



## Original Article

## The Impact of Social Media on Enhancing Academic Awareness among University Students

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### ARTICLE INFO

#### Keywords:

*Social Media, Students, Impact, Undergraduate, University, Faculty*

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### ABSTRACT

*This study investigates the impact of social media on university students, particularly focusing on how social media contributes to academic awareness among those who are new to the higher education environment. Social media platforms offer both positive and negative influences, and this research aims to explore and explain both dimensions in the context of academic development. The research was delimited to universities in Islamabad, and data was collected through structured questionnaires administered to university students. The primary objective of the study was to identify the factors associated with social media use that influence the development of academic awareness, and to examine the relationship between social media engagement and academic awareness among university students. A stratified sampling technique was employed for the selection of participants. From the total population, 82 male faculty members and 95 female faculty members were included in the sample. Additionally, 307 male and 329 female university students participated in the study. Findings indicated that a significant number of university students primarily use social media for video calling, chatting, and gaming activities, which may divert attention from academic engagement. This underscores the importance of raising awareness about the constructive and academic uses of social media among students.*

### Introduction

Social media is the online tools that help people to stay connect with each other. With the help of social media, we can share different stuff, read books. The pervasiveness of social media, such as Twitter, Instagram, and Snap Chat continues to rise affording people remarkable opportunities to communicate through social networks (Sivakumar et al., 2022). Many people are taking advantage of these opportunities by spending considerable time on social media (Orji et al., 2024). The use of social media is now becoming more important day by day and every student at secondary level must know how to use social media for education purpose, so that student can learn more easily when he is at home or in other words, he is absent from school, he can access to one of social media application like google-class room where streaming is used. The increased use of Social Networking Websites has become a social norm and way of life for

people from all over the world (Boyd et al., 2017; Afaq et al., 2022). The technologies that we use through social media can cause students more time to waste during studying. Many people are taking advantage of these opportunities by spending considerable time on social media (Sctollak et al., 2021).

Social media was first founded by Andrew Weinreich in 1997 and the first website through which social media was recognized was six degrees. Until 2003 this site was popular but then by 2004 a person known as Mark Zuckerberg created Facebook. Facebook went public in 2006 and then it stayed on top, it is the best site through which we can interact with other people via video calls, instant messaging etc. Today Facebook is the world biggest social media site and it has nearly 2.32 billion monthly users.

Social media has many advantages or we can say facilities such as sharing images, videos that is very easy to communicate with each other now a days. Students can also use this feature for education purpose by sharing lectures with each other through different applications such as WhatsApp, Facebook, E-mail and many more. Many researchers indicate that students gained more vocabulary and improved their writing skills as a result of their participation on social networks such as Facebook and Twitter. (Lam et al., 2022), also stated that social networks such as Facebook “improves learning through users’ interrelationship, communication, social relationship, and participation”. By using social media students can also benefit the use by sharing lectures with each other. (Madge et al, 2019), concluded that most students used social networks such as Facebook primarily for social purposes although their interaction with their peers was on academic matters. The uses of the social media are rapidly increasing in the all filed of life. The Social media activities, now involves, in the education and our social life as well.

There are different ways to use social media for students. Students mostly try to use social media to get help in their assignments, and to share information with each other, social media also gives access to exchange of knowledge (Eid& Al-Jabri et al., 2016). For students at secondary level, there is stress due to exams and they can relax sometime with the help of social media (Tandoc et al., 2015). Students can also join social media to join different groups of their interest and share their experience with them and make friends (Basir et al., 2024). When internet is used in positive ways it has many advantages for both teachers and the students for sharing new ideas (Flad et al., 2020).

