International Journal of Humanities and Social Sciences Research Studies
Volume 1, Issue 5 | November - December 2026 | https://www.ijhssrs.com
ISSN: **3139-0854**

Social Media Influence and Students' Performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda

Nanozi Aminah[1], Nabukeera Madinah[2], Matovu Musa[3], Ssali Muhammadi Bisaso[4]
[1]*Post graduate student, Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda.*
[2]*Assoc.Prof. Dr., Department of Public Administration, Faculty of Management Studies, Islamic University in Uganda.*
[3]*Assoc.Prof. Dr., Department of Educational Psychology, Faculty of Education, Islamic University in Uganda.*
[4] *Senior lecturer., Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda.*
aminahnanozi9@gmail.com
+256 759693176

Abstract
The study examined the relationship between social media influence and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda. The study was channeled by the following specific objectives; i) To investigate the relationship between type of content consumed and students' performance, ii) To establish the relationship between level of engagement and students' performance, and iii) To examine the relationship between purpose of use and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda. A correlational research design was adopted focused on a quantitative approach. A sample of 120 students was selected from four selected faculties at Islamic University in Uganda, Females' Campus, Kabojja. Correlation and descriptive analysis methods were employed by the researcher to analyze the quantitative data collected. The study revealed that there is a strong and positive statistically significant relationship between type of content consumed and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda. In addition, the study revealed that there is a moderate and positive statistically significant relationship between level of engagement and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda. The study further revealed that there is a strong and positive statistically significant relationship between purpose of use and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda. The study concludes that social media influence in form of type of content consumed, level of engagement, and purpose of use is positively and significantly associated with students' performance in that an improvement in the various aspects of social media influence resultantly leads to an improvement in students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda. The study recommends that schools, teachers, and education authorities should share revision materials, subject tutorials, and academic tips on platforms like WhatsApp, YouTube, and Facebook since students already use social media regularly so sharing academic content through familiar channels helps them learn in engaging and accessible ways, influencing an improvement in students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda. The study also recommends that university administrators and lecturers should establish and enforce school policies that restrict or guide the use of mobile phones and social media during lessons and study periods as this helps students focus and concentrate on learning during academic hours which would positively influence students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

Keywords: *Social Media Influence, Type of Content Consumed, Level of Engagement, Purpose of Use, and Students' Performance.*

Introduction

The study examines the relationship between social media influence and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

ISSN: **3139-0854**

Historical Background

Globally, the launch of early social media platforms such as MySpace, Facebook, and YouTube in the early to mid-2000s revolutionized online interaction. Initially, social media was mainly used for socializing and entertainment among young people rather than academic purposes. However, universities and educators soon recognized the potential of these platforms for peer collaboration, sharing of academic content, and informal learning (Rithika & Selvaraj, 2018). In the late 2000s, platforms like Twitter, Instagram, and WhatsApp expanded social media's reach and modes of communication. Students increasingly used these platforms to create study groups, exchange notes, and discuss coursework. The rise of mobile internet further embedded social media into daily student life, making access constant and ubiquitous leading to improved access to learning materials, peer support, and motivation which positively influence students' performance. However, there are growing concerns about time spent on social media affecting study habits and sleep which negatively affects students' performance (Jin & Ibrahim, 2024).

Theoretical Background

The study was based on the Uses and Gratifications Theory introduced by Katz, Blumler and Gurevitch in 1974. The theory posits that individuals actively choose media based on their needs and goals such as entertainment, information, social interaction (Shardha & Haryani, 2022). According to Mangden and Diyoshak (2023) students use social media to fulfill different needs: academic collaboration, entertainment, socializing, or information seeking, which has a significant influence on students' performance. The authors assert that when used for information and academic networking, such as accessing educational content, communicating with classmates, or following academic pages, social media can enhance learning and performance. However, when used mainly for entertainment or socializing, it can reduce study time and negatively impact students' performance (Mangden & Diyoshak, 2023). Thus, the study embraced this theory since it offers an association between social media influence and students' performance.

Contextual Background

The study was carried out at Islamic University in Uganda, Female's Campus Kabojja Campus, Uganda examining the relationship between social media influence and students' performance. Additionally, Islamic University in Uganda was taken into account due to the increased inconsistencies in students' performance characterized by a decline in students' attendance rates, academic performance such as variations in grades, and poor behavioral forms such as irregular participation in learning activities in the different campuses including female's campus Kabojja (Ayume, 2021).

