

## Social Media and its Impact on Students' Academic Performance

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### Abstract

This research study was conducted in district Swat of Khyber Pakhtunkhwa, Pakistan. This study aimed to investigate the impact of social media on students' academic performance. Quantitative research methodology was used for investigating the impact of social media use on academic performance of students. A total of 300 samples were collected from different colleges and universities. The data was collected in the form of structured questionnaire. These questionnaires were directly filled in from students in hard form. The data revealed that 43% of these respondents strongly agreed that their academic performance was negatively affected by use of social media, while 25% agreed that social media use has negatively affected their academic performance. Of these responses 50% agreed that unavailability of internet cause huge frustration and uneasiness in them and due to this frustration they do not intend to do anything including their studies. Among them 51% showed that they spend and waste huge time on social media due to which their academic performance is negatively affected.

**Key Words:** Social Media, Time Consumption, Frustration, Low Academic Performance

### Introduction

Social media addiction is a topic that has acquired more and more popularity in academic literature as the consumption habits of youths, especially college students, bear the features of behavioral addictions. According to scholars, it is overuse, obsession, and uncontrolled use of social media that disrupts academic, work, and social performance (Andreassen, 2018). In contrast to casual or moderate use, addictive use is characterized by preoccupation with platforms, withdrawal symptoms when off-line and using it despite its harm. Experts estimate that around 5-15 percent of young adults in the world reveal indicators of problematic or addictive social media use (Keles et al., 2020). The processes of social media addiction are directly related to psychological reinforcement and architecture design. The social networking sites are designed in a way that encourages the user to interact with it as much as possible by sending notifications, liking,

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commenting, and feeds based on algorithms. Such characteristics stimulate the reward system of the brain, which causes the release of dopamine in a similar manner as gambling or the use of substances (Turel and Qahri-Saremi, 2016). Such a reinforcement cycle is especially strong in the case of university students, who are already surrounded by the environment that promotes online communication both as an academic and a social activity. The importance of the blurring of the lines between productive and non-productive use contributes to the exposure to compulsive behaviors. The studies point to the adverse impact of social media addiction on mental health and performance. High scores in anxiety, depression, stress, and loneliness are more likely to be reported by addicted users (Andreassen et al., 2017). Another effect is sleep disturbance, since students tend to indulge in the long night use, which causes fatigue and low academic performance. On the academic level, problematic social media users tend to be affected by procrastination, poor time management, and poor grades (Kirschner and Karpinski, 2010; Bezerra et al., 2023). These results indicate that addictive use is not only degrading psychological well-being but the education level is also at risk.

Social media addiction has been a growing phenomenon that has been recorded in South Asian universities. In a study conducted in India, it was revealed that over one-third of students used it problematically, and it is associated with stress, impaired concentration, and withdrawal (Kaur and Bashir, 2018). Structural and cultural issues like lack of alternatives of recreational choices, conservative family backgrounds, and school pressure augment dependency on digital platforms. Social media may be viewed as a coping mechanism where students become dependent on social media, which in turn may become compulsive, further developing the cycles of anxiety and distraction (Nazari et al., 2023). The gender aspect should not be ignored either: female students, though rarely visible online because of the cultural expectations, might become strongly attached to online communities as the alternative to the limited face-to-face communication. Recent research in Pakistan demonstrates how addictive behaviors of using social media among the students are increasing. According to surveys conducted at major universities, an impressive percentage of students have over five hours of daily time on social networks such as Facebook, WhatsApp, Tik Tok, and Instagram (Iqbal and Hussain, 2024). Lack of self-control Lots of students admit that they are always checking their notifications even when lecturing or working on their studies, which is uncontrollable. It has also been reported that the syndrome of false perception of receiving a notification is known as phantom vibration syndrome, which is symptomatic of the severity of psychological dependence (Nazari et al., 2023). Regrettably, there are not many institutional interventions and the risks of excessive use are not yet aware.

