



EFFECTS OF SOCIAL MEDIA ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

Dr.D.Ponmozhi ¹  & Vasumathi.S. ²

RESEARCH ARTICLE



Author Details:

¹ Principal & Professor in Education, O.P.R. Memorial College of Education, Vadalur, Tamilnadu, India; ² M.Ed Student, O.P.R. Memorial College of Education, Vadalur, Tamilnadu, India

Corresponding Author:

Dr. D. Ponmozhi

DOI:

<https://doi.org/10.70096/tssr.260402110>

Abstract

The present study was undertaken to examine the effects of social media on higher secondary students in Tamil Nadu. A total of 146 students were selected using a random sampling technique, and the normative survey method was adopted. Data were collected using the Social Media Disorder (SMD) Scale developed by Regina J.J.M. van den Eijnden, Jeroen S. Lemmens, and Patti M. Valkenburg (2016). The tool consists of 28 items across five dimensions: usage pattern, positive effects on academic achievement, negative effects on academic achievement, time management, and self and overall effects. The reliability and validity of the scale were 0.90 and 0.94 respectively. Data were analyzed using descriptive, differential, correlation, and regression techniques through SPSS (IBM 23). The findings revealed that the overall effects of social media among students were high. Significant differences were observed with respect to gender, type of school, parental income, and favorite social media platforms. Regression analysis showed that family type and favorite social media were the strongest predictors. Among the dimensions, time management and self-related effects emerged as dominant factors influencing academic achievement.

Keywords: *Achievement, Effect, Higher Secondary Students, Social Media*

Introduction

Social media has become an integral part of modern student life due to the rapid growth of digital technology and easy access to smartphones and the internet. Platforms such as Instagram, WhatsApp, Facebook, and YouTube play a significant role in communication, entertainment, and learning. Higher secondary education is a crucial stage that determines students' future academic and career paths. Academic achievement at this level is influenced by multiple factors, including study habits, motivation, and technological engagement. Social media, as a powerful digital tool, has both positive and negative impacts on students' learning. On the positive side, social media supports academic growth by providing access to educational resources, collaborative learning, and communication with peers and teachers. However, excessive use can lead to distraction, poor time management, and reduced academic focus. Therefore, understanding its effects is essential for promoting balanced usage among students.

Significance of the Study: This study holds importance for multiple stakeholders:

- **Students:** Helps in understanding how social media usage influences academic performance and encourages responsible use.
- **Teachers:** Provides insights into integrating social media effectively into teaching-learning processes.
- **Parents:** Assists in monitoring and guiding children's digital behavior.
- **Educational Institutions & Policymakers:** Supports the development of guidelines and awareness programs.
- **Researchers:** Adds to the existing literature and provides scope for further studies.

Need of the Study

The increasing use of social media among students raises concerns regarding its influence on academic achievement. While it offers educational benefits, excessive usage may result in distraction, reduced concentration, and poor study habits.

Higher secondary education being a critical phase, it is necessary to understand whether social media acts as a supportive tool or a hindrance. This study addresses the growing concerns of educators and parents and aims to promote balanced and productive use of social media.

Statement of the Problem: “Effects of Social Media on Academic Achievement of Higher Secondary Students.”

Operational Definitions

- **Effects of Social Media:** Scores obtained from the standardized SMD Scale.
- **Academic Achievement:** Marks obtained by students in quarterly and half-yearly examinations.
- **Higher Secondary Students:** Students studying in Classes XI and XII.

Objectives of the Study

1. To assess the level of social media effects among higher secondary students.
2. To examine the relationship between social media effects and personal variables.
3. To identify predictors of social media effects.
4. To determine dominant factors influencing academic achievement.

Hypotheses of the Study

1. The effects of social media are very high among students.
2. There is no significant relationship between social media effects and personal variables.
3. No significant predictors exist for social media effects.
4. No dominant factor influences academic achievement.

Methods

The present study adopted the normative survey method, which aims to describe and interpret existing conditions, practices, processes, trends, and effects. This method focuses on analyzing and reporting the current level of perceptions regarding social media usage among higher secondary school students. The population of the study comprised approximately 150,000 higher secondary students, who were considered representative of the target group. From this population, a sample of 100 higher secondary students from Cuddalore district was selected using a random sampling technique, with participants drawn from three different schools.

