



RESEARCH PAPER

Time Spent on Social Media and its Impact on Academic Performance: Evidence from University Students in Sargodha, Pakistan

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ABSTRACT

This research aimed to investigate the use of social media influences on the academic performance of university students at the University of Sargodha in Pakistan, and in particular, the impact of social media on study habits, attendance, assignments, and academic performance in general. Social media has altered the learning and interaction of young people, bringing both opportunities and challenges in higher education. Its widespread adoption by students has brought issues of distraction, time management, and deteriorating academic performance, but it is also allowing collaboration and sharing of information. The quantitative design of the research was applied based on a structured questionnaire given to 122 university students using a method of convenience sampling. The Chi-square test was applied in analyzing the data to determine the relationship between the use of social media and academic performance. The results indicated that there was a statistically significant correlation between social media use and academic performance ($\chi^2 = 234.622, 12, p = .001$), according to which the use of social media leads to a decrease in concentration and academic achievements. Educators and policymakers are urged to lead a balanced, intentional, and goal-driven social media use to facilitate digital literacy, collaborative learning, and academic interaction.

KEYWORDS Social Media, Academic Performance, University Students, Digital Learning, Digital Sociology

Introduction

Since the late 1990s, the development of digital platforms such as Myspace, LinkedIn, and Facebook has changed communication and information sharing, essentially changing how individuals learn and relate globally (Li & Bernoff, 2017). This change has further been accelerated over time by the growth of apps such as WhatsApp, Instagram, TikTok, and YouTube, which give young people access to learning resources, peer-reviewing, and online learning that they never had before access to (Muzaffar, et al., 2019; Arif, et al 2024; Asghar, et al., 2025). Although they facilitate the sharing of resources, virtual studying groups, and connecting academic people, they also present the risk factors of time displacement, time reduction, fragmented attention, and harmful multitasking, which have been confirmed to correlate with poor academic performance in various global settings (Mou et al., 2024; Mufassirin, Ahamed, Hisam, & Fazil, 2025).

Empirical studies have shown in Pakistan that the usage of social media in academic performance is not only dependent on access to social media, but also depends on its utilization. The Sindh-based research proves that unnecessary social media

addiction is related to poorer GPAs and increased anxiety and depression (Qureshi, Bhatti, and Khoso, 2023). Meanwhile, research in urban centers like Lahore and Islamabad has demonstrated that purposeful use of social media e.g. coursework discussion, tutorial access, and academic group formation, women students are more probable to report higher levels of learning satisfaction and small gains in grades; whereas recreational use has a strong correlation with procrastination and worse performance (Bhatti, Zamir, Iqbal, Khan, and Nazir, 2024). The COVID-19 pandemic also exacerbated this situation: with remote learning, students were compelled to depend on social media and digital tools a lot, resulting in increased screen time and a lack of academic-nonacademic distinction, which are linked to increased stress and poor academic performance (Shabbir, Shahid, Chandio, Usman, and Ansar, 2023).

At the University of Sargodha, students are becoming more and more integrated into this changing digital environment, with contact with social media being common, varied, and typically uncontrolled. Preliminary and anecdotal local surveys indicate that most students prefer social platforms to study and socialize instead of academic resources, use the internet in late hours, and have sleep disturbances and lack of concentration. Self-regulation, motivation, parental support, the quality of study environment, and a stable internet connection are in the moderating roles of whether social media positively or negatively affects academic success. Based on this, this research paper focuses on the effects of time spent on social media, the reasons they use social media and the patterns of use (e.g. time spent on social media during the day or night, time spent on social media during school or work) on academic performance between students at the University of Sargodha and how these findings compare or contrast the results found in the literature.

Literature Review

Over the past several years, researchers have increasingly focused on the association between the use of social media by students and their academic performance, in particular, academic success. In this field, it has been found that the consequence of social media is a two-sided issue: there are both benefits as well as dangers depending on how, when, and why students use social media (Saiqa Bibi & Shahzeb Anwar, 2025). In Sindh, empirical studies demonstrate that social media addiction is moderately yet significantly linked to lower grade point averages, as well as lower psychological well-being; most of the male students in the specified study were found to have a higher addiction score than females, which emphasizes the differences in demographics in terms of vulnerability (Qureshi et al., 2023).