Conceptual Background

Social media influence refers to the ability of social media platforms, content, or users to affect the thoughts, behaviors, attitudes, and decisions of others through digital interaction and communication. In the context of education, social media influence involves the impact that social media has on students' learning habits, academic behavior, motivation, engagement, and overall performance. This influence can be positive such as promoting collaboration, providing educational resources or negative such as distraction, misinformation, procrastination (Jin & Ibrahim, 2024). Students' performance refers to the extent to which a student achieves their educational goals and meets the learning standards set by an educational institution. It is typically measured by indicators such as grades and scores, completion of educational milestones, and participation (Celestine & Nonyelum, 2018). In this study, social media influence was measured in terms of type of content consumed, level of engagement, and purpose of use, well as students' performance was measured in terms of grades or Grade Point Average (GPA), Scores on exams and tests, completion of assignments and coursework, participation and engagement in class activities, development of knowledge, skills, and competencies, and mastery of subject content.

Statement of the problem

The Ugandan government through the National Council for Higher Education has implemented various policies to integrate ICT in learning aimed to improve students' performance in the different institutions of higher learning. For instance, digital learning

ISSN: **3139-0854**

initiatives have been launched encouraging the integration of social media and digital tools in education such as promoting use of social media groups for academic collaboration and resource sharing among students and teachers, supporting e-learning platforms and online resources accessible via social media channels, and training teachers on how to effectively use social media as a pedagogical tool, improving student engagement, participation, and overall performance (National Council for Higher Education, 2018).

However, regardless of the sound initiatives to improve students' performance in institutions of higher learning, there are still increased inconsistencies in students' performance in Islamic University in Uganda characterized by a decline in students' attendance rates, academic performance such as variations in grades, and poor behavioral forms such as irregular participation in learning activities in the different campuses including female's campus Kabojja (Ayume, 2021). This has consequently resulted into a decline in study courses' completion rates, students' academic performance, and high student attrition rates at Islamic University in Uganda. Therefore, it is because of this that the current study examined the relationship between social media influence and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

Study Objectives

General Objective

The main objective of the study was to examine the relationship between social media influence and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

Specific Objectives

The study was channeled by the following specific objectives;

i. To investigate the relationship between type of content consumed and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.
ii. To establish the relationship between level of engagement and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.
iii. To examine the relationship between purpose of use and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

Study Hypotheses

The specific objectives were directed by these alternative hypotheses;

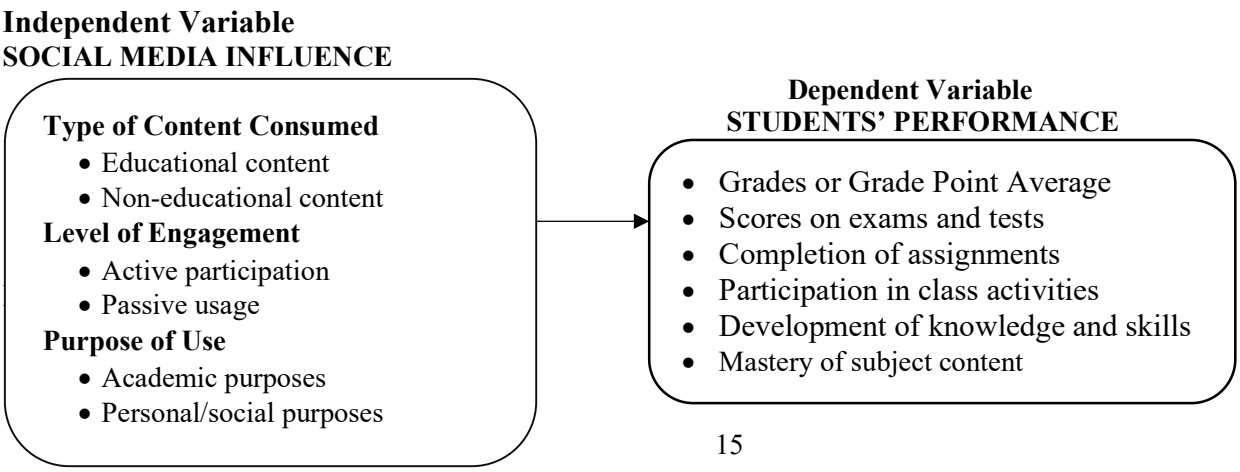
H_{a1}: Content consumed has a statistically significant relationship with students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

H_{a2}: Level of engagement has a statistically significant relationship with students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

H_{a3}: Purpose of use has a statistically significant relationship with students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

Conceptual Framework

The conceptual framework on the association between Social Media Influence and Students' Performance.



