

## **Impact of Social Media Usage on the Academic Achievements of Undergraduate Students**

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### **Abstract**



*Social media is a digital platform that helps people in sharing information, knowledge and almost all type of content like pictures, videos, audio, documents, and text on a global scale. Social media come in many forms, including social networking sites like WhatsApp, Facebook, and video sharing apps like YouTube. Especially social media becoming a common educational tool for university graduates, social media platforms are used by students for projects, assignments, and classes. The main variables of the study were social media and academic achievement. The main purpose of current study was to investigate the impact of social media usage on the academic achievement of undergraduate students. The research methodology used in this study was quantitative in nature. The research instrument for this study was self-developed by the researcher. The data were collected through questionnaire. The population of the study was undergraduate students (semester 2, 4, 6 and 8) of University of Sargodha. The sample of current study was 200. Sample was collected through convenient sampling technique. Data were analysed through Statistical Package for Social Sciences (SPSS). For the further analysis of data to produce findings Descriptive and Inferential statistics were used. The study revealed that WhatsApp and YouTube have significant moderate positive relationship with academic achievement but Facebook has weak positive correlation. Research study recommended that students should be encouraged to set aside dedicated study time free of social media distractions, stay focused and navigate the bad impacts of excessive social media use on academic performance.*

**Keywords:** Social Media Usage, Academic Achievement, WhatsApp, Facebook, YouTube, Undergraduate Students

### **Introduction**

Technology has played a significant role in enhancing human interactions and revolutionising the processes of teaching and learning. It has provided many advantages to teachers, students, and higher education institutions. Technology has completely changed the life of people how they interact with each other and how they communicate with other people and it's all because of social media platforms that unite people all over the world and establish a global village. Social networking sites like WhatsApp, Facebook, YouTube, Twitter, Google Plus, and Flickr have proven useful in educational settings, providing students with easy access to communicate with one another and with other students or subject matter experts. Social media also effect the both students' and teachers' methods of instruction in higher education.

Social media is a digital platform which helps people in sharing information, knowledge and almost all type of content like pictures, videos, audio, documents, and text on a global scale. Social media come in many forms, including social networking sites like WhatsApp, Facebook, twitter, and video sharing apps like YouTube. So, we can say that now a days, social media is a basic platform to communicate and share your ideas and interact with other people worldwide. According to Merriam-Webster, social media is a basic communication tool like blogging and other social media sites that allow its users to communicate with each other easily and exchange their views, information, private conversations, and other content, such as movies and videos (Obar et al., 2015). Software that facilitates social interaction and communication, as well as the creation, editing, and sharing of

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original text, image, and audio content, is referred to as a "social media platform". University students are using social networking apps as a common tool for projects, presentations, and in classes. It is used to collaborate and connect with the greater community (Almobarraz, 2018).

The primary objective of education for students is to perform well academically. Academic performance is the body of information that a student has learned and is assessed by an instructor based on grades or learning objectives that the student and instructor have agreed upon and will be completed within a given time frame (Narad & Abdullah, 2016; Rono et al., 2014).

### **Literature Review**

Social media usage is very common now a days. Different persons used it differently with respect to their needs and interests. A previous study determined the statistical relationship between academic achievement of students and use of social media. From the results, it was concluded that 41.5% of the student responded that they utilized social media apps for up to three hours every day on average. With utilisation rates of 98.25% and 91.75%, respectively, WhatsApp and YouTube were the extreme famous social media apps among users. Approximately 73.5 percent of people used social media sites to get news about health issues. Furthermore, 71.5% of users used these platforms to complete coursework and other academic requirements. Moreover, more than half of the respondents used social media to prepare for tests, seminars, and research. Female students outperformed their male counterparts in the classroom, and there was also a slight negative link observed among academic achievement and social media usage (Bhandarkar et al., 2021).

