

## Relationship between Social Media Usage and Academic Performance of the Students: A Case Study of Female Students of Public Sectors Universities



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**Abstract:** *In the current media-dominated era, social media significantly impacts the lifestyles and perceptions of females, profoundly influencing their thoughts through its content. This study, "Relationship between Social Media Usage on the Academic Performance of Female Students," delves into the frequency and type of media content employed by female university students, examining its impact on academic performance—specifically, the enhancement or decline in GPA and CGPA. Utilizing a survey approach and simple random sampling, the study analyses responses to statements such as "Excessive usage of social media affects the academic performance of university students." Findings reveal that 12.0% strongly agreed, 44.7% agreed, 26.7% were neutral, 14.3% disagreed, and 2.3% strongly disagreed with this statement. Similarly, regarding the statement "Social media sites detract university students from academic goals," 18.7% strongly agreed, 44.7% agreed, 25.7% were neutral, 8.7% disagreed, and 2.3% strongly disagreed.*

**Key Words:** Social Media, Female Students, Academic Performance, Media Content, Survey Method, University, GPA, CGPA

### Introduction

In the present era, media greatly influences people's lives and has overcome their thoughts and perceptions with its contents, especially among female students of the university. The media has been efficacious in attaining people's attention and fulfilling needs. The invention of the World Wide Web (www) has changed the transmitting data method. Since the launch of social media, these sites have grabbed the attention of millions of users who have become regular users of social networking sites.

Education, a cornerstone of personal growth, finds itself in a tug of war with the allure of social media in today's youth. While education holds timeless significance, the current era witnesses an increasing

diversion of young individuals' focus toward social media engagement, a shift that comes at the expense of academic commitments. The transformative power of social media, bridging geographical divides and fostering global connectivity, is undeniable. However, the proliferation of handheld devices and easy internet access has led to a surge in virtual interactions, blurring the lines between real-world engagement and digital distractions. As a consequence, students are lured into the captivating world of constant messaging, image sharing, video consumption, and online commentary, often resulting in a trade-off between educational pursuits and digital interactions.

This shift bears implications beyond casual scrolling and likes. The classroom, once a sanctuary for learning, now witnesses an intrusion of virtual

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diversions, with students often navigating social media during lectures. This digital engagement, while fostering immediate connectivity, chips away at their capacity to fully absorb and engage with academic content. This discord between the digital and educational realms manifests in unfinished assignments, lower grades, and an overall compromised academic journey. Researchers underscore this dissonance, with a growing consensus that prolonged engagement with social networking sites during study hours can erode educational outcomes. The pressing challenge becomes striking a balance between the undeniable benefits of digital connectivity and the essential pursuit of education, to ensure that the promise of knowledge remains unswerving at the heart of personal growth and success.

Navigating this evolving landscape necessitates a multifaceted approach. Recognizing the potency of social media as a tool for both connection and distraction, educational institutions and individuals alike must proactively explore strategies to harness its positive attributes while mitigating its adverse impact. Educators can consider integrating digital literacy programs into curricula, equipping students with skills to navigate social media responsibly and critically. These programs would empower students to discern between meaningful content and fleeting distractions, promoting judicious use of their digital engagement time. Additionally, fostering open dialogues about the consequences of excessive social media usage on academic performance and overall well-being can heighten students' awareness, enabling them to make informed choices about their online interactions. Moreover, educational institutions can collaborate with technology companies to develop tools that encourage focused learning, perhaps through apps that temporarily block access to distracting sites during designated study hours.

In the modern era, the students of the new generation find themselves increasingly drawn to the captivating realms of various social media platforms, dedicating a substantial chunk of their valuable study time to these digital domains. This pervasive trend has sparked concerns about its ramifications, particularly within the realm of higher education, where university students' competitiveness, diligence, and dedication to their studies appear to have been compromised. The intricate interplay between social media use and

academic performance, particularly among female college students, has been rigorously explored through a quantitative survey design. This comprehensive study method sought to capture data encompassing the frequency and duration of social media engagement, alongside participants' crucial Grade Point Average (GPA) scores.

