



Distraction or Learning Tool? Social Media Influence on BBA Students' Academic Performance

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Abstract

The rapid growth of internet accessibility and social networking platforms has significantly transformed the academic and social lives of university students. Social media platforms such as Facebook, Instagram, YouTube, TikTok, and WhatsApp are widely used by students for various purposes. While social media offers opportunities for learning and collaboration, excessive and unstructured use has raised concerns regarding its impact on students' academic performance. Despite widespread use, limited research exists on the combined effect of usage duration and purpose among BBA students in Dhankuta. This study aims to examine usage patterns, perception and the relationship between social media use and academic performance of university students. The study adopted a descriptive and analytical research design and was based on both primary and secondary data. Primary data were collected through a structured questionnaire administered to 52 BBA students selected while secondary data were obtained from books, online journals, and previous research reports. Convenience sampling was adopted due to time constraints and ease of access to respondents.

The findings reveal that all respondents actively use social media and possess multiple social media accounts. A majority of students spend two hours or more per day on social media, with usage being highest during evening and late-night hours. Entertainment was identified as the primary purpose of social media use, whereas academic use was relatively limited. Analysis of academic performance shows that students who spend less time on social media tend to achieve higher SGPA, while those

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spending more time especially for non-academic purposes generally have lower or average academic performance. Correlation analysis indicates a very weak relationship ($r = 0.0984$) between time spent on social media and academic performance. Suggesting that academic outcomes are influenced not only by usage duration but also by the purpose and manner of use. Overall, the study concludes that social media has a mixed but predominantly negative impact on academic performance when used excessively and without academic focus. The study recommends promoting responsible, balanced, and academically oriented use of social media can contribute to improved academic outcomes.

Keywords: academic performance, digital Engagement, social media, digital behavior, university students

Introduction

Social media refers to the online platform where people connect to entertain, share information, assess educational contents and communicate with friends and family through internet connection. The platform created by internet includes Facebook, Instagram, YouTube, TikTok, WhatsApp, X (previously Twitter) and many others, which have become a powerful tool as they are used for various activities where individuals create, share and deliberate on different available contents (Mahmud & Bukhari, 2019). In this modern age, social media has become an integral part of daily life especially among university students. Platforms such as Facebook, Instagram, YouTube, and TikTok have changed the way students interact, assess study materials, share knowledge and entertain themselves. Due to the expansion of internet access and affordable smartphones has increased social media usage among young adults including students of college and university, especially in the countries like Nepal. In today's generation social media plays a crucial role for all the students. We cannot imagine a single day without the use of social media. It can be used for entertainment purpose as well as gaining education. We can also deliver the content which enhance our skill, talent and creativity. The usage of social media has been increased due to its factors such as convenience, flexibility, functionality and free or marginal cost for its use (Brown, 2010).

Social media is not only tool for communication and entertainment but also a medium for academic purposes and information exchange for university students. However, social media use among students offers both opportunity and challenges but using it excessively may lead to distraction, reduced concentration and poor time management. There is question that social media enhances or hinders the academic performance. Some researchers argues that when social media is used for academic purposes then it can improve learning efficiency (Rafique et al. 2021; Gulzar et al. 2021) while others argue that non-academic use contributes to procrastination, lower grades and academic stress (Junko, 2012, Marker et al, 2018).

The way people communicate, learn, and access information has been profoundly altered by the quick development of information and communication technology. The expansion of social media platforms is one of the most significant developments in this field. According to Kaplan and Haenlein (2010), social media is the term used to describe online applications that enable users to create, share, and exchange information through virtual networks and communities. Social media sites like Facebook, Instagram, YouTube, TikTok, and WhatsApp are now a necessary part of everyday life, especially for college students. Due to the widespread availability of smartphones and reasonably priced internet services, social media use has skyrocketed in recent years. According to the Pew Research Center (2018), university students are among the most frequent users of social media, spending a substantial amount of time on these sites each day. Social media facilitates communication and information access, but it has also sparked worries about how it may affect students' academic achievement. Overuse of social media can result in distraction, fewer study sessions, ineffective time management, and poorer academic performance (Kirschner & Karpinski, 2010).

