



RESEARCH PAPER

Digital Interaction and Academic Achievement: Social Media's Role in Education at the Higher Secondary Level in Skardu

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ABSTRACT

Students mostly use social media sources as Facebook, Whatsapp and Twitter for social connections and communications. The present study investigated the impact of social media on academic achievement at intermediate level in district Skardu focusing the three social networking sites of social media. The role of social media and its impact on academic achievement is deeply studied with the help of a structured questionnaire from randomly selected 75 male and female students. Findings revealed that majority of the respondents strongly agreed that social media has its impact on academic achievement and mostly the impact is against the better and good academic achievement. The respondents also revealed that both the Facebook and Whatsapp have negative impact on academic matters and just Twitter is somehow used for academic matters. As far as data sites are concerned, personal blogging sites of experts are more reliable for academic learning as compare to Wikipedia. This paper is useful for the students of intermediate level who use different sources of social media during academic process. For better academic performance the students of higher secondary level are suggested to avoid social media usage for better academic performance.

KEYWORDS Communication, Intermediate, Social Media, Students

Introduction

The social media has become one of the most important communication means in recent times (Yang, 2021). Social media has become an integral part of students' lives, influencing not only their social interactions but also their academic performance (Ainin et al., 2015). Recent studies suggest that social media usage can have both positive and negative impacts on academic achievement, depending on how it is used (Krutka et al., 2020). For instance, social media platforms such as Twitter, Instagram, and Facebook can be utilized for educational purposes, enabling students to collaborate and share resources (Chugh & Ruhi, 2018). These platforms facilitate communication between students and teachers, allowing for discussions beyond the classroom (Skryabin et al., 2015). However, excessive use of social media for non-academic purposes has been linked to distractions and procrastination, which can negatively impact students' focus and time management (Alhabash & Ma, 2017).

Social media can also promote academic success when used strategically for educational engagement. Social media platforms provide access to instructional videos, webinars, and professional networking opportunities that enhance learning (Al-Rahmi et al., 2022). For students in higher education, participating in academic communities on social media can improve their motivation and sense of belonging, which are critical factors for academic achievement (Almusharraf & Bailey, 2021). Thus, the relationship

between social media and academic performance is complex and highly dependent on individual usage patterns and the balance between academic and non-academic activities (Gikas & Grant, 2015).

There has been various overview and opinions which recognized four major advantages of social media use in higher education. These include, enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities (Manca & Ranieri, 2016). This means that social networking activities have the possibility of enhancing student contact and is used to improve their participation in class, particularly where introverted students are involved. Students can function in online group learning, with less or no anxieties of needing to raise questions before peers at school. The social media engages students and have to be examined as entrepreneurs of understanding (Karpinski, 2019). What began out as being a hobby for several computer literate people has converted to a social norm and existence style for individuals from around the globe. Teens and teenagers have especially recognized these internet sites to be able to contact their peers, share information, reinvent their personas, and showcase their social lives (Tess, 2013).

While using the increase of technology helpful for getting together with others along with the recognition on the internet, Internet sites are now being an activity that's done mainly on the web, with Websites (Jeong, 2005). Facebook users often time experience poor performance academically. Similarly, social media is negatively associated with academic performance of student and is a lot more momentous than its advantages. Internet addiction consequently gave rise in internet usage within the last couple of decades (Oche & Aminu, 2010).

It is pointed out that Facebook users devoted lesser time to the studies in comparison to nonusers did and subsequently had lower GPAs. Among various unique distractions of every single generation, Facebook remains a major distraction of current generation (Martin & Schumacher, 2000). Impairment of educational performance and internet dependency are correlated by utilizing synchronous communication programs including internet sites and forums (Kuss & Griffiths, 2011). There are benefits and risks associated with using any social network. There have been reports regarding its effect on students' academic performance (Boyd, 2007). Some researchers investigated the end result of social networking usability among College students' and with their academic performance and found a poor effect and influence when the media is overuse in such a way that do not academically improve learning or its process (Vaugh & Coyle, 2008).