The outcomes of this meticulously structured research have unveiled a compelling revelation: a discernible, and indeed significant, negative correlation between excessive social media utilization and the academic performance of female college students. The data paints a clear picture—those who indulged in extended periods of social media engagement tended to exhibit lower GPAs. This empirical insight underscores a crucial connection between the allure of digital interactions and the potential deterrence it poses to scholarly achievements. The findings not only emphasize the need for a balanced approach to social media consumption but also elevate the conversation surrounding the prudent management of one's digital pursuits to safeguard academic excellence.

Within this context, the implications are far-reaching. The pivotal role of social media platforms in the lives of university students necessitates a heightened awareness of the intricate trade-offs at play. While these platforms undoubtedly offer avenues for connectivity, self-expression, and information sharing, their unchecked allure can inadvertently erode the time and energy allocated for academic endeavors. The research paper titled "The Impact of social media on the social lifestyle of female students" is a unique study that critically examines the multifaceted implications of social media on the social lifestyle of female students.

The study used a quantitative research methodology involving a questionnaire-based survey of 69 female students at North-West University, South Africa. The study found that social media significantly shapes the cognitive processes, social interactions, and even romantic perceptions of female students. The study also found that social media can promote constructive societal norms and values, but it also exposes tensions through the propagation of inappropriate, racially insensitive, and religiously offensive content. The study highlights the ambivalent nature of social media's impact on personal interactions, serving as both an educational aid and a

disruptor of face-to-face engagement. The study offers nuanced insights, suggesting the need for conscious and responsible social media usage, advocating for a culture-oriented approach, and emphasizing critical evaluation of content. These findings underscore the necessity for balancing the advantages and drawbacks of social media engagement in the context of female students' social lifestyles. (Chukwuere and Chukwuere [2017](#))

The dawn of the information era facilitated by the Internet has given rise to an entirely new dimension defined by social and novel media. Within this sphere, social media has catalyzed an alternative realm for information dissemination, communication, and interconnection, circumventing the conventional face-to-face constraints among student communities. (Al-Sharqi, Hashim et al. [2015](#), Chukwuere and Onyebukwa [2017](#)) This transformative shift has not only redefined the fabric of students' social well-being but has also offered an avenue for addressing pivotal societal issues. Nonetheless, recent times have observed an upsurge in the extensive adoption of social media platforms among tertiary education students, sparking debates surrounding the potential repercussions of this surge on their social patterns, holistic welfare, and conduct. (Al-Sharqi, Hashim et al. [2015](#))

As Al-Sharq aptly points out, the sweeping impact of social media has prompted educators, students, academic institutions, and vested parties to restructure their modes of engagement and pedagogical methodologies. This seamless assimilation of social media into the educational and broader life tapestries can be accredited to its user-centric attributes, cost-effectiveness, and intuitive interface (Chukwuere and Onyebukwa [2017](#)).

Moreover, the insights shared by (Mingle and Adams [2015](#)) shed light on the potentially adverse implications linked to the utilization of social media platforms. Their observations underline the notion that engagement with social media could contribute to undesirable outcomes such as a decline in handwriting legibility and spelling proficiency, increased tendencies towards lateness in attending classes and submitting assignments, heightened susceptibility to digital addiction, a reduction in dedicated study time, and a range of other related effects. These ramifications ripple through the very fabric of social norms and

cultural paradigms, initiating shifts that can be discerned in altered belief systems and behavioral patterns. Furthermore, (Mingle and Adams [2015](#)) expound on the transformative impact of social media on the educational ecosystem and the behavior of learners within it. The platforms, while fostering connectivity and information sharing, also expose students to the dissemination of content that may be deemed ethically questionable or inappropriate (Edge [2017](#)). The profound extent of these alterations, stemming from the advent of social media, stands as a hallmark of 21st-century innovation. It is, however, paramount to acknowledge that alongside its transformative potential, social media is not devoid of potential pitfalls or negative repercussions for its users, as articulated by (Moate, Chukwuere et al. [2017](#))

## Objectives

Following are the objectives of the present study

- To explore the time consumption of social media by female students of universities.
- To investigate the social media influence on the academic performance of female students of universities.

