

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

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