ISSN: **3139-0854**

Social Media Influence and Students' Performance

Social media influence is fundamental in influencing students' performance as it facilitates academic collaboration and communication. Social media platforms like WhatsApp, Facebook groups, Discord, allow students to form study groups, share notes, discuss assignments, and seek help quickly. This fosters peer learning and can improve understanding and retention of material which has a crucial influence on students' performance (Celestine & Nonyelum, 2018). According to Rithika and Selvaraj (2018) social media provides access to educational resources. Platforms such as YouTube, LinkedIn Learning, and educational Facebook pages offer tutorials, lectures, and supplementary content. Through this, students can learn at their own pace, revisit difficult topics, and explore beyond the classroom curriculum which would have a positive influence on students'academic performance. Additionally, the authors assert that social media also connects students to webinars, online courses, and expert talks, expanding educational oppportunities beyond physical classroom which might have a significant and positive influence on students' performance (Rithika & Selvaraj, 2018).

Social media facilities an increase in engagement and motivation as interactive content on social media such as quizzes, polls, challenges, can make learning more engaging and less monotonous. Social recognition through likes, comments, and shares creates a motivating environment, encouraging students to participate actively in academic discussions and learning activities. For example, sharing academic achievements or project outcomes can boost self-esteem and motivate continued effort which might positively influence students' academic performance (Jin & Ibrahim, 2024). On a contrary, the authors assert that social media is a major source of distractions, with endless entertainment, social chatting, and notifications pulling students away from studying. Multitasking between social media and academic work can reduce focus and learning efficiency which might negatively affect students' performance (Jin & Ibrahim, 2024).

According to Bhandarkar, Pandey, Nayak, Pujary and Kumar (2021) regular use of social media develops students' abilities to navigate digital environments, evaluate online information, and communicate effectively, which skills are crucial for academic success. Social media familiarity also encourages creativity, such as making educational videos or presentations which influence students' academic performance. The authors also assert that regular interaction with social media helps students develop essential digital skills like searching for reliable information, critical evaluation of online content, and effective communication. These competencies are increasingly important in academic research and modern workplace environments which influences students' academic performance (Bhandarkar et al., 2021).

Social media's influence on students' academic performance is dual-edged. When used intentionally and responsibly, it can be a powerful tool for learning, collaboration, and skill-building. However, unregulated and excessive use often results in distraction, reduced focus, and academic challenges (Celestine & Nonyelum, 2018). According to Azizi, Soroush and Khatony (2019) social media is designed to be attention-grabbing, with endless streams of posts, videos, and notifications that compete with study time. Students often multitask, switching between academic tasks and social media, which has through research shown a reduction in concentration and the quality of learning. The authors also assert that time spent on social media for non-academic purposes often cuts into study hours, leading to procrastination and missed deadlines, negatively affecting students' academic performance (Azizi et al., 2019).

Extensive social media engagement has a negative influence on students' performance as it causes sleep disruption and cognitive impairment. Excessive use of social media, especially at night, interferes with sleep patterns due to screen exposure and mental stimulation. Poor sleep negatively affects memory consolidation, problem-solving skills, and alertness during class, all critical for academic success. Sleep deprivation has been linked to lower academic performance and increased stress levels (Sampasa-Kanyinga, Chaput & Hamilton, 2019). The authors also posit that social media platforms make it easy to share exam questions, assignments, and answers, which can encourage cheating and plagiarism. While collaboration is positive, unethical use undermines learning and can result in academic penalties. This also reduces the

ISSN: 3139-0854

development of critical thinking and independent problem-solving skills which resultantly negatively affects students' performance (Sampasa-Kanyinga et al., 2019).