These vulnerabilities are magnified by the context of Swat. Being a post-war society with little in the way of recreational facilities, students tend to be highly dependent on online resources both as an alternative source of entertainment, communication and emotional relief. This dependency enhances the chances of addictive consumption, and in cases where the alternatives to stress release like sports, cultural events, or counseling services are limited. The female students, especially those in Swat, where the mobility is limited by the conservative traditions, are especially prone to socialization and learning through the social media, which increases the risk of excessive use and psychological pressure. In addition, the lack of organized awareness campaigns or digital well-being efforts on the University of Swat side implies that most students are left to deal with their usage patterns themselves, and more often than not, without the appropriate knowledge about the risks. Lastly, it is worrying that the social media addiction has long-term effects on delicate situations such as Swat. In addition to personal academic and mental damage, rampant usage is likely to damage the trust of a community, diminish output, and strengthen digital escapism in an area that already challenges of post-conflict recovery. To resolve these issues, local research

studies are needed to comprehend the trends of use and culturally competent intervention to ensure balance, digital literacy, and healthier coping patterns among college students.

### **Social Media, Culture, and Identity**

Among the greatest influences of social media is the way it has changed culture and identity. Scholars across the world claim that online spaces serve as identity laboratories whereby youths explore how to portray themselves, bargain values of their cultures, and create various social identities (Marwick & Boyd, 2011). In contrast to real-life areas, the social media gives its users a choice to selectively curate their lives, highlighting their achievements, appearances, and social networks. This identity construction process becomes especially relevant to university students as they enter the world of adult life and have to juggle between academic tasks, connections with peers, and new career plans. The relationship between the individual identity and the social media norms is complicated. Like platforms offer chances to express oneself, be creative, and empowered, they also strengthen social pressure by operating on peer comparison and expectation. The global study indicates that students tend to show a perfect-self electronically, which is conditioned by cultural beauty ideals, fashionable patterns of life, and academic achievements (Fardouly et al., 2018). Though these identity performances may enhance confidence and social acceptance, they may also cause stress, anxiety, and identity tension when offline reality fails to reflect the online representation. This strain is particularly pertinent when it comes to collectivist societies, where such expectancies as family and society collide with digital practices.

Another activity that is promoted by social media is cultural exchange and hybridization. Social media such as YouTube, Instagram, and Tik Tok expose students to trends in music, fashion, and politics across the globe, leading to the creation of the chances of embracing hybrid cultural identities, which are a mixture of local traditions and global aspects (Miller et al., 2021). This opens up worlds to many youths and makes them tolerant and creates awareness of the world. Nevertheless, critics claim that the process can also lead to the homogenization of culture, killing the local traditions and strengthening the cultural norms promoted by the West (Couldry & Hepp, 2017). The dilemma faced by university students is how to ensure they are exposed to other cultures around the world and at the same time maintain the local identity and values. Cultural implication of social media in South Asia is informed by high tradition, conservative rules and modernization. Research indicates that South Asian students employ online platforms to break the gender frameworks, inquire authority and establish new frames where they can explore their identity (Nazari et al., 2023). Simultaneously, cultural conservatism tends to limit the freedom of expression, especially female, who might be subject to monitoring and are likely to receive negative feedback regarding the self-presentation through the internet. In particular, female students who share photos or express their opinions on such platforms as Facebook or Tik Tok occasionally receive negative feedback on the part of the family and the community, which leads to a conflict between online and offline identity (Deepa and Priya, 2020). Therefore, social media in South Asia is both an empowering process and a location of cultural struggle.

The use of social media has turned out to be a place of conflict between cultural identity, religion, and modernity in Pakistan. Religious values, cultural heritage and national pride are mostly marketed through platforms but these platforms are also used to expose students to the global lifestyles, feminism and progressive movements. Such duality poses identity negotiation among students that have to reconcile individual ambitions with group demands (Iqbal & Hussain, 2024). To male students, the social media can be a gateway to political activism and networking careers, whereas to female students, it can be a platform to empowerment, learning, and creativity. Nonetheless, the equal considerations of the digital identity formation are often constrained by gender-based harassment and conservative values, as women are often restricted in their online

presence. Swat case shows the intersection of experiences of post-conflict with cultural identity on the internet. Several years of militancy and violence interfered with education, curtailed cultural expression and strengthened conservative social norms. In this regard, social media has emerged as a serious platform of self-identity reclaiming and constructing new cultural narratives. Swat students are sharing platform stories of resilience, tourism promotion and the pride in cultural tradition, which was previously suppressed. Meanwhile, the situation is still not calm: young women in Swat are more strictly screened electronically. Their self-expression is regularly associated with the threat of harassment or disapproval of the family members (Nazari et al., 2023). Such processes reflect how the social media in Swat works both as a place of empowerment and negotiation of culture simultaneously. Lastly, there are the more general impacts of social media on identity in uncertain situations such as Swat. On the one hand, the platforms allow students to build hybrid identities that combine global influences with the local traditions and develop resilience and creativity. Conversely, they are also intensifying forces of assimilation to the demands of external organizations, which exposes them to a threat of identity fragmentation and psychological stress. These dynamics involve issues that should be understood both at the individual level and the structural level and Swat is a useful location to understand how digital platforms are defining culture identity in post-conflict societies.