### **Relationship between Social Media and Academic Achievement**

Now a day's students are utilizing social media excessively for communication as well as for educational purposes. Social media is an outstanding technology for information and communication which is popular throughout the world as a tool for improving social connection. This is a platform that plays a very important role among users to exchange their views, perspectives, and opinions with people in a worldwide community and exchange information through various networking sites such as Facebook, WhatsApp, Twitter, YouTube, and others (Azizi et al., 2019). Users choose to visit these websites because they are straightforward, easy to use, and effective. The youth, more specifically, students who have made social media their daily companion, have used it far more frequently (Rahman et al., 2021). Some of the abuse of social media is spending more time than necessity for gossiping, chatting, and entertainment, which has a detrimental effect on students' academic and social life. The problem of social media use is something that many university students experience. These days, students use social media and modern technology so much that their overuse of these resources negatively affects their academic performance (ABIDEMI, 2019; Talaue et al., 2018).

### **WhatsApp Usage**

WhatsApp is a mobile messaging programme that was released in 2009 that lets users to exchange messages without incurring SMS fees. Its tagline is "Simple. Personal. Real Time Messaging." WhatsApp messenger is used to facilitate faster and easier communication as well as the sharing of multimedia communications (Afful & Akrong, 2020). It seems inevitable that students in higher education institutions will use social networking sites at a high rate. From all these social networking sites WhatsApp is the most commonly used app among young students. However, nothing is known about the extent of WhatsApp Messenger use and how it affects students' academic achievement. According to a study, WhatsApp has had a negative influence on students' performance rather than improving effective information flow and idea sharing among students by making communication easier and faster. The study found, among other things, that students spend maximum of their time on WhatsApp during class, which impedes their ability to focus during lectures, causes procrastination related issues, ruins their spelling and sentence structure, makes it difficult for them to balance their use of the app with their academic preparation, and keeps them from finishing their assignments and sticking to their study schedule (Yeboah & Ewur, 2014). In terms of WhatsApp's functionality, Patil et al. (2015) studied how university students used the app in a university setting and discovered that the majority of university students (56.8%) used it for educational purposes. This suggests that using WhatsApp consistently for educational purposes can help students perform better academically.

Appiah (2016) assessed the effect of WhatsApp on the study habits of university students in the Ghanaian city of Kumasi. His research indicates that 46.7% of the pupils consistently use WhatsApp 10 or more times per day. Among other things, WhatsApp may be used for learning, group conversations, networking, sharing of material (news, movies, and photographs), sharing of

experiences or insights, overcoming loneliness, politics, business, and initiating romantic relationships. Additionally, the majority (60%) acknowledged that using WhatsApp significantly reduced their academic achievement.

### **Facebook Usage**

Facebook is a single-page application (SPA) that provides users with a neatly organised website where they may connect with other users of a similar kind and save personal information. Users can navigate between friends' profiles from anywhere which helps users to communicate, so in this way people's social networks expand quickly around the globe (Thuseethan & Kuhanesan, 2015).

Facebook is merely a tool for electronic communication between people. Facebook is incredibly popular in university cultures, where it is a way of life rather than merely a hobby or enjoyable diversion. One of the main demographics of people who use Facebook recreationally is university students. They use the platform primarily to communicate with their fellows, share their daily routines, and use other features like photo sharing, wall posting, and status updates (Thuseethan & Kuhanesan, 2015). A significant portion of graduate and undergraduate students regularly utilise Facebook. Social networking's effects on the growth and accomplishment of undergraduate students is a topic of both professional and general interest (Abramson, 2011). According to university students, Facebook is the most popular social networking platform; between 85 to 99% students utilise it (Jones & Fox, 2009).