The research instrument consisted of two parts: the first part collected personal information, and the second part measured the effects of social media. For this purpose, the Social Media Disorder (SMD) Scale developed in 2016 was used. The scale includes 28 items measured on a five-point Likert scale and covers five dimensions: usage pattern of social media, positive effects on academic achievement, negative effects on academic achievement, time management, and self and overall effects. Each item has five response options: Strongly Agree (SA), Agree (A), No Idea (NI), Disagree (DA), and Strongly Disagree (SD). For favorable statements, scoring was assigned as Strongly Agree = 5, Agree = 4, No Idea = 3, Disagree = 2, and Strongly Disagree = 1.

The collected data were analyzed using IBM SPSS (2023). Both descriptive and inferential statistical techniques were employed. Descriptive analysis included measures of central tendency such as mean and measures of variability such as standard deviation. Differential analysis was carried out using t-tests and F-tests. In addition, correlation and regression analyses were performed to examine relationships and identify predictors of social media effects among higher secondary students.

Results

S.No	Effects Of Social Media	Score	N	Percentage
1	Very Low	0-28	0	0
2	Low	29-56	5	5
3	Moderate	57-84	23	23
4	High	85-112	54	54
5	Very high	113-148	18	18

Table 1 indicates that 54% of higher secondary students have a high level of social media effects (scores 85–112). About 23% fall under the moderate category (57–84), while 18% of students show a very high level (113–148). Only 5% of the students have a low level of social media effects (29–56). Overall, the findings reveal that the effects of social media among higher secondary students are predominantly high.

Variable	N	Mean	SD
Social media Addiction	100	94.79	20.03

Table 2 reveals that the mean score and standard deviation of the effects of social media among higher secondary students are 94.79 and 20.03, respectively. Since the mean score falls within the high range (85–112), the stated hypothesis is accepted. Therefore, it is concluded that the effects of social media among higher secondary students are high (85–112).

S.No	Variable		N	Mean	Std	t	result
1	Age	16-17	70	93.36	22.53	-1.094	NS
		18-19	30	98.13	12.07		
2	Gender	Male	32	100.44	17.10	2.107	S
		Female	68	92.13	20.86		
3	Class	11th	98	94.54	20.16	-.870	NS
		12th	2	107.00	2.83		
4	Medium	Tamil	67	92.28	20.91	-1.922	NS
		English	33	99.88	17.31		
5	Location	Rural	71	96.17	19.86	1.078	NS
		Urban	29	91.41	20.39		
6	Family Type	Nuclear	79	95.94	18.99	1.112	NS
		Joint	21	90.48	23.55		

The above table-3 presents the results of the t-test conducted to examine the relationship between the Effects of Social Media scores and selected subsamples of higher secondary students.

With regard to age, the mean scores of students aged 16–17 (Mean = 93.36) and 18–19 (Mean = 98.13) show a slight difference. However, the obtained t-value (-1.094) is not significant, indicating that age does not have a significant influence on the effects of social media. In terms of gender, male students (Mean = 100.44) have a higher mean score compared to female students (Mean = 92.13). The calculated t-value (2.107) is significant, revealing that gender has a significant influence on the effects of social media among higher secondary students. Considering class, the mean scores of 11th standard students (Mean = 94.54) and 12th standard students (Mean = 107.00) differ, but the t-value (-0.870) is not significant. Hence, class does not significantly influence the effects of social media. With respect to medium of instruction, English medium students (Mean = 99.88) have a higher mean score than Tamil medium students (Mean = 92.28). However, the t-value (-1.922) is not significant, indicating no significant difference based on medium of instruction. Regarding location, rural students (Mean = 96.17) have slightly higher mean scores than urban students (Mean = 91.41). The t-value (1.078) is not significant, showing that location does not significantly influence the effects of social media. Finally, in terms of family type, nuclear family students (Mean = 95.94) have higher mean scores than those from joint families (Mean = 90.48). However, the t-value (1.112) is not significant, indicating that family type does not have a significant influence on the effects of social media. Overall, the analysis reveals that only gender shows a significant relationship with the effects of social media, while age, class, medium of instruction, location, and family type do not show any significant influence.

