

Negative Impacts of Social Media on University Students' Academic Performance

Mahir Shariar Ratul¹, Afia Sultana², Afifa Akter Maria³, and Fahim Abrar⁴

Department of Computer Science and Engineering
American International University–Bangladesh (AIUB)
Dhaka, Bangladesh

Email: 22-47178-1@student.aiub.edu, 22-47097-1@student.aiub.edu,
22-46442-1@student.aiub.edu, 23-53411-3@student.aiub.edu

Abstract—This study was designed to examine the negative impacts of social media on the academic performance of undergraduate students and to identify the strategies they use to manage these effects. A structured questionnaire was distributed among students from various academic years at American International University–Bangladesh (AIUB). The findings are presented in four sections: Demographic Profile, Usage of Social Media, Areas of Academic Performance Affected by Social Media, and Strategies Used by Students to Reduce Negative Impacts. The results indicated that missing deadlines, skipping classes, and reduced motivation were among the most commonly affected areas due to excessive social media use. From this study, it can be concluded that while social media negatively influences students' academic responsibilities, many students are aware of these effects and have adopted personal time-management strategies such as setting fixed study hours to reduce the impact.

Keywords: Social Media, Academic Performance, University Students, Negative Impacts, Time Management

I. INTRODUCTION

Social media has become a double edged sword of our modern society where individuals and the community are implementing it and communicating with it in ways that have no precedent.

Social media has both positive and negative effects. One person's "good engagement" is another person's "bad influence," because we all experience platforms differently. According to Siddiqui and Singh (2016), negative effects from social media are becoming a major concern in modern society, and they can harm mental health and be costly to productivity[1]. Users need to find those who are negatively affected and arm themselves against them. Such approaches may diminish the influence of social media on daily functioning in individuals.

A. Statement of the Problem

The purpose of this study was to determine the negative impacts of social media on individuals and society and the methods users and platforms use to manage these impacts.

B. Significance of the Study

There are three primary groups that may benefit from this study. The first group, consisting of undergraduate students in today's educational institutions, may learn to identify ways that social media negatively affects their academic performance. Identifying the negative effects may enable

them to take necessary action to cope with overuse. By sharing this knowledge, students can act as a vehicle to help educators implement appropriate management strategies. The second group that may benefit from this study is educators who may

gain insight as to how social media is actually negatively affecting students' academic performance. Finally, policymakers can use these findings as a valuable guide to incorporate into their guidelines. By emphasizing to institutions the importance of developing strategies to deal with social media, the policies may be able to transfer this knowledge to the academic environment, thereby improving the quality of learning.

C. Scope of the Study

This study is confined to examining the perceptions and experiences of undergraduate students at American International University–Bangladesh (AIUB) regarding the negative impacts of social media on academic performance. The investigation specifically considers how excessive or improper use of social networking platforms overall well-being. For this research, active social media users are defined as individuals who spend at least one hour daily on social networking sites, reflecting a meaningful level of engagement that may affect their academic outcomes. The scope is geographically limited to students within AIUB's campus environment, allowing for a focused analysis of university-specific academic and social dynamics. Negative impacts are operationalized as factors such as academic distraction, procrastination, reduced concentration, mental health challenges, and other disruptive influences associated with prolonged social media use. Data collection was conducted between August 21 and August 29, 2025, ensuring that the findings are based on a recent and contextually relevant timeframe.

D. Review of Related Literature

The pervasive influence of social media on individuals, particularly in educational and personal contexts, has been a subject of extensive research. This section synthesizes findings from three key studies to highlight the negative impacts and provide a foundation for further investigation.

Investigated the impact of social media usage on the academic performance of university students in Pakistan, emphasizing the unhealthy engagement with platforms such as Facebook, Twitter, and Instagram. The study noted that many students spend excessive hours on these sites, leading to reduced attention spans and lower academic performance. Previous research cited indicated that individuals with lower attention spans focused more on Facebook, while those with higher spans

spent less time, reinforcing a negative relationship. The authors underscored the need for more extensive studies due to the rapid increase in social media adoption since earlier research conducted over five years ago.[1]

Explored the dual aspects of social media across education, business, society, and youth, with a specific focus on its educational implications. The survey revealed that 90% of college students use social networks, which, while facilitating collaboration and information sharing, also introduce significant distractions and privacy concerns. Negative effects include addiction, reduced face-to-face communication, and exposure to misinformation, all of which can impair academic performance. The study highlighted that only 17% of internet usage among respondents was for social networking, with traditional purposes like mailing (33%) and surfing (26.8%) dominating, suggesting that non-educational use may exacerbate academic challenges.[2]