### **YouTube Usage**

YouTube is most commonly used video-based platform that allow users to post, share, and watch videos. YouTube gives consumers access to a vast variety of content, such as vlogs, music videos, tutorials, and more, and gives content creators a platform to reach a worldwide audience (Ma & Lee, 2019). YouTube is being used by many as a learning resource these days. The majority of YouTube users are students. They use it for a variety of things, including education. University students are using social apps as a common platform for projects, presentations, and in classes. It is used to collaborate and connect with the greater community. Moreover, the trend of becoming entrepreneurs is very common among the students nowadays and social media is playing a significant role in it (Hasan & Mirza, 2021). The best social media platforms for academic contexts is video based websites (Almobarraz, 2018). Over 1.9 billion people use YouTube, a free video website with over 100 million videos and users from more than one hundred countries. More than two billion people see over a billion hours of video on YouTube each month. YouTube and other social media platforms are extensively utilised as effective learning and self-training tools for university students, as well as dependable sources of instructional information, especially among undergraduate students (Gerundo et al., 2022).

### **Effects of the Social Media Usage on Academic Achievement**

There were several studies conducted by the researchers in the past, that how academic achievement of university students was effected by social media. Different studies have different results, some studies have positive effects and some have negative impacts on academic achievement by using social media, which are given as;

#### **Positive Effects of Social Media**

There are many advantages of social media apps for university students' academic achievement. Some of these advantages are discussed here; like by using social media platforms positively, Students develop their ability to communicate, obtain information, make friendships, build their social skills, improve their learning and reading skills, learn new and innovative things, disseminate Knowledge, attend Live Online Classes (Moldez et al., 2023), Easiest Information Exchange, Create Interest-Based Networks, Forge Positive Connections with each other and updated about News and Media (Behera et al., 2023; Nasreen & Mirza, 2023). Moreover, the awareness created through social media might sensitize the students to play an effective role in developing a sustainable peaceful society (Nasreen et al., 2024).

#### **Negative Effects of Social Media**

Besides all these benefits Social media has also many drawbacks. A list of some of the detrimental effects of social networking sites and how they influence students' academic performance is given below: Social networking sites are distracting and eat up time. Students spend their quality time majorly on social media, entirely ignoring their schoolwork. Students' use of Social Networking Sites has grown rapidly, and this usage has been linked to a decline in academic performance (Hasan et al.,

2022). According to earlier studies, students who use social networking sites more often have a higher chance of doing badly in academic activities. They spend a lot of time interacting and building relationships on social media, which is why they prefer it to reading books. Thus, social media is highly distracting and directly affects kids' academic performance. It functions like a double-edged blade, thus caution is needed when using it (Behera et al., 2023).

There were several studies conducted by the researchers in the past, that how academic achievement of university students was effected by social media, which are given as; Kalam et al. (2023) studied the reasons for students' use of social media and how it affected their grades. The findings demonstrated a substantial link between academic achievement and social media usage and the goal to learn in a non-academic setting and watching videos. Furthermore, socialisation through friendships and family strongly encouraged intents to use social media, even though it had no positive effects. This study's unexpected conclusion is that while students' entertainment intentions had no effect on their use of social media, they had a positive effect on their academic achievement.

Ogundele et al. (2023) attempted to focus on the qualitative nature of social media and the accomplishment of Nigerian's science students in relation to gender. Finally, there was no significant difference between females and males concerning the duration disbursed on social media in classroom or in totality in a given day. Overall, the male and female students supported the statement that their academic performance is negatively affected by social media. In the study by Masalimova et al. (2023), all the possible effects of Social networking sites on the academic performance of university students were explored meticulously. The conclusion to their study revealed that previous literature in their own work and research regarding the influence of Social networking apps to academic performance remained positive and statistically significant. But, many studies carried out showed that social networks decrease academic performance. From the following studies under review, it was established that publication year 2019 up to 2022 saw a rise in quantity.