In studies of intermediate and high school students, the picture is, however, two-sided: a Karachi study of secondary school students (grades 11-12) has concluded that a large percentage (34.1) of students occupy more than four hours daily on social media platforms like Instagram, YouTube, and Telegram, but the same study has no statistically significant direct effect of such usage on school performance, which probably means that time itself is not the reason to cause academic deterioration unless combined with poor time management or other intervening variables (Sajjad and Mohammed, 2023). Another study in Faisalabad (Riphah International University) also indicated that social media has positive and also has negative associations with undergraduate students' performance: academic uses, such as accessing study materials or group discussions, were found to help, whereas social or entertainment-oriented usage tended to distract and reduce focus (Kazam, Islam, & Rasheed, 2023).

The study in Pakistan at the university level also emphasizes certain mechanisms. A study carried out by the Kohat University of science and technology (2025) indicated that use of sites such as Instagram, Facebook and TikTok was associated with a significant decrease in efficiency of study and self-reported GPAs; the researchers found that distraction and lack of concentration when changing between study activities and social media is a major issue when students use this type of technology (Bibi and Anwar, 2025). Meanwhile, research in Bahawalpur on female university students who initiate the study establishes that heavy social media use has been associated with greater stress levels and reduced levels of satisfaction of academic progress; that mental health concerns mediate some of the relationship between usage and performance (Salam, et al., 2024, Mukhtar, Kousar, Ikram, & Malik, 2023; Awan, et al., 2018).

The international research has provided more insight because it pointed out timing, sleep, and attentional variables. As an example, the Saudi Arabian and Egyptian studies suggest that the use of smartphones or social media at bedtime is associated with the lower quality of sleep, later sleep onset, or fatigue, which are associated with worse academic performance (i.e., reduced participation in classes, reduced grades) (Al-Azhar University, Cairo study, 2023; King Saud University study, 2023). Similarly, longitudinal studies in teenagers in Europe have indicated that nighttime social media or smartphone use is related to attention issues, and the attentional issues mediate declines in academic achievements over time (Stevic, Schmuck, Thomas, and Matthes, 2024).

Several studies emphasize the significance of motive and structure of use. The results of academic (ex, accessing educational material, completing assignments, a discussing with peers) use are generally different than the results of recreational use; students who use social media due to the desire to socialize or have fun demonstrate stronger declines in academic engagement and outcomes (Kazam et al., 2023; Bibi and Anwar, 2025). Institutional support is also another moderating factor: students in the universities which hold digital literacy programs or academic social media groups have better reports on their ability to use social media to an advantage, which softens the adverse impact (Sultana and Ahmed, 2024).

Empirical investigations that were carried out recently by Sargodha have enlightened more on the psychological and academic side of the excessive use of mobile phones and social media by the university students. According to a study by Chaudhry, Zulfiqar and Hassan on nexus between smartphone addiction and the sense of loneliness among the social sciences students of the university of Sargodha, it was found that there was a strong positive association between mobile phone dependence and heightened sense of loneliness. Their results indicate that those students who spent considerable hours on smart phones, especially on non-academicals and entertainment activities, have reduced face-to-face communication, socialization, and emotional alienation. Such a behavioral trend also leads to declines in academic participation and classroom attendance as an extension of a larger trend of technology-induced detachment. This paper has underlined that, even though mobile phones and social media sites offer a means of communication and access to information, excessive use of these platforms can actually decrease true social connectedness and hamper study and academic productivity. The results are especially applicable to the topic of the impact of digital reliance on the cognitive and emotional health of university students in Sargodha, as it is consistent with the worldwide issues of online dependence, which can lead to poor academic performance and the deterioration of interpersonal communication (Chaudhry, Zulfiqar, and Hassan, 2023).

Despite the richness of the literature, there remain significant gaps. Many studies are cross-sectional and rely on self-reported measures of academic success, which may be biased by memory or social desirability (Qureshi et al., 2023). Few studies in Pakistan or South Asia have used longitudinal designs that could track changes over time or assess causality. Also, the differential impact of time-of-use (especially night vs. day), platform typology (visual video-based vs text-based), and sleep quality are under-explored in many settings. Finally, there is limited work in smaller cities (versus large metropolitan centers), and very few studies focus on students' self-control, attention span, or study environment as mediators.