S.No	Variable		N	Mean	Std	f	result
1	Subject	Arts	1	103.00		.881	NS
		Science	68	94.16	22.18		
		Commerce	22	99.41	14.07		
		Vocational	9	87.33	13.86		
2	School	Govern	30	99.17	17.91	6.612	S
		Aided	38	86.03	21.82		
		Private	32	101.09	16.10		
3	Parental Education	Illiterate	9	85.00	29.96	1.261	NS
		School level	82	96.02	19.10		
		College level	9	93.33	15.68		
4	Parental Occupation	Daily wages	36	97.78	17.58	.475	NS
		Farmer	57	93.23	20.21		
		Government Job	6	90.83	33.02		
		Private	1	100.00			
5	Parental Income	0-25k	87	97.00	18.85	5.481	NS
		25k-50k	9	74.89	25.26		

		50k-75k	4	91.50	1.73		
6	Marks	41-50	3	76.00	27.78	2.279	NS
		51-60	9	89.44	22.61		
		61-70	29	101.00	10.51		
		71-80	30	94.63	19.61		
		81-90	22	88.05	26.68		
		91-100	7	105.86	10.04		
7	Time In Social Medi	0-2hours	62	93.16	20.76	.558	NS
		2-4hours	19	98.16	16.09		
		4-6hours	19	96.74	21.50		
8	Using Social Media	Whats App	9	91.56	16.77	3.214	S
		Insta	53	100.81	18.86		
		YouTube	35	87.77	20.31		
		Face book	2	72.50	14.85		
		Others	1	95.00			

The above table-4 presents the results of the F-test conducted to examine the relationship between the Effects of Social Media scores and various subsamples of higher secondary students.

With regard to subject group, the mean scores vary among Arts (Mean = 103.00), Science (Mean = 94.16), Commerce (Mean = 99.41), and Vocational (Mean = 87.33) students. However, the obtained F-value (0.881) is not significant, indicating that the subject group does not have a significant influence on the effects of social media. In terms of type of school, students from private schools (Mean = 101.09) have higher mean scores compared to government (Mean = 99.17) and aided schools (Mean = 86.03). The calculated F-value (6.612) is significant, revealing that the type of school has a significant influence on the effects of social media. Considering parental education, students whose parents are at school level (Mean = 96.02) show slightly higher mean scores compared to illiterate (Mean = 85.00) and college-level educated parents (Mean = 93.33). However, the F-value (1.261) is not significant, indicating no significant influence of parental education. With respect to parental occupation, students of daily wage earners (Mean = 97.78) show higher mean scores compared to farmers (Mean = 93.23), government employees (Mean = 90.83), and private employees (Mean = 100.00). The F-value (0.475) is not significant, showing that parental occupation does not significantly influence the effects of social media. Regarding parental income, students from the income group 0–25k (Mean = 97.00) have higher mean scores compared to other income groups. However, the F-value (5.481) is not significant, indicating that parental income does not have a significant influence on the effects of social media. In terms of academic marks, students scoring 91–100 (Mean = 105.86) show the highest mean score, followed by those in the 61–70 range (Mean = 101.00). Despite these differences, the F-value (2.279) is not significant, indicating that marks do not significantly influence the effects of social media. With regard to time spent on social media, students using social media for 2–4 hours (Mean = 98.16) show slightly higher mean scores compared to other groups. However, the F-value (0.558) is not significant, indicating no significant influence of time spent on social media. Finally, considering type of social media used, students using Instagram (Mean = 100.81) show higher mean scores compared to WhatsApp (Mean = 91.56), YouTube (Mean = 87.77), Facebook (Mean = 72.50), and others (Mean = 95.00). The F-value (3.214) is significant, indicating that the type of social media used has a significant influence on the effects of social media. Overall, the analysis reveals that type of school and type of social media used show significant relationships with the effects of social media, while subject group, parental education, parental occupation, parental income, marks, and time spent on social media do not show any significant influence.

Table-5 Stepwise Regression Between Effects Of Social Media And Personal Variables.