**Objectives of the study were:**

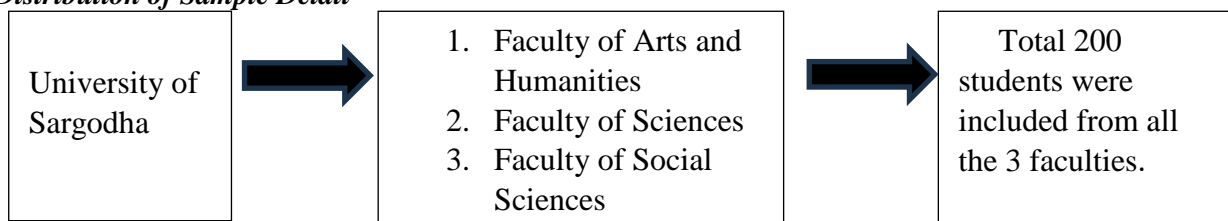
1. To determine the gender wise difference regarding social media usage among undergraduate students of University of Sargodha.
2. To investigate the relationship between academic achievement and social media usage of undergraduate students of University of Sargodha.
3. To examine the impact of social media usage on the academic achievement of undergraduate students of University of Sargodha.

**Research Methodology**

The research methodology was used in this study quantitative in nature and research design was used descriptive by research type. All undergraduate students of University of Sargodha were constituted the population of this study. The sample of this study were consisted of 200 undergraduate students of three faculties of University of Sargodha including faculty of Arts and Humanities, faculty of Sciences and faculty of Social Sciences. There were 88 male (44.0%) and 105 (56.0%) female students who participated in this study. Likewise, there were 108 (54.0%) urban students and the remaining 92 (46.0%) were from rural areas who were selected through convenient sampling technique.

**Figure 1**

**Distribution of Sample Detail**



**Research Instrument**

The research instrument was the main element in any type of research. A self-developed questionnaire was used as a research tool in this study to gather information from the sample unit. The research instrument of this study, questionnaire contains 40 items with 5 indicators including Social media usage, WhatsApp usage, Facebook usage, YouTube usage and Effect of social media on academic achievements. The questionnaire of this study was developed after extensive reading of literature

review, specifically from the study of El Naggar et al. (2024) and Ishak et al. (2023). To add options to the questionnaire a 5-point Likert’s scale comprising disagree, strongly disagree, neutral, strongly agree, agree was used. Number of meetings were held with the supervisor to improve the quality and structure of factors and items of questionnaire. Under the supervision of her, many changes were made in the questionnaire and then it came into its final form.

**Data Analysis**

To achieve different objectives of the study different inferential and descriptive statistics were used for the analysis of data by using SPSS. The casual relationship among the variables were analysed through Descriptive Statistics and Independent sample t-test and Pearson’s test. Descriptive Statistics was applied to find out the information about personal or demographic characteristics, independent sample T test was used to check the difference between two groups and Pearson’s correlation test was used to identify the relationship between two variables.

**Results**

The results of the study impact of social media usage on the academic achievement of undergraduate students were given as:

**Table 1 Analysis of Demographic Information**

Variables		Frequency	Percentages
Gender	Male	88	44.0%
	Female	112	56.0%
	Total	200	100.0%
Location	Urban	108	54.0%
	Rural	92	46.0%
	Total	200	100.0%

Table 1 showed frequencies and percentages of different demographic factors including gender and location. According to this table there were 88 male (44.0%) and 105 (56.0%) female students who participated in this study. Likewise, there were 108 (54.0%) urban students and the remaining 92 (46.0%) were from rural areas so, the total participants who contributed in this study were 200 students. Table 1 was concluded that mostly students who participated in this study were female. Similarly, location of mostly students was urban.

**Table 2 Analysis of Demographic Questions**

Sr. #	Statements		Frequency	Percentages
1	Which social media app do you use most repeatedly?(Select any one)	WhatsApp	125	62.5%
		Facebook	19	9.5%
		YouTube	29	14.5%
		Others	27	13.5%
		Total	200	100.0%
2	How often do you check your social media accounts during your study sessions?	Rarely	38	19.0%
		Sometimes	71	35.5%
		Often	59	29.5%
		Always	32	16.0%
		Total	200	100.0%
3	How many number of hours you used social media daily?	Less than 1 hour	21	10.5%
		One to five hours	124	62.0%
		Five to ten hours	39	19.5%
		More than 10 hours	16	8.0%
		Total	200	100.0%
4	Do you use social media while attending lectures or studying?	Yes	85	42.5%
		No	115	57.5%
		Total	200	100.0%