However, social media can also be utilized for learning. Social media platforms allow students to share learning materials, engage in group discussions, access academic resources, and interact with teachers and peers (Junco, 2012). So, social media impacts on academic achievement in various way. The relationship between social media use and academic performance has become an essential area of study as these platforms, particularly Facebook, Instagram, YouTube and TikTok are shaping the student's communication patterns, learning process and daily time allocation. This topic is worth reviewing because the increased reliance on digital technologies by university students has raised concerns about whether social media promotes academic performance or causes distractions that reduce study hours and lead to poor academic results. However, Despite widespread use, limited research exists on the combined effect of usage duration and purpose among university students of hilly region. As well as Studies discussing psychological effects, social media marketing or any non-academic population out of focus in this research.

A complicated and frequently contradictory picture is presented by research on the connection between social media use and academic achievement. Research can be broadly divided into two groups: those that report positive or mixed impacts and those that indicate negative consequences. According to a significant study carried out in Kathmandu, extended use of social media sites like Facebook and Instagram decreased student's study time and led to a 5-10% drop in academic achievement for the majority of participants (Hamal,2021). Research by Acheaw & Larson, (2015) has found similar connections between addictive or entertainment-oriented use and procrastination, distraction, and poorer grade performance. These studies repeatedly contend that the drawbacks of students using social media for non-academic communication, gaming, chatting or surfing exceed any apparent advantages.

On the other hand, some studies emphasize the educational potential of social media when it is purposefully included into educational activities. Boateng and

Amankwaa (2016) demonstrated how the usage of social networking sites in the classroom improved vocabulary growth, information exchange and group learning. Palla and Sheikh (2020) came to a similar conclusion, finding that student's reading and writing abilities improved when they used social media for academic research and discussion. According to such body of research, social media can improve academic engagement by offering different avenues for communication, academic collaboration and educational resource access.

Positive statistical correlations between social media use and academic achievement have even been shown in some research. Goet (2022) discovered significant relationships between student's academic performance and media sharing, internet browsing and video watching indicating that learning may be aided by academically aligned digital activities. These strong associations, however, either represent overlapping constructs or self-report bias, thus such results should be treated with caution. Important nuance is added by research that distinguishes academic from non-academic use. Lau (2017) found that while non-academic multitasking, such gaming was a substantial negative predictor of performance while academic social media was not detrimental to GPA.

The use of cross-sectional, self-reported data is a crucial methodology trend commonly found in many studies (Khalid et al., 2024, Mann. 2003). Questionnaires are the main tool used in studies like Hamal (2021) and Acheaw and Larson (2015) to evaluate academic performance and social media usage. Although these approaches offer wide insights, they are susceptible to social desirability bias and recall errors, and they restrict the capacity to determine causal effects. Clearer and more trustworthy results are produced by studies that distinguish between different forms of social media use or include objective metrics (like GPA). Many research work, despite methodological variations, conclude that student's usage of social media for both academic and recreational purposes have a significant impact on their academic performance (Kuş, 2025). Overall, research shows that social media is neither intrinsically bad nor good rather its effects vary depending on user behavior, the reason for using it, and the level of multitasking. This dual nature emphasizes the necessity of context-specific research to better understand usage patterns and their effects on academic achievement, like the current study on BBA students at Dhankuta Multiple Campus.

In order to interpret current findings, pinpoint gaps, and lay the groundwork for the current investigation, this review of the literature looked at earlier studies on the connection between social media use and academic achievement. How do students use social media? Was one of the main research questions that guided this review. What kinds of social media use affect academic performance? And is there a positive, negative or mixed relationship overall? This article seeks to find out the result of social media use and its relation to academic performance of BBA students at Dhankuta Multiple Campus by analyzing the usage patterns, purposes and examining its relationship with their academic performance. The impact of social media varies depending on the purpose,

intensity and context of use. Excessive non-academic use has been repeatedly linked to distraction and lower academic performance, whereas academic use can improve learning collaboration and resource access. Conflicting findings can also be explained by methodological problems, as many studies rely on self-reported data and cross-sectional designs that restrict the interpretation of causality.

Methods and Materials

This study adopted a descriptive and analytical research design to examine the relationship between social media use and academic performance of BBA students at Dhankuta Multiple Campus. It describes the current status and patterns of social media usage among students, including frequency, duration, purpose, and preferred platforms.