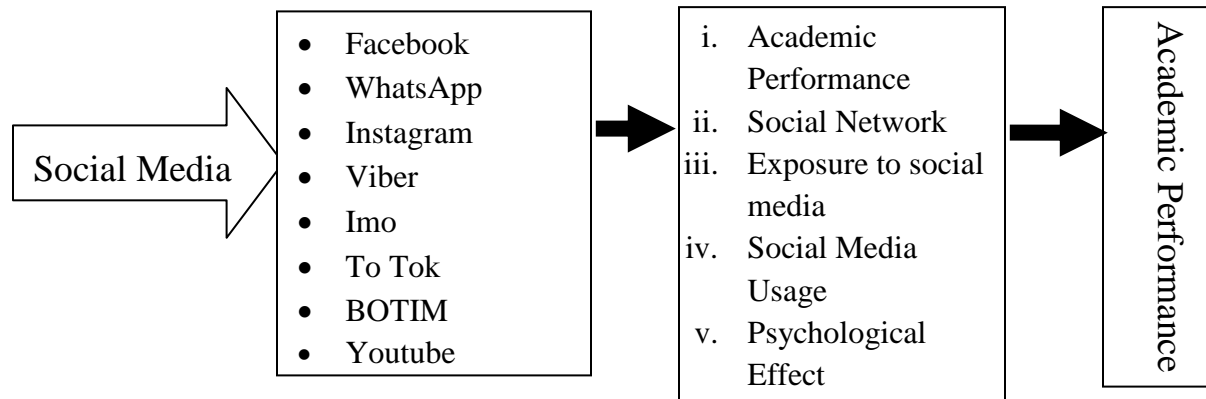
### **Objectives of the study**

The objectives of the study were as:

- i. To identify the key social media–related factors that enhance academic awareness among university students.
- ii. To examine the relationship between university students’ social media engagement and their level of academic awareness.

Conceptual framework of the study is as:

**Figure 1:**



**Population and Sampling**

According to Dictionary.com, sampling refers to “the act or process of selecting a sample for testing or analysis.” As identified by Hassan et al., (2024), sampling contributes to two of the four interrelated but conceptually distinct domains of research methodology. In this study, the population comprised university students enrolled in undergraduate programs in Islamabad. Data was collected from both students and faculty members to gain a comprehensive understanding of how social media affects academic awareness.

The participants were divided into two categories based on gender, male and female. From the total population, a representative sample was selected. Specifically, the total male student population was approximately 1,520, from which a sample of 307 students was drawn. Similarly, out of 2,300 female students, 329 were selected for participation. A parallel approach was applied to faculty members, with 103 male and 108 female faculty included in the overall sampling framework.

**Table 1, Details of University Population in Urban Areas of Islamabad**

S.No	Numbers	Male	Female	Total
A	Number of Universitas	15	17	32
B	Number of Students	1520	2300	3820
C	Number of Faculty	103	108	211

Source: [www.hec.gov.pk](http://www.hec.gov.pk) (adapted for university setting)

**Table 2. Population and Sampling Framework**

Category	Male Population	Male Sample	Female Population	Female Sample
Heads of Institutions	15	14	17	14
Faculty Members	103	82	127	95
University Students	1520	307	2300	329

Source: Adapted from [www.hec.gov.pk](http://www.hec.gov.pk)

To ensure representation, 15 male and 17 female departments were selected from public sector universities in Islamabad. Within these departments, faculty members and students were proportionally sampled based on gender distribution and availability.

Questionnaires were distributed among both students and faculty, with confidentiality measures in place to ensure the anonymity and privacy of participants. Participation was voluntary and informed consent was obtained prior to data collection.

### Data Analysis of the study

The data of the study was collected through questionnaires and descriptive and inferential statistics were applied. The result of the data is as:

The following table shows the descriptive values of my thesis.

**Table 3: For n= 403, Descriptive Statistics (Kurtosis)**

	Min	Max	Mean	Std. Deviation	Kurtosis Statistic	Std. Error
Academic Performance	1	5	2.1414	0.7355	0.5521	0.043
Social Network	1	5	2.4132	0.7236	-0.027	0.046
Exposure to social media	1	5	2.1439	0.573	-0.031	0.043
Social Media Usage	1	5	2.3085	0.5773	0.1618	0.039
Psychological Effect	1	5	2.1849	0.6865	-0.0593	0.042

The above table shows the detail values of the descriptive statistics of the variables. Mean value, Minimum and Maximum values, standard deviation and skewness of the variables.

Skewness is a measure of the symmetry of a distribution. According to (Tanveer et al., 2024) he suggested the rule of skewness that:

- i. If skewness is between -1 and or greater than -1/2 or between +1/2 and +1, the distribution is moderately skewed.
- ii. If skewness is less than -1 or greater than +1, the distribution is highly skewed.
- iii. If skewness is between -1/2 and +1/2, the distribution is approximately symmetric.

However, to ensure the reliability of the data the techniques of Reliability-Analysis, Cronbach-alpha technique was utilized which is used to testify variables and verification of inter-correlations for item of the of the study.

