Influence of Social Media Addiction on the academic life assessment of university students

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Contents

Abstract

This study investigates how undergraduate students' addiction to social media affects their academic life assessment. The study adopted a quantitative approach using a survey. FCCU undergraduate students were sampled purposely. The study's conclusions were added to the body of knowledge on the topic and offer guidance to leaders, teachers, and learners. The results clarify whether using online platforms adversely affects academic life assessment or perhaps certain usage patterns and approaches can improve the results of students. The study also attempts to make suggestions for policies and programs to encourage students to use social networking sites responsibly at colleges and universities. This study intends to add to the continuing discussion about how technology affects education by offering research-based conclusions that may be used to guide educational practices and policies in the modern day.

Acknowledgment

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Introduction

Students are using social media more and more frequently, and it has a major impact on how well they perform academically. Concurring to an inquiry about, understudies who spent more time on social media performed more regrettably on examinations and homework, demonstrating that utilizing social media might have an inconvenient effect on scholastic fulfillment (Kirschner & Karpinski, 2010). With billions of people using platforms such as Instagram, Facebook, and Twitter to connect with one another and exchange information, social media has become an increasingly pervasive aspect of modern life. With billions of users and its integration into modern living, social media has become a staple of modern existence. Social media platforms like Instagram, Twitter, Facebook, and LinkedIn are popular not only for social uses and entertainment, but also for educational purposes. Social media is a platform for communication, networking, and information exchange and are therefore an important part of the academic environment. Social media is a means through which individuals form, share, and exchange ideas and data in virtual systems and groups.

Meanwhile, educational research on the consequences of social media on a variety of fields, including education, has increased recently. Several researches have explored the association linking social media addiction and academic life assessment in this area, although social media's impacts on scholastic accomplishment, especially among graduate students, are still a subject of debate. On one hand graduate students must conduct in-depth research and analysis, and using social media platforms can give them access to a wealth of knowledge and resources, however, it can also result in distraction, lost productivity, and ineffective time management, all of which have a detrimental effect on academic life assessment. Whereas, easy access to social media through handy devices such as mobile phones, tablets and laptops has left students at its mercy.

Significance

The significance of the study investigates how undergraduate students' addiction of social media sites affects their academic life assessment, rests in increasing concerns about the effect of social media on educational results. There may be a connection between excessive social media use and poor academic achievement, according to several researches. Therefore, assessing this link is essential to comprehend the possible effects on the students and shaping practices and strategies in learning. This study has implications for academics and educational facilities. Teachers can assist students in balancing their digital participation and curricular responsibilities by developing efficient strategies with a knowledge of how social media addiction affects academic life assessment. In order to create a beneficial equilibrium between social media use and educational pursuits, instructors may develop initiatives and offer assistance by recognizing the elements that are essential to academic achievement, which include self-discipline as well as time management abilities.

The significance of the study topic extends across the undergraduate students themselves. Students may take control of their digital behavior by making educated decisions if they are conscious of the possible consequences that social media use may have on their academic achievement. They may create productive time management techniques, use digital technologies in a way that improves rather than detracts from their learning, and adopt appropriate social media habits (Rosen, Whaling, Rab, Carrier, & Cheever, 2013).

Literature Review

Positive effects of social media

According to one article, the arrival of the internet resulted in enormous breakthroughs, and we now recognize its contributions to everything from education to the environment. As a category of online discourse, social media has flourished, allowing individuals to quickly make information, share it, bookmark it, and network. (Jha and Bhardwaj, 2012). Professionally, we may make use of social media for advancing our knowledge in a specific area and build our professional networks by making connections with other experts in our industry. On a business level, social media permits us to interact with our audience, elicit consumer feedback, and improve our brand. (Waseem & R. Kumar, 2018).