Primary data were collected directly from respondents through a structured questionnaire which included questions related to their gender, age, religion, marital status, semester, frequency, duration, platforms used, purpose of use, SGPA and social media using practice. Secondary data were collected from books, academic journals, research articles, published reports, and internet databases as Google Scholar, JSTOR, EBSCOhost etc. A sample of 52 students was selected among 59 students enrolled in BBA program at Dhankuta Multiple Campus, determined using an online sample size calculator at 5% level of significance. Prior to administering the questionnaire, participants were fully informed about the study's purpose, and data privacy was guaranteed. The raw data were then edited, coded, classified, and tabulated then Descriptive and Comparative analysis was done.

Results and Discussion

As being effective communication and learning tool, social media are being very popular among youth. With the purpose of accessing the daily practice of using and main purpose of using social media among BBA students, result is presented as the socio-demographic profile, duration, time spending, platform, purpose of using social media, feeling in the absence of social media and use of social media and their effects on academic performance, are presented as below:

Respondent Profile

The demographic profile of the selected BBA students, which include their gender, age, religion, marital status, and semester registration, is systematically outlined in Table 1 below.

Table 1:
Demographic Profile of Respondent

| Characteristics | Frequency | Percentage |
|------------------------|------------------|-------------------|
| Gender | | |
| Male | 23 | 44.23% |
| Female | 29 | 55.77% |
| Age | | |
| Below 20 | 14 | 26.92% |
| 20-22 | 31 | 59.62% |
| 23-25 | 7 | 13.46% |
| Religion | | |
| Hindu | 46 | 88.46% |
| Muslim | 1 | 1.92% |
| Christian | 1 | 1.92% |
| Other | 4 | 7.69% |
| Marital Status | | |
| Married | 1 | 1.92% |
| Unmarried | 51 | 98.08% |
| Semester | | |
| Second | 14 | 26.92% |
| Fourth | 8 | 15.38% |
| Sixth | 18 | 34.62% |
| Seventh | 12 | 23.08% |

According to the data gathered about sex, 44.23% of respondents were male and 55.77% of respondents were female. Likewise, the data about age were divided into 3 groups: below 20, 20-25 and 23-25. College students between the ages of 20-22 made up the majority of survey respondents with 31 responses or 59.62%.

The respondent's background in religion is also depicted in the data. Hindu respondents made up of the total 88.46%. Muslim respondent made up of 1.92%, Christian made up 1.92%, while others made up the remainder 7.69%. Most of the respondents are Hindu. And the least number of participants are Muslim and Christian. The data about marital status shows that 98.08% were single and only 1.92% were married. The data about semester of respondents, 26.92% of respondents were in second semester. Similarly, fourth semester had 15.38% of respondents, sixth semester with 34.62% and seventh semester with 23.08% of respondents.

Practice of Using Social Media

Social media is a major part of our lives today. Social media sites like Facebook, Instagram, and TikTok allow people to converse and share their ideas. Social media helps students learn and interact with their friends and also provides a medium for self-

expression. Use practice, account ownership and the frequency of the use is presented below.

Table 2:*Practice of Using Social Media use*

(N=52)

| Characteristics | Frequency | Percentage |
|---------------------------|------------------|-------------------|
| Using Social Media | | |
| Yes | 52 | 100.00% |
| Own account | | |
| Yes | 51 | 98.08% |
| No | 1 | 1.92% |
| No of account | | |
| 1 | 15 | 28.85% |
| 2 | 10 | 19.23% |
| 3 | 6 | 11.54% |
| More than 3 | 21 | 40.38% |
| Using Social Media | | |
| Frequently | 40 | 76.92% |
| Occasionally | 5 | 9.62% |
| Rarely | 7 | 13.46% |

The table shows the status of using social media, where 100.00% use social media and majority 51 (98.08%) have their own account. Large proportion of students maintain more than three social media accounts followed by those having one or two accounts. Majority of the respondents (76.92%) use social media frequently, those respondents who use it rarely is 13.46% followed by occasionally (9.62%). This shows using social media is not an optional activity but a regular habit for most students. Habitual use increases the influence of social media on daily routines, study schedules, and time management.

Duration of using Social Media

The utilization of social media is widespread among different age groups. A considerable number of people spend some time each day on social media sites such as Facebook, Instagram, and TikTok. The duration that each person spends on these social media sites differs depending on their preference and activities. The table shows how long the respondents are known about social media and before how many years they are using it.

