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**RESEARCH PAPER**

**Social Media Usage among University Students and its Impact on Academic Performance, Learning Attitudes and Subjective Wellbeing**

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**ABSTRACT**

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Today, the world celebrates developments in communication technology that have broadened communication's reach through Information and Communication Technologies (ICTs). Modern communication technology has unquestionably changed the entire globe into a "Global village," with the number of Social Media users growing by the day, and active use of these social networking sites contributing to improved knowledge and communication among social groupings. This study looked into the link between social media usage among university students and academic achievement, as well as the subjective well-being. The study's core data was acquired from University students using a self-administered survey of 254 students, who were regular users of social media networks throughout their studies. Findings show that Social media weariness has a statistically significant impact on students' grades, attitudes toward studying, and overall well-being. Study also found that those students who use excessive social media sites have lower academic performance and subjective well-being. This study advised social media practitioners to create such applications that do not cause fatigue or exhaustion.

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**Introduction**

According to the definition of social media, it is "a set of Internet-based apps that expand on the conceptual and technological underpinnings of Web 2.0 and allow the production and sharing of user-generated content" (Kaplan & Haenlein, 2010), (Muzaffar, Yaseen & Safdar, 2020) While different study academics describe social media in their various studies, their function is essentially identical and meaningful, for example, social media sites are web-based sites with the primary objective of communicating with society and forming communities over the internet. Similarly, some researchers have claimed that social media is a two-way communication between individuals, and that it is an interaction that creates an efficient online

channel for connecting instructors and students. Users may create and share user-generated content on the internet via social media. Social media has been classified in several ways, the first of which is that it is built on Web 2.0 technology and is more responsive than Web 1.0 pages. Second, content communities, social networks, podcasts, weblogs, wikis, and micro blogging are all examples of social media. Finally, it adds to the user's opulent experience by providing greater directness, lively material, and coupled intelligence. Social media has long been seen as a valuable resource for networking, news, entertainment, online collaboration, and viral marketing, which is making anything viral in a matter of seconds by posting it to the internet (Kaplan & Haenlein, 2010). As a result, this study employs Kaplan and Haenlein's definition of social media (2010). Certain studies from the 1940s revealed that there were some gaps in public affairs, national norms, disengagement, and a lack of political involvement on the part of the people (Berelson, Lazarsfeld, & McPhee, 1954). Putnam (1995) suggested that people's public participation with society, interpersonal trust, and voter turnout in the United States have all dropped as a result of their use of television. Furthermore, he stated that increased television viewing is diverting people away from social activities, and that because individuals lack confidence in their spouses, they are unable to participate in society. When the Internet was first launched, the majority of individuals were more interested in online activities than in social activities, and the general public was limited in their participation in the public parties (Bugeja, 2005; Kraut et al., 1998; Nie, 2001). On the other hand, Shah, Rojas, and Cho (2009) founded that by using social media people have media effects on their motivation, social capital, and participation. Similarly, Katz (1974) argued people are using social media for increasing social identity and relationships, for their surveillance and getting entertainment from the usage of social media. Whereas, some studies found the positive results from the usage of social media people gained the various information from it and enhanced their participation in the production of social capital by using the innovative business ideas, but private entertainment and leisure activates of the people have negative influence on it (McLeod, Scheufele, & Moy, 1999; Norris, 2000; Prior, 2007; Shah, 1998; Wellman, Haase, Witte, & Hampton, 2001; Zhang & Chia, 2006). Social networking sites, according to Boyd and Ellison (2007), are based on online services that aid users in building profiles and communicating with one another through social networking sites. He went on to say that these profiles are based on information such as personal contacts, background, musical preferences, and much more, such as speaking with friends, receiving and sending messages, commenting on friends' social media walls, and sharing friends' images. He points out that certain social networking sites, such as Facebook, are aimed at the broad public, while others, such as youthnoise.org and takingitgolbal.org, are focused on specific concerns of poverty and human rights (Raynes-Goldie & Walker, 2008). De Ziga et al., 2014; Tang & Lee, 2013) (Muzaffar, Chohdhry & Afzal 2019) focused on the varied functions of social media in mobilizing individuals and developing social network relationships; further above, network ties were divided into three streams.