The use of social media for educational purposes to a certain extent creates a digital divide and inequality which might negatively affect students' academic performance. Not all students have equal access to reliable internet, smartphones, or computers, especially in rural or low-income areas. This inequality means some students cannot benefit from academic resources shared on social media, widening the educational gap. Students lacking digital literacy skills may also struggle to use social media productively for academic purposes, which negatively influences students' academic performance (Oguguo, Ajuonuma, Azubuike, Ene, Atta & Oko, 2020). The authors also assert that excessive use of social media can contribute to anxiety, depression, and low self-esteem, especially due to social comparison and cyberbullying. Mental health challenges affect concentration, motivation, and overall academic engagement, which creates and fosters a negative influence on students' academic performance (Oguguo et al., 2020).

Methodology

Research Design

A correlational research design was adopted focused on a quantitative approach. A correlational research design determines and describes the relationship between variables without controlling any variables (Kassu, 2019). Therefore, this research design enabled the researcher establish whether there exists a significant relationship between two variables i.e., social media influence and students' performance in this case. A quantitative approach allowed the researcher to gather and evaluate numerical data to generate an understanding on variable patterns as well as test hypotheses in order to draw conclusions on the study objectives.

Target Population and Sample Size

The study population constituted of students from the different faculties at Islamic University in Uganda, Females' Campus, Kabojja out of which a sample was selected. The sample size constituted of 120 students selected from four selected faculties at Islamic University in Uganda, Females' Campus, Kabojja to generate quantitative data that was used to draw conclusions and provide answers to the study objectives.

Sampling Procedure

The researcher employed simple random sampling to select individuals who were involved in the study. Simple random sampling was employed to select students from the different selected faculties at Islamic University in Uganda, Females' Campus, Kabojja to engage in the study so as to offer quantitative data. Simple random sampling gives an even and independent chance of selection to each individual into the sample (Elfil & Negida, 2017).

Data Collection Methods

Questionnaire Survey Method

A questionnaire survey method is a research technique in which structured questions are utilized to generate raw information from respondents (Mathiyazhagan, 2018). The questionnaire survey method was essential in collecting uniform information from respondents which facilitated comparison and used to identify trends or patterns using a group of structured and understandable questions. Thus, this method was used as it allowed the researcher to generate data from a bigger group of individuals fast and at a cheaper cost.

Data Collection Instruments

Structured Questionnaire

A structured questionnaire is a type of data collection instrument consisting of a prearranged, fixed group of closed-ended questions arranged in a specific order designed to gather comparable and quantifiable data from different respondents (Acheung, 2019). The study utilized structured questionnaires to generate quantitative data from students comprising of closed-ended questions and predefined answers. The structured questionnaires were used to generate data which is easy to code and analyze statistically using descriptive and inferential statistical tools such as SPSS.

Data Analysis

Correlation and descriptive analysis methods were employed by the researcher to analyze the quantitative data collected. Descriptive analysis was used to

ISSN: **3139-0854**

summarize and present data in a meaningful way using percentages and frequencies presented in form of tables specifically for the bio-data of the respondents. Spearman's rank correlation analysis was employed to measure the strength, direction, and significance of the monotonic relationship between social media influence and students' performance. Spearman's Rank Correlation is ideal for measuring the relationship between two ranked variables that do not certainly fulfill the assumption of parametric tests (Jerrold, 2016).

Ethical Consideration

The researcher obtained an introductory letter from the university as a requirement for attaining authorization from school administrators in the various secondary schools to carry out the survey in their school premises before undertaking the study.

The researcher ensured that paticipation in the study was voluntary and with an option to withdraw at any point in time without penalties.

The researcher also informed study participants fully about the objective, procedures, and significances of the study.

Additionally, the researcher ensured that personal information of the respondents was held with confidentiality and not disclosed to any one, and also ensured that their identity is not attached to their responses confriming anonymity.

Study Findings

The study findings consist the descriptive statistics and the correlation analysis coefficients to provide an understanding to the different study aspects.