Table 3:
Duration of Using Social Media

| Social Media using since | Frequency | Percentage |
|---------------------------------|------------------|-------------------|
| Less than a year | 2 | 3.85% |
| 1-5 years | 20 | 38.46% |
| 5-10 years | 26 | 50.00% |
| More than 10 years | 4 | 7.69% |
| Total | 52 | 100.00% |

This shows the normal distribution of sample with majority (50.00%) of the respondents lie on 5-10 years range followed by 38.46% in 1-5 years and 7.69% in more than 10 years range and only 3.85% in less than a year. This clearly shows that the use of social media is a long-term phenomenon. The table further suggests that students developed social media habits well before entering higher education.

Popular Social Media Platforms

Social media platforms play an important role in students’ daily lives by helping them connect with others, access educational content, and spend leisure time online. The number of respondents who use the social media platforms are presented in table.

Table 2:
Popular Social Media Platforms Among Students

| Platforms | Frequency | Percentage |
|------------------|------------------|-------------------|
| Facebook | 19 | 36.54% |
| Instagram | 18 | 34.62% |
| YouTube | 14 | 26.92% |
| Tiktok | 1 | 1.92% |
| Total | 52 | 100.00% |

Facebook emerged as the most commonly used platform with 19 (36.54%) of the respondents using it as primary social media, followed by Instagram (34.62%) and YouTube (26.92%). Facebook’s popularity may be due to its multipurpose nature such as communication, entertainment, and academic group discussions. Platforms like YouTube provide educational content, indicating potential academic benefits if used appropriately.

Spending hours on Social Media

The using hours of social media may increase among students due to the youth friendly features. Spending excessive time on social media may affect students' concentration, daily activities, and academic achievement. Following table shows how much time does the respondents spend on social media.

Table 6

Spending Hours on Social Media

| Time spent (per day) | Frequency | Percentage |
|-----------------------------|------------------|-------------------|
| Less than 1 hour | 1 | 1.92% |
| 1-2 hours | 5 | 9.62% |
| 2-4 hours | 22 | 42.31% |
| More than 4 hours | 24 | 46.15% |
| Total | 52 | 100.00% |

Most students (46.15%) reported spending more than 4 hours per day on social media followed by 42.31% using for 2–4 hours and 9.62% using for 1-2 hours and only 1.92% of the respondents use social media less than 1 hours. Extended daily usage suggests significant time investment, which may compete with study time. Excessive time spent on social media may negatively affect academic performance if not balanced with academic activities.

Time Using Social Media

Various people utilize social media at different times based on their activities, study timetable, and interest level. While some might use social media during the morning hours, others would use it at midday, evenings, or even nights. The table helps in determining the most frequent period that people use social media.

Table 3:

Using time of Social Media

| Time | Frequency | Percentage |
|--------------|------------------|-------------------|
| Morning | 1 | 1.92% |
| Afternoon | 9 | 17.31% |
| Evening | 18 | 34.62% |
| Late night | 24 | 46.15% |
| Total | 52 | 100.00% |

Most of the respondents (46.15%) spend time in social media at late night whereas less of the respondents use it at morning (1.92%), the usage in evening and afternoon is moderate with 34.62% and 17.31% respectively. The data indicates that social media is

most commonly used during late night and evening hours. Late-night usage is often associated with reduced sleep duration and fatigue. Poor sleep quality can impair concentration, memory, and academic productivity, indirectly affecting performance.

Primary Purpose of Using Social Media

People use social media for different purposes such as communication, entertainment, education, and information sharing. The following table represents and tabulates the primary purpose of using the social media.

Table 4:
Primary Purpose of Using Social Media

| Characteristics | Frequency | Percentage |
|------------------------|------------------|-------------------|
| Entertainment | 31 | 59.62% |
| Communication | 10 | 19.23% |
| Academic purpose | 7 | 13.46% |
| Other | 4 | 7.69% |
| Total | 52 | 100.00% |

Entertainment was reported as the primary purpose by 59.62% of the respondents, followed by communication 19.23% and academic use 13.46% while 7.69% use it for other purposes as business. The dominance of entertainment highlights recreational motivation over educational engagement. When entertainment outweighs academic usage, social media may act as a distraction rather than a learning tool.

Types of Information Searched in Social Media

The following table shows search behavior of the respondents. For the academic search respondents search includes course related, based on hobby, educational videos and other purposes.