The current research is based on two significant theoretical approaches that explain the relationship between social media use and academic performance: Social Learning Theory and Uses and Gratifications Theory. The Social Learning Theory by Bandura (1977) focuses on the idea that people gain skills and attitudes as well as acquire and develop behaviors by observing and interacting with other people. The social media platforms in the digital environment offer students a platform where they can interact with others, exchange academic resources, and learn how to behave with studies. By these interactions, they gain knowledge, motivation, and social reinforcement, which may have a positive impact in academic achievement. Nonetheless, the exposure may also promote undesirable behaviors, including wasting time or lack of participation in learning, relative to the behavior patterns that are observed in digital communities.

The Uses and Gratifications Theory (Katz, Blumler, and Gurevitch, 1973) goes further to explain that human beings make a personal selection of media platforms depending on personal needs; whether it is learning, entertainment or socialization. The academic effect of social media therefore, varies with the intention of using it amongst students. The performance outcomes can be enhanced when students use platforms of academic collaboration, sharing information, and learning support. On the other hand, social media may divert, procrastinate, and lower the level of academic concentration when used mainly as an instrument of entertainment and social comparison.

Collectively, these theories serve as an overall ground in the achievement of a clear understanding on how and why the social media affects the academic performance of students and the significance of motivation, observation, and intentional engagement. Given all this, studies in settings like Sargodha University are important: they can fill geographic gaps, examine timing and motives of usage more precisely, incorporate mediating factors such as sleep and attention, and potentially offer evidence for interventions (time-management workshops, digital literacy) suitable for local student populations.

Social media is deeply woven into the daily lives of Pakistani youth, especially among university students, where the vast majority of internet-users are active on one or more platforms (Shams, Shahid, & Raza, 2022). The social media is a popular social media and therefore time spent on social media is a key behavior variable, which may affect both positive and negative learning outcomes. According to the recent empirical research conducted in Pakistan, it was revealed that there are moderate and, however, significant negative correlations between the increased levels of social media addiction and the GPA and psychological well-being of students (Qureshi, Bhatti, and Khoso, 2023). Similarly, ineffective study behaviors and exhaustion have been associated with heavy use in Pakistani institutions (Junejo, Hussain, and Lashari, 2022). It is based on this that it is not only opportune to examine the identified variable among students of University of Sargodha but it will also provide localized information as to the relationship between

time use of social media and academic performance in our specific educational, cultural, and technological context. The results can map the institutional policies (e.g. courses in digital literacy, time-management classes) and the measures to support students in order to encourage the ability to use social media thoughtfully, with moderation and academic focus. The latter research can eventually result into the high-achieving of the fact that the young generation may utilize social technologies in a manner that may benefit and not damage academic performance.

Hypothesis

H1: There is significant relationship between consuming social media patterns and academic performance.

Material and Methods

A quantitative research approach adopted in this study was cross-sectional to explore the relationship between time that young people spend on social media and their academic performance at the University of Sargodha. The quantitative method was appropriate since it helped collect and analyze numerical data systematically in order to detect patterns and relationships between the variables of the study. The study conducted at the University of Sargodha, which is one of the largest public universities in Punjab and has a great amount of diversity in terms of students representing various educational and social backgrounds. This variety provided a perfect platform to investigate the use of social media by university students, who are members of the digital generation in Pakistan.

The sample size included undergraduate (BS) and postgraduate (Master's) students in various departments. This group is the most involved in the social media and also in studies. Each student had been a unit of analysis since his or her individual behaviors, time management habits, and use of social media were critical in determining his or her academic performance. The reason why the convenience sampling method was chosen was because it was convenient and the respondents were readily available in the university. The survey was conducted among 122 students; both male and female students of different academic areas were represented equally. This sample was enough to provide appropriate information about the association among the use of social media and academic performance in a university setting.

The data were collected through self-administered questionnaire that comprised of twenty-nine close ended questions. The survey was created to obtain information on the demographic information about the students, the period of spending time on various social media, and self-evaluated academic success in that area of their academic performance as the preparation of exams and attending classes and performing assignments. The answers were initially recorded in a five-point Likert scale that indicated the level of using social media and its perceived impact on academic performance. A pilot test was carried out on fifteen students to test the questionnaire on its clarity, reliability and validity. The questions and objectives of the study were optimized by an assessment of the pilot stage.

