



IMPACT OF SOCIAL MEDIA USAGE ON ACADEMIC PERFORMANCE AND CONCENTRATION LEVEL AMONG UNIVERSITY STUDENTS

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ABSTRACT

Social media has become a major part of students' daily lives, raising concern about students' academic life and focus. This study examined whether social media usage influences academic performance and concentration levels among university and college students. A correlational quantitative design was used. The data was collected from 50 participants aged 18-25 through standardized questionnaires. Social media usage was measured by Bergen Social Media Addiction Scale (BSMAS), academic performance was measured through an academic performance rating scale, and concentration level was measured through a concentration level questionnaire rating scale. The data was analyzed using SPSS, including correlation and regression analysis.

According to the findings, social media use and concentration level had a moderately negative connection ($r = -.507, p < .01$), showing that students' concentration levels were significantly impacted and that they stated having low levels of concentration. In the meantime, there was not a relationship between academic performance and social media use. Thus, the findings showed that while social media use affects concentration, it has no direct effect on academic achievement.

Key words: Social Media Usage, Academic Performance, Concentration

Introduction

Currently, the heavy use of social media has become a major issue, as many people feel they need to spend a lot of time on these platforms, even though it may affect other critical areas of their lives. The overuse of social media has been connected to disruptions in cognitive and emotional functions, which can impact individuals in many ways, such as managing academic tasks, responding to challenges, and organizing daily routines. The main concern associated with excessive social media use is its potential negative effects on students' academic performance and ability to concentrate. Adolescents and young adults are at a critical stage of development, where focus, emotional stability, and academic habits play a key role in shaping their lives, as these factors are essential for academic achievement.

Students' critical developmental processes may be affected by excessive social media use, which would also have an impact on their academic achievement. The term "academic performance" describes a student's capacity to fulfill the expectations placed on them, which includes obtaining high marks, engaging fully in class, and demonstrating a thorough comprehension of the subject matter being taught. Overuse of social media can disrupt students' critical developmental processes, which will also have an impact on their academic achievement. The term "academic performance" describes a student's capacity to fulfill the expectations placed on them, which includes obtaining high marks, engaging fully in class, and demonstrating a thorough comprehension of the subject matter being taught. In a changing environment, the study also aims to investigate the effects of social media use on students' academic performance and levels of focus. The goal of the study is to comprehend the

relationship between students' usage of digital media and variables such as academic performance and concentration among other things that may be identified through the investigation. This will emphasize how social media affects kids' academic and mental health.

Background

Since young people are the most frequent users of digital platforms, the effects of social media use on students' academic and cognitive performance are becoming more well understood. The frequent and excessive use of social media platforms may have an impact on learning activities and attention span. Because of the constant stimulation these platforms offer, students may find it more difficult to maintain concentration and complete their assignments. Because social media use is crucial to students' learning processes, goal-achieving, and general educational advancement, this study focuses on how it impacts academic performance and focus. To identify potential concerns related to students' use of digital media, it is vital to comprehend the relationship between excessive social media use and academic and cognitive outcomes.

Theoretical framework

The current study explains the relationship between students' use of social media, focus, and academic performance using theories of self-regulation and cognitive load. Self-regulation theory states that to achieve long-term academic goals, people must control their behavior and attention. However, excessive social media use encourages instant gratification, which could make it harder for students to focus on their academic work (de et al., 2025). Additionally, continuous exposure to quickly changing digital content increases mental excitement and

multitasking, exceeding cognitive resources and reducing concentration, according to cognitive load theory (de Bruin et al., 2020).

Study Variables

Independent variable

Social media addiction (Measured using the Bergen Social Media Addiction Scale - BSMAS).

Dependent variables

Academic performance (Measured using academic performance rating scale)

Concentration level (Measured by using concentration questionnaire)

Rationale

While previous studies have examined the effects of social media use on different academic and psychological outcomes, limited research has specifically focused on how social media usage influences students' concentration and academic performance simultaneously. In addition, academic performance is crucial to students' academic success and potential growth and that concentration is a basic cognitive skill needed for efficient learning, it is crucial to investigate how excessive social media use may interfere with these elements. By examining the connection between social media use, focus, and academic achievement, this study aims to close this gap. The results will be used to guide efforts and interventions that promote better social media practices and enhance students' academic functioning.

Significance

This study is important because it provides insight on how students' use of social media affects their ability to focus and do well academically. The results might help parents and teachers

understand the possible cognitive effects of excessive social media use. Students may become more aware of their ability to maintain healthy media habits as a result. Additionally, by highlighting the connection between university students' academic performance and technology use, the study advances psychological research.