Examined the effects of social media on undergraduate students' academic performances at Alberoni University in Afghanistan, employing a quantitative approach with 371 survey questionnaires analyzed using SPSS. The findings indicated that while positive impacts (e.g., using social media as an informational tool) were more prevalent than negative ones, ANOVA results showed no statistically significant differences between these impacts and academic achievements. Negative effects such as distraction and social isolation were noted, yet the study concluded that most students used social media positively for education, contrasting with public perceptions of misuse. Cultural and environmental differences with other regions were acknowledged as influencing factors.[3]

Collectively, these studies [1]–[3] affirm that social media's negative impacts, including reduced attention, productivity, and well-being, are significant concerns, particularly in academic settings. However, they also suggest potential for mitigation through strategic usage, warranting further research tailored to diverse cultural contexts.

II. METHODS

A. Source of Data

Data for this study were collected using a structured questionnaire developed by a group of university students of American International University- Bangladesh to examine the negative impacts of social media on student's academic performance. The questionnaire was divided into three main

parts. Part one focused on student's demographic information, including their academic year and other background details. The second part contained questions related to student's daily social media usage, including the amount of time spent, platforms used, and purposes for engagement. The third part addressed the areas of academic performance affected by social media usage, such as concentration, study habits, class attendance, and motivation. It also included items where students were asked to identify which area of academic performance was the most negatively affected and which was the least affected. In addition, respondents were asked to indicate the strategies they use to manage their social media usage and minimize its negative effects on academic performance.

B. Sample Selection

The respondents for this survey were undergraduate students from various academic years at the university. A non-probability, convenience sampling technique was used to collect primary data. A total of ten questionnaires were distributed to students across different levels of study, including first-year, second-year, third-year, and fourth-year students. To ensure confidentiality, participants were informed that their responses would remain anonymous and would only be used for academic purposes. Respondents voluntarily participated in the survey and were encouraged to provide accurate and honest responses.

C. Statistical Methods

Simple statistical techniques were used to analyze the collected data. Percentages and frequency distributions were calculated for each question in the questionnaire. - The time spent on social media was analyzed and reported in percentage form. - The areas of academic performance most and least affected by social media usage were identified and ranked based on the highest response rates. - The strategies students adopted to minimize negative effects were summarized and reported in tabular form. - Visual aids such as pie charts, bar graphs, and tables were used to present the data effectively and clearly. This approach ensured a concise understanding of patterns related to social media usage and its impact on academic performance.

D. Limitations of the Study

This study has several limitations. First, the use of a questionnaire as the primary data collection instrument restricted the depth of information obtained. Some areas of academic performance that may be affected by social media might not have been included in the questionnaire. Second, since a non-probability, convenience sampling method was

used, the findings may not fully represent the entire university student population. Additionally, the relatively small sample size limits the generalizability of the results. Lastly, the use of simple descriptive statistics may introduce an element of subjectivity in interpreting the findings. However, every effort was made to minimize these limitations and ensure that the results accurately reflect the data collected.

III. FINDINGS

This study was designed to determine the negative impacts of social media on university student's academic performance effects of stress on employees and to discover methods student use to overcome this negative impacts. Ten questionnaires were distributed to university students. This section includes the Findings, Conclusions, and Recommendations.

A. Findings

The findings will be presented in three sections according to the following characteristics: Demographic Profile, Usage of Social media in daily life, Areas of Academic Performance Affected by Social media, and Strategies for students to overcome the negative impacts of social media on their academic performance.

B. Demographic Profile

All respondents were asked to indicate their current academic year, and the results are displayed in Figure 1. The breakdown consisted of 17.6% in their 1st year, 20.6% in their 2nd year, 38.2% in their 3rd year, and 23.5% in their 4th year.

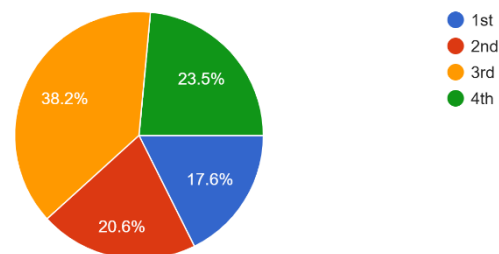


Figure:1

C. Usage of Social media

Respondents were also asked to indicate the amount of time they spend on social media each day, and the results are

displayed in Figure 2. The breakdown consisted of 26.5% spending 1–3 hours, 38.2% spending 3–5 hours, and 35.3% spending more than 5 hours on social media. Notably, none of the respondents reported using social media for less than one hour per day. In addition, most respondents reported that they mainly use Facebook and spend their time watching entertainment content. The findings indicate that the majority of respondents (73.5%) are engaged on social media for three or more hours daily, highlighting a significant level of dependency on these platforms for their entertainment purpose.