### **Research Methodology**

The research design, used in this study, is quantitative, and it is suitable especially to know the impact of social media on students' academic performance. Quantitative research can be described as an organized study on phenomena through the collection of measurable information and the use of statistical, mathematical, or computational methodologies (Creswell and Creswell, 2018). The method is based on positivist paradigm that supposes that the social reality is objective and can be measured by using structured tools that result in numerical data that can be analyzed statistically. The quantitative design is selected because of a number of reasons. To begin with, the research seeks to explore the level and trends of social media adoption amongst the students (N=300). Quantitative techniques are comparatively better at consolidating such uniform information in an efficient and systematic manner (Pallant, 2020). Second, the study aims to find out the relationships among the variables; social media use and academic performance. Quantitative designs are especially effective when it comes to establishing the correlation between the measurable variables and testing a hypothesis regarding the relationship(s) between the variables (Bryman, 2016). Third, quantitative approach enables the generalization of study results to the overall population of University of Swat students, in case sampling procedures are properly conducted. In the quantitative tradition, the research variable is a cross-sectional survey design. Cross sectional designs entail gathering of data at one point in time on a sample that is chosen to represent a large population (Lavrakas, 2008). The given design fits well to outline the characteristics of a population as well as to investigate the relations between variables without control over the research setting. Although cross-sectional designs do not prove causal relationships, as they fail to follow changes over time and provide a temporal precedence, they can be very helpful in establishing patterns, prevalence rates, and correlations that may serve as the basis of further research and development of interventions (Spector, 2019).

The quantitative technique that has been chosen to be used in the study is the survey method. Surveys are the questionnaires that are given to samples of respondents and they are quite common in social science studies because they are used to gather data about attitudes, behaviors, and experiences (Fowler, 2014). The survey method has the following benefits in this study: it allows gathering the data of a high number of respondents in a short period of time; all respondents are asked the same set of questions, therefore it makes this method more comparable; it allows the

respondents to remain anonymous thus potentially increasing their honesty in providing sensitive information about mental health; and the data obtained by the survey method can be analyzed with the help of statistical software to trace the patterns and relationship.

### Data Analysis

In this research study, many factors were identified that explain low academic performance of the students. Among these variables, wastage of time by using social media and frustration caused by unavailability of internet account for less score in examinations. There are other factors as well that explain the main variable but comparatively wastage of time explain the main variable more than other variables. These factors are discussed in the following passage.

### Time consumption

Time spent on social is more than you plan?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	24	8.0	8.0	8.0
	Disagree	35	11.7	11.7	19.7
	No opinion	16	5.3	5.3	25.0
	Agree	155	51.7	51.7	76.7
	Strongly agree	70	23.3	23.3	100.0
	Total	300	100.0	100.0	

The table above shows the perception of the respondents on whether the amount of time they spend on the social media is more than their initial expectations. The given variable is an extremely relevant aspect of modern studies; loss of self-control, poor time management, and habitual use that can be achieved with the help of infinity scrolling, notifications, and algorithmic reinforcement is a symptom of the problematic use. The pattern is often responsible as the cause of procrastination, less time studying, disrupted schedules, poor grades, and increased likelihood of addiction-related consequences like exhaustion, anxiety, and psychological stress among university students. In the current research, all the 300 respondents were good in their responses to the question. The percent and valid percent columns are the same and this confirms that there is no missing/ invalid information. The cumulative percentage is growing slowly by slowly by response categories and attains 100% which is a full and trustworthy data of this variable.

