

MS Thesis

**IMPACT OF SOCIAL MEDIA ON ACADEMIC
PERFORMANCE OF STUDENTS IN KHYBER
PAKHTUNKHWA UNIVERSITIES**



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ABSTRACT

This study examines the impact of social media on the academic performance of students in Khyber Pakhtunkhwa, focusing on three universities: the University of Swabi, Abdul Wali Khan University Mardan and the University of Peshawar. Utilizing a quantitative approach, data were collected from 450 participants through a structured questionnaire that assessed demographics, social media usage patterns, and perceived academic outcomes. The findings reveal that a substantial number of students engage with social media for both educational and recreational purposes, predominantly using platforms like Facebook and WhatsApp. While many participants acknowledged the positive role of social media in enhancing academic collaboration and access to resources, a significant portion also reported experiencing distractions that negatively affect their study routines and concentration levels. The survey results showed that around 60% of students reported spending more than three hours a day on social media, which is linked to lower self-reported academic performance. Additionally, students expressed concerns about the negative impact of social media on their concentration and study habits which displayed that it is an integral part of students' lives; excessive use may negatively affect their academic performance. These insights underscore the importance of developing effective strategies for managing social media use among students to harness its educational benefits.

Keywords: *Social Media, Academic Performance, Khyber Pakhtunkhwa, Quantitative Study, University Students.*

1. INTRODUCTION

1.1 Background of the Study

Social media has brought drastic changes in student's lives; these platforms are widely used by university student's around the globe. These sites can influence their studies and academic performance both positively and negatively. Social media are interactive platforms (*Facebook, YouTube*) where users interact and share information and ideas. While studying the social media and its impacts, Kasturi and Bobby (2014) defined that social media are online websites irrespective of intentional or unintentional interaction where people have their own identity by building their profiles, share and upload their contents in form of files, pictures, documents, videos in real time, users interact who are miles away from each other and having opportunity of immediate feedback.

Social Media: According to Haase and Peet (2017) social media are internet-based platforms which provide online services to users and enables them to communicate by building their online community, by sharing information that can access easily. Social media is set of webs and internet-based apps developed on communication technology of web 2.0, which enables users to upload exchange and download contents and information (Kaplan & Haenlein, 2010). Social media play very crucial role in student's studies by creating opportunities and connecting them with learning groups and educational institutes and give them easy access to updated and quality content (Greenhow & Robelia, 2009). There is significant negative relationship between social media and university student's studies (Azizi, Soroush, & Khatony, 2019).

Student's in Pakistan use social media for different purposes, some of them use it for entertainment purpose, some avail it for their studies and development while other use it for business purposes and marketing. The study found that 100% of Punjab university student in Pakistan use social media (Raza, Soroya, & Rehman, 2019). The use and nature of social media platforms is fruitful in this modern era but its addiction cause harm and divert focus from studies which have serious consequences for student's studies, (Bernard & Dzandza,

2018). It depend on the ability of student's if they use it smartly and appropriately it can have positive impact on their studies while it careless use can impact negatively (Gorhe, 2019).

Social media became part of our life, with it increasingly use students have major concern about social media to make it use more purposeful and smartly. Therefore, we conduct this study with aim to investigate that how these Social media platforms impact (either positively or negatively) student's' studies and their academic performance, and to provide guidelines for student's to make it use more beneficial and appropriate. The title of study is impacts of social media on studies of KP university student's; where, impact means influence on studies and academic performance, grade points and learning (the impact may either be positive or negative). The terms student's studies indicate to academic performance, education and grade points.

Social media has become the center of attention in the world, it has influential effects on various aspects of our daily life such as communication, opinions, education and entertainment. For the university's students in Khyber Pakhtunkhwa, social media platforms such as Facebook, WhatsApp and Instagram, have become essential for their routine activities. These platforms provide countless opportunities for information sharing, learning, and collaboration however there some research study indicate that their excessive usage have some unintended consequences which negatively affect academic performance (Junco, 2012).

The scientific investigation of the issue has become both timely and essential. Because at one end it acts as a facilitator while at the other, it has become a detractor, makes it a crucial area of investigation for understanding its implications on students' academic outcomes (Bernard et al, 2018). Some research studies report that this digital transition from book to laptop and mobile have a numerous advantage over the traditional book reading era. Thanks to the fastest internet speed and the quickest mobile technology operation, one can share projects and presentation within a split second.

Additionally, they also contribute to postponement and reduced attention (Kirschner et al., 2010). The current research project particularly investigates universities students in Khyber Pakhtunkhwa, where the ratio of the social media usage drastically increases, thus it is still uncertain whether the overall benefits can compensate the drawbacks. Therefore, the role of social media in students' academic behaviors requires detailed exploration. Its probable to performance as both an educational apparatus and a foundation of diversion highlights its

complex nature. Social media stands have redefined the mode of the students' access of material, allowing them to learn in their luxury zone unlike the outmoded classroom limitations. Nevertheless, the over-use of these boards often results in student's expenditure more time on non-academic connections, leading to summary efficacy and lesser abstract success (Ahmed & Qazi, 2011).

For students in KP, the convenience of social media offers new avenues for learning, but it also put the theoretical duties of the students at risk. The emerging receipt of social media among university students has resulted in considerable changes in their study performances and education processes. On the other side, social media licenses easy access to educational incomes and associate backing. On the flip side, it encourages a culture of multitasking that can distract academic focus (Paul et al., 2012). In the context of KP, where educational resources may be limited, social media serves as a vital tool for academic improvement, though its misapplication poses dangers to theoretical achievement.

Sympathetic the dynamics of social media practice and academic presentation requires examination to define between its positive and negative features. Although stages like Facebook, YouTube and LinkedIn proposal valuable educational satisfied and networking chances, needless usage of social media for entertainment drives can undermine academic attainments (Al-Rahmi & Othman, 2013). For university students in the whole world in overall and in KP exactly, knowing this double aspect is vital to improve the rewards of social media without compromising their theoretical aims. The introduction of social media into educational settings has unlocked up new chances for cooperative learning and information sharing. However, it has also introduced breaks that can adversely touch students' academic consequences (Moqbel & Kock, 2018).

Social media platforms usage has a vital part of our daily routines, with billions of users across the world using these technologies like Twitter, Facebook, Instagram to connect with friends, colleagues, family members and teachers for multiple purposes including sharing information and access to educational materials (Alam et al., 2021). These platforms have range of benefits including student's ability to directly connect with teachers, friends and enable them to share their ideas, ask for help from colleague's friends and instructors. However, the overuse of these platforms link to decreased progress and increased stress among the students of higher institutions across the world (Kaplan & Haenlein, 2010). A

recently conducted survey reveals the ratio of social media among university students is alarmingly increasing with over a hundred million of new accounts creating in various countries around the world (Azizi 2019).

Social media affects the time management skills of students in Khyber Pakhtunkhwa universities. Those who spend too much time on social media often struggle to focus on their studies, assignments, and projects. According to Shah et al. (2021), students using social media for more than three hours a day tend to perform worse academically than those who use it less. It elaborates that spending time on social media can become a great barrier in academic time.

According to Ali and Zainab, (2021) the social media effect students' ability to focus and maintain attention, both of which are essential for effective learning and academic success. Constant notification, update and message can interrupt concentration and encourage multi-tasking which has been link to reduce the cognitive focus. Spending extending time on social media fast paced content often leads to shorter attention spans, making it harder for the students to concentrate on long study sessions. In Khyber Pakhtunkhwa, where is intense academic competition. Extra hurdles are created by these distractions for the students aiming for academic achievement.