Social media has both positive and negative repercussions. At universities, there is a link between student academic achievement and social media usage. There are different points of view and ideas that acknowledge four key advantages of adopting social media in the higher education sector. These include developing collaborative skills, improving relationships, increasing learning motivation, and providing personalized course content (Wheeler, Yeomans and Wheeler, 2008; Rifkin, Longnecker, Leach and Ortia, 2009). According to a study from the University of Sindh, using social media did not significantly harm academic performance.

Social media enables engagement between teachers, students, parents, and community members, and it aids in the establishment of online professional learning communities (Cox and Mcleod, 2014). According to an article, students use social media to connect with others and discuss a variety of topics, including their learning experiences. However, it is important to find a way to balance social media use and academic pursuits. Therefore, college students should give more thought to achieving a healthy balance between their social media activity and their studies (Ahmed, 2018).

Negative effects of social media

The internet's growth can be explained by the fact that over 500 hours of video are uploaded to YouTube every minute. Every hour, about 30,000 hours of fresh content are added. The growth of Facebook and messaging apps like WhatsApp has been comparable. Additionally, whether they are government officials, businesspeople, teachers, or students, everyone's life today centers on the internet, smartphones, tablets, and Ipads (AJIBADE, S. et al. 2022). The increased reliance of students on readily available information from social media platforms and the internet is negatively impacting their ability to learn and conduct research (Waseem & R. Kumar, 2018). Numerous studies have demonstrated that social media is widely utilized by college students, and this has implications for their academic performance, both positive and negative. Spending excessive time on social media can result in a negative impact on academic performance, and social media also promotes unrealistic standards that can lead to reduced self-esteem. Additionally, social media can discourage independent thinking and make individuals more susceptible to joining groups that promote harmful messages without considering the consequences (Amedie, 2015). Social media promotes a deceptive perception of virtual "connections" and shallow relationships, which can result in emotional and psychological

issues. Moreover, social media addiction can effortlessly occur, diverting personal and family time and reducing social skills, ultimately resulting in unsociable behavior.

Another article states that even though social media is a useful source of communication but at the same time, social networking sites result in declined interest of students towards their academic performance also, social organizing destinations draw students' consideration, occupying them to disgraceful and non-educational exercises like futile chit-chatting especially among university students. Academic performance of students is more significantly impacted by time management and health issues. This is correct as a person's ability of time management influences what they can achieve. As a result, students who are experiencing trouble regarding time management are more likely to experience negative impacts of social media. Similarly, Social media enslavement leads to students losing meals, which features a negative effect on their wellbeing. Talking about other factors in students' life which are being affected by over the top utilize of social media includes.

The utilization of social media has become a crucial component of daily existence, notably among students. Nevertheless, studies have demonstrated that an overabundance of social media consumption may result in adverse impacts on academic achievement (Ahmed and Qazi, 2020). The rationale of the literature review is to investigate the detrimental effects of social media addiction on university students' academic life assessment at FCCU. The effect of social media on university students' academic life assessment has been the subject of numerous research. According to one study, children who used social media more frequently performed poorly academically. According to a different study, pupils' academic performance suffered when they used social media excessively. Overall, the impact that social media could have on academic life. There is numerous research that talks about the effect that the addiction of social media

could have on the academic life assessment of university students and may differ depending on a number of variables, which includes the frequency of usage and the intended use.

Impact of Social Networking Sites (SNS)

Up until now, studies on media multitasking have concentrated on three areas of youth functioning: (1) cognitive control (i.e., the capacity to maintain focus and effectively transition between tasks); (2) academic performance (i.e., perceived academic learning and course grades); and, more recently, (3) socio-emotional functioning (i.e., depression and social anxiety). Whether stated explicitly or implicitly, researchers frequently claim that media multitasking negatively impacts these three areas of young people's functioning (Van Der Schuur, W. A., Baumgartner, S. E., Sumter, S. R., & Valkenburg, P. M. 2015). TikTok showed up on the internet in September 2016 and promptly picked up footing within the domain of social sharing. The media has ended up a source of interest for young people and youthful grown-ups all around the world, much obliged to a ceaseless stream of celebrities planning to arrange. The media is essential in shaping children and young people's behavior. There are a variety of social media and communication apps available online, such as WhatsApp, Pubg, Instagram, YouTube, Netflix, Facebook, Twitter, Instagram, Snapchat, We-Chat, and among others. Today, however, TikTok and Snackvideo Apps are the most popular among kids and young adults and are used for the purpose of enjoyment, for modifying the learning and creative experience, and for the purpose of gaining followers and popularity that moved them towards the artificial world; having a significant effect on moral principles, academic performance, and mental wellness; and starting the issue of era crevice (Qureshi, A. 2022).

