

The Impact of Social Media Usage on Academic Performance, Time Management and Well-being of University Students in Nangarhar Province, Afghanistan

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ABSTRACT

This study examines the impact of social media usage on Academic Performance, Time Management, and Well-being of University Students in Nangarhar Province, Afghanistan. Primary data were collected through a structured questionnaire from 305 undergraduate students from different academic disciplines, which used a stratified random sampling technique. Secondary data obtained from academic journals, books, and other relevant literature sources. Data were analyzed through SPSS, which applied descriptive statistics (mean and standard deviation) and inferential techniques, including Pearson correlation and multiple linear regression for estimation of relationships between variables. The findings reveal that social media usage has both positive and negative impacts on students' academic performance. While social media facilitate learning engagement, they also contribute to distractions and time management issues. Well-being, particularly sleep, was identified as a strong predictor of academic performance. Increased social media use is linked to higher levels of distraction and poorer time management, which negatively affect academic outcomes. Social media play a significant role in shaping students' academic performance and well-being. Its impact is dual, as it can both support learning and contribute to distractions. Institutions should encourage balanced social media usage and provide support for time management and well-being to optimize students' academic performance. Universities should implement strategies to help students manage social media use effectively, prioritize sleep and wellbeing, and integrate time management training into the curriculum. Further research could explore the long-term effects of social media on academic success.

KEYWORDS: Social Media, Academic Performance, Well-being, Distractions, Higher Education

1. INTRODUCTION

The last few years have seen a big change in the world when it comes to how we all interact and communicate with each other. This is thanks in part to a lot of different social media applications and how easy it is to get to the Internet. Facebook, WhatsApp, YouTube, and Telegram have all changed our world tremendously, and they are the main platforms people use to communicate, disseminate, or obtain any information. Most of the time, these platforms are part of the user's day-to-day life, which dominantly includes users in the youth and college age demographics (Al- Rahimi & Othman, 2023). In addition to socializing and entertainment, social media play a large role in academia, as they provide a medium for professional interactions, collaborative learning, and access to learning materials. Additionally, with its many advantages, the main concern with social media is the damage it might do to students' performance, time control, and mental health. This is particularly the case in a country like Afghanistan, which is still developing and does not have easy access to bricks and mortar libraries and academic databases. In this regard, social media have become a means of access to learning and academic resources. Students in higher education, particularly in the province of Nangarhar, use social media for collaboration with colleagues, communication for academic purposes, online discussions, and sharing resources. Given the present scenario of intense social media usage, there is a need to focus specifically on the impact of social media on academic performance, time control, and mental health of university students in Nangarhar Province, Afghanistan (Amin et al., 2016).

According to Katsitadze et al., (2025) this study was conducted on social media and time management among 908 students of the Faculty of Economics and Business and School of Tourism and Hospitality at Ivane Javakhishvili Tbilisi State University. A quantitative analysis with an anonymous survey consisting of 44 closed questions was used to gauge the effect of social media on time management. Results show social media pose an imminent danger to student's work-life balance and academic performance and their ability to follow through with planned tasks. Four hypotheses were stated about time management, self-control, social media use and personal and academic balance. It was suggested to study the same subject with students at other top universities in Georgia.

1.2 Problem statement

University students in Nangarhar province are increasingly spending more time on social media, but the effects of this usage on their academic performance and overall well-being are still unclear. Despite social media having the potential opportunity of fostering learning, it conversely, can lead to distraction, ineffective time

management, and decreased levels of achievement. Hence, this study assesses the impact of social media use on students' academic performance and well-being.

1.3 Research Objectives

The main objective of this study is to examine the impact of social media usage on the academic performance of university students in Nangarhar Province, Afghanistan. Specifically, the study aims to determine the effect of social media usage on students' academic performance, to examine how social media support students' learning and academic engagement, to analyze the relationship between social media usage, distraction, and time management among students, and to investigate the influence of social media usage on students' well-being (sleep, stress and productivity) and their academic outcomes.