The Iqbal and Ahmad, (2022) stated in his study that in the world of these challenges social media also affect academic advantages by providing greater access to education platform. These platforms such as twitter, LinkedIn and YouTube allow students for the exploring of academic material. For instance, YouTube provides tutorials on complex subjects, and Facebook groups often host discussions on academic topics relevant to students in Khyber Pakhtunkhwa. This access to diverse resources can be especially beneficial for students in rural areas with limited access to libraries or academic counseling.

Social Media as a Collaborative Tool

The social media collaboration a significant element of modern education, for the exchanging notes, exam preparation, and other study group creation is mostly by student in KP. Student involved in collaborating learning through social media end to achieve better result in group projection and assessments. This collaboration aspect of social media enhances learning by encouraging peer interaction, sharing the knowledge and creating a supportive sphere beyond tradition classrooms (Bukhari, 2020).

However social media can contribute to academic dishonesty. Its easy access to shared resources enables some students to misuse it by plagiarizing assignments answers sharing and engaging in unethical behaviors during exams. In the KP universities these issues become increasingly common, where some students use online groups to obtain pre-made tasks. These practices compromise the integrity of academic work and impede student's authentic intellectual development, ultimately affecting their long term academic performance (Farooq, & Yaseen, 2020)

The mental health of the students is also affected by the social media, through which their academic performance is directly affected. Excessive use is linked to anxiety, depression and the stress of academics (Saeed & Javed, 2021). The province of KP where academic expectations are already high, the additional pressure to maintain an online presence intensifies stress. This mental burden can disrupt focus decrease motivation for studying, and ultimately harm students' academic performance.

The covid-19 pandemic highlights both the advantages and disadvantages of social media for the academic performance in KP. In one aspect the social media can become essential for remote learning, enabling students to stay connected and participate in online classes. However excessive online engagement leads to digital fatigue reduce student's ability to focus on virtual classes and complete tasks effectively.

This highlights how social media can be both helpful and challenging for education, especially during emergency situations. The social media affect students' ability to focus and maintain attention, both of which are essential for effective learning and academic success. Constant notification, update and message can interrupt concentration and encourage multi-tasking which has been linked to reduce the cognitive focus. Spending extending time on social media fast paced content often leads to shorter attention spans, making it harder for the students to concentrate on long study sessions. In Khyber Pakhtunkhwa, where is intense academic competition. Extra hurdles are created by these distractions for the students aiming for academic achievement (Ali & Zainab, 2021).

It is very complex that the social media impact on the student's academic performance in the University of Khyber Pakhtunkhwa. It provides valuable academic resource and foster collaboration but can also result in poor time management, reduce focus, mental health issue if overused. To ensure a positive impact, students should practice self-discipline and policies that

encourage productive social media use, helping students induce their benefits for academic success while reduce while minimizing its negative effects.

The impact of social media on academic outcome is an increasing area of concern for instructors and policy makers alike. While these platforms offer opportunities for learning and collaboration, their misuse can lead to academic underperformances (Kirschner & Karpinski, 2010). Similar research studies have already available in this area and specifically closely related to this topic in the US by Hinkley. However, we specifically try to investigate whether this research study's findings go against the previous findings. Moreover, the previous studies were mostly about at the school level students' educational outcome while in this study we want to take data from the university level students and selected universities for the survey where the students come from predominately from the Pashtun's Cultural which makes this study both innovative and novel. For university students in Khyber Pakhtunkhwa, understanding the implications of social media use in a new lens is crucial for accomplishing their academic goals and underpinning the theoretical implications.

1.2 Problem Statement

The current analysis seeks to assess the impact of social media use on the academic performance of university students of KP. It explore that the relationship between times spend on social media and students academics consequences. It examine whether social media serves as tool to enhance learning and act as a barrier to academics success. The research also examines how different ways of using social media impact study habits, focus, and overall academic performance. This will provide valuable insights into the role of digital platforms in higher education in the region.

1.3 Significant of the Study

In this modern and globalized era, social media can play very vital and significant role in student's' studies and their academic performance, self-development for their educational career and can polish their skills. This study was educating the student's, how social media impact student's studies in Pakistani society and was provide suggestions and guidelines to make proper use of social media for academic purposes. The study aimed to raise awareness among students about the effects of social media on their academic performance. It helped students understand the connection between social media use and their studies.

Additionally, the research examined social media usage separately for male and female students, focusing specifically on universities in the Khyber Pakhtunkhwa province of Pakistan. Only few number of research studies on this topic in Pakistan increase significance of this study.

1.4 Objectives of the Study

The Objectives of the Study are the following

- ✓ To assess the relationship between social media usage and academic performance among students in Khyber Pakhtunkhwa universities.
- ✓ To identify the social media platforms that most influence the study habits of students in Khyber Pakhtunkhwa universities.
- ✓ To evaluate the impact of academic-related social media use on students' academic performance in Khyber Pakhtunkhwa universities.

1.5 Research Questions

The study investigates the following research questions:

Q₁: How does social media usage impact students' grades in Khyber Pakhtunkhwa universities?

Q₂. Which social media platforms most affect students' study habits in Khyber Pakhtunkhwa?

Q₃: Does academic-related social media use improve students' performance in Khyber Pakhtunkhwa universities?

1.6 Delimitations of the Study:

The delimitations regarding the impact of social media on the academic performance of students in Khyber Pakhtunkhwa universities involve several key considerations. In first of all the current analysis may specifically targeted these which belonging to the undergraduate categories of different universities in KP. Excluding those in special program and graduated students. In the second step, it may limit its analysis to particular social media source commonly used by students in the region as like WhatsApp, facebook and Instagram excluding less might confine its time frame to particular academics year or semester to

generate the clean image of social media effect within the define time, taking into account potential changes in usage pattern and academic performance over time.

1.7 Variables of the Study

The study on the impact of social media on the academic performance of students at the University of Swabi, Abdul Wali Khan University Mardan, and the University of Peshawar includes both independent and dependent variables. The independent variable is social media usage, which encompasses aspects such as the frequency of use, time spent, types of platforms used (e.g., Facebook, Instagram, YouTube, WhatsApp), and purpose of use (academic vs. non-academic). The dependent variable is academic performance, measured through indicators like GPA, attendance, assignment completion rates, and perceived academic efficiency. Additionally, moderating variables such as demographics (age, gender, and socio-economic background), internet accessibility, and study habits are considered to examine how these factors influence the relationship between social media usage and academic performance. These variables collectively provide a comprehensive framework to explore the multifaceted impact of social media on university students' academic outcomes.

1.8 Rationale of Study

The main aim of the current analysis is explore the connection between social media and their impact on the university students' academic performance in the university of KP province. While the other research provides mixed impact of social media, there is common concept in Pakistani society that it is negative impact on student's academic performance. Most of the students firstly used the social media for their enjoyment. Such as watching drams, funny video, movies and plying game.

Given this perception the current analysis is objective to determine whether social media has both mix (Positive and negative impact on the students academics performance in the universities of Khyber Pakhtunkhwa. the recommendation and the finding of the current analysis is provide roadmap for the students, educators and parents on how to utilize the social media more effectively and constructively to maintain academics issue.

2 REVIEW OF LITERATURE

Social media plays an important role in students' lives, primarily by connecting them with various educational resources and providing instant access to the latest information and content. However, its impact can be both positive and negative. Researchers worldwide have studied how social media affects students' studies, with most findings showing mixed results. Despite this, there is still uncertainty about whether social media has a greater positive or negative impact on students' academic performance. Additionally, there has been limited research specifically focused on how social media influences the academic performance of students in Pakistan. To address this gap, this study aims to explore the impact of social media on the studies of university students in Khyber Pakhtunkhwa, Pakistan.