Literature Review

The students at higher level are highly urged to use social media sites regardless of its advantage or disadvantage for the academics performances. Normally this usage leads the learners away from the core objective of learning (Khan, 2009). The usage of social media is not just limited to a specific site or a specific source of networking, it comprises of all the sources that are accessed through internet for social connections and social relations (Ellison, 2007). There are different challenges of using social media sources by the students of universities. Students sometimes are not aware of the advantages and way of usages of social media in good and proper way to get knowledge and information which are helpful for the academics and for the learning processes. They don't access the groups or pages having reliable and authentic material regarding academic contents and just use it as social media is used by rest of the world (Rapachki, 2007).

The social media engages the students in networking and social relations and connections. The students become deeply indulged in such networking and relations and they gradually increase the time they serve on such sites and networks. These social media sites increase their level of interest by providing the contents according to their expectations which leads towards excessive use of social media sites and affects the student's academic performances and achievements. The networking sometime provides online entrepreneurship which becomes permanent source of income for the user (Peter & Valkenburg, 2009). The usage of social media by the students is negatively associated with their performances and achievements within the formal institutions academically. Further the usage of social media by the students have increased in last few decades (Qasim et al., 2024) and now students give more time for the internet in their daily routine which disturbs their studies and academic records. So the usage of social media by the students should be discouraged (Englander et al., 2010)

The addicted users of social media networks largely focus on setting their personal and professional profile and they are used to keep the statuses up to date and up to the mark, which leads such user towards the bad and poor academic achievements and performances. Such users consider that it is their responsibility to avail from such social media sites (Nalwa&Anand, 2003). The social media user students are committed and devoted to give more time to the social media networking sites and studies are not much point of concern for them. They fervently use the social media sites and become addicted users of one or more sites of social media and regularly use these sites. Studies are just a source of formality for such students and at the last they become poor performer academically. The obtained marks, percentages and points of such students are always low (Karpinski, 2009). There is definitely a source of distraction (Anwar & Qasim, 2024) for the students in every generation and as far as the distraction of current generation is concerned then social media is the only source of distraction of the current generation. The temporal gap among the generations has changed many things (Qasim et al., 2023). It is not the only source of distraction while it is the major source of distraction for the students (Karpinski and Dubertein, 2009).

Lin & Subrahmanyam (2007) studied the usage of social media networks and sites in special context to the gender. It was found that the males (boys) have been observed (Parveen et al., 20223) more online on the social networks as compare to the females (girls). Further the boys also are indulged in playing online games and watching online videos as compare to the girls in last few decades. Ogedebe, Emmanuel & Musa (2012) stated that as far as use of Facebook and academic performances is concerned, as a student give more time to Facebook, the student loses the academic performances and achievements. Spending time on Facebook means the student want to lower the marks and percentage. Facebook is a great source of social connection and social relation but not a great source of academic information and academic learning. The students who are serious regarding the academic performances and achievements don't use Facebook and other social media sites at all. The students now a day are spending the more expensive time (Yasin & Qasim, 2020) on social media networking sites while they should spend more precious time in studying different learning materials. It is the top priority of the youth to use the social media networking sites. The usage of social media sites by such students and youths are not satisfactory Lin and (Subrahmanyam, 2007).

Material and Methods

This research work is designed as mixed type of research because the main focus of this research work is quantitative data and some qualitative data is also included. Field survey is carried out for primary data collection. Population of this research study is the

individual who are studying in the higher secondary educational institutions of Skardu city including both the males and females. The sample of the respondents from the population is selected through random sampling technique and convenient sampling is used for selection of higher secondary institution. Total sampled size for this research work is 75 students of higher secondary schools of Skardu city. This research is based on filed survey therefore as a tool for data collection; a structured questionnaire is designed having both the open and close ended questions which are filled from the students of higher secondary schools of the study area. Before proper data collection, a pilot survey is carried out by the researcher within the study area to ensure the validity of the instrument and the applicability of Statistical software analysis also approved the validity and reliability of the used instrument. For this research work the primary data is collected from randomly selected 75 students who are studying in different higher secondary schools of district Skardu. . The data collected from the respondent is analyzed statistically with the help of the software designed for the social science research named as SPSS. Six semi- structured interviews are also conducted from the field as part of qualitative data. The interviews are taken from the students of higher secondary level including both the male and female students.