Table 5:
Information Types searched by Students

| Search | Frequency | Percentage |
|--------------------|------------------|-------------------|
| Course related | 19 | 35.54% |
| Based on hobby | 16 | 30.77% |
| Educational videos | 11 | 21.15% |
| Others | 6 | 11.54% |
| Total | 52 | 100.00% |

Among academic users, course-related content was the most searched by 35.54% of the respondents, followed by hobby based (30.77%) and educational videos (21.15%) and other purposes take 11.54%. Students do recognize social media as a supplementary academic resource.

Primary Areas of Time Spending on Social Media

Social media is used for different purposes, among them being leisure, communication, academic work, and exchange of information. The use of social media on Facebook, Instagram, and TikTok depends on individual needs and preferences, and students spend varying amounts of time using each platform. The table indicates the main fields that dominate social media use.

Table 6:
Respondents' Time Spending Areas in Social Media

| Time Spending Area | Frequency | Percentage |
|---------------------------|------------------|-------------------|
| Entertainment | 37 | 71.15% |
| Communication | 6 | 11.54% |
| Academic | 5 | 9.62% |
| Others | 4 | 7.69% |
| Total | 52 | 100.00% |

Most students (71.15%) spend time on entertainment-related content. 11.54% of the respondents use it for communication followed by 9.62% who use it for Academic Reasons and finally 7.69% of the respondents use it for other purposes. This reflects preference for relaxation and leisure activities on social media.

Feeling in the Absence of Social Media

Social media plays a very important role not only in the field of communicating but also entertaining and disseminating information among people. The use of various social media sites such as Facebook, Instagram, and Tik Tok by most people is aimed at remaining connected with their friends. Without the use of social media, many people tend to have different affective feelings, which include feeling lonely, bored, relieved, and stress-free. Some may claim that they lack connection with both friends and what is going on around them, while others will argue that without it, they will have more time to relax. The table shows how the respondents feel when they lack the use of social media. They feel more focused towards the study, lack entertainment or feel lonely.

Table 7:
Feeling in the Absence of Social Media

| Absence | Frequency | Percentage |
|--------------------|------------------|-------------------|
| More focused | 8 | 15.38% |
| Lonely | 12 | 23.08% |
| Lack entertainment | 28 | 54.85% |
| Others | 4 | 7.69% |
| Total | 52 | 100.00% |

It is clear from the above table that a significant percentage (54.85%) of people felt there was no entertainment available in the absence of social media, which shows that social media is considered as a primary form of entertainment by users. On the other hand, a significant portion of respondents (23.08%) stated that they felt loneliness in the absence of social media, which suggests that social media plays an important role in establishing social links with their friends and community. Moreover, a small portion (15.38%) of respondents claimed that they were able to concentrate more in the absence of social media.

Spending Hours on Social Media and Their Average SGPA

Social media is one of the popular means used for communicating, enjoying, and learning by students. A significant number of students spend many hours daily using social networking sites like Facebook, Instagram, and TikTok. Spending more time on social media can have an impact on students' study time and academic results. Therefore, studying the link between social media use and SGPA average is necessary. The table shows the spending hours per day with the average SGPA of the respondents.

Table 8:
Duration on Social Media and Average Grade of Students

| Spending hours per day | Frequency | Average SGPA |
|-------------------------------|------------------|---------------------|
| Less than 1 hour | 1 | 3.23 |
| 1-2 hours | 5 | 2.42 |
| 2-4 hours | 22 | 2.47 |
| More than 4 hours | 24 | 2.61 |
| Total | 52 | 2.68 |

Students who spend less than one hour per day on social media show the highest average SGPA (3.23). Although this category includes only one respondent, it indicates that minimal use of social media is associated with better academic performance. Students spending 1–2 hours per day have the lowest average SGPA (2.42). This suggests that even moderate social media usage, when not academically oriented or properly managed, may negatively affect academic outcomes. The majority of respondents fall into the 2–4 hours and more than 4 hours categories. Students spending 2–4 hours per day have an average SGPA of 2.47, while those spending more than 4 hours per day show a slightly higher average SGPA of 2.61. Although these two groups have relatively similar academic performance, both averages remain lower than that of students with minimal social media usage. Overall, the results suggest a negative tendency between time spent on social media and academic performance, particularly when usage exceeds one hour per day. However, the slightly higher SGPA among students spending more than four hours compared to those spending 1–2 hours indicates that the impact of social media on academic performance is not solely dependent on time, but also on how and for what purpose social media is used.