## Literature Review

### Social Media, Academic Performance and learning attitude

Individuals may share their opinions and build relationships with others by using various social networking sites such as Facebook and Twitter for social activities online (Wu, 2014). Although online networking tools are an important part

of active users' lives (Andreassen, Torsheim, & Pallesen, 2014), they have a variety of effects on people's lives, including academic performance (De-Marcos, Domnguez, Saenz-de-Navarrete, & Pagés, 2014; Karpinski, Kirschner, Ozer, Mellott, & Ochwo, 2013), addictive behaviours (Tang & Koh, 2017), physical (Gnambs & Appel, 2018). "A positive attitude toward life based on experiences such as happiness and pleasant impact," according to the definition of subjective well-being (Litwin & Shiovitz-Ezra, 2011). According to decades of study on well-being, individuals' personal well-being is driven by social activities that individuals engage in to provide unique reactions in various life situations (Lyubomirsky, Sheldon, & Schkade, 2005). These social activities are further divided into online and offline activities, both of which play an important role in a person's happiness (Ko & Kuo, 2009; Weinstein & Ryan, 2010). In 2011, Seligman developed a new conceptual model for happiness dubbed "Flourishing." It's a five-part system known as "PERMA," which stands for Positive Emotion, Second Engagement, Third Relationships, Fourth Meaning, and Fifth Accomplishment. Each component in this paradigm leads to well-being, such as good emotions, which are based on positive self-esteem and general contentment. Engagement is defined by a variety of interests and a desire to learn. Relationships are formed through the connection of people who form strong bonds. Meaning may contribute to and improve overall happiness. Achievements are defined as external validation that is recognised by others and can boost self-esteem. According to the present study, individual privacy is the most important concern among social media users (X. Zhu & Z. Bao, 2018). According to social media research, social media is likely to facilitate privacy invasion since it included location-based services in order to be open with others, causing users to feel compelled (Zhao, 2014). Privacy invasion (Alge, 2001; Eddy, Stone, & STONEROMERO, 1999) is described as "the feeling that an individual's privacy has been breached as a result of what social media does with their information." According to research, such folks have more privacy concerns and have experienced social media weariness in their lives (Bright et al., 2015; X. Zhu & Z. Bao, 2018; Y. Zhu & Z. Bao, 2018). According to different research, coworkers, employees, and colleagues in the business world might send work-related communications outside office hours, causing difficulty and work-related concerns while they are on weekends or vacations. As a result, the invasion into people's personal lives put pressure on it (Gaudioso, Turel, & Galimberti, 2017; van Zoonen, Verhoeven, & Vliegthart, 2017). The notion that an individual's personal life is being invaded by social media usage related to their employment is referred to as "invasion of life" (Gaudioso et al., 2017). According to Maier, Laumer, Weinert, and Weitzel (2015), the perception of social media plays a critical role and has infiltrated people's lives. While some studies revealed mixed outcomes, such as an uneven influence of social networking sites on an individual's social well-being when comparing his or her life to that of others (Wu, 2014). Excessive use of information, according to research, can cause stress, burnout, anxiety, and depression, lowering people's well-being (Dhir et al., 2018). Social Media Fatigue is a critical notion that has been studied in several sectors of the literature and given diverse meanings, such as in psychology. According to Ong et al. (2006), "vulnerable persons' response to excessive expectations or workload and incapacity to accomplish individual goals" (Hardy, Shapiro, & Borrill, 1997, p. 85). Pluut et al. (2018) defined occupational studies as "a subjective, multidimensional user experience comprised of feelings such as fatigue, annoyance, anger, disappointment, guardedness, loss of interest, or reduced need or motivation associated with various aspects of social media use and

interactions." (Ravindran, Yeow Kuan, & Hoe Lian, 2014), which was used in the social media fatigue research by (Lo, 2019; Park & Lee, 2019). Only a few research looked at weariness as a mediating mechanism between social networking and various unpleasant emotions, according to the literature (Dhir et al., 2018). As a result, this study fills a research vacuum by looking at the mediating mechanism between social networking technologies and subjective well-being, including academic performance degradation. This study offered a research model (see Figure 2) and the following hypotheses based on a literature review.