The results show that an apparent majority of interviewees believe that they spend more time on social media than they intended to spend. In particular, the number of people who answered that they spend more time than they planned on it is the biggest category (155 respondents or 51.7 percent). Also, 70 participants (23.3%) agreed strongly with the statement. These two groups comprise 225 respondents or 75.0 per cent of the sample. Three-quarters of the respondents, therefore, confirm that they use social media inadvertently. On the other hand, a lower percentage of them said that they had control over their use. In particular, 24 respondents (8.0 apparently) strongly disagreed and 35 respondents (11.7%) disagreed that they spend more time than they planned. Together, these two groups number 59 respondents, or 19.7 percent of the entire sample which implies that approximately one out of every five respondents believes that they obey their planned limits overall. Further, 16 respondents (5.3%) said that they had no opinion which implied they were unsure or had mixed experiences about the time management on these platforms.

These results have been highly substantiated by available literature that accounts of mass unintended overuse and time displacement among university students. Research has often found that a large percentage of students have gone beyond their original or intended use of social media, and this usage is often addictive, often associated with multitasking, and the design features built

into the platform that promote the use of the platform in a prolonged manner. As an example, recent cross-sectional studies have demonstrated that 84.7 per cent of college students dedicate over three hours a day to social media with a large number admitting that their use goes beyond their intentions and leads to some destructive consequences, including sleep disturbance and mental fatigue. International and regional surveys show that students tend to spend more time than intended with 35 hours or longer per day or more on platforms being common, and prevalence of problematic use (including loss of time) ranging 1859 -percent in student samples, and more so in Asian contexts. The local studies in the Pakistani and South Asian context are no different, with high rates of excessive and unintended social media use between university students, usually because of high usage per day (often more than 3 -4 hours), social connectivity norms, and their lack of parental control in higher education. This excessive use is linked with time lost in the academic activities and is one of the causes of procrastination and low productivity.

In terms of analysis, it is interesting that the present finding compares to previous ones. Although most of them self-reported addiction (80) and intense comparison pressure (80), and recognized sleeping/routine disruption (65), the proportion of spending more time than the plan here (75) is a reinforcement of behavioral traits of dependency, e.g. loss of control over usage time, though is not necessarily linked to direct emotional distress (e.g. low anxiety/ frustration agreement at 10.7). This implies that students might find social media habit-forming and time-consuming, in a sense that is feasible in the real world, which promotes the replacement of other actions even when they do not necessarily represent a state of immediate frustration or anxiety. Finally, the statistics indicate that among the 300 surveyed, 155 (51.7%) said that they spent more time than they intended to on social media and 70 (23.3%) strongly agreed, amounting to 75 per cent of those having this perceived overuse of social media. At the same time, 24 (8%) strongly disagreed and 35 (11.7%) disagreed, 16 (5.3%) had no opinion. These results show that a rather large proportion of students are aware of unintended prolongation of social media time beyond their intention. The findings, when combined with existing data, have a very strong correlation with the research that proves such widespread time displacement and overuse among college students that they may easily go beyond the scheduled time and have a high risk of addiction, academic interference, and problems with well-being. This indicates that self-monitoring tools, digital detox, time-management education, and university policies that encourage students to engage with social media in a responsible way should be seen as interventions that can help students regain control over their digital lives, safeguard studying time, and engage with social media in a balanced way.

### Uneasiness when social media is not available

#### Feel uneasy due to unavailability of social media

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	23	7.7	7.7	7.7
	Disagree	23	7.7	7.7	15.3
	No opinion	11	3.7	3.7	19.0
	Agree	92	30.7	30.7	49.7
	Strongly agree	151	50.3	50.3	100.0
	Total	300	100.0	100.0	

The table above gives the perception of the respondents on the unwillingness in the absence of social media. This variable is of great importance in the modern studies, where feeling uneasy, restless, irritated, or anxious in the lack of access to social media is a fundamental withdrawal symptom that occurs as a result of, problematic or addictive social media use. It is very similar to nomophobia (no-mobile-phone phobia, which is further explained as fear of lacking access to

social media), FoMO-related distress, psychological dependence, and the latter, in which users expect to feel negative emotions when they are not connected to these platforms. Such symptoms in university students may increase stress and may hamper concentration, interfere with normal functioning, and add to overall mental health issues, such as increased anxiety, poorer well-being, and compulsive checks. In this research, 300 of the respondents gave valid answers to the question. The percent and the valid percent columns are the same, which proves that there were no missing and invalid answers. The cumulative percentage slowly gains across the categories of responses and becomes 100, this means that there is full and trustworthy information on this variable.