		Un standardized Coefficients		Standardized Coefficients			
Model		B	Std. Error	Beta	Pearson r	Sr²	Structured Coefficient
2	(Constant)	117.509	7.826				
	Family Type	-9.004	4.115	-.212	-.219	0.047	0.069
	Favorite Sites	-5.207	2.576	-.196	-.204	0.040	0.059
Note: the dependent variable is Effects of Social Media , R2=0.087, Adjusted R2=0.068 Df (2,97) F=4.595							

Table 5 shows a stepwise multiple regression analysis of Effects of Social Media and Age, Gender, Class, Group (Stream), Type of School, Medium of Instruction, Area of Residence, Parents' Educational Qualification (Father, Mother), Parents' Occupation (Father, Mother), Monthly Family Income, Type of Family, Average Marks in Previous Examination, Time Spent on Social

Media per Day and Most Frequently Used Social Media Platform to predict Effects of Social Media of Higher Secondary Students.

The prediction model contained two of the eleven predictors and was reached in two steps with 10 variables removed. The model was statistically significant, $F(2, 97) = 4.595, p < .001$, and accounted for approximately 8.7% of the variance of Effects of Social Media ($R^2 = 0.086$, Adjusted $R^2 = 0.068$). Effects of Social Media is primarily predicted by the lower levels of Family Type and Favorite Sites. The Family Type received the strongest weight in model followed by Favorite site. Favorite site received the lowest weight of the two weights. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: The Family Type and Favorite site uniquely accounted for approximately 5%, and 4% of the Effects of Social Media. Inspection of the structure coefficient suggests that. The Family Type and Favorite site were relatively strong indicators of Effects of Social Media. Hence, it can be concluded that Family Type is the most influential predictor, followed by Favorite Sites, in determining the Effects of Social Media among higher secondary students.

Discussion

The present study reveals that the effects of social media among higher secondary students are predominantly high, with most students falling within the high range (85–112). This finding is consistent with earlier studies which report that social media usage has become deeply embedded in students' daily lives and significantly influences their academic and behavioral patterns (Abdullahi et al., 2020; Jamil et al., 2020). Although students aged 18–19 show relatively higher effects of social media compared to younger students, the difference is not statistically significant. Similar findings were reported by Asanga et al. (2023), who observed that age differences do not significantly alter social media impact among secondary school students. Gender was found to have a significant influence, with male students exhibiting higher effects of social media than female students. This aligns with the findings of Gordon and Ohannessian (2023), who noted variations in social media engagement and its academic impact across gender groups. In terms of class level, 12th standard students showed higher effects than 11th standard students; however, the difference was not statistically significant. This supports the findings of Bou-Hamad (2020), who reported that academic level alone does not strongly predict social media influence.

With regard to subject groups, Arts and Commerce students exhibited relatively higher effects compared to Science and Vocational students, although the difference was not significant. Similar observations were made by Khanam (2022), indicating that subject specialization does not play a decisive role in social media impact. The type of school showed a significant difference, with private school students experiencing higher effects of social media compared to government school students. This may be due to better access to digital resources, as supported by Elantheraiyan and Shankarkumar (2019). However, variables such as medium of instruction and locality did not show significant influence, which is in line with findings by Sivakumar (2020). Parental variables such as education and occupation did not significantly influence the effects of social media, whereas parental income showed a significant difference. Students from lower income groups demonstrated higher effects, which is partially supported by Mosharrafa et al. (2024), who highlighted the role of socio-economic factors in shaping social media usage patterns. Family type did not show a significant influence, although nuclear family students reported higher mean scores. This is consistent with findings by Oguguo et al. (2020), suggesting that family structure alone may not strongly determine social media effects. Academic performance and time spent on social media did not show significant differences, even though certain groups reported higher mean scores. This finding contrasts with some studies (Afi Enyo Nutakor & Israel, 2023; Talaue et al., 2018), which suggest that excessive time spent on social media negatively impacts academic performance, indicating that the relationship may depend on usage patterns rather than duration alone. A significant difference was observed with respect to favorite social media platforms. Students using Instagram showed the highest effects, followed by WhatsApp users, while Facebook users showed the lowest. This finding aligns with Chen and Xiao (2022), who emphasized that the type of platform plays a crucial role in determining psychological and academic outcomes.