Findings on the Students' Demographic Arrangements

The study investigated the students' demographic arrangements at Islamic University in Uganda, Female's Campus Kabojja, Uganda, and the results are provided in Table 1;

Table 1: Students' Demographic Arrangements

Demographic Arrangements			
Category	**Items**	**Frequency**	**Percent**
Sex	Male	69	57.5
	Female	51	42.5
	Total	**120**	**100.0**
Age	19-25 years	29	24.2
	26-35 years	58	48.3
	36-45 years	22	18.3
	Above 45 years	11	9.2
	Total	**120**	**100.0**
Education	Diploma	39	32.5
	Bachelors	63	52.5
	Masters	18	15.0
	Total	**120**	**100.0**
Marital Status	Married	49	40.8
	Single	71	59.2
	Total	**120**	**100.0**

Source: Primary data, 2025

The results in Table 1 indicate the students' demographic arrangements at Islamic University in Uganda, Female's Campus Kabojja, Uganda. The study findings reveal that out of 120 students in the study, 69 (57.5%) were males and 51 (42.5%) were females. The study findings also reveal that out of 120 students in the study, 29 (24.2%) were aged 19-25 years, 58 (48.3%) were aged 26-35 years, 22 (18.3%) were aged 36-45 years, and 11 (9.2%) were aged above 45 years.

Additionally, the study findings reveal that out of 120 students in the study, 39 (32.5%) were pursuing a diploma education, 63 (52.5%) were pursuing a bachelors' education, and 18 (15.0%) were pursuing a

ISSN: **3139-0854**

masters' education. In accordance to marital status, the study findings reveal that out of 120 students in the study, 49 (40.8%) were married and 71 (59.2%) were single.

Findings on the Study Objectives

This section provides an insight on findings related to the study specific objectives.

Relationship between Type of Content Consumed and Students' Performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda

The study sought to investigate the relationship between type of content consumed and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda. The relationship was analyzed using Spearman's Rank correlation analysis and the findings are shown in Table 2.

Table 2: Correlation Analysis on the Relationship between Type of Content Consumed and Students' Performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda

		Type of Content Consumed	Students' Performance
Type of Content Consumed	Spearman's Correlation Coefficient	1.000	.644**
	Sig. (2-tailed)	.	.000
	N	120	120
Students' Performance	Spearman's Correlation Coefficient	.644**	1.000
	Sig. (2-tailed)	.000	.
	N	120	120

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2025

The study results in Table 2 reveal that there is a strong and positive statistically significant relationship between type of content consumed and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda ($r = 0.644$, $N = 120$, P-value < 0.01). This implies that an improvement in type of content consumed greatly and significantly leads to an improvement in students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

Relationship between Level of Engagement and Students' Performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda

The study also sought to establish the relationship between level of engagement and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda. The relationship was analyzed using Spearman's Rank correlation analysis and the results are shown in Table 3.

Table 3: Correlation Analysis on the Relationship between Level of Engagement and Students' Performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda

		Level of Engagement	Students' Performance
Level of Engagement	Spearman's Correlation Coefficient	1.000	.481**
	Sig. (2-tailed)	.	.000
	N	120	120
Students' Performance	Spearman's Correlation Coefficient	.481**	1.000
	Sig. (2-tailed)	.000	.
	N	120	120

**. Correlation is significant at the 0.01 level (2-tailed).

ISSN: **3139-0854**

Source: Primary data, 2025

The study results in Table 3 reveal that there is a moderate and positive statistically significant relationship between level of engagement and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda ($r = 0.481$, $N = 120$, P-value < 0.01). This implies that an increase in level of engagement considerably and significantly leads to an improvement in students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

Relationship between Purpose of Use and Students' Performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda

The study also sought to examine the relationship between purpose of use and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda. The relationship was analyzed using Spearman's Rank correlation analysis and the results are shown in Table 4.