The results indicate that an impressive proportion of interviewees are uncomfortable at the time when they do not have access to social media. In particular, 92 respondents (30.7% agreed) that they feel uneasy when it is not present, which is a huge percentage of the distribution. Moreover, 151 respondents (50.3%) had a strong agreement with the statement. These two types of respondents make up 243 respondents which is 81.0 percent of the population. This means that over forty percent of the respondents admit to being uncomfortable in the absence of social media. Conversely, few that were in the minority were reported not to have such uneasiness. Namely, 23 respondents (7.7%) strongly disagreed and 23 respondents (7.7%) disagreed that they become uneasy when absent of social media. These two groups make a total of 46 respondents, or 15.3 percent of the total sample. It implies that slightly more than one out of six of the respondents experience little or no discomfort without a social media. Also, 11 respondents (3.7%) expressed that they had no opinion about this symptom, which shows that they were uncertain or had no neutral experiences with it. The existing literature is very powerful in supporting these findings by reporting withdrawal symptoms and uneasiness as frequent manifestations of problematic social media usage among university students. Addiction or excessive use Studies of withdrawal symptoms- Restlessness, irritability, anxiety, or nervousness due to restriction of access are commonly reported, with prevalence often dependent on the high daily use. As an example, studies on social media addiction emphasize one of its major criteria, which is withdrawal, and many students feel emotionally uneasy, like anxiousness, when they do not have the opportunity to visit platforms. Nomophobia (fear of not having mobile access, often including social media) has been studied to be high among university students and often moderate to severe (e.g., 56.70 per cent moderate/vary severe across different samples), with feelings of uneasiness or anxiety on being disconnected becoming a characteristic attribute. The evidence on a global and regional level suggests that 40 per cent or higher of the users note being anxious or uneasy when they lack access especially in situations of high usage or FoMO.

Local researches in the Pakistani and South Asian population support such trends, where higher rates of nomophobia and associated withdrawal symptoms among higher education students are typically associated with high levels of smartphone/social media dependency, cultural values of being constantly connected, and social comparison/FOMO-supportive platforms. These symptoms are linked with more general problems like amplification of anxiety, sleeping disturbance and disruption at school which also agree with the high agreement here. Analytically, the difference between this result and the previous ones is interesting. Although most of them self-reported addiction (80) and spending more time than they budgeted (75%) and certified that they felt strong comparison pressure (82), the very high percentage (81) of them feeling uneasy when not available directly pinpoints a classic withdrawal symptom, emotional distress on disconnection, which further confirm dependency. This corresponds with reduced direct anxiety/frustration as a result of use (10.7% only) and high lifestyle/sleep consequences (65 65% only) indicating that uneasiness is more about anticipatory discomfort or tension due to cravings rather than a steady sense of emotional negativity when actively using drugs.

Finally, the findings show that 92 (30.7%) of the 300 respondents gave a yes answer and 151 (50.3%) answered strongly yes, indicating that 81 percent of social media users felt uneasy in their absence. In the meantime, 23 (7.77%) strongly disagreed and 23 (7.77%) disagreed with 11 (3.77%) having no opinion. This fact shows that a vast percentage of the students feel uncomfortable when they are not connected with social media. Combined with the existing literature, the findings are very convincing in terms of the research evidence that indicates the occurrence of withdrawal symptoms, nomophobia, and psychological dependence as the most common in university students and mostly relates to addictive behaviors, FoMO, and mental health outcomes, including anxiety. This brings awareness campaigns, online wellness programs, boundary setting (e.g., set-offline times), and campus support services to assist students with dependency issues, lessen withdrawal symptoms, and maintain more healthy and balanced relationships with social media in order to sustain positive wellbeing and academic achievement.

### Academic performance affected

		Social media affected academic performance			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	27	9.0	9.0	9.0
	Disagree	44	14.7	14.7	23.7
	No opinion	24	8.0	8.0	31.7
	Agree	76	25.3	25.3	57.0
	Strongly agree	129	43.0	43.0	100.0
Total		300	100.0	100.0	

The table above gives the summary of the perception of the respondents on the level into which the social media has impacted their academic performance. This factor is rather significant in the modern academic research because overindulging in, addictive, or multitasking-focused use of social media may cause distractions, study time displacement, loss of concentration, and procrastination, which, in the long run, will lead to poor grades among college students. Despite the potential positive opportunities of social media, which include providing learning materials, struggling with learning in a group, and sharing information, the negative impact of unregulated or problematic use of social media is often linked to the cognitive focus, efficiency in research, and the overall academic achievement, especially in areas where high-daily use is prevalent among young adults. In the current study, every respondent who responded gave all the details to the question asked. The two columns named percent and valid percent are the same and it shows that there are no missing or invalid responses. The cumulative proportion upsurges across response categories and stems 100 percent hence representing a full and sound data set of this variable.