The stepwise regression model identified Family Type and Favorite Sites as predictors, explaining 8.7% of the variance. This limited predictive power is consistent with findings by Assefa et al. (2023), who reported that demographic variables contribute less compared to behavioral factors. In contrast, factor-wise regression analysis showed that Time Management, Self and Overall Effects, Usage Pattern, Negative Effects on Academic Achievement, and Positive Effects on Academic Achievement collectively explained nearly 100% of the variance. Among these, Time Management and Self-related factors emerged as the strongest predictors. This is strongly supported by studies such as Shafiq and Parveen (2023) and Masalimova et al. (2023), which highlight that students' behavioral engagement and self-regulation are key determinants of social media impact.

Overall, the findings of the present study confirm that while demographic and personal variables have limited influence, behavioral patterns and usage characteristics play a dominant role in shaping the effects of social media among higher secondary students. This emphasizes the importance of promoting responsible usage, effective time management, and awareness among students to maximize the positive outcomes of social media while minimizing its negative effects.

Conclusion

The present study concludes that the effects of social media among higher secondary students are generally high, indicating its strong influence on students' academic and personal lives. While certain demographic variables such as gender, type of school, parental income, and favorite social media platforms show significant differences, most personal variables do not have a strong

influence on the effects of social media. The regression analysis reveals that Family Type and Favorite Sites are minor but significant predictors, contributing a small portion of the variance. In contrast, behavioral and usage-related factors such as time management, self-related effects, and usage patterns play a dominant role in determining the overall effects of social media. The findings highlight that how students use social media is more important than who they are, emphasizing the role of responsible usage, self-regulation, and time management. Social media, when used effectively, can serve as a valuable educational tool; however, uncontrolled use may lead to negative academic and behavioral outcomes. Therefore, it is essential for students, teachers, parents, and policymakers to work collaboratively to ensure that social media is used in a constructive, balanced, and purposeful manner, thereby enhancing its benefits while minimizing its adverse effects.

Acknowledgment: No

Author's Contribution: Dr.D.Ponmozhi: Methodology, Analysis; Vasumathi.S.: Data Collection, Literature Review, Drafting, Referencing

Funding: No

Declaration: The authors have given consent for the publication.