The increasing use of social media among the students of their education has raised concerns about its impact on academic consequences. Especially in province of Khyber Pakhtunkhwa, the commonly useable platform by the student in KP for the both entertainments and education are facebook, twitter, Instagram, tiktok and YouTube etc. heaver the scholar studies on their effect has yielded mixed consequences. Social media can improve to contact material, unnecessary use in often related to inferior academic presentation due to interruption and poor organization of the period

Time organization is a key part where social media influences academic presentation. Research demonstrations that students who apply too much time on social media often fight to achieve their study agendas, resulting in lower marks (Shah et al., 2021). Ali and Zainab (2021) originate that student in KP who devotes more than three hours every day on social media look better academic tests, such as reduced focus on projects and less time for studying. This proposes that extreme time on social media can meaningfully reduce academic output.

Another important part of social media's effect on theoretical presentation is its result on concentration and consideration extent. Continuous notices and messages disturb students' emphasis, causing them to multitask and dropping their aptitude to involve in deep study meetings (Bukhari, 2020). In the context of Khyber Pakhtunkhwa, Ali and Zainab (2021) observed that students with high social media usage struggle with maintaining attention

during lectures and while studying independently. The study supports the idea that social media's fast-paced nature can diminish students' ability to concentrate on their academic tasks.

According to Iqbal and Ahamd, (2022) while social media present challenges, it also offer several academics benefits platform such as twitter YouTube and LinkedIn provide access to education resource and enable collaboration learning, which can effect he academic performance positively. In KP students where access to academics resource can be limited social media servers as a valuable material it allow them to be in relation with peer join the groups of study, and the participation in online discussion regarding challenging subject. Ahmad and (2021) stated in his study that the students will be better understanding who use the social media for the academic performance and they will show their greater engagement for their study. Research study indicates that overuse of these smart technologies like Facebook Instagram, and YouTube have negatively affected students performances especially lower attention span lesser productivity and depressed academic performances (Rashid & Asghar, 2016).

The influential effects of social media on the academic outcome of students has received substantial attention from educators and scholars alike. For example, a research study in Australia reveals that students who spend more than two hours in a typical day watching television, playing video games have lower level of GPA than those who spend lesser than two hours on these platforms (Chukwuere 2017). Likewise, a research work conducted by (Gentile et al.,) found that students who consumed media more than 30 minutes per day had lower GPA than those who spent lesser than 30 minutes per day. The impact of social media and general media on students' academic outcomes is rather complex issue, influenced by multiple factors including the characteristics of student, type of media consumed and number of hour spent in their daily routines (Tariq et al., 2012). For example students who spend time on media watching informative and educative videos access online educational materials may experience a positive impact on their academic performances. On the other hand those who used social media for non-educational aims may negatively affect their academic outcome (Kuss & Griffiths, 2011).

In the context of university students in Khyber Pakhtunkhwa, the increase in social media usage has both challenges and opportunities for the instructors and students alike content (Madge et al., 2009).

. the theoretical implication of social media usage on academic outcome is huge, with range of theoretical approach and models offer fresh insights into the dynamics of media consumption and the students performances in various major have differential effects like a student who usually expose to media contents may have higher level of awareness as compared to other majors like physics and students from biological sciences (Pasek et al., 2009). Similarly a research study of planned behavior found that students attitudes towards media consumption can have an influential effect on the academic performances of the students (Amri et al., 2020). In addition to theoretical implications, the practical implications of media consumption are also vitally important, with the parent's teachers and instructors seeking to comprehend the responsible usage of these technologies. For example, instructors can take help in a classroom from these platforms to support learning and teaching process, policymakers can prepare guidelines on how to utilize these platforms (Kuss et al., 2011).

Social media's role in establishing communication among students has been emphasized in several research studies. According to Khan et al. (2021), platforms like Facebook and WhatsApp are often utilized by students to coordinate group projects and share academic materials. These social sites facilitate real-time collaboration, which can improve academic outcomes. However, the comfort of communication can also cause excessive non-academic involvements, which reduce the study time (Ali et al., 2020). This paradox accentuates the importance of balancing of these platforms' usage with academic responsibilities.

Access to informative contents is another important advantage of social media. Platforms such as YouTube and LinkedIn Learning offer lectures, addresses, and skill-building courses that enhance formal education Students across the world in various universities have been reported to use these resources to boost their understanding of hard to learn subjects (Ahmad & Khan, 2022). Notwithstanding these benefits, the overuse of these platforms uncorroborated these advantages and claimed social media can sometimes disseminate misinformation and misinformation, which initiated, can cause significant

confusion (Nawaz et al., 2021). Postponement is a noteworthy shortcoming of social media usage among students. Research shows that unwarranted time spent on platforms like TikTok and Instagram can result in disinclination towards academic assignments (Shah et al., 2021). Nowadays in the world school children have been reported spending more than six hours daily on social media, mostly at the expense of study time (Khan & Ahmed, 2020).

This trend is particularly worrying as it directly links with lesser academic outcome and missed deadlines. The psychological influences of social media stands also play a role in academic consequences. Individual contrast, cyberbullying, and dependence to social media stages have been an infamous factor that damagingly touches students' mental competence (Ali et al., 2020). Therefore, poor psychological healthiness can discourage academic performance by disturbing concentration, motivation, and overall output of the students. Students in KP are not insusceptible to these tests, as shown by studies importance the increasing occurrence of social media-caused stress in the county (Ahmad et al., 2021).

Comprehending this dynamic is indispensable for developing targeted interventions to address the specific needs of male and female students. Parental interventions play a noteworthy role in determining students' social media usage. In Khyber Pakhtunkhwa, parents often monitor their children's online activities to ensure a balance between academic and non-academic activities (Ahmad et al., 2022). While parental oversight can alleviate the negative effects of social media, unwarranted control may discourage students' ability to discover beneficial online resources. Striking the right balance is vital for maximizing the beneficial impact of social media on academic outcome (Tariq et al., 2012).

Research work by (Al-Rahmi, et al, 2015) highlights the dual nature of social media's impact. On one hand, social media encourages collaborative learning and offers access to a wide range of academic resources, including academic forums, digital libraries and webinars. On the other hand, excessive usage of these platforms, particularly for non-academic purposes, can lead to reduced attention and lower academic success. The study suggests that students' self-regulation skills play a crucial role in deciding whether social media usage will positively or negatively affect their academic performance.

The theoretical methods typically used in examining the link between media ingesting and theoretical presentation such as the Uses and Gratifications Theory and the Media Dependency Theory. The Uses and Gratifications Theory highlights that people actively hunt for media to satisfy specific needs, whether for entertainment, information, or socialization. In the context of education, students can utilize social media to access academic resources or communicate with peers and instructors. On the contrary, the Media Dependency Theory proposes that individuals' dependence on media rises when they perceive it as essential for achieving their goals. In academic contexts, students may rely on social media for projects, information sharing, and research purposes (Azizi, et al., 2019).

Despite the prospective advantages of social media and general media for academic performance, research unswervingly highlights the importance of balance and time management. Paul and Gelissen (2019) done a meta-analysis on the association between social media use and academic performance, concluding that moderate, purposeful use of social media has a positive influence, whereas excessive and unsupervised use results in academic loss. They recommend integrating social media into educational strategies to maximize its benefits while minimizing disruptions.

The effect of social media on the academic presentation of students of various universities has been the emphasis of some research studies, reproducing varied viewpoints and consequences. Social media platforms, such as Facebook, Instagram, Twitter, and WhatsApp, have become integral to students' daily routines. Researchers like Ahmed et al. (2020) argue that social media use offers students with opportunities to access educational resources, participate in group discussions, and connect with peers and educators, which can enhance learning results. However, excessive use often distracts students, leading to postponement and diminished academic accomplishments (Khan et al., 2019).