Results and Discussions

Students' addictiveness to social network and academic performance

The data presented in Table 1 reflects the distribution of respondents' opinions regarding the effect of social media on their academic life. Out of the 75 respondents, 46.7% (35 respondents) strongly agreed that social media affects their academic life, indicating that a significant portion of students believe social media has a considerable impact on their studies. 41.3% (31 respondents) agreed with this sentiment, further supporting the idea that a majority (88% cumulative) view social media as influential on their academic experiences in some capacity. On the other hand, a smaller percentage of respondents disagreed or strongly disagreed with this notion. 6.7% (5 respondents) disagreed, while 5.3% (4 respondents) strongly disagreed, suggesting that a minority of students (12% cumulative) do not perceive social media as having a significant effect on their academic lives. Overall, the data shows that the majority of students feel social media plays an important role in their academic life, with nearly half strongly affirming its influence. Only a small portion of respondents downplayed or rejected its impact.

Table 1
Percentage distribution of Respondents according to effect of social media on academic life

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	35	46.7	46.7	46.7
Agree	31	41.3	41.3	88.0
Disagree	5	6.7	6.7	94.7
Strongly Disagree	4	5.3	5.3	100.0
Total	75	100	100.0	

Source: Author (2023)

The data in Table 2 highlights respondents' views on whether online social networks distract students from their studies. Out of the 75 respondents, 45.3% (34 respondents) strongly agreed that online social networks are a source of distraction for students, while 34.7% (26 respondents) agreed with this view. Combined, a significant

majority of 80% of respondents believe that social networks have a distracting effect on academic performance. On the contrary, 13.3% (10 respondents) disagreed, and 6.7% (5 respondents) strongly disagreed, indicating that a smaller group of 20% of respondents does not believe social networks are a major distraction. The data shows that most students view social networks as a source of distraction from their studies, with only a minority disagreeing with this perspective.

Table 2
Frequency distribution of respondents according to online social network distracts students from their studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	34	45.3	45.3	45.3
Agree	26	34.7	34.7	80.0
Disagree	10	13.3	13.3	93.3
Strongly Disagree	5	6.7	6.7	100.0
Total	75	100.0	100.0	

The data table presents the frequency distribution of respondents' opinions on whether online social networks distract students from their studies. Out of 75 respondents, 45.3% (34 respondents) strongly agreed that social networks distract students from their studies, while 34.7% (26 respondents) agreed with this statement. Combined, this means that 80% of respondents believe that online social networks serve as a distraction to students' academic efforts. In contrast, 13.3% (10 respondents) disagreed, and 6.7% (5 respondents) strongly disagreed, indicating that 20% of respondents do not view social networks as a significant distraction. This data reveals that a substantial majority of respondents feel that online social networks negatively impact students' focus on their studies, with only a small portion of the group perceiving no such effect.

The data in table 3 shows respondents' opinions on the comparison between time spent online and time spent studying. Out of 75 respondents, 44% (33 respondents) strongly agreed that there is a noticeable comparison between the two, with 32% (24 respondents) agreeing as well. This suggests that a majority (76%) of the respondents believe that time spent online may be affecting or competing with study time. On the other hand, 16% (12 respondents) disagreed, and 6.7% (5 respondents) strongly disagreed, indicating that 22.7% of respondents do not see a significant comparison between online and study time. Additionally, 1.3% (1 respondent) was uncertain. The data suggests that most respondents feel that online time is affecting study time, while a smaller group does not perceive a strong connection between the two. *"Spending too much time online on social media can negatively affect academic performance. When students spend more time browsing social media, it often ends up fun and not focusing on the studies. This can lead to missed deadlines, lower grades, and a decline in overall academic achievement. The constant updates and notifications from social media can also interrupt study sessions, making it harder for students to stay concentrated and complete their assignments effectively"* (Participant VI, personal interview).