1.4 Scope of the study

The purpose of this research is to analyze social media's impact on undergraduates' academic results at higher education institutions in Nangarhar Province, Afghanistan. The research analyzes social media's role in aiding or supporting academic and learning activities, managing time and avoiding distractions, well-being and sleep disturbance, and perception of academic performance. The study participants came from various academic backgrounds, and their responses to the structured Likert-scale questionnaires were used to determine the role of social media in either fostering or hindering educational activities, collaboration, procrastination, distractions, mental health, and sleep quality. The self-evaluated results of the research participants were examined, and the results were confined to the educational and geographical environment of Nangarhar Province.

1.5 Research Questions

1. How do social media impact university students' academic performance?
2. In what ways can social media facilitate students' learning and academic engagement?
3. What is the connection between social media usage, distraction, and time management among university students?
4. In what ways does using social media affect students' wellbeing (sleep, stress, and productivity) and academic performance?

1.6 Research Hypotheses

H1: Social media usage patterns have a significant effect on university students' academic performance.

H2: Distraction and time management have a significant effect on university students' academic performance.

H3: Well-being and sleep have a significant effect on university students' academic performance.

1.7 Significance of the study

This study occupies a unique place in research as it analyzes the effect of social media applications, which are digital platforms such as Facebook, Instagram, and WhatsApp that allow users to communicate and share content online, on the academic performance, learning habits, time management, and psychosocial wellbeing of students in Nangarhar province. Based on the findings, the positive and negative roles of social media on academic performance will be brought to the attention of universities, lecturers, and policymakers in the region. Excessive use of social media applications can negatively affect students' academic performance through distractions, procrastination, poor sleep, and stress. This study is important due to the growing use of social media among university students and provides useful insights for policymakers, researchers, students, and the public to promote balanced and responsible usage. The research also provides strategies that empirically assist students in the management of their online activities that enhance productivity. It helps universities in the region with how to devise awareness campaigns, digital learning frameworks, and guides social media applications which are educational and socially constructive to enhance the academic performance and psychosocial wellbeing of the students.

2. LITERATURE REVIEW

2.1 Social Media and Academic Engagement in Higher Education

As the role of social media applications in society has expanded, so too has the role of social media in communication and learning in higher education. Many researchers have recognized social media's ability to improve academic engagement and the collaborative activities of students, which include increased interactivity of students and educators as well as the sharing of knowledge, increased academic engagement, and the improvement of learning outcomes, in the case of instructors utilizing social media tools in the classroom, as evidenced by Al-Rahmi and Othman (2013) in relation to the use of Facebook and Twitter. Additionally, social

media applications, such as Facebook, Twitter, Google+ and Skype, have been shown to enhance learning and the development of students' careers by fostering access to important educational materials and participation in valuable academic discussions (Amin et al., 2016). Overall, when harnessed effectively, social media have the capacity to transform into a supportive learning ecosystem.

2.2 Negative Effects of Social Media on Academics

Even with the possible advantages of social media usage, many researchers have documented the negative effects of social media on users' academic performance. According to Rithika and Selavraj's (2013) study conducted on 100 students in India, students spend a great deal of time on social media sites like Facebook and Twitter, and this caused a diversion from their academic pursuits and a decline in the effectiveness of their information retention. Similarly, in a study of 366 undergraduate students of the University of Jordan, Maqableh et al. (2015) concluded that when students spend a great deal of time on social media sites during the course of the week, there is a decline in academic performance. This research suggests that social media are a negative contributor to academic distractions and a decline in levels of concentration, which can have an adverse effect on students' academic performance.

2.3 Social Media, Time Management and Academic Performance

Another area of the literature focuses on the extent to which time management can alleviate the negative effects of social media on students' academic performance. Using a sample of 102 students in Malaysia, Mensah and Nizam (2016) identified time management, social media usage, and addictive behavior as significant predictors of students' academic performance. They argued that social media are not a direct cause of negative academic performance, but rather that poor time management and high levels of social media engagement can negatively impact students' academic performance. Similarly, in the study of Saudi Arabian students conducted by Alwagait et al. (2015), it was found that time spent on social media was not a direct predictor of students' GPAs. However, poor time management coupled with social media use was found to negatively affect students' academic performance. The ability of students to manage their time and control their use of social media is critical to their academic success.