Table 2 revealed the frequencies and percentages of demographic questions which was designed to collect the basic information from respondents about social media usage and academic achievement. It is obvious from the table that 125 (62.5%) students out of 200 most frequently used WhatsApp in their daily lives. Only (19 9.5%) students preferred Facebook and 29 (14.5%) students used YouTube most frequently. And 27 (13.5%) students used other social media apps like Instagram and TikTok. According to this table students checked their social media accounts during class ranges from rarely, sometimes, often and always were 38 (19.0%) 17 (35.5%), 59 (29.5%), 32 (16%) respectively. Regarding the hours students spend on social media daily 21 (10.5%) spend < 1 hour,

124 (62.0%) spend 1-5 hours, 39 (19.5%) spend 5-10 hours and 16 (8%) spend > 10 hours. While 85 (42.5%) students used their mobile phones during lecture and 115 (57.5%) students did not use it during lectures. This table was concluded as mostly students used WhatsApp as compared to other social media apps, most of the students spend 1 to 5 hours daily on social media and larger number of students did not use social media apps during lecture.

**Group Differences with respect to Gender and Location:**

To calculate the difference between two groups with respect to gender and location T test was applied. The t-test basically investigate whether the mean score of two groups is significantly different from each other or not. The calculated results of Independent t-test are given below.

**Table 3 Gender wise Differences on the aspect of Social Media Usage**

Indicator	Gender	N	M	S.D	t-value	df	Sig. (2-tailed)
Social	MediaMale	88	33.27	5.441	-.291	198	.771
Usage	Female	112	33.51	5.894			

Table 3 revealed that the difference between social media usage scores for males and females. It can be checked from table that the results of social media usage depicted that female students had more mean score (M= 33.51, S.D 5.894) than the mean score of male students (M= 33.27, S.D= 5.441), with df (198) t = -.291, p = .771 but the mean difference between two groups is very low and the significance value is .771 which is greater than p-value 0.05. It was determined that there was no gender wise difference of social media usage.

**Table 4 Gender wise Differences on the aspect of WhatsApp usage**

Indicator	Gender	N	M	S.D	t-value	df	Sig. (2-tailed)
WhatsApp	Male	88	17.38	3.1199	2.541	198	.012
Usage	Female	112	16.23	3.2410			

Table 4 showed that the difference between WhatsApp usage scores for males and females. The significance value .012 depicted that there was significant difference between the values of males and females because it is less than p-value 0.05. WhatsApp usage depicted that the male students had the greater mean (M = 17.3864, S.D = 3.11995) than the mean of female students (M= 16.2321, S.D= 3.24102), with df (198) t = 2.541, p = .012 which indicates that male students used more WhatsApp as compared to female student. It means that there was significant gender wise difference of WhatsApp usage.

**Table 5 Gender wise Differences on the aspect of Facebook usage**

Indicator	Gender	N	M	S.D	t-value	df	Sig. (2-tailed)
Facebook	Male	88	15.0227	4.24529	6.344	198	.000
Usage	Female	112	11.2946	4.02836			

Table 5 revealed the difference between the Facebook usage scores for males and females. The value .000, revealed that there was notable difference between the scores of males and females regarding Facebook usage. It can be checked from the table that the results of Facebook usage depicted that the male students had the more mean (M = 15.0227, S.D = 4.24529) than the mean of female students (M= 11.2946, S.D = 4.02836), with df (198) t = 6.344, p = .000 which indicates that greater number of the male students used Facebook than female students. It means there was significant gender wise difference of Facebook usage.