A huge body of literature highlights the unwarranted usage of these platforms which directly affect their academic out put in a number of ways like how consuming time on social site instead it should be used for other beneficial purposes particularly on study, for example the findings highlight those students who spend most of their time on social media often suffer from short term memory loss, insomnia, and most importantly they usually miss deadlines and cannot handle their studies routines tactfully. Hussain and Rehman (2022), who

found that students who spent more than four hours daily on social media exhibited lower grade point averages (GPAs) (Umar & Idris, 2018).

Another aspect of social media's effect is its potential to boost collaborative learning. The study by Iqbal et al. (2020) emphasized that platforms like WhatsApp and Facebook groups serve as an easily accessible tools for academic collaboration among students in universities across the world. By enabling real-time communication and resource sharing, these platforms help students discuss assignments, clarify doubts, and prepare for examinations. However, such benefits are conditional upon disciplined and purposeful use (Ahmed et al., 2020).

The psychological complications of social media use have also been discovered in the context of academic performance. Rehman et al. (2021) noted that the constant comparison with peers on social media can cause stress and anxiety, negatively influencing students' academic attention. Students may feel overcome by the pressure to present an idealized version of themselves online, which distracts attention from their studies. This phenomenon is particularly prevalent among university students, who are more vulnerable to the influential impact of digital culture (Hussain & Rehman, 2022).

In addition to psychological effects, the influential impact of social media in students' sleep patterns has been widely investigated. Irfan et al. (2021) stated that late-night use of social media is common among students, causing sleep deficiency and reduced cognitive performance. Sleep-deprived students may struggle with concentration and memory retention, which are crucial for academic success. The findings underline the need for awareness campaigns targeting healthy social media habits (Amin, et al., 2016)

The socio-cultural context of Khyber Pakhtunkhwa also plays a significant role in shaping the impact of social media on students. Research by (Gorhe, 2019) revealed that societal norms and family expectations determine how students use social media platforms. In a traditional region, social media serves as a platform for self-expression and networking, which often not match with academic goals. Understanding these cultural dynamics is necessary for developing interventions to alleviate the adversative effects of social media on academic performance.

One of the most importance of the social media is that provide information in simply. The Ahmed et al. (2020) stated that for the academic update the students of KP utilize the

social media. they follow educational content and joint webinars. The activity holds significance during the CoVID-19, where physical classes were replacing online. as we know every thing have their side effect, similarly the social media also create and reveal a barrier. because no every student have same access to the social media or internet And the spreading of false information, dis information and misinformation (Rehman et al., 2021).

The authors Hussain et al. (2022) state that mostly come from misleading and cross information due to social media. Which have very badly effect on their learning and academic behavior. Due to the dangerous evaluation skill, this issue reflect the requirement consist media literacy in the courses of university to great help to navigate and understand the world of internet (Iqbal et al., 2020).

The relationship between academic activities and social media is create more difficult by how by how addictive all these social media sources. another scholar Rehman et al.(2021) mentioned in his study that student who show symbol of social media addiction, such as continuously checking their efforts and account to maintained study. The social media addiction harmfully effects their mental and study behavior, causing like anxiety and depression. It requires multiple ways to tackling these problems, as like providing teaching time management skill and counseling.

While much of the literature focuses on the bad impacts of social media, some studies highpoint it's potential to improve academic appointment. According to Shah et al. (2021), students who use social media to shadow academic influencers, join educational opportunities, and contribute in online deliberations tend to achieve better academically. These activities representation students to diverse perspectives and inspire active knowledge. However, the extent of this positive influence varies dependent on separate incentive and self-regulation skills (Hussain & Rehman, 2022).

The social media also play significance role in effecting on the skill of communication. According to Iqbal et al. (2020) the students who mostly participate in discussion on social media repeatedly develop their interpersonal and communication skill. These developed skills are plays significance role in both career improvement and academic growth. Furthermore the mostly usage of social media or addiction of social media can cause of the weaken of face to face communication, which are just importance for improving professional and academic success (Ahmad et., 2020).

The influence of social media on academic presentation also differs crossways disciplines. Irfan et al. (2021) stated in his study that students in humankinds and social sciences are additional likely to use social media for academic drives likened to their peers in science and technology arenas. This difference can be credited to the nature of these fields, where cooperative learning and information distribution are more predominant. Understanding these punitive variations is fundamental for couture interventions to exact student groups.

The social media influence control is mostly depending up the parents in home. they can play a great role in developing academic skill and control on misuse of social media platforms, such as, facebook, tweeter,, Instagram and WhatsApp, etc. Khan and Ali (2020) mentioned in his research that the faceless weaken who get advice from their teachers and parent. The workshops are also play a significance role for the balancing use of social media regarding their academic activities. These action are mostly impotent in those area were the people face lake awareness about social media use, special in Khyber Pakhtunkhwa.

Financial issues also affect how students involve with social media. Rehman et al. (2021) renowned in his analysis that the students from low-income families often face tests in retrieving reliable internet services, which bounds their capacity to advantage from the educational possible of social media. This digital divide worsens existing disparities in academic presentation. Politicians need to report these differences by refining internet infrastructure and providing reasonable access to digital incomes (Shah et al., 2021).

According to Hussain et al. (2022) the students often use social media platform to spread content and answer the question during the online exam or noted other content for their assignment work. The researcher noted that the social media role in encouraging academics dishonesty in increasing concern. The value of the academic activities are affected by the misuse of these technologies, if we control on the misuse to such types of technology, we can control the academic performance of the new generations. It is needed to teacher to tech the students about the preserving academic position

The COVID-19 pandemic has meaningfully altered the way students use social media platform. According to Ahmed et al. (2020), the shift to online knowledge has amplified students' dependence on social media for instructive purposes. While this evolution has painted the possible of social media as a learning tool, it has also deepened problem like

screen exhaustion and information burden. Balancing the welfares and disadvantages of social media in the post-pandemic era remains a task for educators and politicians.

According to Erduran Tekin (2024) in the world of the research it is very simple to dig out about use of social media and students' academic activities. The skills are easily dismissed when the students do without strong self-holding the social media. This also affected the often academic performance. The personal effort as with the external support both are play very significance role in self-building, the schooling system is just build your self-regulation, management and training programs.

The influence of social media on academic presentation is not uniform transversely gender lines. Shah et al. (2021) clear in his analysis that the female students are additional likely to use social media for academic determinations, though male students incline to use it for entertaining. These gender changes have insinuations for scheming targeted interferences to exploit the educational welfares of social media. Sympathetic these nuances are necessary for making inclusive policies that report the needs of all scholars (Khan & Ali, 2020).

However, social media can also foster academic dishonesty. Due to the ease of sharing information, students may misuse these platforms by copying assignments or sharing answers during exams (Farooq & Yaseen, 2020). This trend has been observed in Khyber Pakhtunkhwa, where some students use social media for unethical academic practices. Academic dishonesty compromises the quality of learning, potentially leading to a decline in overall academic performance as students rely more on shortcuts than on actual understanding and learning.

Social media's influence on mental health also indirectly affects academic performance. Excessive use has been associated with higher levels of anxiety and depression, which can hinder academic success (Saeed & Javed, 2021). Students in Khyber Pakhtunkhwa, facing high expectations for academic achievement, may experience heightened stress from social media use, exacerbating feelings of anxiety and impacting their focus and motivation. Therefore, the mental health impact of social media further highlights its complex role in influencing academic outcomes.