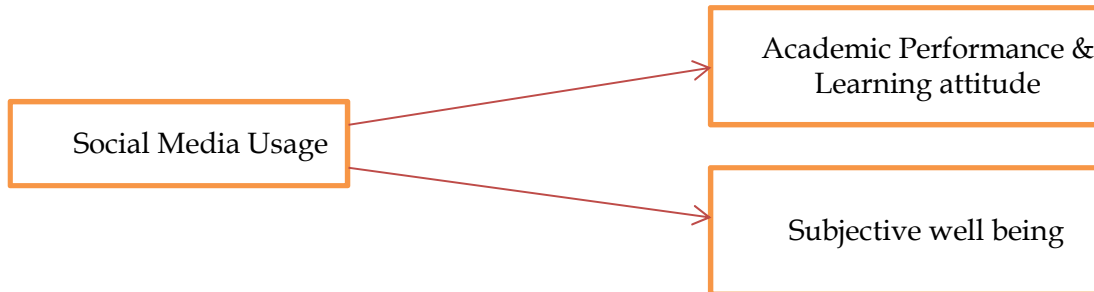
### **Social Media and Subjective wellbeing**

Business-to-business, business-to-consumer, and peer-to-peer communications were all fully incorporated into the notion of social media. "Social media users' inclination to back away from social media usage when they feel overwhelmed with too many sites, too much material, too many friends and contacts, and too much time spent keeping up with these relationships," according to the definition of Social Media Fatigue (Technopedia, 2011). Users of social media associate this notion with privacy and boredom. Some models, such as Venkatesh, Morris, Davis, and Davis (2003), propose a theoretical framework for social media weariness called the UTAUT Model (The Unified Theory of Acceptance and Use of Technology Model), which is built on four fundamental constructs: performance expectancy, effort, and time. Effort Expectancy refers to "the degree of ease associated with consumers' use of technology," while Facilitating Conditions refers to "consumers' impression of the resources and assistance available to complete an activity" (Venkatesh, Thong, & Xu, 2012, p. 159). Another hypothesis in the realm of social media fatigue was given by Lang (2000). The Limited Ability Model (LCM Model) argued that individuals have a limited capacity to digest diverse information such as television messaging (Annie & Basil, 1998; Lang, 1995), and internet advertising (Lee & Faber, 2007; Macias, 2003). The LCM is founded on two assumptions: first, that individuals are information processors, and second, that the information processed by people is finite. The Limited Capacity Model is used in this study to present all hypotheses because overloading information leads to increased weariness, which lowers individual performance and well-being. Academic success is defined as "the extent to which a student has met his or her short or long-term educational goals, as assessed by self-reported grades" (Poropat, 2009; Turel & Qahri-Saremi, 2016). Psychological stress has been shown to lower individual performance in studies (Ayyagari et al., 2011).

Because mind focus has been dispersed to utilize Facebook posts and notifications during class, using mobile networking sites may have detrimental consequences (Cao et al., 2018). Excessive engagement in social media interactions leads to social media fatigue (Leyrer-Jackson & Wilson, 2018); excessive engagement in social media interactions leads to social media fatigue (Leyrer-Jackson & Wilson, 2018); excessive engagement in social media interactions leads to poor performance (Leyrer-Jackson & Wilson, 2018). (Lee, Chou, & Huang, 2014). Excessive involvement, according to Junco (2015), drains an individual's cognitive ability, lowering academic performance. Therefore, I claim that excessive use of social media leads to social media fatigue, which, in turn, lowers academic performance and generates academic performance. Further, according to the Cognitive Load Theory (Sweller, 1994) and Mayer and Moreno (2003), the use of multimedia in class rooms can lead to limited working memory in students due to overload, which can reduce deep learning among

students. Based on the foregoing, I argue that privacy invasion and invasion of life affect students' psychological resources, and as a result, students' academic performance and well-being will suffer as a result of using social media.

**Research Model**



**H1** Social Media Usage has negative effect on Academic Performance and learning attitude.

**H2** Social Media Usage has negative effect on Students’ subjective Well-being.

**Material and Methods**

The goal of this research was to determine the association between social media usage, academic performance, learning attitude, and subjective wellness among students. A self-administered adopted questionnaire was used to obtain primary data from respondents in a cross-sectional survey. All of the study's components employed a 5-point Likert scale, with 1 being "Strongly Disagree" and 5 being "Strongly Agree." Only 254 of the 300 surveys provided to university students were returned correctly filled by respondents.

**Results and Discussion**

**Reliability and Validity of All Constructs**

Convergent validity is established when construct averaged variance extracted AVE >.50, according to Hair, Black, Babin, and Anderson (2010); Watson and Clark (1994) Clark and Watson (1995) identified composite reliability as CR >.70, and discriminant validity as MSV < AVE; ASV < AVE.

**Table 1**  
**Reliability And Validity Of All Construct**

Variable	CR	AVE	MSV	ASV
Social Media	.75	.52	.36	.11
Subjective Well-Being	.92	.70	.44	.20
Academic Performance& learning attitude	.80	.57	.44	.23

CR= Composite Reliability, AVE= Average Variance Extracted, MSV= Maximum Shared Squared Variance, ASV= Average Shared Squared Variance.