The data was gathered in two weeks in a sample size of faculties in the university. To ensure that the high response rate and make the participation of the questionnaires easier, the questionnaires were also administered face to face and electronically. The participants were conversant of the significance of the research and sure of

confidentiality and requested to respond truthfully. Participation was entirely voluntary and there was no information that could be identified to continue with anonymity and ethics. The questionnaires were gathered and the valid answers were closely analyzed hence producing 122 valid results to be used.

The data were coded and analyzed with the help of SPSS, Version 26. The descriptive statistics were frequencies and percentages, which were applied to describe the demographic profiles and patterns of social media usage of the respondents. The correlational and regression analyses, as the inferential statistics, were used to examine the nature and the level of correlation among the time spent at the social media and the school performance. This discussion has provided a viable model of establishing the connection between increased use of social media and the negative or positive effects of the academic performance of students.

The research was also conducted in harmony with ethical considerations. The subjects were also informed about the purpose of the research and the fact that they had a right to withdraw from the research at any time at no cost. The informed consent of all the respondents was obtained in participation and their responses were considered confidential. It was an ethical study that was conducted without bias, coercion, or manipulation of data. Overall, the use of this type of a methodological design allowed the researcher to examine the effect of the utilization of social media on the academic performance within a clear sample of a university. The findings of this approach were reliable and authentic and could be implemented in the modern learning and social conditions in Pakistan.

Results and discussion

Table 1
Frequency Distribution of Demographic Profile

Variable	Categories	Frequency (f)	Percentage (%)
Gender	Male	55	45.1
	Female	67	54.9
Age	17-20 years	36	29.5
	21-23 years	48	39.3
	24-27 years	26	21.3
	28 or above	12	9.8
Student Qualification	BS (Hons)	89	73.0
	Masters	33	27.0
Most Used Social Media App	Facebook	18	14.8
	WhatsApp	34	27.9
	TikTok	26	21.3
	Twitter	8	6.6
	Instagram	30	24.6
	Other	6	4.9
Daily Time Spent on Social Media	Less than 1 hour	10	8.2
	2-4 hours	48	39.3
	4-6 hours	38	31.1
	More than 6 hours	26	21.3
Purpose of Using Social Media	Information	22	18.0
	Entertainment	42	34.4
	Communicate with Friends	28	23.0
	Meet New People	12	9.8
	Pass Leisure Time	14	11.5
	Other	4	3.3
Device Used for Social Media	PC	5	4.1
	Laptop	14	11.5

	Tablet	8	6.6
	Mobile	95	77.9
Age Started Using Social Media	Before 15 years	30	24.6
	15-19 years	58	47.5
	20-22 years	25	20.5
	22-25 years	9	7.4
Friends/Contacts on Social Media	Less than 100	12	9.8
	100-300	38	31.1
	300-500	46	37.7
	More than 500	26	21.3

Table 1 presents the demographic characteristics of the 122 respondents who participated in the study on time spending of young generation on social media at the University of Sargodha. The results indicate that a majority of the participants were female (54.9%), while males constituted 45.1% of the sample. Most respondents were between 21 and 23 years of age (39.3%), followed by those aged 17-20 years (29.5%), reflecting that the study primarily included young university students. In terms of educational qualification, the majority were enrolled in BS (Hons) programs (73%), whereas 27% were master's level students. When it comes to preferred social media platforms, the company found out that WhatsApp (27.9%) and Instagram (24.66) were the most popular applications, and then TikTok (21.33) and Facebook (14.83) followed, which showed that people started using more visually involving platforms in preference. The number of students using social media showed a high level of engagement as a high number of students (39.3) indicated they spent 2-4 hours a day using the social media and 31.1% of the students spent 4-6 hours using the social media. Entertainment (34.4) and communication with friends (23) was the main reason to use social media, and the seeking of information and passing of leisure time came in third and fourth place (18 and 11.5 respectively). Mobile phones were reported to be the most popular gadget in accessing social media (77.9 percent) and this highlights the fact that smart phones are increasingly becoming important in online communication. The age at which most of the respondents (47.5%) started using social media was 15-19 years, so it was at an early age when they were being exposed to the digital world. Moreover, 37.7% of respondents said that they had 300-500 people as their contacts, which indicates the active social networking. Overall, the demographic analysis reveals that university students are highly active on social media platforms, with usage patterns largely centered around mobile-based, entertainment-oriented interactions that consume several hours of their daily routine.