**Table 6 Gender wise Differences on the aspect of YouTube usage**

Indicator	Gender	N	M	S.D	t-value	df	Sig. (2-tailed)
YouTube Usage	Male	88	17.5341	3.60698	1.410	198	.160
	Female	112	16.8393	3.33843			

Table 6 showed that the difference between the YouTube usage scores for males and females. It can be checked from the table that the results of YouTube usage depicted that there was no variation between males and females because the significance value .160 is greater than p-value which is 0.05 with the mean score (M = 17.5341, S.D = 3.60698) for male and mean score (M= 16.8393, S.D = 3.33843) for female, with df (198) t = 1.410, p = .160. It means there was no gender wise difference regarding YouTube usage.

**Table 7 Gender wise Differences on the aspect of social media usage and its effect on academic achievement**

Indicator	Gender	N	M	S.D	t-value	df	Sig. (2-tailed)
Effect of	SocialMale	88	57.0455	10.58182	1.130	198	.260

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Media on Academic Achievement	Female	112	55.5268	8.42343
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Table 7 revealed that t-test was performed for the comparison of scores of male and female students for the effect of social media on academic achievement. It showed from the table that the results of effect of social media on academic achievement depicted that there was no gender wise difference in scores because the significance value .260 which is greater than p-value 0.05 with the mean score (M = 57.0455, S.D = 10.58182) of males and mean score (M= 55.5268, S.D = 8.42343) for females, with df (198) t = 1.130, p = .260. It means there was no gender wise effect on academic achievement of social media.

**Table 8 Location wise differences on the aspect of Social Media Usage**

Indicator	Gender	N	M	S.D	t-value	df	Sig. (2-tailed)
Social Media Usage	Urban	108	33.4815	6.13170	.206	198	.837
	Rural	92	33.3152	5.14606			

This table revealed that the difference between the social media usage scores for urban and rural students. It can be checked from table the results of social media usage depicted that urban students had more mean score (M = 33.48, S.D = 6.13170) than the mean score of rural students (M = 33.32, S.D = 5.15), with df (198) t = .206, p = .837 but the mean variation between two groups is very low and the significance value is .837 which is greater than p-value 0.05. It was determined that there was no difference between the urban rural students regarding the usage social media.

**Table 9 Location wise differences on the aspect of WhatsApp Usage**

Indicator	Gender	N	M	S.D	t-value	df	Sig. (2-tailed)
WhatsApp Usage	Urban	108	16.8704	3.27863	.617	198	.538
	Rural	92	16.5870	3.18703			

Table 9 showed that the difference between the scores of urban and rural students regarding WhatsApp usage. The significance value .538 depicted that there was no variation between the scores of urban and rural participants because the significance value is greater than p-value 0.05 with the mean score (M = 16.8704, S.D = 3.27863) for urban students and mean score (M= 16.59, S.D = 3.19) for rural students, with df (198) t = .617, p = .538. It means there was no location wise difference regarding WhatsApp usage with respect to academic achievement.

**Table 10 Location wise differences on the aspect of Facebook Usage**

Indicator	Gender	N	M	S.D	t-value	df	Sig. (2-tailed)
Facebook Usage	Urban	108	13.2870	4.83958	1.196	198	.233
	Rural	92	12.5217	4.08556			

Table 10 showed that the location wise difference of Facebook usage among students. The significance value .233 depicted that there was no variation between the scores of urban and rural participants because the significance value is greater than p-value 0.05 with the mean score (M = 13.2870, S.D = 4.83958) for urban students and mean score (M = 12.5217, S.D = 4.08556) for rural students, with df (198) t = 1.196, p = .233. It means there was no location wise difference of Facebook usage with respect to academic achievement.

**Table 11 Location wise differences on the aspect of YouTube Usage**

Indicator	Gender	N	M	S.D	t-value	df	Sig. (2-tailed)
YouTube Usage	Urban	108	17.0926	3.87790	-.231	198	.818
	Rural	92	17.2065	2.93347			

Table 11 showed that the location wise difference of YouTube usage among students. The significance value .818 find that there was no variation between the scores of urban and rural participants because the significance value is greater than p-value 0.05 with the mean score (M = 17.0926, S.D = 3.87790) for urban students and mean score (M = 17.2065, S.D = 2.93347) for rural students, with df (198) t = -.231, p = .818. It means there was no location wise difference of YouTube usage with respect to academic achievement.