Table 3
Comparison in spending time online and study time

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	33	44.0	44.0	44.0
Agree	24	32.0	32.0	76.0

Disagree	12	16.0	16.0	92.0
Strongly Disagree	5	6.7	6.7	98.7
Uncertain	1	1.3	1.3	100.0
Total	75	100.0	100.0	

The data in Table 4 presents respondents' views on whether social networks result in no improvement in their academic grades. Out of 75 respondents, 21.3% (16 respondents) strongly agreed, and 41.3% (31 respondents) agreed, indicating that 62.6% of the participants believe that social networks do not contribute to better grades. On the contrary, 18.7% (14 respondents) disagreed, and 14.7% (11 respondents) strongly disagreed, meaning 33.4% of the respondents believe that social networks may have some positive effect on grades. Additionally, 2.7% (2 respondents) were uncertain about the impact of social networks on their grades. The data indicates that the majority of respondents feel that social networks do not lead to an improvement in academic performance, though a significant minority disagrees with this view.

Table 4
There is no improvement in grades due to social networks

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	21.3	21.3	22.7
Agree	31	41.3	41.3	64.0
Disagree	14	18.7	18.7	82.7
Strongly Disagree	11	14.7	14.7	97.3
Uncertain	2	2.7	2.7	100.0
Total	75	100.0	100.0	

Table 5 respondents strongly agreed with the statement that high access to Facebook effected academic performance negatively with 41.3%.24 respondents agree with above mentioned statement. There are 10 respondents who disagree, 9 respondents strongly disagree while 1 respondent uncertain from the statement. The above table represented below by Pie chart.

“Facebook can hurt academic performance because it often distracts students from their studies. Students may spend too much time chatting or scrolling through posts instead of focusing on their schoolwork. This distraction can lead to lower grades, as students might not give enough time or attention to their assignments. Constant notifications and updates can also interrupt study time, making it harder for students to concentrate and do well in their classes” (Participant IV, personal interview.)

The table 5, of usage of twitter for academic discussions improved studies briefly elaborated that 29 respondents of survey strongly agree with the statement making 38.7%.29 respondents agree with the statement. There are 8 respondents who disagree,8 respondents are strongly disagree while only 1 respondents uncertain from the statement usage of twitter for academic discussions improved studies. From collected data it is concluded that the usage of twitter for academic discussions improved the students' studies.

Table 5
Usage of twitter for academic discussions improved studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	29	38.7	38.7	38.7
Agree	29	38.7	38.7	77.3
Disagree	8	10.7	10.7	88.0
Strongly Disagree	8	10.7	10.7	98.7
Uncertain	1	1.3	1.3	100.0
Total	75	100.0	100.0	

The data in Table 6 reflects respondents' opinions on whether WhatsApp is primarily used to discuss academic matters. Out of 75 respondents, 26.7% (20 respondents) strongly agreed, and 32% (24 respondents) agreed, indicating that 58.7% of the participants believe WhatsApp is commonly used for academic discussions. On the other hand, 26.7% (20 respondents) disagreed, and 9.3% (7 respondents) strongly disagreed, showing that 36% of respondents do not believe WhatsApp is mainly used for academic purposes. Additionally, 5.3% (4 respondents) were uncertain about its use for academic discussions. The data suggests that a majority of respondents perceive WhatsApp as a platform for academic discussions, though a notable minority does not share this view.

Table 6
WhatsApp is mostly used to discuss academic matters

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	20	26.7	26.7	26.7
Agree	24	32.0	32.0	58.7
Disagree	20	26.7	26.7	85.3
Strongly Disagree	7	9.3	9.3	94.7
Uncertain	4	5.3	5.3	100.0
Total	75	100.0	100.0	

The data in Table 6 shows respondents' views on the use of Wikipedia as a reliable source for academic purposes. Out of 75 respondents, 16% (12 respondents) strongly agreed, and 24% (18 respondents) agreed, indicating that 40% of the participants view Wikipedia as a reliable academic source. Conversely, 30.7% (23 respondents) disagreed, and 25.3% (19 respondents) strongly disagreed, showing that 56% of the respondents do not consider Wikipedia reliable for academic use. Additionally, 4% (3 respondents) were uncertain about its reliability. Overall, the data indicates that the majority of respondents do not consider Wikipedia a trustworthy academic source, while a significant minority perceives it as reliable.