Table 2
Chi-Square Test of Association between Social Media Use and Academic Performance

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	234.622 ^a	12	.000
Likelihood Ratio	222.351	12	.000
Linear-by-Linear Association	100.228	1	.000
N of Valid Cases	122		

a. 10 cells (50.0%) have expected count less than 5. The minimum expected count is .80.

Chi-Square test of association was utilized to test the association between the use of social media and academic performance among students of the University of Sargodha. It indicates that the Chi-Square value calculated is 234.622 and the number of degrees of freedom is 12 and the p-value is 0.000, which is less than the critical value of 0.05. Chi-Square distribution table shows that the critical value of a level of significance of 0.05 and 12 df is 21.026. The Chi-Square value (234.622) of the calculation is greater than the critical value (21.026); therefore, the null hypothesis is rejected. The above means

that the association between the period students spend in social media and grades is statistically significant. That is, academic performance greatly depends on the number of hours that students spend on the social networking sites. The research postulates that an intensified use of the social media may affect the academic lifestyle, such as study habits, concentration, and overall grades on exams, classroom performance, homework and presentations among students. Although the results suggest a close relationship, it should be remembered that 10 of the cells (50 percent) are expected to have a count that is less than 5, which could be involved in instability in the results. However, the high value of Chi-Square and high level of significance ($p < 0.001$) shows good reasons that the use of social media has a significant effect on university students.

Discussion

The findings of the present study provide compelling evidence that the time students spend on social media significantly influences their academic performance. The analysis of the statistical data demonstrated that the use of social media had a significant relationship with academic performance of students ($\chi^2 = 234.622$, $df = 12$, $p < .001$), meaning that the more students were involved in social networking sites, the lower was the productivity and concentration of the students in the academic performance. In particular, the more time a student spends on social media, the less they are likely to engage in classroom activities, study before any test, as well as ensure they accomplish their assignments on time. These findings align with a developing issue of the tertiary sector that excessive consumption of social media can ruin their learning performance and academic engagement among college students.

The findings of the present research have been aligned with many past studies which have observed a negative consequence of excessive use of social media on academic performance. The results of Junco (2012, 2015) also indicate that high-frequency users of such sites as Facebook and Twitter have lower GPAs and lower study time, which is often explained by distraction and lack of concentration. On the same line, Karpinski et al. (2013) and Kirschner and Karpinski (2010) reported that bifurcation among social media and academic activities has a profound negative impact on cognitive functioning and learning memorability. These findings align with the current study results, which supports the conclusion that the usage of social media, which is not academic and prolonged, may be a significant barrier to the academic success of students.

Nevertheless, the social media is not causing the negative effects on learning solely. Multiple researchers such as Al-Rahmi and Othman (2013), Manca and Ranieri (2016), and Alshuaibi et al. (2018), have opined that in the right context of academic partnership, communication and exchange of educational resources, social media can even progress the learning process. Applications like WhatsApp, Google Classroom, and Facebook study groups have been reported to support peer learning, exchange of ideas, and access to educational resources. Social media can be used to stimulate critical thinking and intellectual curiosity when used positively to an academic setting. In spite of these possible advantages, the results of the current study propose that the majority of students enrolled in the University of Sargodha use social media as the main means of entertainment, communication, and leisure but not to enhance their academic performance, which also explains the negative correlation between online activity and academic performance (Tariq et al. 2012).

The findings indicate that the problem does not simply exist in the usage of social media but in the manner and the rationale of such utilization. When students follow the

social media as a part of their academic practice (i.e., by joining on-line discussion groups, attending on-line lectures, and joining academic communities) they have a higher probability of positive academic results. On the contrary, recreational users of social media are more likely to be affected by procrastination, distraction, and poor focus on studying. They deliver this interpretation, as they discovered that Pakistani university students use social media mostly in a recreational way and often at the expense of study discipline (Khan, Khalid, and Iqbal 2019).