People have a strong likelihood of going viral with just one video, and this kind of structure facilitates it. It enables a growing number of users to produce quick films, which

promotes the spread of the TikTok mania. Regardless of being privately owned, TikTok has made progress that has led many to recognize its economic potential and start looking for unemployed reps there. (Guo, 2022). TikTok's major and intriguing characteristic is that it's able to identify a user's preferred type of video and present that particular type of video to that client. In any event, since all of the same videos will have the identical soundtracks, people will replicate the primary recordings' content. Despite the possibility that a movie of this kind might become widely popular, the results are obvious. Some of the TikTok videos also feature barbaric situations or risky behavior. If children use TikTok excessively, some of them may emulate the behavior, which might finally lead to disaster.

It is being observed that people observe others and try to adopt the same habits without knowing the consequences, either it will benefit them, or it will have harmful effects on them. In order to record one TikTok video it takes approximately 1-2 hours, which includes the recording, editing, adding background sounds etc. just to make a 15-20second long video. Despite being a valuable source of entertainment for many young people today TikTok can act as a significant barrier when it comes to academic productivity. Its addictive short form video format encourages prolonged scrolling sessions among users - potentially causing them to neglect studies or assignments in favor of browsing TikTok content instead. In addition to this built in temptation the platforms incessant notifications and interactive capabilities make it even more challenging for students who strive to maintain focus on academic workloads they need to complete effectively over an extended period of time.

Theoretical Framework

In this study Albert Bandura's "Social Learning Theory" is applied which focuses on the importance of learning, modeling, and mimicking the attitudes, behaviors, and emotional responses of others. This theory is a combination of behaviorism and cognitivism which further states that learners will learn by fusing their personal experiences with observations of the rewards and penalties others experience as a result of their actions. Learners observe how others react to their behavior at work and use that information to understand how they should behave and imitate the conduct of people they respect in their immediate environment.

Methodology

Ethics of the research

The proposal was submitted to the IRB and the Department of Sociology at FCCU. The ethical guidelines that were followed during the investigation of how undergraduate students' addiction of social networking sites affects their academic life assessment are outlined within this study proposal. The study method was governed by the preceding ethical standards in order to uphold the interests of the participants, welfare as a whole and individuality. The researcher sticks to all the ethical standards including informed consent, confidentiality and anonymity, voluntary participation, minimization of harm, data handling and storage.

Research Design

The technique for this study was survey based, and it is cross-sectional quantitative in nature. Participants completed surveys assessing their use of social media and academic life assessment.

Research Question

What is the relationship between the use of social media and the academic life assessment of undergraduate students?

Hypothesis

Increased social media usage negatively impacts the academic life assessment of undergraduate students.

Conceptualization and Operationalization

Social media addiction

Social media addiction can be viewed as one form of Internet addiction, where individuals exhibit a compulsion to use social media to excess (Griffiths, 2000; Starcevic, 2013). It allows individuals to connect, communicate, and engage with a wide range of online communities and networks. These online platforms often provide various features and tools for users to share text, photos, videos and links, as well as engage in real time conversation and discussions. Social Media Addiction Scale (SMAS) has been used to measure social media usage (Tutgun-ünal, A. & Deniz, L. 2015)