2.4 Two-fold Consequences of Social Media on Student Life

Various authors point out a dual effect of the impact of social media on students' academic and social life. On the one hand, Talaue et al., (2018), through a descriptive research design involving students of Business

Administration and Management Information Systems, found that social media offer platforms for the promotion of socialization and the participation in academic discourse. However, on the other hand, social media also tend to take up a large part of students' leisure time. Therefore, the study concludes that social media can have both positive and negative effects on one's academic performance, depending on how a person uses such a platform. This ambivalence captures the ongoing debate within academia about whether social media function as a pedagogical resource or an academic hindrance for higher education students.

2.5 The Role of Social Media in Engaging Learners Academically

Social media can now be identified as a means of communication and learning in an educational context. A number of studies have indicated that social networking sites can be beneficial in sharing knowledge and resources and collaborating on educational activities. For example, Sivakumar (2020) surveyed 1,000 students in India and found that many social media users do so for educational purposes and the usage of social media for educational activities is likely to improve students' learning. Goet (2022) also found positive impacts on students' academic performance and career progression from social media usage for activities such as viewing instructional videos, information searching, and academic material sharing.

Mushtaq and Benraghda (2018) claim that the specific group of students at Alberoni University in Afghanistan conduct the majority of their social media activities for educational purposes, and the advantages of using social media for educational purposes surpass the disadvantages. In the same manner, Hasnain, Nasreen, and Ijaz (2015) found students in Pakistan use social media in a manner that integrates learning, and their use of the social media sites Facebook, Twitter, and Instagram leads to achievement. The above studies show the use of social media for educational purposes and that the use of social media for educational purposes should be promoted.

2.6 The Negative Impact of Social Media on Education

There are numerous studies that show negative consequences that come from social media and educational activities, as well as social media activities that are not educational. Bhandarkar et al. (2021) show that social media can have educational value, but in their work with 400 medical students, it was found that social media use that was characterized as excessive and compulsive, social media use negatively impacted educational performance. In their work, a lack of social media use and social media use and social media use was not educational, and it was found that the social media use was not educational in the students' work.

In Bangladesh, Mim, Islam and Kumar (2018) analyzed responses of 345 students and reported that more involvement with social media leads to less time for studying, more time to forget and miss deadlines, and then results in bad grades. In Saudi Arabia, Oueder (2018) also confirmed, with data from 270 university students, that social media usage, while it could help in communicating and sharing information with and among teachers and students, could also lead to bad grades. Likewise, Habes et al. (2018) found that more social media usage among university students leads to bad grades, which suggests that social media usage may lead to lack of focus and distract students from studying.

2.7 Social Media Usage, Patterns of Behavior and Managing Time

A further important area of interest in research is about behaviors related to social media use, in particular, how it affects students' time management. In a causal-comparative research study conducted in Nigeria, Okereke and Oghenetega (2014) found that university students mostly use social media platforms to communicate with each other rather than to help each other academically. Thus, it could help each other academically and may not be useful for its intended educational purpose. In the same vein, Ndaku (2013) noted that students may be able to access social networking sites, but their usage may negatively impact their academic performance, unless the social networking sites are used as educational tools.

The findings suggest that the negative effects of social media on student academics may be attributed less to the social media platforms themselves and more to the students' time management and self-regulatory practices during online engagement. Time management, social media use, and multitasking worsen academic concentration and productivity, meaning students probably need to be instructed on how to integrate social media use with academic work.

2.8 Impact of Technology and Data Analysis on Student Performance

Recently, studies have been exploring the use of modern techniques to understand how students' use of technologies impacts their academic performance. A recent example, Amjad et al. (2022), used educational data mining to determine student performance with the finding that daily use of social media is considerably related to poorer academic performance than other students with less frequency of social media use. These findings call for the need to develop frameworks that will monitor students' patterns of digital engagement and ensure their optimized academic use of technologies.

2.8 Research Gap and Contribution of the Study

Previous studies have shown the relationship between the use of social media and the academic performance of students. However, the majority of this research has been done in contexts such as India, Malaysia, Saudi Arabia, and Jordan. There is still a lack of empirical evidence from developing and conflict-affected contexts like Afghanistan. The social media usage patterns among university students in Afghanistan differ from the rest of the world and these differences may be attributed to cultural, technological, and educational components. Furthermore, a considerable number of studies concentrate on academic performance in isolation and fail to take into consideration other interrelated variables such as time management and students' overall well-being, including sleep, stress, and productivity.

