciences		social Sciences	
	%		%		%	
	Yes	No	Yes	No	Yes	No
8 Cyberbullying on social media platforms makes me anxious	66.0	34.0	72.0	27.0	75.0	24.1
9 Privacy and security on social networking sites are the biggest challenges in academics	70.0	30.0	69.4	30.6	81.5	18.5
10 Social media is a barrier for me to being engaged in face-to-face communication	70.0	30.0	75.0	25.0	75.9	24.1
<b>Average</b>	<b>68.66</b>	<b>31.33</b>	<b>72.13</b>	<b>27.53</b>	<b>74.46</b>	<b>22.23</b>

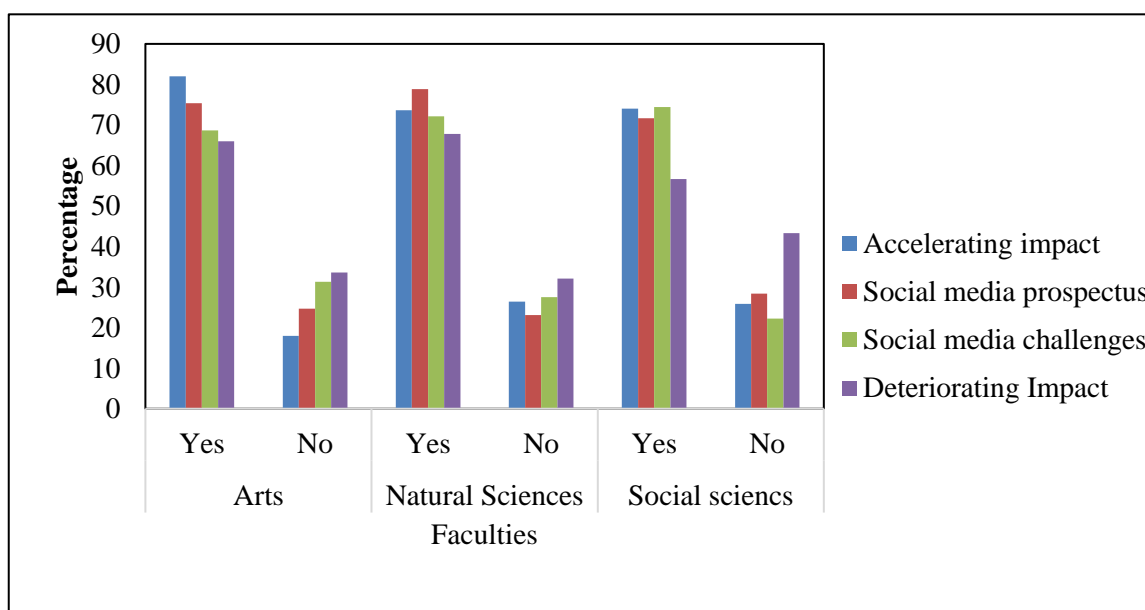
**Table 4.8** The table demonstrates the percentage of students from four different faculties, concerning the factor of " Social Media challenges ". According to the table, for the Arts faculty, 68.66% of respondents believed that social media had an impact on academic performance and 31.33% says did not when the factor of "Social media challenges" was considered. For the Natural Sciences faculty, 27.53% of respondents believed that social media had an impact on academic performance when this factor was considered, while the remaining 72.13% of respondents did not. For the Social Sciences faculty, 74.46% of respondents believed that social media had an impact on academic performance when the factor of "Accelerating impact" was considered, while the remaining 22.23% of respondents did not.

**Table 4. 9:** Comparison of the social media impact on academic performance regarding Year wise for the factor of “Deteriorating Impact”.

Queries	Faculty					
	Arts		Natural Sciences		social Sciences	
	%		%		%	
	Yes	No	Yes	No	Yes	No
11 My academic performance negatively affected due to unlimited use of social media	74.0	26.0	61.1	38.9	63.0	37.0
12 Distraction from studies is more when social media is added to academics	60.0	40.0	75.0	25.0	72.2	27.8
13 My grades have deteriorated since, I am engaged on those social media performance	64.0	34.0	55.6	44.0	51.9	48.1
14 Addition to social networking sites, affecting my academics performance	68.0	32.0	72.2	27.8	35.2	64.8

15	I have observed mood seeing and irresponsible behavior due to social media posts	64.0	36.0	75.0	25.0	61.1	38.9
<b>Average</b>		<b>66.00</b>	<b>33.6</b>	<b>67.78</b>	<b>32.14</b>	<b>56.68</b>	<b>43.32</b>

**Table 4.9** The table demonstrates the percentage of students from four different faculties, concerning the factor of "Deteriorating Impact". According to the table, for the Arts faculty, 68.66% of respondents believed that social media had an impact on academic performance and 33.6 says there is no impact on student academic performance when the factor of "Deteriorating Impact" was considered. For the Natural Sciences faculty, 27.53% of respondents believed that social media had an impact on academic performance when this factor was considered, while the remaining 72.13% of respondents did not. For the Social Sciences faculty, 74.46% of respondents believed that social media had an impact on academic performance when the factor of "Accelerating impact" was considered, while the remaining 22.23% of respondents did not.