Table 7
Wikipedia is used as reliable source for academics

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	12	16.0	16.0	16.0
Agree	18	24.0	24.0	40.0
Disagree	23	30.7	30.7	70.7

Strongly Disagree	19	25.3	25.3	96.0
Uncertain	3	4.0	4.0	100.0
Total	75	100.0	100.0	

The data in Table 8 represents respondents' opinions on the relationship between the use of social media and students' academic performance. Out of 75 respondents, 34.7% (26 respondents) strongly agreed, and 30.7% (23 respondents) agreed, indicating that a majority of 65.3% believe that social media usage has an effect on academic performance. On the other hand, 21.3% (16 respondents) disagreed, and 9.3% (7 respondents) strongly disagreed, showing that 30.6% of respondents do not think social media significantly impacts academic performance. Additionally, 4% (3 respondents) were uncertain. Overall, the data suggests that the majority of respondents believe that social media use has an influence on students' academic performance, while a smaller group either disagrees or is uncertain about its impact.

“Social media can have a mixed impact on academic performance. On one hand, it offers valuable opportunities for collaboration and resource sharing, which can enhance learning and academic achievement. For example, students can join study groups, access educational content, and engage in academic discussions. On the other hand, it can also be a source of distraction, leading to procrastination and reduced focus on studies. The key is finding a balance – using social media effectively for educational purposes while managing its potential to interfere with academic tasks” (Participant I, personal interview).

Table 8
Use of social media and students' academic performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	26	34.7	34.7	34.7
Agree	23	30.7	30.7	65.3
Disagree	16	21.3	21.3	86.7
Strongly Disagree	7	9.3	9.3	96.0
Uncertain	3	4.0	4.0	100.0
Total	75	100.0	100.0	

The data in Table 9 reflects respondents' views on whether performing well in academics is impossible without the use of social media. Out of 75 respondents, 22.7% (17 respondents) strongly agreed, and 24% (18 respondents) agreed, indicating that 46.7% of the participants believe that social media is essential for academic success. While, 28% (21 respondents) disagreed, and 25.3% (19 respondents) strongly disagreed, meaning 53.3% of respondents do not think social media is necessary to perform well academically. In summary, the data shows that respondents are fairly divided, with a slight majority disagreeing with the notion that social media is essential for academic success; while a significant portion still believes it plays a critical role.

Table 9
Performing well in academics is not possible without social media

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	22.7	22.7	22.7
Agree	18	24.0	24.0	46.7

Disagree	21	28.0	28.0	74.7
Strongly Disagree	19	25.3	25.3	100.0
Total	75	100.0	100.0	

Gender based usage of social media

Table 10 shows that 30 respondents strongly agreed with the statement that usage of social media are different by both the males and females making 40%. 19 respondents just agreed the above mentioned statement There are only 19 respondents who disagreed the Usage of social media is different by both the males and females ,15 respondents making 20% strongly disagreed with the statement while 1 respondent uncertain from the student.

“Males are more likely to use social media for nonacademic activities, such as chatting or gaming, while females might use it more for staying connected with friends. However, both genders can be affected by social media in different ways. For example, social media can be a helpful tool for both academic collaboration and distractions, depending on how it's used. Understanding these differences can help in creating strategies to support all students in using social media in a way that benefits their studies” (Participant II, personal interview).

Table 10
Usage of social media is different by both the males and females

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	30	40.0	40.0	40.0
Agree	19	25.3	25.3	65.3
Disagree	15	20.0	20.0	85.3
Strongly Disagree	10	13.3	13.3	98.7
Uncertain	1	1.3	1.3	100.0
Total	75	100.0	100.0	

The data in Table 11 represents respondents' opinions on whether females use social media primarily for social connections. Out of 75 respondents, 22.7% (17 respondents) strongly agreed, and 24% (18 respondents) agreed, meaning that 46.7% of the participants believe that females use social media mainly for maintaining social connections. On the other hand, 18.7% (14 respondents) disagreed, and 25.3% (19 respondents) strongly disagreed, indicating that 44% of respondents do not share this belief. Additionally, 9.3% (7 respondents) were uncertain about the claim. The data shows that opinions are somewhat divided, with a slight majority agreeing that females use social media mostly for social connections, while a significant minority either disagrees or is uncertain.