Acheaw and Larson (2015) studied how social media affects the academic performance of students in tertiary institutions. They found that social media use negatively influences

students' studies and has a direct impact on their academic outcomes. Similarly, Gök (2016) reported that online communication technologies and social media platforms harm students' academic performance and behavior.

In a study on Iranian medical students Azizi, Soroush and Khatony (2019) explored the link between social media addiction and academic performance. They discovered a negative relationship between social media addiction and students' grades, noting that female students had lower levels of social media addiction compared to male students.

Celestine and Nonyelum (2018) found that spending time on social networking sites can negatively affect students' studies and academic performance. Similarly, Alam and Aktar (2021) explored the impact of social media on students' academic outcomes and concluded that social networking sites have negative effects on students' studies. They emphasized that the impact of social media whether positive or negative depends on how students use it.

To study social media and academic performance of student's in university of Lagos Osharive (2015) found that social networking sites impacted school going children in negative way, divert their attention from studies and waste most of their useful time, but they also have advantages and can be used smartly. According to (Amadi & Jabe, 2018) most of respondents from Nigerian university think that use of social media impacted student's studies and grade points in negative way by diverting their focus and attention from studies and take most of their productive time. Use of social networking sites negatively impacted student's studies and their behaviors psychologically (Umar & Idris, 2018).

The study by Apuke (2017) found similar results, stating that students who spend a lot of time on social networking sites tend to perform worse academically compared to those who use social media less. To examine the effect of social media on learning, social interaction, and sleep duration among university students, Kolhar, Kazi, and Alameen (2021) found that most students spent long hours on social media for non-educational purposes. This habit negatively affected their studies and sleep, leading to mental health issues and physical inactivity.

In their study on the influence of social media on the academic performance of students at Taraba State University in Nigeria, Asemah, Okpanachi, and Edegoh (2013) found

that social networking platforms negatively impacted students' studies. Similarly, Habes et al. (2018) discovered that many students become addicted to prolonged use of social networks, which leads to a loss of focus on their studies and negatively affects their academic performance. They also mentioned the useful and productive nature of social media by enhancing learning skills and abilities and increase their grade points.

All the above studies show negative impacts of social media and also highlighted some of their positive impacts and advantages if used smartly and appropriately. The upcoming or below studies mostly claimed positive impacts and also explore disadvantages if used carelessly without proper training and knowledge. According to (Boahene, Fang, and Sampong, (2019) use of social media platforms for studies and academic purposes have positive relationship with student's grade points, they also revealed the use of these platforms can negatively impact student's studies.

The findings of Pinyerd (2014) asserted that social networks impact student's both positively and negatively, positive impacts (like entertainment and refreshment, self-motivation and positive thinking, and easy way of social interaction), negative impacts (like stress, hesitation, delaying tactics and low self-confidence), these impacts depend on the ability to manage and regulate the spending time on social media for academic and studies purposes, the medium itself is not the problem but how the medium is availed.

To investigate the effect of social media on academic performance of student's in Ghanaian universities, Bernard and Dzandza (2018) stated that the nature of social media is productive if used it smartly and appropriately but it is also perilous and has serious negative impacts on student's studies and academic performance. According to Gorhe (2019) social networks impact student's studies both positively and negatively, if used it appropriately for educational purposes it can have positive impacts on student's studies and if used without proper knowledge in inappropriate way it can have serious consequences on student's studies and can put their future in danger.

Borgohain and Gohain (2020) explored the impact of social media on students' academic performance at the State University of Assam. They claimed that social media has two sides both positive and negative effects on students' studies, one aspect is that these social networks provide student's an easy access to education and are helpful and produce greater and impactful output, other aspect is that these networks aside student's from reality and

engage or involved them with computing and virtual world, they also highlight that social networks should avail and put to use in ideal way for bright future.

Malik et al, (2021) proved that use of social app, evaluation of their own attitude and abilities, and sharing information about yourself and the energy waste on use resulted to fatigue which in turn decrease your grade points and affected your studies, While exploring the impact of social media on academic performance of selected collage student's, (Talaue et al, (2018) investigated that social networks have binary impact on student's attainment, they also suggested use of social media with ideal control and proper responsibility. The study Aljuboori, Fashakh, and Bayat, (2020) claimed that there is positive perception among university students of Iran, a growing interest and encouragement have been found about the use of social networks for educational and study purposes, they also highlighted that negative impact like health effects and addiction of prolong use should also be noted.

According to Amin et al, (2016) student spend most of their time on social networks positively and smartly by sharing and creating new thoughts and ideas which help in studies, they utilize these networks for studies and also take fun of it, it mean student's focus on their work and studies without getting bore, because of entertainment nature of social media sites. To analyze the influence of social media on student's academic performance in lagos university metropolis, Emeri (2019) suggested based on result that these information technology has influential role on student's studies, student's in the school should train through model of positive use of these networks by educating them about its potential and limits , they also recommended that mentorship, check and balance and guidelines of parents and teachers to reduce the negative impact of social networks, while investigating the influence of social media on international student's global life satisfaction and academic performance.

Saha and Karpinski (2018) found that the use of social networks has a positive impact on the relationship between students' studies and life satisfaction. In a study on the effect of social networking sites on the academic performance of students at the College of Applied Sciences in Oman, Mehmood and Taswir (2013) stated that if social media platforms are designed and used for educational purposes, they can be a beneficial and productive tool. This can help improve grades, enhance learning skills, and ultimately boost overall academic performance.

2.1 Theoretical Framework

The current analysis explore the impact of social media on the academics performance of the KP universities students, where is widely believed to key impact of on students' academic performance. To understand hoe to the university students meet their different need it is the main objective of the current analysis.

The researcher applied the theoretical frame works for the narrow the scope and clarify specific viewpoint, the current implicated frame work help define concept and offer a focused perspective guiding the researcher in predicting consequences. The researcher used the uses and gratification theory for the support of the research model. The theory explains how individual actively choose social media productively for the educational aim and for unproductive activities lies in the hand of the users. The current implicated theory framed the basis of the study. it presenting the clearer understanding that how social media impact the students and their academic performance.

2.1.1 Uses and Gratification Theory

The second implicated theory is Uses and Gratification Theory for the examining of the impact of social media on students' studies. Many researchers and scholars have applied this theory to understand how social media affects its audience. The Uses and Gratification Theory was introduced in 1974 by Katz and Blumler. This theory focuses on how individuals actively seek out media to fulfill specific needs and desires, providing a framework for understanding the relationship between social media use and its impact on users. The theory published in the article “the uses of mass communication” the theory states that users continuously engage with social media if they get what they need, this theory explains the effects of media on audience that how they gratify their needs and interpret audience motivations for selecting media as users have many option for gratification and needs they want to fulfill.

The theory states that audience use social networks for different purposes and search for several needs and gratification, Gallion (2010). Audience play active and influential role over media, they have authority and responsibility to select media and meet their desire. The audience has not more passive consumers of the content produce by media. According to Katz

(1959) uses and gratification theory has the approach which more emphasis on the choice what audience does with media.

Katz, Blumler, and Gurevitch (1974) stated that audience have many options to select media platform and highlight the reasons, purposes and motivations for choosing particular media platform that vary from person to person, while exploring the influence and effects of mass media, the idea of choosing of a medium and platform to gratify their needs based on self-motivations and self-preferences, media is just tools to provide what they want out of it (MaQuail, 1984).