Social media have a multi-faceted effect on how students do academically; the information available shows that social media provide a positive effect on things such as communication and engagement, while the negative effects are numerous, including distraction and a reduction in academic productivity. Because of the variety of effects, the context in which social media are being used must be considered, as well as behavioral patterns of the student, time management, and the specific patterns of social media usage.

3. METHODOLOGY

The study used a quantitative methodology, specifically a correlational and descriptive approach, to explore how social media affect students' academic performance, time management, and well-being. With this method, the study analyzes the impact of the variables in this study, drawing information from university students.

3.1 Research Population

The target population of this study consists of undergraduate students enrolled in universities at Nangarhar Province, Afghanistan. These students represent the primary users of social media within the university environment and therefore provide relevant insights into the relationship between social media usage, academic performance, time management, and well-being.

3.2 Sample and Sampling Technique

The study sample includes 305 undergraduate students from the universities in the Nangarhar Province of Afghanistan. Choose the participants from different academic years and disciplines, a stratified random

sampling technique was utilized. This way, students from different fields of study were included in a proportionate manner. For the target population of the study and the various statistical analyses that are to be conducted using SPSS, a sample size of 305 respondents is adequate. This helps to increase the representativeness and generalizability of the study findings.

3.3 Data Collection Methods

The primary data is obtained through a structured questionnaire that will be administered to the students during the study period, and the secondary data will be obtained from books, academic journals and research papers on social media and academic performance.

3.4 Techniques Used for Data Analysis

The SPSS program was used to analyze data. Descriptive statistics of frequency, percentage mean, and standard deviation were used to summarize data. Pearson correlation was used to analyze.

The relationships between the variables. Furthermore, using the Ordinary Least Squares (OLS) estimation technique, multiple linear regression analysis was used to analyze how social media patterns, distractions and time management, and well-being and sleep affect students' academic performance. Considering that the dependent variable (academic performance perception) is continuous, and that the research intends to measure the estimation of the line.

Relation, the multiple linear regression technique was chosen. With this technique, the study is able to analyze the effect of each of the predictor variables on academic performance independently of the other variables.

4. RESULT AND DISCUSSION

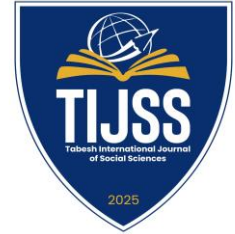
Table 1: Descriptive Statistics

Items	N	Minimum	Maximum	Mean	Std. Deviation
Social Media Usage Patterns	305	5.00	25.00	17.6656	3.86784
Distraction & Time Management	305	5.00	25.00	17.8393	3.97655
Well-bing & sleep	305	5.00	25.00	18.5410	4.36860
Academic Performance Perception	305	5.00	25.00	17.2066	3.70454
Valid N (listwise)	305				

The above table 1 shows the descriptive statistics that all variables are measured from 5 to 25 with a sample size of 305 respondents. The highest mean score is recorded for Well-being & Sleep ($M = 18.54$, $SD = 4.37$), followed by Distraction & Time Management ($M = 17.84$, $SD = 3.98$), Social Media Usage Patterns ($M = 17.67$, $SD = 3.87$), and Academic Performance Perception ($M = 17.21$, $SD = 3.70$). This indicates generally moderate to high agreement among students across all constructs.

Table 2: Correlations

Items		Social Media Usage Patterns	6-APP2	Distraction & Time Management	Well-being & sleep	Academic Performance Perception
Social Media Usage Patterns	Pearson Correlation	1	-.227**	.509**	.259**	.266**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	305	305	305	305	305
6-APP2	Pearson Correlation	-.227**	1	.019	-.120*	-.497**
	Sig. (2-tailed)	.000		.736	.036	.000
	N	305	305	305	305	305
Distraction & Time Management	Pearson Correlation	.509**	.019	1	.586**	.338**
	Sig. (2-tailed)	.000	.736		.000	.000
	N	305	305	305	305	305
Well-being & sleep	Pearson Correlation	.259**	-.120*	.586**	1	.598**
	Sig. (2-tailed)	.000	.036	.000		.000
	N	305	305	305	305	305
	Pearson Correlation	.266**	-.497**	.338**	.598**	1