**Figure 4. 2:** Graphical representation of the faculty wise student responses about the four factors regarding the social impact on student academic performan

## CHAPTER 5

### SUMMARY, FINDING, DISCUSSION AND RECOMMENDATION

#### 5.1 Summary

The main objective of this study was to investigate the academic performance of female undergraduate students at Khushal Khan Khattak University Karak when it comes to using social media. The researcher employed approach “Yes”, “No” among students, considering factors such as Faculty, academic year (first, second, third, and fourth year). The female students from various faculties and semesters were evaluated for their academic performance regarding Accelerating Impact, Social Media Prospectus, Social Media Challenges and Deteriorating Impact

The target population for this research included female undergraduate students at KKKUK, totaling 150 individuals. The research population consisted of 140 female undergraduate students. Participants were selected for the study using cluster random sampling, taking into account their departments (arts: 50, natural sciences: 36, social sciences: 54), and academic year (first: 38, second: 40, third: 22, fourth year: 40). The researcher collected data on undergraduate students on academic performance regarding social media usage through a standardized (modified) questionnaire. Descriptive statistics were employed, and the percentage values of the results were analyzed to draw implications and conclusions.

#### 6- Findings of the study

1. Based on the provided results, it can be concluded that the impact of social media on academic performance is mixed among students in different academic years. In the first year, approximately one-fourth of the students agree (26.38%) that social media accelerates their academic performance, while an almost equal percentage disagree (26.98%). Similarly, in the fourth year, around one-third of the students agree (29.48%), but a significant portion also disagrees (22.35%). On the other hand, the second and third years exhibit lower levels of agreement, with a higher percentage of students disagreeing (see table 4.1).
2. The findings suggest that the perception of the impact of social media on academic performance varies among students in different academic years. In the first and third years, the majority of students (79.8% and 81.8% respectively) believe that social media affects their academic performance based on the statements related to the "Social Media Prospectus." Conversely, in the second and fourth years, a lower percentage of students hold the belief that social media has an impact on their academic performance (64.16% and 75.0% respectively)

(see table 4.2).

3. The findings suggest that there are varying perceptions among students from different academic years regarding the impact of social media challenges on their academic performance. The majority of students in the first and fourth years (72.8% and 78.3% respectively) believe that social media affects their academic performance based on the statements related to "Social Media Challenges." However, in the second and third years, a slightly lower percentage of students hold the belief that social media has an impact on their academic performance (70.0% and 69.6% respectively) (see table 4.3).

4. The results indicate that there are varying perceptions among students from different academic years regarding the negative impact of social media on their academic performance. The majority of students in the first and second years (66.8% and 63.0% respectively) believe that social media has a detrimental effect on their academic performance based on the statements related to "Deteriorating Impact". However, in the third and fourth years, a slightly lower percentage of students hold the belief that social media negatively affects their academic performance (59.9% and 60.5% respectively) (see table 4.4).

5. The findings indicate that perceptions regarding the impact of social media on academic performance vary across different faculties' related Accelerating impact. In the Arts faculty, 82% of respondents believed that social media affects academic performance, while 18% disagreed. For the Natural Sciences faculty, only 26.4% believed in the impact, with 73.6% disagreeing. In the Social Sciences faculty, 74% believed in the impact, while 25.9% disagreed. These results highlight the differing perspectives on the accelerating impact of social media on academic performance among students across various faculties (see table 4.5).

6. The results indicate varying perceptions among students from different faculties regarding the impact of social media on academic performance, specifically in relation to the factor of "Social Media Prospectus". In the Arts faculty, 75.33% of respondents believed that social media influences academic performance, while 24.66% disagreed. In the Natural Sciences faculty, only 23.13% believed in the impact, with 78.86% disagreeing. For the Social Sciences faculty, 71.63% believed in the impact, while 28.36% disagreed (see table 4.6).

7. The findings reveal different perspectives among students from different faculties regarding the impact of social media on academic performance, specifically related to the factor of "Social Media Challenges." In the Arts faculty, 68.66% of respondents believed that social media affects academic performance, while 31.33% disagreed. For the Natural

Sciences faculty, only 27.53% believed in the impact, with 72.13% disagreeing. In the Social Sciences faculty, 74.46% believed in the impact, while 22.23% disagreed (see table 4.7).