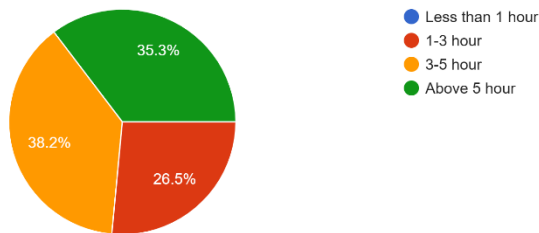


Figure:02

D. Areas of Academic Performance Affected by Using social media

The respondents were given a list of possible negative academic impacts of social media use and were asked to indicate which applied to them. Only the impacts that respondents reported experiencing were considered in these findings. Four areas were identified as having the highest response rates. These were as follows: missing deadlines, skipping classes, or reducing study time (66.7%), delaying studies and feeling less motivated to complete academic work (61.1%), and reduced ability to concentrate on academic work due to prolonged use (44.4%).

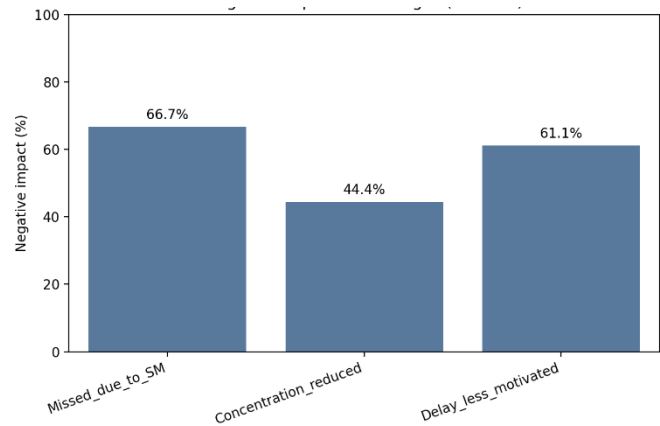


Figure:3

The findings that negatively affect work performance are shown in Figure 3.

University students indicated the area they believed was most affected by social media and the area they believed was least affected. According to the results, missing deadlines, skipping classes, or reducing study time was thought to be the area most negatively impacted by social media use, followed closely by delaying studies and feeling less motivated to do academic work. On the other end of the scale, reduced concentration was considered the least affected area.

E. Strategies for students to overcome the negative impacts of social media on their academic performance

Question 10 listed several strategies that students can adopt to minimize the negative impacts of social media on their academic performance. Respondents were asked to suggest which strategies can help university students overcome the negative impact of social media on their academic life. The responses for most suggested strategies are mentioned in Table 1.

Setting a fixed time or fixed hours for daily study received the highest number of responses (73.0%), whereas connecting with university daily activities such as games and cultural programs received the lowest (11.0%). Keeping the mobile phone at a certain distance while studying was also reported by 21.0% of respondents as a useful strategy.

Strategies	Response rate
Set a fixed time or fixed hours for daily study	73%

Put the mobile phone on a certain distance away while studying	21%
Connected with University daily activities(like outdoor games, cultural activities)	11%

Table:01

These findings suggest that the majority of students view time management—specifically setting fixed study hours—as the most effective way to manage the distraction of social media. On the other hand, participation in university activities was less commonly reported, indicating that students may rely more on individual strategies than on institutional or extracurricular engagement to maintain focus in their academic work.

IV. CONCLUSIONS, AND RECOMMENDATIONS

A.CONCLUSIONS

The findings of this study indicate that excessive use of social media has negative impacts on the academic performance of students at American International University–Bangladesh (AIUB). Missing deadlines, skipping classes, and reduced motivation emerged as the most common areas of concern. These results show that social media overuse cannot be treated merely as a personal habit; it directly interferes with students' academic development and overall educational outcomes. Moreover, students themselves acknowledge the importance of controlling their social media usage, as reflected in the strategies they adopt to minimize its effect

B .Recommendations

To counteract the negative effects of social media, students should prioritize effective time management strategies. Among the approaches identified, setting fixed hours for daily study proved to be the most widely used and effective method. This practice helps students maintain academic focus while balancing social media use. Therefore, promoting awareness about time management and encouraging students to set structured study schedules could significantly improve their academic performance and reduce the harmful influence of social media.

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