Academic Life Assessment

Academic Life Assessment refers to the student's perception of his/her university experience. It encompasses the knowledge, skills, abilities, and competences demonstrated by students in their academic endeavors. Academic Performance is typically assessed using various indicators and measurements, which may vary across educational systems and institutions. Some common measures of academic life assessment include: GPA, exam scores, class participation,

assignment completion and quality etc. Academic Life Assessment Scale (ALAS) has been used to measure academic performance (Santos et al., 2020)

Survey

The questionnaire for this study has 18 questions and three sections. The first section includes 6 socio-demographic questions. Section B consists of 6 questions from a standardized scale to measure social media addiction (Tutgun-ünal, A. & Deniz, L. 2015). This scale has a 5-point likert scale ranging from "strongly agree" to" strongly disagree". Section C includes 6 questions measuring academic life assessment. A standard scale to measure Academic life assessment scale (Santos et al., 2020), which has a 5-point likert scale ranging from "strongly agree" to "strongly disagree".

Sample

A purposive sampling technique was implied to collect data. The selection criteria was university students. The sample for this research wass undergraduate students from different educational disciplines at FCCU based on willingness of participation

Data Collection

Permissions were taken for the collection of data from IRB and the Department of Sociology at Forman Christian College (a chartered university). Data was collected through a Google survey online. It was collected during summer break. Students had complete independence to withdraw at any time if they wanted to. Only the researcher has access to the data in order to maintain confidentiality and anonymity.

Findings

Data Analysis

The independent and dependent variables for this research are social media addiction and academic life assessment respectively. For data analysis spss 25 was used. The analysis included descriptive statistics and spearman correlation to find the association between two variables.

Table 1
Frequency of socio-demographic variables used for this study

Variables		Frequency	Percentage
Gender	Female	20	40.8
	Male	29	59.2
Age	18-20	7	14.3
	21-23	31	63.3
	24-27	11	22.4
Major	Social Sciences	46	93.9
	Biological Sciences	3	6.1

Above mentioned table shows the demographic information of the participants. Most of the participants were male 59.2% (n=29) and 40.8% were female (n=20). 63.3% (n=31) of the students were in the age group of 21-23 and all of the participants (n=49) were above 18. Also, 93.9% of the participants (n=46) belonged to majors from social sciences and only 6.1% (n=3) were from biological sciences.

Table 2
Social Media addiction

	Frequency	Percentage
Low SMA	12	24.5
Moderate SMA	13	26.5
High SMA	24	49.0
Total	49	100.0

This table shows the Social Media Addiction among students and most of them showed high (n=24) and moderate (n=13) social media addiction (49.0% and 26.5% respectively) whereas 24.5% showed low SMA (n=12).

Table 3
Academic Life Assessment

	Frequency	Percent
Positive ALA	31	63.3
Negative ALA	18	36.7
Total	49	100.0

As shown in table 3, 63.3% of the students (n=31) showed positive academic life assessment which means higher score on ALA results in negative academic life assessment and 36.7% (n=18) students showed negative ALA which means their academic life assessment was not affected by SMA.

Correlation

Table 4
Correlation between social media addiction and academic life assessment

		SMASCORE	ALASCALE
SMASCORE	Pearson Correlation	1	.282*
	Sig. (2-tailed)		0.49
	N	49	49
ALASCALE	Pearson Correlation	.282*	1
	Sig. (2-tailed)	0.49	
	N	49	49
*. Correlation is significant at the 0.05 level (2-tailed).			

Results interpretation:

Since the p-value of the Pearson correlation 0.049 is less than 0.05 therefore we can conclude that social media addiction (SMA) and academic life assessment have a statistically significant correlation. The relationship is a weak positive correlation. Positive correlation means when SMA increases ALA also increases. A high score on the Academic life assessment scale means a negative academic life assessment. So, we conclude that higher SMA Leads to negative ALA.