8. The findings suggest varying perceptions among students from different faculties regarding the impact of social media on academic performance, specifically regarding the factor of "Deteriorating Impact." In the Arts faculty, 68.66% of respondents believed that social media affects academic performance, while 33.6% disagreed. For the Natural Sciences faculty, only 27.53% believed in the impact, with 72.13% disagreeing. In the Social Sciences faculty, 74.46% believed in the impact, while 22.23% disagreed (see table 4.8).

### 5.3 Discussion and Conclusion

The provided results indicate that there are varying perceptions among students from different academic years and faculties regarding the impact of social media on academic performance. The findings highlight the complex nature of this relationship, with students' beliefs and attitudes differing across different contexts and factors related to social media.

In terms of academic years, the results demonstrate mixed perceptions. While there are students who believe that social media can accelerate their academic performance, there is an almost equal percentage of students who disagree. This indicates a lack of consensus among students, suggesting that the impact of social media on academic performance is not universally agreed upon. Additionally, the second and third years show lower levels of agreement compared to the first and fourth years, indicating potential changes in perceptions over time.

The findings related to the "Social Media Prospectus" suggest that the majority of students in the first and third years hold the belief that social media affects their academic performance. However, in the second and fourth years, a lower percentage of students believe in this impact. This suggests a potential shift in perceptions as students' progress through their academic journey.

Regarding the impact of social media challenges, there are varying perceptions among students from different academic years. The majority of students in the first and fourth years believe that social media affects their academic performance based on these challenges, while the second and third years exhibit slightly lower levels of agreement. This suggests that students in different academic years may have different experiences and perspectives when it comes to the challenges posed by social media.

Furthermore, the results highlight varying perceptions among students from different faculties. For example, in the Arts faculty, a significant percentage of respondents believe

that social media has an impact on academic performance, while in the Natural Sciences faculty; a lower percentage holds this belief. This demonstrates the existence of faculty-specific perspectives and suggests that the nature of academic disciplines may influence students' perceptions of social media's impact on their studies.

In conclusion, the findings emphasize the complexity and diversity of perceptions regarding the impact of social media on academic performance among students in different academic years and faculties. The lack of consensus and varying perspectives suggest that the relationship between social media and academic performance is multifaceted and context-dependent. These results call for further research and the development of tailored interventions to address the specific concerns and challenges faced by students in different contexts. By understanding these perceptions, educational institutions can provide appropriate support and guidance to help students navigate the opportunities and challenges of social media in relation to their academic pursuits.

#### **5.4 Future recommendation**

Based on the provided results and the varying perceptions among students in different academic years and faculties, several recommendations can be drawn for future research and interventions:

1. Conduct further research: Given the mixed and varied perceptions among students, it would be beneficial to conduct more in-depth research to explore the underlying factors influencing these perceptions. Qualitative studies such as interviews or focus groups can provide insights into students' experiences, beliefs, and attitudes towards the impact of social media on academic performance.
2. Develop targeted interventions: Based on the findings, it is clear that students' perceptions regarding the impact of social media on academic performance differ across academic years and faculties. This highlights the need for tailored interventions that address the specific concerns and challenges faced by students in different contexts. For example, interventions in the second and third years could focus on addressing negative beliefs or misconceptions about the impact of social media, while interventions in the first and fourth years could aim to maximize the potential benefits of social media for academic success.
3. Provide education and guidance: Students may benefit from educational programs or workshops that aim to enhance their digital literacy skills and teach them how to



effectively use social media platforms for academic purposes.

4. These programs can educate students about the potential advantages and disadvantages of social media and equip them with strategies to navigate the challenges effectively.
5. Foster a supportive environment: Institutions can create a supportive environment by promoting open communication channels between students and academic staff. This can help address concerns related to staff approachability or availability. Encouraging regular interactions, such as office hours or online forums, can enhance students' confidence in seeking help or guidance when needed.
6. Encourage self-regulation: Emphasize the importance of self-regulation and time management skills to help students overcome the challenges posed by social media distractions. Providing resources or workshops on effective study habits, time management techniques, and digital well-being can empower students to maintain a healthy balance between their academic responsibilities and social media usage.
7. Collaboration between faculties: Facilitate collaboration between different faculties to share best practices and experiences related to the impact of social media on academic performance. This can help identify common challenges and develop comprehensive strategies that address the needs of students across disciplines.
8. Continuous evaluation and adaptation: Regularly evaluate the effectiveness of interventions and educational programs to ensure they align with the evolving needs and perceptions of students. Collect feedback from students and make necessary adaptations to improve the impact of these initiatives.

By implementing these recommendations, educational institutions can better support students in navigating the complexities of social media and its impact on their academic performance, fostering a productive and balanced digital learning environment.

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