**Table 12 Location wise differences on the aspect of Social Media usage and its effect on Academic Achievement**

Indicator	Gender	N	M	S.D	t-value	df	Sig. (2-tailed)
Effect of Social Media on Academic Achievement	Urban	108	56.1019	9.05945	-.151	198	.880
	Rural	92	56.3043	9.91584			

Table 12 revealed that the difference between the scores of urban and rural students for the effect of social media on academic achievement. It can be checked from the table that the results of effect of social media on academic achievement depicted that there was no difference between urban and rural students because the significance value .880 which is greater than p-value 0.05 with the mean score (M = 56.1019, S.D = 9.05945) of urban students and mean score (M = 56.3043, S.D = 9.91584) for rural students, with df (198)  $t = -.151$ ,  $p = .880$ . It means there was no location wise difference of effect of social media on academic achievement.

**Correlation between social media usage and academic achievement**

Pearson’s correlation test was used to find out connection between independent variable and dependent variable.

**Table 13 Descriptive Statistics and Correlation between Variables academic achievement and social media usage**

Indicators	N	M	S.D	1	2	3	4	5
1. Social Media Usage	200	33.41	5.69	—				
2. WhatsApp Usage	200	16.74	3.23	.47**	—			
3. Facebook Usage	200	12.94	4.51	.12	.34**	—		
4. YouTube Usage	200	17.15	3.47	.39**	.51**	.39**	—	
5. Effect of Social Media on Academic Achievement	200	56.20	9.44	.57**	.54**	.24**	.57**	—

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

The Pearson’s correlation tells about the relationship among the variables and its strength. Its values lies between +1 to -1. The value of +1 demonstrates a powerful positive relation and the value of -1 means that an ineffective negative relationship between variables. Table 13 revealed that .21 and .24 depicted a weak positive correlation among variables, values .34, .39 and .47 also depicts weak positive correlation and .51, .54 and .57 depicts a moderate positive correlation among variables. So this table was concluded as there was moderate positive correlation between overall academic achievement and social media usage but among social media apps usage of WhatsApp and YouTube had moderate positive correlation with academic achievement but Facebook had weak positive correlation as compared to WhatsApp and YouTube.

**Discussion**

This study was majorly investigated that the advantages and disadvantages of these three social media apps on the performance of university students. The findings of the study provides valuable information regarding social media usage and its influence on student’s performance. It was revealed that there was no gender wise notable difference between the social media usage pattern. Among social media apps gender wise significant differences were found in WhatsApp usage and Facebook usage results indicated that male students used more WhatsApp and Facebook as compared to female students but there was no gender wise difference between the uses of YouTube. The results are similar with the previous study conducted by Azizi et al. (2019). They carried out a cross-sectional study. For their analysis, they gathered data from 360 students. They used the student grade point average in addition to a self-reporting questionnaire to gauge academic achievement. They came to the conclusion that male students used mores social networking sites than females. Another study was conducted by Lim et al. (2021) was to investigate any potential gender wise differences between students' use of social media and their academic success (Hasan et al., 2023). But they noted that they found no correlation between students’ level of performance and use of the social media that belong to gender. Another study by Ogundele et al. (2023) focused on the else gender differences in the academic performance and usage of social media of Nigerian’s science students. Considering the overall frequency of using social networks and the specific time dedicated to the use of social networks in class, no significant differences have been identified between males’ and females’ scores. In terms of the academic achievement is affected by social media both male and female students concluded that social media negatively affected their performance. It is also concluded from the findings that there was no substantial difference at the location level between student’s academic performance and social media usage.

