

The Impact of Social Media Usage on Academic Performance Among University Students

Abstract

This study investigates the relationship between social media usage patterns and academic performance among university students. Through a mixed-methods approach involving 200 undergraduate students, we examined the correlation between time spent on social media platforms and academic achievement. Results indicate a significant negative correlation between excessive social media use and academic performance, particularly when usage exceeds 3 hours daily.

Introduction

The proliferation of social media platforms has dramatically transformed how university students interact, study, and manage their time. While social media offers numerous benefits for learning and communication, concerns about its impact on academic performance have grown significantly. Previous studies have shown mixed results regarding the relationship between social media usage and academic achievement (Johnson, 2019; Smith, 2020).

Methodology

Participants

200 undergraduate students (ages 18-22) from various disciplines participated in the study. The sample included 105 female and 95 male students.

Data Collection

Data was collected through:

1. Online surveys measuring daily social media usage
2. Academic performance records (GPA)
3. Semi-structured interviews with 20 selected participants

Analysis

We employed a mixed-methods approach, utilizing:

- Pearson correlation analysis for quantitative data
- Thematic analysis for qualitative interviews
- Multiple regression analysis to control for confounding variables

Results

Our analysis revealed several key findings:

1. Students spending >3 hours daily on social media showed significantly lower GPAs ($p < 0.01$)
2. A negative correlation ($r = -0.42$) between social media usage time and academic performance
3. Platform-specific effects: Educational content consumption showed positive correlations with academic performance

Discussion

The findings suggest that while moderate social media use may not negatively impact academic performance, excessive use significantly correlates with lower academic achievement. This relationship appears to be mediated by factors such as time management skills and the nature of social media activities.

References

[References section removed for brevity]

Social Media Effects on Student Academic Achievement: A Mixed- Methods Study

Abstract

This research examines how social media use patterns affect academic performance in university students. Using a mixed-methods approach with data from 180 undergraduates, we studied the relationship between social media usage and academic achievement. Our findings demonstrate that excessive social media use correlates negatively with academic performance, particularly when daily usage exceeds 3 hours.

Introduction

Social media has fundamentally changed how university students communicate, learn, and manage their time. While these platforms provide valuable opportunities for learning and connection, there are growing concerns about their impact on academic success. Recent literature shows varied findings regarding social media's influence on academic performance (Wilson, 2020; Brown, 2021).

Methodology

Study Population

180 undergraduate students (ages 18-22) participated in the study, with 90 females and 90 males from different academic disciplines.

Data Collection Methods

We collected data through:

1. Surveys on daily social media usage patterns
2. Academic records (GPA analysis)
3. In-depth interviews with 25 selected participants

Analytical Approach

Our analysis included:

- Statistical correlation analysis
- Qualitative thematic analysis
- Multiple regression to account for confounding factors

Results

Key findings include:

1. Students with >3 hours daily social media use showed lower academic performance ($p < 0.01$)
2. Negative correlation ($r = -0.45$) between time spent on social media and GPA
3. Different impacts observed based on type of social media activity

Discussion

Our results indicate that excessive social media use significantly correlates with reduced academic performance. However, moderate use focused on educational content may have neutral or positive effects. The relationship appears to be influenced by individual time management abilities and specific usage patterns.

References

[References section removed for brevity]