## Theoretical Framework

Specific media for their gratification. According to this theory, people who use social media play an active role and are responsible to fulfill the needs of specific media.

The Uses and Gratification theory, a fundamental concept in media studies, underscores the autonomy of media consumers in selecting and utilizing specific media channels to fulfill their diverse needs. Within this framework, a significant portion of social media users, particularly the student community, harness social networking sites to foster and maintain their social relationships, forging connections with friends and peers through the sharing of stories, videos, and pictures, and engaging in chats. Notably, these platforms serve as more than mere digital spaces – they become arenas for personal expression and camaraderie.

For certain users, social media assumes the role of a refuge from the rigors of everyday life, offering an avenue to break free from the monotony and pressures of routine. This group employs social

networking sites as a source of entertainment, listening to music, watching movies, and partaking in leisure activities to alleviate stress and anxiety. Simultaneously, a distinct set of students exploits these platforms as learning tools, aligning them with their educational needs. These individuals utilize social media to acquire information on a wide array of topics, augmenting their knowledge and understanding through the wealth of content available. Within the framework of the Uses and Gratification theory, this intricate interplay of diverse media consumption patterns unveils the multifaceted ways in which university students tailor their media use to cater to their distinct needs and desires. This theoretical perspective offers a lens through which researchers can discern the dynamic tapestry of media utilization, enabling a deeper understanding of the motivations that underpin the choices and habits of today's digitally immersed generation.

## Methodology

According to the study's nature and need, the quantitative method and survey technique have been chosen to collect the data for analysis. There were 300 hundred female students between the age of 18-30, chosen as samples from public sector universities and from different disciplines. The questionnaire was used as a data collection tool for the sake of data collection which consisted of close-ended questions. The research sample was divided into socio-demographic variables such as age, gender, education, family background, time consumption on social media, etc.

**H1:** The excessive usage of social media affects the academic efficacy of female students at universities and is the reason for their low GPA or CGPA.

**H2:** Excessive social media use among female students hampers their academic performance.

All these two hypotheses are supported by the frequency table.

**Table 1**

*Categorization of respondents regarding time consumption*

Time consumption	Frequency	percentage
Less than an hour	49	16.3
1-2 hours	76	25.3
2-3 hours	144	48.0
3-4 hours	25	8.3
More than 4 hours	06	2.0
Total	300	100.0

Table 1 shows answers that how much time respondents spend on social networking sites. Out of 300 samples

**Table 2**

*Categorization of respondents regarding the purpose of the usage of SNS*

Purpose	Frequency	percentage
Socialization & making new friends	74	24.7
Entertainment	137	45.7
Collaboration	47	15.7
To enhance knowledge	21	7.0
All of these	21	7.0
Total	300	100.0

Table 2 shows the purpose for which students use social networking sites. From the given number of 300 sample

Table 3

Categorization of respondents regarding the statements

Statement	f/%	SA	A	N	DA	SDA	Mean	Std
Social media is very effective to be used in today's different learning processes.	f %	24 8.0	24 8.0	102 34.0	68 22.7	06 2.0	3.2267	.95481
Excessive usage of social media affects the academic performance of university students.	f %	36 12.0	134 44.7	80 26.7	43 14.3	07 2.3	3.4967	.95902
Social media sites detract university students from academic goals.	f %	56 18.7	134 44.7	77 25.7	26 8.7	07 2.3	3.6867	.95123
By using social media students feel more creative regarding their studies.	f %	31 10.3	135 45.0	82 27.3	45 15.0	05 2.3	3.4600	.94766
The usage of social networks badly affects the academic performance of university students.	f %	42 14.0	134 44.7	79 26.3	36 12.0	09 3.0	3.5467	.97519
The usage of social networking sites plays an important role in the preparation of an academic assignment.	f %	41 13.7	145 48.3	75 25.0	35 11.7	04 1.3	3.6133	.90916

Table 3 revealed the frequency distribution regarding the statements from the given number of 300 samples.