The other discovering that was also made from the analysis of the study was that there was a moderate positive association between academic achievement and social media usage. These findings align with a study done by Priya et al. (2020) where they focused their research on the effect social media usage on the students ‘performance. They identified that social media utilization has a positive



correlation with students' academic engagements and the sample population was 725. Our research findings were also complemented by another study conducted by Lim et al. (2021) the goal of the study was to check whether there is a correlation between students' engagement on social media platform and their performance. Even more, their research suggests the significant relation between students' academic performance and the way they engage social media for learning. Another previous research by Kalam et al. (2023) which looked at students of this age group, the rationale for engagement in social media usage and its prevalence impact on their performance. The results revealed that there was a significant relation between performance and the use of social networks. Another prior study by Azizi et al. (2019) established that the overall usage of the social media sites was negatively correlated with academic performance.

### **Conclusion**

The conclusions were drawn from the findings of the study which were given as follows: It was found that the mostly students who contributed in this study were female and the location of mostly students was urban. It was concluded that most of the undergraduate students were giving positive views regarding to the Social Media Usage with respect to the students' academic achievement ranging from moderate to high level. It was concluded that most of the undergraduate students were giving positive views regarding to the WhatsApp and YouTube usage and negative views towards Facebook usage with respect to the students' academic achievement. It revealed that mostly university students use social media for academic purposes. It help them to improve their academic results and involve them in academic discussions. Further, it was concluded that there was substantial difference between the average scores of males and females regarding WhatsApp and Facebook usage with respect to academic achievement. But there was no gender wise exceptional difference of YouTube and social media usage with respect to academic achievement. It was also concluded that there was no location wise notable difference of social media usage, WhatsApp, Facebook, YouTube usage with respect to academic achievement. It was also concluded that there was moderate positive relationship between overall academic achievement and social media usage but among social media apps WhatsApp and YouTube had moderate positive correlation with academic achievement but Facebook had weak positive correlation.

### **Recommendations**

Based on the findings and conclusion drawn from the analysis of this study the following recommendations were made which may be useful to enhance students' academic performance in an efficient management of their social media engagement.

1. It is recommended that organizations should increase public awareness and provide necessary recommendations concerning safe social media activity. Specifically, to enhance the students' performance while employing social media, it is necessary to emphasize instructional outcomes that help students to identify the potential threats of simultaneous use of these platforms and academic achievements.
2. It is also suggested university students may overemphasize the value of time management. Students can be tipped to set time apart from the social media and fully focus on their study time. Possible solutions may consist of students developing specific study objectives, creating an appropriate study environment, and using productivity tools in an effort to manage potential adverse affecting causes by social media on academic performance.
3. It is also recommended that social network sites may have beneficial uses for teachers as they may engage in posting various questions, recommendations, or other essential information concerning education, as well as create discussions and share educational projects and learning materials among students. Concluding, it is possible to state that students can make use from the positive aspects of the social media platforms to their advantage, while being in school and effectively studying, if such platforms are used in moderation and for the intended purpose only in their spares time.
4. It is also recommended that different departments and faculties might organize awareness seminars and conferences on pros and cons of social media usage and students' performance in academics. Teachers may invent new strategies and methods on how to encourage learners to use these platforms for learning purposes. Students may be instructed to find more creative approaches to complete their assignments or to prepare their presentations and to improve

- their reading skills and knowledge by reading more evaluated books and journals available in the internet.
5. It is also recommended that university management may also reduce students' interaction with such social media platforms which negatively impacts academic performance. It is also suggested that students should be aware about the abuses of social media apps like hacking and privacy issues.
  6. It is also recommended that students might be used WhatsApp only for academic purposes. WhatsApp is recommended because of its extensive applicability as a platform for hosting several academic groups. This might be properly handled, and it may only be used to obtain relevant and needed information not to engage in constant conversation.
  7. It is also recommended that students may use Facebook as little as possible, especially during their classes. Students might be given sufficient time to read their books, Facebook may not be utilized in daily basis.
  8. It's also recommended that to limit your use of YouTube to view educational videos that promote knowledge and personal development because in this way YouTube is very beneficial for students. It may not be constantly used to view comedy reels and films.

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