Table 4: Correlation Analysis on the Relationship between Purpose of Use and Students' Performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda

		Purpose of Use	Students' Performance
Purpose of Use	Spearman's Correlation Coefficient	1.000	.557**
	Sig. (2-tailed)	.	.000
	N	120	120
Students' Performance	Spearman's Correlation Coefficient	.557**	1.000
	Sig. (2-tailed)	.000	.
	N	120	120

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2025

The study results in Table 4 reveal that there is a strong and positive statistically significant relationship between purpose of use and students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda ($r = 0.557$, $N = 120$, P-value < 0.01). This implies that an improvement in purpose of use impressively and significantly leads to an improvement in students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

Conclusion

The study concludes that social media influence in form of type of content consumed, level of engagement, and purpose of use is positively and significantly associated with students' performance in that an improvement in the various aspects of social media influence resultantly leads to an improvement in students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

Recommendations

The study recommends that schools, teachers, and education authorities should share revision materials, subject tutorials, and academic tips on platforms like WhatsApp, YouTube, and Facebook since students already use social media regularly so sharing academic content through familiar channels helps them learn in engaging and accessible ways, influencing an improvement in students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

The study also recommends that university administrators and lecturers should establish and enforce school policies that restrict or guide the use of mobile phones and social media during lessons and study periods as this helps students focus and concentrate on learning during academic hours which would positively influence students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

ISSN: **3139-0854**

The study further recommends that university lecturers and class coordinators should support the creation of subject-based WhatsApp groups, Telegram channels, or Facebook groups where students can collaborate, share resources, and ask academic questions as this helps students learn from each other, build confidence, and deepen their understanding of subjects which would influence an improvement in students' performance at Islamic University in Uganda, Female's Campus Kabojja, Uganda.

References

Acheung, A. K. (2019). *Structured Questionnaires.* Dordrecht: Springer. Retrieved from https://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5_2888

Ayume, Y. A. (2021). *Assessment of Learning and Student Academic Performance at Islamic University in Uganda.* Kampala, Uganda: Uganda Management Institute.

Azizi, S. M., Soroush, A., & Khatony, A. (2019). The Relationship between Social Networking Addiction and Academic Performance in Iranian Students of Medical Sciences: A Cross-sectional Study. *BMC Psychology, 7*(1), 28-42.

Bhandarkar, A. M., Pandey, A. K., Nayak, R., Pujary, K., & Kumar, A. (2021). Impact of Social Media on the Academic Performance of Undergraduate Medical Students. *Medical Journal Armed Forces India, 77*(1), 137-141.

Celestine, A. U. & Nonyelum, O. F. (2018). Impact of Social Media on Students' Academic Performance. *Western Journal of Communication, 9*(3), 619-637.

Elfil, M. & Negida, A. (2017). Sampling Methods in Clinical Research: An Educational Review. *Journal of Academic Emergency Medicine, 5*(1), 52-69.

Jerrold, H. (2016). *Encyclopidia of Biostatistics: Spearman's Rank Correlation.* Berkshire: Open University Press.

Jin, D. & Ibrahim, F. (2024). A Literature Review of the Impact of Social Media on Academic Performance Using Media Richness Theory. *International Journal of Infrastructure Research and Management, 12*(2), 119-128.

Kassu, J. S. (2019). *Research Design and Methodology.* London, United Kingdom: IntechOpen Limited.

Mangden, J. S. & Diyoshak, R. D. (2023). Effects of Social Media on Students' Academic Performance in Nigerian Universities: A Case Study of University of Jos. *Library Philosophy and Practice, 8*(3), 1-23.

Mathiyazhagan, T. (2018). *Survey Research Method.* New Delhi: National Institute of Family & Welfare.

National Council for Higher Education. (2018). *Uganda National Council for Higher Education (NCHE) Guidelines and National Higher Education Policy.* Kampala, Uganda: National Council for Higher Education (NCHE).

Oguguo, B. C., Ajuonuma, J. O., Azubuike, R., Ene, C. U., Atta, F. O., & Oko, C. J. (2020). Influence of Social Media on Students' Academic Achievement. *International Journal of Evaluation and Research in Education, 9*(4), 105-124.

Rithika, M. & Selvaraj, S. (2018). Impact of Social Media on Student's Academic Performance. *International Journal of Logistics & Supply Chain Management Perspectives, 2*(4), 636-640.

Sampasa-Kanyinga, H., Chaput, J. P., & Hamilton, H. A. (2019). Social Media Use, School Connectedness, and Academic Performance Among Adolscents. *The Journal of Primary Prevention, 40*(2), 189-211.

Shardha, N. & Haryani, S. S. A. (2022). Impact of Excessive Use of Social Media on Students Learning Performance: Gratifications Theory Perspective. *International Journal of Informatics and Technology, 22*(1), 146-162.