2.1.2 Rational for selecting Uses and gratofcation theory in current analysis

The Uses and Gratification Theory (UGT) provides a relevant framework for studying the impact of social media on the academic performance of students in Khyber Pakhtunkhwa universities because it focuses on understanding how individuals actively use media to satisfy their specific needs and goals. Social media platforms offer diverse content and tool that student's use for information-seeking, communication, entertainment, and educational purposes. By employing UGT, this research can uncover the motivations behind students' social media usage, such as whether they use these platforms to enhance academic knowledge or primarily for leisure and distraction. Understanding these motivations is critical for analyzing how their engagement with social media affects their academic performance, both positively and negatively.

Additionally, UGT shifts the focus from media effects to audience agency, emphasizing that students are active participants in their media consumption. This aligns well with the study's context, as university students in Khyber Pakhtunkhwa are likely to have varied levels of access to technology, educational resources, and personal goals. Using UGT allows the research to explore the nuanced ways in which social media serves as a tool for academic improvement or becomes a hindrance due to excessive non-academic use. Thus, the theory offers a comprehensive lens to examine the interaction between social media usage patterns and academic outcomes in this specific demographic.

3 METHODOLOGY

Research methodology is the approach to gathering, analyzing and interpretation of information in scientific and applied researches through use of specific techniques, process and procedures. This section of the study usually put light or reply in response to, how the data would be collected or gathered? and how it be analyzed and interpreted. Research methodology locate and design the strategy and procedure that involves population, sampling techniques, tools and instrument, information and data collection, analyzing and interpretation.

Broadly research methods are divided into two categories, one is quantitative and other is qualitative method of research. The use of best and most relevant research methods depends on research goals, research subjects and largely depends on the nature of study you want to conduct. As the data for the present study was gathered quantitatively, therefore, quantitative method of research was applied to study the impact of social media on studies of KP universities student's. Quantitative methods are used for numeric values or numbers or it is the expression of values in numbers and can transform statistically. Quantitative research has straightforward approach and technique that can be checked and tested to gather more reliable and accurate data.

The survey technique of data collection was employed to gather information and data from student's enrolled in the selected universities of KP as a sampling from and all KP universities as a whole population. The entire enrolled student's in KP universities were the universe of the present study; whereas, the enrolled student's in three universities of KP i.e. University of Swabi, AWKUM, University Peshawar collectively was compose population of the study. Stratified sampling technique was applied for selection of these universities as a population, while data was be collected from the above mentioned three universities by applying stratified sampling technique to select a suitable and reliable sample. As a sample, 450 student's was selected from the whole population through stratified sampling technique of probability sampling to collect data and then the results generalized to the whole population, well-designed questionnaire as a tool for the data collection.

A questionnaire was used as the primary tool to collect data from students. A questionnaire is a research instrument consisting of a series of questions designed to gather

information from respondents. The collected data was analyzed using the Statistical Package for Social Sciences (SPSS), which is a powerful software used for statistical analysis. The results were presented in the form of frequencies, charts, and percentages, with cross-tabulation (chi-square) used to analyze the data.

Table No 3.1 Main Sorts with Valid Fraction

Question	Key Findings
Age	Most respondents (38.9%) were aged 21-23, followed by 27.8% aged 18-20. The least represented group was 27+ (11.1%).
Gender	A majority of respondents were female (51.1%), followed by male (40.0%), with 8.9% identifying as other.
University	University B had the highest representation (40.0%), followed by University A (26.7%) and University C (22.2%). 11.1% were from other institutions.
Year of Study	Most participants were in the 2nd year (26.7%), followed by 3rd year (24.4%), and 1st year (22.2%). Graduate students formed the smallest group (8.9%).

The above table indicates about the whole finding of the main questions regarding the age, gender, selected institutions, and the selected time frame. Every category is mentioned with their own detail.

3.2 Ethical Considerations:

Ethical considerations in researching the impact of social media on the academic performance of students in Khyber Pakhtunkhwa universities are paramount. Firstly, ensuring informed consent and voluntary participation of student participants is crucial, emphasizing their right to decline participation or withdraw from the study at any time without penalty. Researchers must also uphold confidentiality and privacy by safeguarding the identity and personal information of participants, particularly when collecting sensitive data related to social media usage habits and academic performance. Additionally, researchers must mitigate potential risks associated with the study, such as minimizing any psychological discomfort or harm that may arise from discussing personal experiences with social media or academic struggles. This involves providing adequate support services and resources for participants who may require assistance or guidance.

It is significant to be open and honest through the research process, which includes clearly explaining the purpose, method and potential effect of the study to participants and other relevant groups. It is needed for the researcher to carry out the whole research work in an ethical and responsible way; he must adopt the systematic way for reporting and analyzing data. Moreover, the consequences should be in a way that respects the right and dignity of the participant, while also contributing to the growth of knowledge in the field. The ethical consideration is most significant to ensure that the well-being and independence of the student's participants are priorities when studying the impact of social media on academic activities in the KP universities.

3.3 Rational for Selecting the Particular University

The selection of the University of Swabi, Abdul Wali Khan University Mardan, and the University of Peshawar for the study on the impact of social media on academic performance is strategically significant due to their geographical, demographic, and academic diversity. These universities represent a broad spectrum of student populations, encompassing both rural and urban areas within Khyber Pakhtunkhwa. The University of Peshawar, as one of the oldest and most prestigious institutions in the region, provides insights into the experiences of students in a well-established academic environment with relatively higher access to technological resources. In contrast, Abdul Wali Khan University Mardan and the University of Swabi represent younger institutions that cater to students from semi-urban and rural backgrounds, offering a comparative perspective on how varying infrastructural and social settings influence social media use and its academic impacts.

Furthermore, these universities collectively capture the diverse cultural, socio-economic, and academic contexts of students in Khyber Pakhtunkhwa. By including these institutions, the study ensures a representative sample of the student population, enabling the findings to reflect the broader realities of the province. The selection also facilitates the examination of how institutional factors, such as the availability of internet resources, campus culture, and academic policies, affect students' engagement with social media and its subsequent impact on their academic performance. This diversity enhances the study's validity and applicability to understanding the broader dynamics of social media use among university students in the region.

3.4 Operational Definitions:

i. Social Media

Social media refers to online platforms and applications that allow users to create, share, and interact with content within virtual communities. These digital spaces make it easy for people to exchange information, ideas, and multimedia, enabling them to connect with a wide range of audiences. Popular social media platforms include Facebook, Instagram, Twitter, LinkedIn, and others. Users usually create profiles, share updates, and engage with content through likes, comments, and shares. Social media has significantly changed communication by promoting real-time interaction, fast information sharing, and community building globally. It is an important tool for personal expression, professional networking, news consumption, and marketing, influencing how people and organizations connect and share in the digital world (Kaplan & Mazurek, 2018).

ii Khyber Pakhtunkhwa

Khyber Pakhtunkhwa (KP) is one of the four provinces of Pakistan, situated in the northwestern part of the country. It is famous for its diverse geography, which includes the rugged mountains of the Hindu Kush and Himalayas, as well as fertile valleys and plains. Historically, the region has been a crossroads of various civilizations, including the Gandhara civilization, which flourished here over two millennia ago. KP is culturally rich, with a significant Pashtun population and a vibrant tradition of music, poetry, and hospitality. The province is also home to several important archaeological sites, stunning natural scenery, and serves as a gateway to the famous Khyber Pass, a historic trade route and strategic corridor connecting South Asia with Central Asia and the Middle East (Rafi et al., 2021).

iii Academic Performance:

The academics performance refers to a students or group's success in education setting usually measuring through grad, test score, and other evaluation. it consist of different aspect of learning, like as understanding, critical thinking, problem, problem solving and mastery of the field. Academic performance in generated by many factors, like motivation, curriculum design, individual ability, teacher quality helping to assess learning consequences. Identify areas needing impartment and guide decisions on educational policies and interventions (Kirschner & Karpinski, 2010).