Academic	Sig. (2-tailed)	.000	.000	.000	.000	
Performance	N	305	305	305	305	305
Perception						

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The above table 2 Pearson correlation results indicate significant relationships among most variables ($p < .01$). Social Media Usage Patterns positively correlate with Distraction & Time Management ($r = .509$) and Well-being & Sleep ($r = .259$), and moderately with Academic Performance Perception ($r = .266$). Well-being & Sleep shows a strong positive correlation with Academic Performance Perception ($r = .598$). Distraction & Time Management also correlates positively with Academic Performance Perception ($r = .338$). These results suggest that increased social media usage is associated with higher distraction and impacts wellbeing and academic outcomes.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.613a	.376	.370	2.94036	.376	60.517	3	301	.000	2.037

a. Predictors: (Constant), Well-bing & sleep, Social Media Usage Patterns, Distraction & Time Management

b. Dependent Variable: Academic Performance Perception

The above table 3 stated that the effect of certain variables on Academic Performance Perception is determined using Multiple Linear Regression with the OLS estimation technique. The variables being used include the patterns of social media usage, distraction & time management, and well-being & sleep. This technique is most suitable for this case because the dependent variable in this study (academic performance perception) is continuous, with the goal being to assess the degree of the linear association between one dependent variable and several independent variables at the same time. This technique gives the researcher the ability to assess the independent effect of each predictor variable after taking into consideration the effect of the other factors.

As for the R^2 value, the model indicates that there is a variance of 37.6% in academic performance perception ($R^2 = 0.376$). In social science, particularly in the study of human behavior, R^2 values are usually on the lower side. The reason for this is that a number of variables outside the dependent variable exist. Therefore, R^2 values that are between 0.30 – 0.40 are seen as relevant and useful, especially in behavior and education studies. Furthermore, the regression model exhibits statistical significance ($F = 60.517$, $p < 0.001$), which suggests that the independent variables account for most of the change in academic performance perception.

Table 4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1569.633	3	523.211	60.517	.0001
	Residual	2602.354	301	8.646		
	Total	4171.987	304			

a. Dependent Variable: Academic Performance Perception

b. Predictors: (Constant), Well-being & sleep , Social Media Usage Patterns, Distraction & Time Management

The above table show that the ANOVA results confirm that the regression model is statistically significant ($F = 60.517$, $p < .001$). This indicates that Social Media Usage Patterns, Distraction & Time Management, and Well-being & Sleep together significantly predict Academic Performance Perception.

Table 5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	6.541		.965	6.776	.000		
	Social Media Usage Patterns	.152		.051	.159	3.003	.003	.738 1.355
	Distraction & Time Management	-.098		.059	- .105	-1.660	.098	.520 1.924
	Well-being & sleep	.524		.048	.618	10.983	.000	.655 1.528

a. Dependent Variable: Academic Performance Perception

The multiple linear regression analysis results are shown in Table 5. Results show that Well-being & Sleep is the strongest and most significant predictor of Academic Performance Perception ($\beta = 0.618$, $p < 0.001$). Similarly, a positive statistically significant predictor of academic performance is Social Media Usage Patterns ($\beta = 0.159$, $p = 0.003$). Concerning Distraction & Time Management, it is a statistically significant predictor of academic performance ($\beta = -0.105$, $p = 0.098$) at the 5% significance level. The VIF values are less than 5, suggesting that multicollinearity among the independent variables is non-existent. Regarding the studied variables, it is shown that the most important factors in explaining students' academic performance are the students' sleep and well-being, whereas distraction and time management lose their significance in the present model.