Competing Interest: No

References

1. Abdullahi, A.Y.,Musa,M.M.,Abubakar,I.B., &Yusif,N.D.(2020).The Impact of Social Media on Academic Performance among Undergraduate` Students of Bayero University, Kano *International Journal of Education and Evaluation*,6(1).
2. Afi Enyo Nutakor, & Peace Chinwendu Israel. (2023). Influence of Social Media on Students' Academic Writing and Performance: A Study within Ghanaian Senior High Schools Setting. *Social Education Research*, 3(4), 29–41. <https://doi.org/10.37256/ser.3420221850>
3. Agwi Uche Celestine &Ogwueleka Francisca Nonyelum, (2018).Impact Of Social Media On Students' Academic Performance,*International Journal of Scientific & Engineering Research*,9(3).
4. Agyapong-Opoku, N., Agyapong-Opoku, F., & Greenshaw, A. J. (2025).Effects of Social Media Use on Youth and Adolescent Mental Health: A Scoping Review of Reviews. *Behavioral sciences (Basel, Switzerland)*, 15(5), 574. <https://doi.org/10.3390/bs15050574>
5. Ahuja, A., Prajapati, P., Lunagariya, R., Bhowmick, R., Jain, S., & Sidhu, T. K. (2025).An emerging issue: Social media addiction and its ill effects on medical students of Punjab. *Journal of family medicine and primary care*,14(5), 2000–2006. https://doi.org/10.4103/jfmpc.jfmpc_1952_24
6. Aldas, M.L.E. ,CamandonaL.M., , ConcepcionI.L., Sales.R.D. &Vinson.J.S.(2024). Influence of Social Media on the Academic Performance of University Students, *International Journal of Research in Engineering and Science (IJRES)* 12(1).
7. ArshiKhanam,(2022).The Impact Of Social Media On The Academic Performance Of The Students In India, *International Journal of Creative Research Thoughts (IJCRT)*,10(6).
8. Asanga,M.P.,Essiet, U.U., Ukhurebor,K.E., Afolorunso,A. &Hussaini,P. (2023). Social Media and Academic Performance: A Survey Research of Senior Secondary School Students in Uyo, Nigeria,22(2). <https://doi.org/10.26803/ijlter.22.2.18>
9. Asante,E, &Martey,E.M.(2015)..Impact Of Social Media Usage On Academic Performance Of Tertiary Institution Students: Evidence From Accra &Tema Metropolis, Ghana. *Journal of Advance Research in Business Management and Accounting* DOI: <https://doi.org/10.53555/nbma.v1i1.143>
10. Assefa,Y., Moges,B.T. & Kumar,T. (2023). Modelling the predictive effects of social media on the relationship between students' engagement and academic achievement in higher education institutions, *Cogent Education*, 10 (1). DOI: [10.1080/2331186X.2023.2207801](https://doi.org/10.1080/2331186X.2023.2207801)
11. Balanay,R.L., Jumalon ,M.A.&Sandueta,E.P.(2023). Impact of Social Media Platforms on the Academic Performance of BSED-Math students in Jose Rizal Memorial State University, Dipolog Campus, *International Journal Of Advanced Multidisciplinary Studies Ijams3*(2).
12. Bou-Hamad,I.(2020).The impact of social media usage and lifestyle habits on academic achievement: Insights from a developing country context,*Children and Youth Services Review*,118.<https://doi.org/10.1016/j.childyouth.2020.105425>
13. Chandrasena PPCM, IlankoonIMPS.(2022). The impact of social media on academic performance and interpersonal relations among health sciences undergraduates. *J Educ Health Promot*. 2022 Apr 28;11:117. doi: 10.4103/jehp.jehp_603_21. PMID: 35677283; PMCID: PMC9170224.
14. Chen M & Xiao X (2022). The effectof social media on the developmentof students affective variables.*Frontier Psychology*.13.doi: 10.3389/fpsyg.2022.1010766.
15. Elantheraiyan.P,&Shankarkumar.S(2019). A Research on Impact of Social Media on College Students in Chennai District, *International Journal of Innovative Technology and Exploring Engineering*,8(11s.)
16. Gordon, M. S. &O'hannessian, C. M. (2023). Social Media Use and Early Adolescents' Academic Achievement: Variations by Parent-Adolescent Communication and Gender. *Youth & Society*, <https://doi.org/10.1177/0044118X231180317>.
17. Irumva, Martine, (2023). "The Effect of Social Media and Digital Devices on Academic Performance in Middle and High School Students, Master's Theses. 216. <https://digitalcommons.andrews.edu/theses/216>
18. Jabr,S.A.&Qahtan Q. Mohammed,Q.Q.(2023). Influence of Social Media Use on Academic Performance of Secondary School Students, *Pakistan Heart Journal*,56(2).