Table 11
Female use social media mostly for social connections

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	22.7	22.7	22.7
Agree	18	24.0	24.0	46.7
Disagree	14	18.7	18.7	65.3
Strongly Disagree	19	25.3	25.3	90.7

Uncertain	7	9.3	9.3	100.0
Total	75	100.0	100.0	

The data in Table 12 reflects respondents' views on whether the usage of social media is influenced by gender. Out of 75 respondents, 29.3% (22 respondents) strongly agreed, and 40% (30 respondents) agreed, indicating that 69.3% of participants believe that social media usage is determined by gender. While, 14.7% (11 respondents) disagreed, and 8% (6 respondents) strongly disagreed, meaning that 22.7% of respondents do not think gender plays a significant role in determining social media usage. Additionally, 8% (6 respondents) were uncertain. The data suggests that a strong majority of respondents believe that gender influences social media usage, while a smaller proportion either disagrees or is uncertain about this perspective.

Table 12
Usage of social media is determined by Genders

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	22	29.3	29.3	29.3
Agree	30	40.0	40.0	69.3
Disagree	11	14.7	14.7	84.0
Strongly Disagree	6	8.0	8.0	92.0
Uncertain	6	8.0	8.0	100.0
Total	75	100.0	100.0	

The data in Table 13 represents respondents' views on whether males are more likely to use social networks for nonacademic purposes. Out of 75 respondents, 56% (42 respondents) strongly agreed, and 24% (18 respondents) agreed, meaning that 80% of the participants believe males are highly effective in using social media for nonacademic activities. 9.3% (7 respondents) disagreed, and 10.7% (8 respondents) strongly disagreed, indicating that 20% of respondents do not share this belief. The data indicates a strong consensus that males are perceived to be more inclined to use social networks for nonacademic purposes, with a small minority disagreeing with this viewpoint.

Table 13
Males are highly effective to use social networks for non-academic purposes

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	42	56.0	56.0	56.0
Agree	18	24.0	24.0	80.0
Disagree	7	9.3	9.3	89.3
Strongly Disagree	8	10.7	10.7	100.0
Total	75	100.0	100.0	

Conclusion

The main theme and the research objective of this research work was to study the impact of social media on academic achievement of higher secondary school level students. As this age group's individual use different social media networking sites as part and parcel of the life while the academic year also continues. The sample size for the

current research work was 75 individual respondents studying at intermediate level in district Skardu. All the 75 respondents were approached randomly and a structured questionnaire is filled. Six semi-structured interviews helped in getting perception of the students in this regard. This research work revealed that online social networks distract the higher secondary school level students from the studies and it effects the academic achievement of the students negatively. According to the respondents the time spent on social media and time spent in studies is not comparable at all because the time spent in studies leads towards good and better academic achievement while time sent on social media networks is just for the sake of time pass and a source of enjoyment and fun. The intermediate level of students don't use social media networks in positive way regarding academic matters due to which the excessive use of social media is not a fruitful source for the students of level in Skardu city. Social media offers valuable opportunities for communication and learning; excessive use can negatively impact academic performance. The time spent online often leads to distractions, procrastination, and reduced focus on academic tasks, which can ultimately harm students' grades and overall educational outcomes. To mitigate these effects, it's essential for students to practice effective time management and for educational institutions to provide guidance on balancing social media use with academic responsibilities.

Recommendations

- Encourage students to use social media platforms as tools for academic collaboration and resource sharing.
- Schools should integrate time management training into the curriculum to help students balance the time spending on social media and study time. This could include teaching students effective strategies for setting priorities and managing time spent on social media.
- Implement systems to regularly monitor and evaluate the impact of social media on academic performance. This could involve surveys and feedback mechanisms to understand how social media influences students and adjust policies accordingly.
- Provide additional academic support for students who may be negatively impacted by social media distractions. Tutoring, counseling services, and academic advising to help the students stay focused towards the academic goals are necessary for this.

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