Table 6: Collinearity Diagnostics

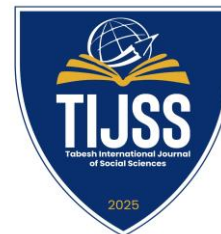
Model	Dimension	Eigenvalue	Condition Index	(Constant)	Variance Proportions		
					Social Media Usage Patterns	Distraction & Time Management	Well-being & sleep
1	1	3.923	1.000	.00	.00	.00	.00
	2	.037	10.298	.03	.40	.01	.47
	3	.024	12.830	.81	.12	.29	.00
	4	.016	15.754	.16	.48	.70	.53

a. Dependent Variable: Academic Performance Perception

The above table 6 shows that the collinearity diagnostics show acceptable tolerance and VIF values, and condition indices are within acceptable limits. This confirms that multicollinearity is not a concern in the regression model.

Table 7: Residuals Statistics

Model	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	10.2556	21.0097	17.2066	2.27228	305
Residual	-6.76149	6.01242	.00000	2.92581	305
Std. Predicted Value	-3.059	1.674	.000	1.000	305



Std. Residual	-2.300	2.045	.000	.995	305
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a. Dependent Variable: Academic Performance Perception

The above table7 show that the residual statistics indicate that standardized residuals range between -2.30 and 2.05, which falls within acceptable limits (-3 to +3). This suggests that the regression assumptions regarding normality and outliers are satisfied.

4.1 DISCUSSION

The study researched the relationship between social media usage and the academic achievement of university students with variables of time management, distractions, and overall wellness. Results indicate that students' physical and mental wellness, and the amount of sleep they get, were the best predictors of academic achievement. Those students that have better health and mental wellness, seem to do better academically. This study is congruent with the previous studies that say wellness and the behavioral aspects are great predictors of academic achievement (Bhandarkar et al., 2021).

The study shows that social media usage is a factor that provides some influence on the students' academic achievement. This study is congruent with the studies that say social media can foster educational learning, better communication and promote the availability of educational materials (Alwagait et al., 2015).

Distraction and time management are variables that relate to social media usage. Distraction and time management have no significant impact on academic achievement based on the regression model. This research says that the negative effects that social media have are related to poor time management, and not to the social media platforms. This is said that research studies have found poor time management to be the main reason that social media are problematic. Theoretically, it can be deduced that social media, along with social media usages, students' well-being and behavior, impact students' social media and academic performance. Practically, social media policies that support social media use in moderation, proper time management, sleep and health, and well-being activities will help Afghan universities improve students' academic performance (Al- Rahimi & Othman, 2013).

5. CONCLUSION

This study examined the impact of heightened use of social media on the academic performance, time management, and overall health of university students in Nangarhar Province during the problematic time of increased social media use. The results of the study show that the use of social media by students positively and negatively affects students' academic performance. In this case, the answer 'importance' shows that the distraction and/or time management problems that behavioral addiction to social media creates can negatively impact a student's academic engagements. The way a student interacts on social media, and the way social media is used to learn, impact a student's academic performance as well. The impact that social media use, and/or the well-being of a student and the sleep of a student have on the academic performance of that student is significant. This study suggests Net-based social media services may, in positive ways, support the learning and education of students, while also potentially leading to the distraction and/or academic unproductivity of a student. This study suggests that students should ensure social media is used in a balanced way and that the positive social and academic uses of social media are prioritized as a way to lessen the academic detriment that can occur.

5.1 Recommendation

- Students need education on responsible use of social media. Workshops and awareness programs by universities could teach students how to use social media for learning and educational purposes while lessening the distractions caused by social media.
- Due to the fact that sleep and well-being were identified as predictors of academic performance, sleep and well-being should be prioritized by universities. To promote health and well-being and to support students' academic work, universities should implement mental health, stress management, and healthy lifestyle programs.
- In order to lessen social media distractions, students should be equipped with appropriate skills to manage their time effectively. Time management and discipline with regard to social media should be a part of the programs aimed at students' personal growth and the academic support offered by the universities.
- Students should be constructive and educational users of social media, engaging in learning activities, academic discussions, and collaborations with other students. Social media sites that promote educational activities and academic engagement should be advocated for by universities.

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- The long-term impacts of social media on students' academic performance, especially the positive and negative effects of specific social media activities on learning, are areas that should be investigated by future researchers.

5.2 Suggestions for Further Research

Future studies should examine the long-term effects of social media use on students' academic performance using longitudinal designs.

5.3 Conflict of Interest

The authors declare that they have no conflict of interest related to the research, authorship, or publication of this article.

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