Such findings can also be projected in the general tendencies of the sociocultural context in Pakistan where the accelerated digitalization, the greater availability to the internet, the distribution of smartphones altered the way in which youths communicate and spend their time. Social media has taken the form of a significant source of social interaction, self-expression, and entertainment to the university students. Even though there is also an element of connectivity and information exchange in these platforms, they are also a significant issue on academic discipline and time management. The current study is thus donating to the increasing body of empirical studies highlighting the value of conscious and systematic operating on the web among students.

According to the findings, it is seen that social media is a two-sided sword in that it may result into both the academic advantages and distractions. It depends on the end, time, and the way in which it is utilized. In order to maximize the gains and minimize the negatives, it is prudent that the universities engage in taking initiative to enable digital literacy, responsible internet use, and proper time management among the students. Sensitizations, online well-being trainings and incorporating social media into curriculums of academics can ensure that students are able to enjoy the educational benefits of social media without affecting their performance. It is possible that future studies can enhance the current study by discussing the influence of a particular platform on studying habits, motivation, and cognitive engagement of Pakistani university students (i.e., TikTok, Instagram, or YouTube).

Theoretically, the results of the present research can be discussed in the framework of Social Learning Theory (Bandura, 1977), as well as Uses and Gratifications Theory (Katz, Blumler, and Gurevitch, 1973). Social Learning Theory suggests that students are likely to imitate behaviors they observe among their social media peers and influencers. In cases where peers utilize social media mostly due to entertainment purposes, the same actions are replicated by the others and may lead to loss of concentration in studies. On the other hand, seeing the example of peers using these platforms to learn and cooperate will facilitate the adoption of the same positive behaviors. The Uses and Gratifications Theory goes further to explain that people are responsible in deciding which media platform to use in order to meet certain needs informational, social, or recreational needs. Therefore, the intentions of students make the difference among academic performance improvement and the social media-induced negative influence.

The outcomes of the present study are consistent with these theoretical bases because it was found that the use of social media is not necessarily harmful, its effects are determined by the intentions, self-control, and the motives of the users. Students who employ social media to enhance learning effectively will do better in school and those who are driven by the desire to have fun and satisfaction through socializing will have more distractions and low productivity. This explanation supports the theoretical fact that an individual motivation and a certain environment impact behavioral result.

To summarize, the current study highlights the importance of responsible, intentional interaction with social media. These platforms can be used as effective learning resources when applied in a conscious manner, but when misused and over utilized, they can also have a great impact on negatively affecting academic performance. The combination of digital literacy and institutional advice and support may make social media a helpful partner, not a hindrance of academic process of students.

Conclusion

This study explored the link among social media use and academic performance among university students at the University of Sargodha. The findings indicated that the total time students spend on social media is related to their academic performance. Results suggest that extreme use of social networks like Facebook, Instagram, WhatsApp, and TikTok can harm students' focus, studying habits, and classroom participation, ultimately impacting their academic results. However, social media can be a valuable tool when used intentionally for educational communication, collaborative learning, and accessing academic resources, which can positively influence students' learning. These results are reliable with the existing studies that indicate that the academic influence of social media is heavily determined by the way users interact with the platform and not necessarily on the duration they spend with it.

As the social media becomes popular in the education sector, institutions of higher learning should develop a systematic awareness promotion and digital literate training that can enable students to have responsible and fruitful usage of the media. Social networking sites can also be incorporated in education by the educational system to use the educational potential of these websites and at the same time minimize the distracting distractions. The proposed future research should be on cognitive and behavioral performance of students in the view of the long-term effects of social media to students that will be aided by a larger sample and mixed-method designs. Overall, the paper has discovered that controlled and conscious engagement with social media can make it transform into a source of distraction to an academic facilitator and a digital source of empowerment.

Recommendations

The findings will lead to the following recommendations to inspire responsible use of social media among university students. Universities need to hold seminars and awareness programs on digital literacy to inform students on how to use social media positively in research, collaborations and share knowledge. Educators have been urged to incorporate the use of social media applications like Google Classroom, WhatsApp, and education YouTube in education in order to boost interaction and communication. The institutions ought to facilitate self-regulation abilities among students to enable them to balance between academic and non-academic online activities using the assistance of counseling and productivity devices. The study of psychological, behavioral and academic effects of social media in regard to the long-term effects in different learning and cultural contexts should be done in future. Overall, it can be expected that social media can be an excellent tool to both academic and personal growth in case the relevant institutional guidelines and policies are applied and utilized intelligently.

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