Relation of Social Media with Average SGPA

Social media usage by the students is quite prevalent when it comes to communicating, entertaining, and learning using media channels like Facebook, Instagram, and TikTok. Social media engagement might affect their study habits and overall grades. This means that investigating the association between social media usage and mean SGPA would be quite significant. The following table shows the data related to spending hours and average SGPA.

Table 9:

Relationship Between Spending Hours on Social Media and Average SGPA

| Spending hours in Social Media (X range) | Point(X) | Average SGPA(Y) | Frequency(f) |
|---|-----------------|------------------------|---------------------|
| Less than 1 hour | 0.5 | 3.23 | 1 |
| 1-2 hours | 1.5 | 2.42 | 5 |
| 2-4 hours | 3 | 2.47 | 22 |
| More than 4 hours | 5 | 2.61 | 24 |
| Total (N) | | | 52 |

Note: Karl Pearson correlation coefficient (r) = 0.0984

The table presents the data preparation required to examine the relationship between time spent on social media and academic performance using correlation analysis. The table converts categorical data on daily social media usage into numerical values to facilitate statistical calculation. The time spent on social media is represented as variable

X, while the average SGPA is represented as variable Y. To perform the analysis, midpoints were assigned to each category of time spent on social media. Students spending less than one hour were assigned a midpoint of 0.5 hours, those spending 1–2 hours were assigned 1.5 hours, students in the 2–4 hours category were assigned 3 hours, and those spending more than 4 hours were assigned 5 hours. These midpoints represent the average time spent by students in each category. The table also includes frequency (f), and calculated values of fX , fY , fX^2 , fY^2 , and fXY , which are essential for computing Pearson’s correlation coefficient. Based on these calculations, the value of the correlation coefficient ($r = 0.0984$) was obtained. This value indicates a very weak positive correlation between time spent on social media and academic performance.

The result suggests that time spent on social media alone does not strongly determine students’ academic performance. Instead, it implies that other factors such as purpose of use, study habits, self-discipline, and time management play a more significant role in influencing SGPA.

Attitude on Improvement of Academic Performance by Limiting the Use of Social Media

The figure shows whether respondents can improve the academic performance by limiting the use of social media use. The respondents strongly agree, agree, remains neutral or disagree.

Table 13:

Improvement of Academic Performance by Limiting Usage of Social Media

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Strongly Agree | 11 | 21.15% |
| Agree | 29 | 55.77% |
| Neutral | 11 | 21.15% |
| Disagree | 1 | 1.92% |
| Total | 52 | 100.00% |

The figure indicates that 29 (55.77%) respondents believe that limiting social media use can improve their academic performance. 11 (21.15%) respondents are neutral and also strongly agree while only 1 (1.92) respondent disagree with the statement. The overall analysis indicates a strong belief among students that limiting social media use has a positive impact on academic performance.

Conclusion

The overall analysis results in a conclusion that the usage of social media is universal among BBA students and has become a part of their lives. Most students spend considerable time on social media, i.e., over two to four hours a day, for entertainment rather than academic reasons. Even though students with minimal social media usage

have better academic results, the correlation analysis indicates that the relationship between the time spent on social media and SGPA is very weak. This indicates that academic results are not affected by the time spent on social media. Rather, the manner in which it is used plays a vital role in determining the impact on academic results. Students using social media for academic reasons, i.e., to know more about their course or educational material, are not likely to experience any negative impacts on their academic results. Excessive usage of social media during late hours or study time results in decreased concentration levels and limits the study time. This could also affect their sleeping patterns. The results have shown that the impact of social media on academic results is mixed.

Encouragement on the adoption of healthy and productive social media usage patterns among students, along with the creation of awareness among students about the importance of effective time management and the need for productive social media usage, would help minimize the negative academic impact. Future studies may include a wider scope with respect to the number of participants, the academic field of the participants, and geographical scope. It is also recommended that the scope be extended to include the longitudinal approach and qualitative approach to the topic. This study also indicates that academic performance is influenced by a variety of factors and hence any analysis on the academic performance of the students must not be conducted without considering the impact of social media usage patterns.

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