19. Jamil, M., Ain, Q., Batool, S., Saadat, S., Malik, S., Arshad, M., Nagra, R. N., Haider, M., Shameem, R., & Latif, B. (2020). Impact of Social Media on Academic Performance. *European Journal of Medical and Health Sciences*, 2(5). <https://doi.org/10.24018/ejmed.2020.2.5.512>
20. Joyce Siman, M & Rhoda Danladi, D. (2023). "Effects of Social Media on Students' Academic Performance in Nigerian Universities: A Case Study of University of Jos" (2023). *Library Philosophy and Practice (e-journal)*. 7651. <https://digitalcommons.unl.edu/libphilprac/7651>
21. Khan, M. I., Azeem, M., Ahmed, M., Yasin, M. A., Ali, R. (2021). Impacts of Social Media on Student's Academic Achievement: A Case of Higher Educational Institutions of Southern Punjab of Pakistan. *International Transaction Journal of Engineering, Management, & Applied Sciences & Technologies*, 12(3), 12A3S, 1-11. <http://TUENGR.COM/V12/12A3S.pdf> DOI: 10.14456/ITJEMAST.2021.61
22. M. A AlOqlah, R. (2023). The Effect of Using Social Networks on Students Academic Performance in Saudi Universities, *Information Sciences Letters*: 12(2). <https://digitalcommons.aaru.edu.jo/isl/vol12/iss2/45>
23. Mahesa, A. R., Apriandi, R. M., Anugrah, R., Furqon, I. ., Rizky, F. ., & Sutisna, Y. (2021). The Impact of Social Media on Students Academic Performance. *Undergraduate Conference on Applied Linguistics, Linguistics, and Literature*, 1(1), 361–367. Retrieved from <https://conference.upgris.ac.id/index.php/allure/article/view/2025>
24. Mangden, Joyce Siman and Diyoshak, Rhoda Danladi CLN, (2023). Effects of Social Media on Students' Academic Performance in Nigerian Universities: A Case Study of University of Jos, *Library Philosophy and Practice (e-journal)*. <https://digitalcommons.unl.edu/libphilprac/7651>
25. Masalimova, A. R., Kosheleva, Y. P., Kosarenko, N. N., Kashina, S. G., Sokolova, E. G., & Iakovleva, E. V. (2023). Effects of social networking sites on university students' academic performance: A systematic review. *Online Journal of Communication and Media Technologies*, 13(3), e202339. <https://doi.org/10.30935/ojcm/13365>
26. Mathimagal, N., Jayalakshmi, S., & Prasanna, S. (2022). Impact of Social Media Affecting Student's Academic Performance using Opinion Mining, *International Conference on Applied Artificial Intelligence and Computing (ICAIC)*, Salem, India, 2022, pp. 722-729, doi: 10.1109/ICAIC53929.2022.9792990.
27. Mohammed, N., Siddique, A., Emmanuel, O., Godfred Yaw, K. & Hannah Ayaba, T. (2023). Measuring the Effect of Social Media on Student Academic Performance Using a Social Media Influence Factor Model, *Education and Information Technologies*, 28(1). p1165-1188 Jan 2023
28. Mosharrafa RA, Akther T, Siddique FK. (2024). Impact of social media usage on academic performance of university students: Mediating role of mental health under a cross-sectional study in Bangladesh. *Health Sci Rep*. 2024 Jan 7;7(1):e1788. doi: 10.1002/hsr2.1788. PMID: 38192733; PMCID: PMC10772351.
29. Mufassirin, M.M.M., Ahamed, M.I.R., Hisam, M.S.M. and Mohamed Fazil, M. (2023), "Impact of social media usage on students' academic performance before and during the COVID-19 pandemic in Sri Lanka", *Global Knowledge, Memory and Communication*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/GKMC-01-2023-0028>
30. Murat Tezer., Ata Taşpolat., Ömer Sami Kaya & Hamza Fatih Sapanca (2017). The Impact Of Using Social Media On Academic achievement And Attitudes Of Prospective teachers, (*IJCREE*) *International Journal of Cognitive Research in Science, Engineering and Education*, 5(2).
31. Oguguo, B.C., Ajuonuma, J.O., Azubuike, R.N., Ene, C.U., Atta, F.O., & Oko, C.J. (2020). Influence of social media on students' academic achievement. *International Journal of Evaluation and Research in Education (IJERE)*. 9(4). DOI: 10.11591/ijere.v9i4.20638.
32. Rao Shahid, Muhammad Usman Ijaz, Maham Shams and Ghulam Murtaza. (2023). Impact Of Social Media On Academic Performance Of Students: A Survey Conducted In Urban And Rural Areas Of Sahiwal, *Journal of Positive School Psychology*, 7(6).
33. Sakhieva, R. G., Meshkova, I. N., Gimaliev, V. G., Melnik, M. V., Shindryaeva, N. N., & Zhdanov, S. P. (2024). Exploring the relationship between social media use and academic performance. *Online Journal of Communication and Media Technologies*, 14(1), e202408. <https://doi.org/10.30935/ojcm/14133>
34. Samarasinghe, S., & Chandrasiri, T. . (2019). The Impact of Social Media on Students' Academic Performance. *American Scientific Research Journal for Engineering, Technology, and Sciences*, 60(1), 40–51. Retrieved from https://asrjetsjournal.org/index.php/American_Scientific_Journal/article/view/5210
35. Saritha S R., Baskar B, Shreya Khandelwal, Shruti Chintalapati, Sriya Yadavalli, Subha Senthil Kumar, & Sridhar Kejriwal. (2023). The Impact of Social Media on College Students of Bangalore, *International Journal of Research Publication and Reviews*, 4(4). DOI: <https://doi.org/10.55248/gengpi.2023.4.4.36040>.
36. Shafiq, M & Parveen, K. (2023). Social media usage: Analyzing its effect on academic performance and engagement of higher education students, *International Journal of Educational Development*, 1(9). DOI: [10.1016/j.ijedudev.2023.102738](https://doi.org/10.1016/j.ijedudev.2023.102738)
37. Shamshir Singh, Joginder Kumar & Shazia Kouser. (2019). Influence of Social Media on Academic Achievement of the Students of Central University of Punjab, Bathinda, *International Journal of Research and Analytical Reviews*, 6(1).
38. Sharma, G., Gupta, A. P. & Kumawat, H. K. (2024). "A study on Impact of social media among college students, *Journal of Chemical Health Risks*, 13(6).
39. Shazia Kouser (2020). Influence Of Social Media On Academic Achievement Of Students Of The Central University Of Punjab, *Research and Reflections on Education*, 18(02B).
40. Sivakumar, R. (2020). Effects Of Social Media On Academic Performance Of The Students, *The Online Journal of Distance Education and e-Learning*, 8(2).
41. Sourabh Sharma & Ramesh Behl. (2022). Analysing the Impact of Social Media on Students' Academic Performance: A Comparative Study of Extraversion and Introversion Personality, *Psychological studies*, 67(4). <https://doi.org/10.1007/s12646-022-00675-6>
42. Taha, H., Abu-Surrah, D., Abu-Awadh, L., Mahmoud, A., Al-Qadi, T., Al Hamdan, L., Hijazi, M., Al Ani, A., & Berggren, V. (2025). Assessment of the effect of social media use on medical students' academic performance: cross-sectional study from Jordan. *Frontiers in public health*, 13, 1551905. <https://doi.org/10.3389/fpubh.2025.1551905>
43. Talaue, G. M., AlSaad, A., AlRushaidan, N., AlHugail, A., & AlFahhad, S. (2018). The Impact Of Social Media On Academic Performance Of Selected College Students, *International Journal of Advanced Information Technology (IJAIT)*, 8(4/5). DOI : 10.5121/ijait.2018.8503
44. Tezer, M., Taspolat, A., & Kaya, O. S. (2017). The Impact Of Using Social Media On Academic Achievement And Attitudes Of Prospective Teachers, *International Journal of Cognitive Research in Science, Engineering and Education*, 5(2).