**Table 2**  
**Mean, Standard Deviation and Person Correlations Statistics**

	Mean	SD	1	2	3
<b>Social Media usage</b>	2.53	0.91	<b>(.75)</b>		
<b>Subjective Well-being</b>	2.50	0.81	-.66**	-.71**	<b>(.92)</b>
<b>Academic Performance &amp; learning attitude</b>	3.84	0.66	.46**	.49**	.60**

Note: N=254, \*\* = p<0.01 level, \* = p<0.05 level.

Diagonally CR

**Table 3**  
**Hypothesis 1**

Predictor	$\beta$	t	p
<b>Social Media Usage</b>	.46**	8.29	.000
<b>R<sup>2</sup></b>	.21		
<b>F</b>	68.86**		.000

Note: N= 254;  $\beta$  is standardized regression coefficient.

\* < .05. \*\* < .01.

**Table 4**  
**Hypothesis 2**

Predictor	$\beta$	t	p
<b>Social Media Usage</b>	-.66**	14.02	.000
<b>R<sup>2</sup></b>	.43		
<b>F</b>	196.62**		.000

Note: N= 254;  $\beta$  is standardized regression coefficient.

\* < .05. \*\* < .01.

Different scholars have suggested different statistical tests to check the model fit indices by using Confirmatory Factor Analysis (CFA); a good model fit provides the theoretical model with empirical data support and showed different threshold limits for the goodness model fit indices as Comparative Fit Index and Tucker-Lewis Index should be less than 0.95; Root Mean Square Error of Approximation (REMSA) should be less than 0.06; and Chi-square or degree of freedom (X<sup>2</sup>/df) should be less than 0. (Hu & Bentler, 1999). (X<sup>2</sup>/df = 6.64, TLI = 0.97, CFI = 0.96, and REMSA = 0.06) was determined to be a good measurement model fit in this investigation. After then, Structural Equation Modeling (SEM) was used to test the complete model as well as all of the study's assumptions. The appropriate model fit was determined to be (X<sup>2</sup>/df = 9.26, TLI = 0.96, CFI = 0.92, and REMSA = 0.07). The structural model revealed that the indirect effect of social media weariness (= 0.56, p.05) between privacy invasion, invasion of life and well-being, and academic performance degradation is larger than the direct effect (= 0.14, p.05). Social Media Fatigue has a statistically significant positive influence on Academic Performance Decrement (= 0.26, p.05) and a statistically significant negative effect on Subjective Well-Being (= -0.29, p.05). Privacy invasion has a favorable influence on Social Invasion of Life has a favorable influence on Social Media Fatigue (= 0.24, p.05). Academic Performance Decrement is positively affected by privacy invasion (= 0.13, p.05). Subjective well-being is negatively impacted by privacy invasion (= -0.16, p.05). Academic Performance Decrement is positively affected by Invasion of Life (= 0.15, p.05). Subjective well-being is negatively affected by Invasion of Life (= -0.19, p.05). As a result, all offered hypotheses received considerable support in this investigation.



**Conclusion**

Technological improvements have led to substantial changes in the ways and styles in which individuals do business across the world. As technology advances, communication boundaries are being broken down and replaced with new means to connect a global audience. Anyone with Internet connection may communicate with peers via video calls and electronic conferencing using a number of social media platforms and mobile phones, regardless of distance. The association between social media and academic success among university students was investigated in this study. A descriptive survey research technique was used in this study. The following results were discovered: Students' addiction to social media has a major influence on their academic performance, and social media usage by age has a big impact. The findings of this investigation support previous findings. Students report feeling greater social media weariness, which has a detrimental impact on their well-being and academic performance. The following are some theoretical and practical implications for the study: first, this study investigated the critical outcomes of social media fatigue in the Pakistani context; second, the social media fatigue mediating effect provides a better understanding of university graduates from negative outcomes of excessive use of social media; third, future studies can overcome other issues in this relationship and can investigate social media overload and addiction; and fourth, future studies can overcome other issues in this relationship and can investigate the social media overload and addiction. The major reason students utilize social media platforms and sites, according to the study's first purpose, is to provide information and knowledge that they feel is useful to others who may access the platform. Students should be aware of the impact of social media on their academic performance. Teachers and parents should monitor how their pupils use these websites. Teachers should use social media to assist students in improving their academic performance at school.



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