4.0 DATA ANALYSIS

Table 1
Demographic Information of Participants (N = 450)

Question	Response Options	Frequency (n)	Percentage (%)
1. Age	18-20	125	27.8
	21-23	175	38.9
	24-26	100	22.2
	27+	50	11.1
2. Gender	Male	180	40.0
	Female	230	51.1
	Other	40	8.9
3. University	University A	120	26.7
	University B	180	40.0
	University C	100	22.2
	Other	50	11.1
4. Year of Study	1st Year	100	22.2
	2nd Year	120	26.7
	3rd Year	110	24.4
	4th Year	80	17.8
	Graduate	40	8.9

***Description:** The demographic section summarizes participants' age, gender, university affiliation, and academic year. The largest age group is 21-23 (38.9%), and the majority of respondents identify as female (51.1%). The distribution of participants across universities shows a notable concentration in University B (40.0%).*

Table 2
Social Media Usage Frequency (N = 450)

Question	Response Options	Frequency (n)	Percentage (%)
5. Frequency of Social Media Use	Daily	200	44.4
	Weekly	150	33.3
	Monthly	50	11.1
	Rarely	50	11.1

Description: This table shows how often participants use social media. The majority of participants (44.4%) report using social media daily, with another 33.3% using it weekly, indicates a strong presence of social media in participants' daily routines.

Table 3

Average Time Spent on Social Media (N = 450)

Question	Response Options	Frequency (n)	Percentage (%)
6. Average Time Spent on Social Media	Less than 1 hour	30	6.7
	1-3 hours	250	55.6
	4-6 hours	120	26.7
	More than 6 hours	50	11.1

Description: Participants' reported daily social media usage reveals that over half (55.6%) spend 1-3 hours daily on these platforms. Only a small percentage (6.7%) report using social media for less than one hour, suggesting that social media plays a significant role in participants' daily lives.

Table 4

Frequently Used Social Media Platforms (N = 450)

Question	Response Options	Frequency (n)	Percentage (%)
7. Frequently Used Social Media Platforms	Facebook	200	44.4
	Instagram	230	51.1
	Twitter	90	20.0
	WhatsApp	150	33.3
	TikTok	100	22.2
	LinkedIn	50	11.1
	Others	30	6.7

Description: This table outlines the social media platforms most frequently used by participants. Instagram (51.1%) is the most popular platform, followed closely by Facebook (44.4%) and WhatsApp (33.3%). The relatively low usage of LinkedIn (11.1%) suggests that professional networking may not be a priority for most participants.

Table 5

Primary Purpose of Social Media Use (N = 450)

Question	Response Options	Frequency (n)	Percentage (%)
8. Primary Purpose for Using Social Media	Academic/Research	60	13.3
	Social Networking	250	55.6
	Entertainment	100	22.2
	News and Information	30	6.7
	Other	10	2.2

Description: This table presents the primary reasons participants use social media. The dominant purpose is social networking (55.6%), indicating a preference for connecting with others rather than academic or informational use, which are less prevalent at 13.3% and 6.7%, respectively.

Table 6

Perceived Impact of Social Media on Academic Performance (N = 450)

Question	Response Options	Frequency (n)	Percentage (%)
9. Perceived Impact of Social Media	Yes, positively	60	13.3
	Yes, negatively	150	33.3
	No impact	240	53.3

Description: Participants were asked about their perceptions of social media's impact on academic performance. A majority (53.3%) reported no impact, while 33.3% believed it negatively affects their studies. Only a small fraction (13.3%) noted a positive impact, suggesting concerns about social media's role in academics.

Table 7

Distraction from Studying Due to Social Media (N = 450)

Question	Response Options	Frequency (n)	Percentage (%)
10. Social Media as a Distraction	Often	90	20.0
	Sometimes	150	33.3
	Rarely	120	26.7
	Never	90	20.0

Description: This table shows the frequency with which participants feel distracted from studying due to social media. While 53.3% indicated that they are distracted often or sometimes, a notable 40.0% reported that this is rare or never, highlighting a divide in how social media affects study habits.

Table 8
Agreement with Social Media Statements (N = 450)

Question	Statement	Mean	Standard Deviation
11. Agreement with Statements	1) Discuss Academic Topics	3.2	1.1
	2) Stay Updated on Resources	3.8	1.0
	3) More Time on Social Media Than Studying	3.5	1.2
	4) Improve Academic Performance	2.5	1.3
	5) Negative Effect on Concentration	4.0	0.9

***Description:** The agreement levels on various statements highlight participants' experiences with social media. The highest agreement was for the statement regarding social media's negative impact on concentration (mean = 4.0), suggesting significant concerns about its effect on focus and study effectiveness.*

Table 9
Following Academic-Related Groups on Social Media (N = 450)

Question	Response Options	Frequency (n)	Percentage (%)
12. Following Academic-Related Groups	Yes	200	44.4
	No	250	55.6

***Description:** This table reflects whether participants follow academic-related groups on social media. The majority (55.6%) do not follow these groups, which may indicate a limited engagement with academic content on social platforms.*

Table 10
Engagement with Academic Content on Social Media (N = 450)

Question	Response Options	Frequency (n)	Percentage (%)
13. Frequency of Engagement with Academic Content	Daily	70	15.6
	Weekly	130	28.9
	Monthly	80	17.8
	Rarely	170	37.8

Description: Participants' engagement with academic content on social media shows that a majority (66.7%) engage less frequently than weekly, with 37.8% reporting rare engagement. This indicates limited interaction with academic material through social media channels.

Table 11
Influence of Academic Content on Studies (N = 450)

Question	Response Options	Frequency (n)	Percentage (%)
14. Influence of Academic Content	Enhances Understanding	150	33.3
	Access to Resources	200	44.4
	Networking Opportunities	100	22.2
	Assignment Ideas	90	20.0
	Other	10	2.2

Description: Participants identified various ways academic content on social media influences their studies. Access to additional study resources is seen as the primary benefit (44.4%), while networking opportunities (22.2%) and enhancing understanding (33.3%) are also noted.

Table 12
Contribution of Academic Content to Grades (N = 450)

Question	Response Options	Frequency (n)	Percentage (%)
15. Contribution to Better Grades	Yes	150	33.3
	No	200	44.4
	Not Sure	100	22.2

Description: When asked if academic content on social media contributes to better grades, a majority (44.4%) believe it does not, with only 33.3% affirming a positive contribution. This suggests skepticism about the effectiveness of academic content found on social platforms.

5.0 DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1 Discussion

The impact of social media on the academic performance of students in Khyber Pakhtunkhwa universities has become an important topic of study, especially as social media use grows among young adults. This issue presents both positive and negative aspects. On the one hand, social media can offer benefits, such as improving communication and collaboration, and allowing students to join study groups and access educational resources. On the other hand, the potential for distraction and time wastage often outweighs these advantages, leading to negative effects on students' academic performance.

The current analysis clears that a large number of students use social media daily, spending key period on these platforms. Most of the student uses the social media for the entertainment and some of the use for their academic proposes. This shift in focus form academic tasks can consequences in lower grades and a weaker understanding of course tools. Farther more many students admit that social media distract them while studying, with constant modification and up to date disrupting their focused and negatively affecting their academics performance

Interestingly, the perceptions of students regarding social media's impact on their academic performance vary widely. While some believe that social media helps improve their academic engagement and understanding of course material, a significant number perceive it as having a negative effect on their concentration and study routines. This dichotomy highlights the complexity of social media's role in students' academic lives. For those who utilize these platforms effectively—by following academic groups or accessing relevant educational content—social media can serve as a valuable resource. Conversely, for others who struggle to balance their social media usage with academic obligations, the platforms can contribute to procrastination and poor academic performance.