45. Thapa B, Adhikari K, Thapa P.(2023). Impact of Social Media Use on Academic Performance and Well-Being among the Secondary Level Students in Selected Schools in Nepal. *Mod Issues Med Manag.* 26(2):1–17. DOI: <https://doi.org/10.56580/GEOMEDI31>
46. Thilagavathi , T and Bindhu, K.C, (2020). Impact of social media social skills and health awareness on academic achievement of high school students, Ph.D Thesis , Mother Teresa Womens University, India.
47. Victoria,A.F., Mary,O., Abah,O.A., and Egboyi,O.L.(2023). The Impact of social media on Students’ academic performance at Adeyemi College of Education Ondo, Ondo State, Nigeria *Journal of Emerging Technologies and Innovative Research*, 10(8).
48. Zahid Amin, Ahmad Mansoor, Syed Rabeet Hussain & Faisal Hashmat(2016). Impact of Social Media of Student’s Academic Performance, *International Journal of Business and Management Invention*, 5(4).
49. Zavala J, Trenez RC, Tzani D, Malette C, Monsalve Marin NA.(2023). The Impact of Social Media Use for News on Academic Performance in Underrepresented Undergraduate College Students. *Cyberpsychology, Behavior, and Social Networking*, 26(8):657-661. doi: 10.1089/cyber.2022.0303. Epub 2023 Jun 15. PMID: 37327047.

Web resources

51. [Digital 2023 Global Overview Report v01](https://indd.adobe.com/view/15280b35-8827-433f-9e5a-07f1ec8c23f2) <https://indd.adobe.com/view/15280b35-8827-433f-9e5a-07f1ec8c23f2>

Publisher’s Note

The Social Science Review A Multidisciplinary Journal remains neutral with regard to jurisdictional claims in published data, map and institutional affiliations.

©The Author(s) 2026. Open Access.

This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. If material is not included in the article’s Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0/>