### Analysis of Responses

The results of the statement Students achieve their academic goals by using social media sites. find a significant difference between group 1<sup>st</sup> ( $M= 3.48$ ,  $SD=1.008$ ) and group 2<sup>nd</sup> ( $M= 3.69$ ,  $SD= 0.988$ ),  $t(298) = -1.637$ . The p-value is 0.103. The results of the statement social media is very effective to be used in today's different learning processes find a significant difference between the two groups of GPA group 1<sup>st</sup> ( $M= 3.83$ ,  $SD= 1.02$ ) and 2<sup>nd</sup> ( $M= 3.88$ ,  $SD= 0.874$ ),  $t(298) = -1.850$ . the p-vale is 0.065. Results of the statement Excessive usage of social media affects the academic performance of university students find a significant difference between the two groups of GPA group 1<sup>st</sup> ( $M= 3.465$ ,  $SD=0.936$ ) and group 2<sup>nd</sup> ( $M= 3.576$ ,  $SD= 1.016$ ),  $t(298) = -0.906$  the p-value is 0.366. The results of the statement The usage of social networking sites plays an important role in the preparation of academic assignments find a significant difference between the two groups of GPA group 1<sup>st</sup> ( $M= 3.637$ ,  $SD=0.890$ ) and 2<sup>nd</sup> ( $M= 3.552$ ,  $SD= 0.957$ ),  $t(298) = 0.723$  the p-vale is 0.470. The results of the statement of The usage of social networks badly affects the academic performance of university students. find significant differences

between the two groups of GPA 1<sup>st</sup> group ( $M= 3.581$ ,  $SD= 1.014$ ) and 2<sup>nd</sup> ( $M= 3.458$ ,  $SD= 0.866$ ),  $t(298) = 0.981$  the p-vale is 0.325.

### Discussion

The current study observes social media usage and its impacts on students' academic performance. The results of the study are in contrast with earlier research and the present study was held in the district of Faisalabad Pakistan. The outcome of the study is also based on time consumption and the academic percentage of the students. The findings of the present research show that in Pakistan, learners utilize a huge portion of their precious time on social networking sites on daily bases. For the sake of comparison, the opinion of those students who have got a 3.00 to 3.50 GPA and those who have got more than a 3.5 GPA in their semester regarding the statements "Students achieve their academic goals by using social media sites." "Social media is very effective to be used in today's different learning process." "Excessive usage of social media affects the academic performance of university students" Those students who agreed with this statement had got less than a 3.5 GPA. "Social media sites detract the university students from

academic goals". "Usage of social networking sites plays an important role in the preparation of academic assignments" Students who belonged to the first group of GPAs agreed with the statement. Those students who got more than a 3.5 GPA were in favour of this statement.

**H1:** The excessive usage of social media affects the academic efficacy of female students at universities and is the reason for their low GPA or CGPA.

**H2:** Excessive social media use among female students hampers their academic performance.

These two hypotheses are supported by the frequency table.

### **Conclusion and Recommendations**

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In this research study researcher has explored the impacts of social media usage and its relation to the learners' academic performance. The present study calculates that the majority of the students were male. Numbers of the students of respondents were

between the ages of the age of 18 to 24 who used social media. They belonged to the city area of Faisalabad. All the respondents of the study had internet access and all they had social media accounts on different social networking sites and they connected with it regularly. The majority of the students use social media on daily bases. They consume 2-3 hours on social networking sites. Students were uses SNS for different purposes. The prominent factor for which students use social media is entertainment; very few students use it for study and to enhance their knowledge.

The present study points out a solution that may help overcome the problem caused by excessive usage of internet-based applications. The management of universities should restrict the students' usage of cell phones, tablets, and laptops during class and punish those who violate this rule. Furthermore, IT departments of universities blocked Facebook and other social networking sites on the premises of the university. Students have access only to sites that help them fulfil their academic needs.

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