**Table 4: Reliability Analysis (Cronbach's – Alpha) - for n= 403**

Variable under study	Cronbach's-Alpha	No. of Items
Academic Performance	.719	2
Social Network	.717	2
Exposure to social media	.718	5
Social Media Usage	.714	3
Psychological Effect	.716	2
Model	.918	14

Cronbach's Alpha	Internal consistency
$0.8 \leq \alpha$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable

### Factor Analysis

In order to determine the behavior and characteristics of questions (items) probed from respondents in the survey form, Factor analysis was used. To check and to relate validity of construct, relations of variables that is envisioned to be testified. The developed survey is based on various resources therefore an exploratory factor-analysis test was important to validate the survey form.

**Table 5: KMO and Bartlett's Test Results (for n= 403)**

Kaiser Meyer-Olkin-Measure of Sampling Adequacy.		.812
Social Network	Appx. Chi-Square	6516.04
Exposure to social media	Df	1613
Social Media Usage	Sig.	.000
Psychological Effect		

### Regression Analysis

A statistical modeling technique, Regression Analysis is castoff for estimation, calculation and testing the power of relationship and to measure integration of dependent and independent variable. The expression used for regression is as follows:

$$Y = \alpha x + \beta$$

**Table 5 Model Summary<sup>b</sup> (n=403)**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.465 <sup>a</sup>	.215	.211	.51525

a. Predictors: (Constant), Academic Performance

b. Dependent Variable: Social Network, Exposure to social media, Social Media Usage, Psychological Effect

Summary demonstrate that value of R-square of the Model that identifies the emotional intelligence (independent variable) & project success (dependent variable) have a positive linear association of 21.6 % of variance.

**Table 6(b): For H<sub>1</sub> ANOVA<sup>a</sup> (n=403)**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	15.130	1	15.630	57.028	.000 <sup>b</sup>
	Residual	57.108	207	.275		
	Total	72.139	208			

- a. Predictors: (Constant), Academic Performance  
 b. Dependent Variable: Social Network, Exposure to social media, Social Media Usage, Psychological Effect

The table provides that Academic Performance has impact on Social Network, Exposure to social media, Social Media Usage, Psychological Effect. Since the Sig. value is  $0.000 < 0.05$  with significance confidence interval of 95% for F-test explains that a significant variation will be observed in dependent variable.

**Table 7: Standardized & Unstandardized for H1 Co-efficient <sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	1.318	.312		4.310	.000	.713	2.013
	AP	.614	.071	.415	7.541	.000	.415	.771

a. Dependent Variable: Social Network, Exposure to social media, Social Media Usage, Psychological Effect

The coefficient under Table depicts that test which is 0.612 indicating the beta value of unstandardized coefficient with significance value equal to .000 which is less than ( $p < 0.05$ ) indicating that Emotional Intelligence has significant effect with 95% confidence interval of beta value.

## Discussion

### University Students

University students must recognize that social media can be a powerful academic resource when used responsibly. Platforms such as YouTube, Google Scholar, and academic forums provide immediate access to knowledge and peer collaboration. However, time management is crucial. Many students tend to spend excessive time on non-academic social media activities, which can negatively impact their academic performance. Students are encouraged to set boundaries, limit non-productive screen time, and prioritize academic goals. If necessary, self-imposed digital limitations (such as productivity apps or browser blocks) can be used to reduce distractions and improve focus on studies.

### University Faculty and Administrators

Higher education institutions should establish clear technology and digital engagement policies that promote the use of educational platforms while discouraging excessive non-academic use of social media during class time. Rather than imposing blanket bans, institutions should distinguish between educational and non-educational content. Useful platforms like Wikipedia, ResearchGate, or Investopedia should be encouraged, while entertainment-driven usage should be regulated within academic settings.

Additionally, ethical issues such as cyberbullying, academic dishonesty, and digital harassment must be proactively addressed. Universities should implement codes of conduct regarding online behavior and provide channels for students to report misconduct. Faculty members should be trained not only in how to use social media for academic instruction but also in how to moderate and guide student behavior in virtual learning environments.

## Conclusion

In the digital era, social media has emerged as both a challenge and an opportunity in higher education. University students must be equipped with the skills to manage their time, evaluate online content critically, and integrate social media tools effectively into their academic pursuits. Institutions, in turn, should support this digital transition by offering structured guidance, training programs, and ethical frameworks that enable responsible and productive use of social media in university life.

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