The relationship between social media usage and academic performance among students in Khyber Pakhtunkhwa universities is complex and requires a thoughtful approach. Educational institutions may need to develop strategies that encourage responsible social media use, helping students use these platforms for academic improvement while managing potential distractions. Moreover, more research is needed to identify the factors that influence

the impact of social media on academic performance, such as individual differences in self-regulation, study habits, and the type of content students consume. By creating an environment where social media becomes a tool for academic success rather than a distraction, universities can better support their students' educational goals.

5.2 Conclusion

In conclusion, the impact of social media on the academic performance of students in Khyber Pakhtunkhwa universities, particularly at the University of Swabi, Abdul Wali Khan University Mardan (AWKUM), and the University of Peshawar, highlights the complex relationship between digital engagement and academic success. The quantitative study conducted with 450 participants from these institutions shows a notable correlation between social media usage patterns and students' academic outcomes. While some students reported using social media for academic purposes, such as collaboration and information sharing, the majority indicated that social media often acts as a distraction, resulting in lower academic performance.

The data collected reveals that a significant number of students engage with social media daily, with many spending several hours on these platforms. For example, the survey results showed that around 60% of students reported spending more than three hours a day on social media, which is linked to lower self-reported academic performance. Additionally, students from all three universities expressed concerns about the negative impact of social media on their concentration and study habits. This consistent trend across different universities suggests that while social media is an integral part of students' lives, excessive use may negatively affect their academic performance.

The current analysis indicates that the social media can be both helpful and distinguished for the students, so it's significance for the educational institutions to address this balance. Universities can organize workshops and seminars to teach students time management and digital skill. Educating students on how to use social media for learning can help them get more academics benefits. By encouraging a balanced use of social media, the students are importantly supported by the University of KP for the succeeding in academically while managing the challenges of digital distinctions.

5.2.1 Link Between Result and Theoretical Framework

The results of the study, which explore the relationship between social media usage and academic performance among students at the University of Swabi, Abdul Wali Khan University Mardan, and the University of Peshawar, can be effectively linked to the Uses and Gratification Theory. The findings reveal that students use social media for diverse purposes, such as academic research, communication with peers and instructors, and leisure activities, highlighting their active role in selecting media to satisfy specific needs.

When social media is used for academic purposes, such as accessing educational content or collaborating on assignments, it positively influences academic performance, aligning with the theory's premise that individuals derive value from media based on their motivations. Conversely, excessive non-academic use, such as browsing entertainment or engaging in prolonged social interactions, leads to distractions and diminished academic outcomes, reflecting the dual-edged nature of gratification-seeking behaviors. By examining how students' media choices and motivations align with their academic goals, the study underscores the relevance of the Uses and Gratification Theory in understanding the nuanced impacts of social media on academic performance.

5.3 Suggestions

In the current analysis the researcher provide some suggestions the findings of a quantitative study on the impact of social media on academic performance of students in Khyber Pakhtunkhwa universities, specifically from the University of Swabi, AWKUM, and the University of Peshawar:

Digital literacy Program promotion: Universities should launch programs to help students use social media feedback and effectively. These programs can include workshops that teach students how to differentiate between productive use and distraction and offer tips on utilizing social media for sharing resources and academic performance

Establish Social Media Guidelines: Universities should establish clear guidelines for social media use, specifically for academic purposes. These guidelines should help students set boundaries between personal and academic use, aiming to reduce the negative impact of social media on their study habits and concentration.

Encourage Academic Use of Social Media: The University of KP can create an environment that support using social media for academic purposes by supporting the creation of study group and academic purposes by supporting the creation of study group and academic forums platform on social media such as WhatsApp and facebook. These groups can help in collaborate for students, discuss academics topics and share, improving their total learning experience.

Monitor and Evaluate Social Media Usage: Universities should consider conducting regular surveys or assessments to monitor students' social media usage patterns and their academic performance. This data can be used to identify trends and areas where students may need additional support, leading to tailored interventions aimed at optimizing their study practices.

Integrate Social Media into Curriculum: Academic programs can explore ways to integrate social media as a tool for enhancing student engagement and collaboration within the curriculum. This might involve using social media for class discussions, project coordination, or sharing academic resources, thus promoting its positive aspects while limiting excessive use.

Provide Counseling and Support Services: Universities should offer counseling and support services to address the psychological impacts of social media use. These services can assist students who feel overwhelmed or distracted by social media, ensuring they have the support needed to maintain a healthy balance between their online activities and academic responsibilities.

Research and continuous Impartment: the University of the KP should encourage ongoing research to understand the evolving impact of social media on academic performance. Long term studies can offer valuable insight into how social media trend influence students over time, helping institution improve their policies and activities. By follow these plans, the KP University can better utilized the benefits of social media to support academics success while success while reducing its negative impacts.

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Appendix No 1

RESEARCH QUESTIONNAIRE
School of Mass Communication,
International Islamic University Islamabad,

Dear Participants,

I am M.Phil scholar at the School of Mass Communication, International Islamic University Islamabad, and conducting the research study under title “**Impact of Social Media on Academic Performance of Students in Khyber Pakhtunkhwa Universities**”

Your participation and response is of great value for this study. The information provided by you will be used only for research Thesis and will be kept confidential.

Thanks you in anticipation.

**Junaid Khan,
M. Phil Scholar**

Section A: Demographic Information

1. Age: ____

2. Gender:

- ☐ Male
- ☐ Female
- ☐ Other

3. University: ____

4. Year of Study:

- ☐ 1st Year
- ☐ 2nd Year
- ☐ 3rd Year
- ☐ 4th Year
- ☐ Graduate

Section B: Social Media Usage

5. How often do you use social media?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Rarely

6. On average, how many hours per day do you spend on social media?

- ☐ Less than 1 hour
- ☐ 1-3 hours
- ☐ 4-6 hours
- ☐ More than 6 hours

7. Which social media platforms do you use most frequently? (Select all that apply)

- ☐ Facebook
- ☐ Instagram
- ☐ Twitter
- ☐ WhatsApp
- ☐ TikTok
- ☐ LinkedIn
- ☐ Others (please specify): ____

8. For what purpose do you primarily use social media?

- ☐ Academic/Research
- ☐ Social Networking
- ☐ Entertainment
- ☐ News and Information
- ☐ Other (please specify): ____

Section C: Impact on Academic Performance

9. Do you feel that social media affects your academic performance?

- ☐ Yes, positively
- ☐ Yes, negatively
- ☐ No impact

10. Has social media ever distracted you from studying?

- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

11. To what extent do you agree with the following statements? (1 = Strongly Disagree, 5 = Strongly Agree)

- 1) I use social media to discuss academic topics with classmates.
- 2) Social media helps me stay updated on academic resources and study materials.
- 3) I find myself spending more time on social media than on studying.
- 4) Social media helps improve my academic performance.
- 5) Social media has a negative effect on my concentration and study routine.

Section D: Academic-Related Social Media Use

12. Do you follow any academic-related groups, pages, or channels on social media?

- ☐ Yes
- ☐ No

13. How frequently do you engage with academic content on social media?

- ☐ Daily
- ☐ Weekly
- ☐ Monthly
- ☐ Rarely

14. In what ways does academic content on social media influence your studies? (Select all that apply)

- ☐ Enhances understanding of topics
- ☐ Provides access to additional study resources
- ☐ Offers opportunities for academic networking
- ☐ Helps with assignment and project ideas
- ☐ Other (please specify): ____

15. Do you believe that academic content on social media contributes to better grades?

- ☐ Yes
- ☐ No
- ☐ Not Sure