The results indicate that most respondents view social media as one that has a negative impact on their academic work. In particular, 76 (25.3) of the respondents said social media has had an impact on their academic performance (25.3%), and 129 (43.0) strongly agreed. Collectively, the two groups constitute 205 participants which is 68.3 percent of the entire sample. As a result, over two-thirds of respondents admit that they can experience a negative influence social media can have on their academic performance. On the other hand, a lower percentage meant that it had no negative impact. In particular, 27 respondents (9%) vehemently disclaimed, and 44 respondents (14.7%) disclaimed that social media played a role in their academic performance. Together these two categories amount to a total of 71 respondents or 23.7% of the total sample indicating that about every four respondents feels that their academic performance has not been affected by social media. Moreover, the lucky number of 24 respondents (8%) expressed that they did not have an opinion, so they were not sure or were ambiguous about this impact.

Such findings are highly supported by available literature which associates overindulgent or addictive consumption of social media to poor academic performance among university students. In meta-analyses and systematic reviews, the negative relationship between problematic use of social media and academic achievement is always reported. The mechanisms include multitasking during study, information overload, procrastination, and shorter time of study which are explained in recent research as the main causes of lower GPAs, attentional losses, learning burnout. Specifically, overuse has been linked to worse concentration, greater rates of academic procrastination as well as indirectly by way of increased stress, anxiety, or sleep disruption, all of which deter performance. Local studies in the Pakistani context correspond well with these international trends and indicate high rates of social media addiction (commonly 50-80% in samples of students) which have been shown to be linked to academic procrastination, worse grades, and substitution of study time. Empirical studies with Pakistani university and medical students often find that excessive users have adverse effects on motivation, time management and overall success with variables like late-night use and habitual scrolling contributing to distractions. The high level of agreement here (68.3) can be attributed to the fact that there is high level of usage everyday as in the case of the previous survey findings and cultural or digital connectivity requirements that enhance dependency and interference.

Analytically, this finding as compared to previous ones is interesting. Although most of them refuted direct anxiety or frustration due to social media (only 10.7% approval) but strongly supported the idea of addiction (80% approval), spending more time than intended (75% approval), feeling uncomfortable when not online (81% approval), and feeling pressure because of comparison (82% approval) the high agreement rate of 68.3 means that students view the negative effects of social media as more grounded on behavioural and productivity levels- e.g. distraction, procrastination, or less. This finding is consistent with facts that addiction is associated with time loss and functional impairment at the academic level although emotional spill-over is not always documented. Finally, the statistics show that of 300 participants, 76 (25.3%) replied yes, and 129 (43%) replied yes strongly, which created a 68.3% percentage, which shows negative influence of social media on academic performance. In the meantime, 27 (9.0% strongly disagreed), 44 (14.7% disagree) and 24 (8.0% no opinion) strongly disagreed, disagreed and no opinion respectively. These findings mean that most students are aware that social media is a source of obstruction to their academic achievements. The findings provide strong support to other studies that found negative correlations between problematic use of social media through distraction, addiction, and time displacement mechanisms and detrimental academic outcomes in university students, and the patterns are similar in Pakistan. This is the reason why there is a need to facilitate digital literacy, time-management, mindful usage, and institutional interventions (i.e. awareness campaign or study-focused policy), in order to assist students to reduce distractions, prioritize connectivity alongside academic priorities, and improve educational performance and well-being in general.

### **Conclusion**

The use of social media in the contemporary world has caused screen addiction among the students. Never a day is passed without using internet and social media. This addiction has been causing huge damage to students' academic performance. Hours and hours are spent on social media which is a wastage of time and this wastage of time results in low academic performance. In addition, when there is no internet connection, huge frustration is caused among them which do not let them properly function their daily activities of life. Proper functioning of daily activities of life require discipline and devotion which are totally lacking among the students because of screen addiction.

Moreover, frustration is caused by not knowing the feedback about the status that was uploaded previously and the responses that were received on them. This behavior on the part of students results in low academic performance and has a direct impact on their academic scores and qualification of examinations.

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