Discussion

According to previous research, overuse of the internet also leads to a number of problems in people's life, including poorer performance at work. Every academic institution's first goal is the importance of education and students' academic achievement. It makes it more difficult to set time limits for using the internet. The mental or emotional disruption in a person's

psychological condition caused by excessive internet use is known as internet addiction. People who use social networking sites (SNS) excessively become less socially active and ignore social activities, which has an impact on how they interact with others. Many social issues arise when people spend excessive amounts of time alone in virtual environments without engaging with others (AJIBADE, S. et al. 2022). This research is an extension of the previous literature that shows how internet addiction affects the academic life assessment of students. This study shows a weak correlation between internet addiction and students' academic life assessment because of smaller sample size. Since students frequently utilize many media at once, there has been much research done on the possible effects of media multitasking behavior. Media multitasking has been proven to have a detrimental correlation with adolescents' cognitive control abilities (Ophir, Nass, & Wagner, 2009). Thus, it results in poor academic life assessment. According to research looking at how media multitasking affects academic performance, it has a detrimental impact on three areas of academic performance: academic outcomes, study-related behaviors and attitudes, and perceived academic learning (van der Schuur, Baumgartner, Sumter, & Valkenburg, 2015).

Limitations

The current study is limited to the undergraduate students at Forman Christian College (A Chartered University). It is limited to find the positive and negative effects on academic life assessment of the undergraduate students. The sample size is limited due to which results cannot be generalized.

Conclusion

In conclusion, research into how undergraduate students' addiction of social media may have a substantial influence on how well they perform academically. Together, educators, students, and policymakers can build an atmosphere that fosters academic accomplishment while maximizing the advantages of digital connectedness by encouraging an appropriate approach to social media use. Future study in this area will continue to offer new perspectives and influence teaching strategies in the digital era. Even though social media has been proven to be popular among Pakistani youth due to its wide variety of legal and illegal material. This report, however, emphasizes how important it is for educational institutions to give digital literacy programs top priority as a way to control social media addiction. These steps are essential for reducing the negative psychological consequences on pupils who are frequently addicted to the social networking sites.

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Appendices

Appendix A: Informed Consent Form

Date: _____

Dear Participants,

You are invited to participate in a study titled: "Influence of Social Media Addiction on the academic life assessment of university students". The aim of the study is to highlight the potential benefits of reducing social anxiety in students to support their academic learning and output.

The questionnaire will take approximately 5-10 minutes to answer. There is no compensation for responding nor is there any kind of known risk. Your names are not required for participation and none of your individual data will be disclosed or shared. The data will remain with the researcher and analyzed without compromising confidentiality or anonymity.

Your participation in this study is completely voluntary and you have the right to withdraw from answering the survey at any point.

By signing this form, you are agreeing that you have read the above information and are indicating your consent to participate in this research study.

Thank you!

Researcher: Huma Irshad

BSc. Hon Student, Department of Sociology, Forman Christian College

Signed consent of the participant: _____

Appendix B: Questionnaire

Section A: Socio-demographic questions				
1.Age	18-20	21-23	24-26	27-29
2.Gender	Female	Male	Trans	
3.Marital Status	Single	Married	Divorced	Separated
4.Major				
5.Current Semester				

Section B Social media addiction scale (SMAS) by Tutgun-ünal, A. & Deniz, L. (2015)

	1. Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	Coding
6.My studies are interrupted due to the time that I spend on social media						
7.In order to spend more time at social media I neglect activities regarding school/work						
8.My productivity decreases due to social media						
9.Due to social media, I cannot						

complete the activities that I start in a timely manner.					
10.There are times that I spend more time at social media than I think					
11.Each time I decide to cut my connection with social media, I tell myself "A few more minutes"					

Section C Academic Life Assessment Scale (ALAS) by Santos et Al., 2020

	1. Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	
12.I have doubts whether I have chosen the right course.						
13. I am unable to easily understand the texts that I need to read						
14. I cannot clarify my study doubts						
15. I have difficulty						

establishing relationships between abstract concepts					
16. I do not attend social, cultural or sporting events promoted by the university					
17. My course does not correspond to my skills and abilities					