Literature review

Up to three hours a day were spent on social media by 41.5% of students. The most popular social media apps were YouTube (91.75%) and WhatsApp (98.25%). Social media was used by 73.5% to read health-related news, 71.5% to finish tasks, and over 50% for research, test preparation, and seminar preparation. Compared to male students, female students performed better academically. Compared to medical students who performed well academically, those who performed poorly on tests used social media far more. Social media use and social media addiction scores were strongly positively correlated, while academic performance and social media usage were weakly negatively correlated (Bhandarkar et al., 2021).

The goal of this study is to investigate how behavioral and psychological concepts of passion and self-determination relate to addiction to social networking sites (SNS). Using a mixed framework, a combination of the split model of passion and the self-determination theory of SDT, the current study investigated SNS addiction. An online survey conducted by a US-based market research firm was used to gather data (N = 312). The poll included questions about important concepts associated with the suggested research framework (e.g., obsessive passion and harmonious passion). Every question in the survey was a seven-point Likert scale. Demographic information and



Internet usage data were also gathered (Kuss & Griffiths, 2011).

In the digital age, the prevalence of teenagers using social media platforms for learning, studying, and homework is rising quickly. Little is known about the effects of social media multitasking from the standpoint of attention management and self-regulation, despite evidence of its detrimental effects. Using a sample of adolescents selected from high school students (N = 637), this study investigated the mediating function of attention management as a self-regulation component in the relationship between social media multitasking and academic achievement. The study employed a correlational research design. Academic performance was significantly predicted to be negatively impacted by multitasking on social media, while academic performance was positively predicted by attention control. It suggests that using social media to multitask more frequently resulted in worse attention control and academic performance (Kokoç, 2021).

Most of the students chatted with friends and made new contacts on social media. They claim that their usage of social media has impacted their writing and grammatical abilities and decreased their reading of paper-based materials. They experienced eyestrain, neck and shoulder pain, exhaustion, poor posture, and decreased physical activity because of using SM, which also delayed their bedtime and reduced their amount of sleep time. This study concludes that University of Sharjah students' use of social media does have an impact on their health and academic achievement. Given the detrimental effects of excessive social media use, academic institutions should develop awareness campaigns and include this as a subject in health education and awareness-raising classes. Additionally, our study produced fresh data and insights into how excessive SM use affects

university students' academic performance and health, opening new research avenues (Azizur Rahman et al., 2020).

Social media addiction's addictive qualities and associated psychological effects have made it a significant issue that has attracted more attention from the public health community. Therefore, the purpose of this study was to examine how SMA directly affects academic achievement as well as how it indirectly affects psychological responses in Jordanian university students. A random poll of 510 students 31.4% of whom were male and 68.6% of whom were female was carried out at two universities. They were 21.38 years old on average (SD = 2.12). The results showed that while social media addiction directly affects students' stress and anxiety levels, it also indirectly affects academic performance. Stress may influence anxiety levels, and this may directly impact students' academic performance (Bhandarkar, 2021).

Impact on academic performance

Social media can also negatively affect student grade point average (GPA), test scores, and the amount of time students spend preparing for class (bibi & Anwar, 2025). The study finds out the role of social media in cognitive and learning issues such as academic performance and test competence of students (Hailu et al., 2024).

Impact on concentration

The use of social media is one of the parts that cannot be separated, particularly among students whose use has an impact on their concentration level and drive to learn (S. Prajwal et al., 2023). Social networking has become a common aspect of everyday life, especially for young individuals. Its frequent availability and quick increase have raised concerns about how it impacts

concentration cognitive functioning (Poles, 2025).

Methodology

Study Aims and Objectives

- To compare the levels of social media addiction among youths
- To examine the relationship between social media usage, academic performance, and concentration levels.

Research design

- A quantitative and correlational study was conducted to examine the relation between social media usage, academic performance, and concentration level.
- **Research question**
- What is the impact of social media usage on academic performance and concentration levels?

Hypothesis

- **Null hypothesis (H_0)** There is no significant impact on social media usage on academic performance and concentration level.
- **Alternate hypothesis (H_1)** The significant impact of social media usage on academic performance and concentration level.

Sample

- The study was conducted around the age of 18 to 25. All were college and university students. The sample technique used was a convenient sample technique.

Operational definitions of variables

Social media addiction

An uncontrollable urge to engage in social media, leading to significant interference in daily life and responsibilities. This condition is marked by

excessive time spent on social media, neglect of personal and professional duties, and distress when unable to access these platforms (Andreassen et al., 2012).

Academic performance

The concept of academic performance refers to a student's level of accomplishment in relation to the academic performance standards, which are often assessed using grades, test results, and an overall degree of success (María et al., 2025).

Concentration

The deliberate act of focusing your attention on the work or activity at hand is known as concentration. It entails paying close attention to the objective you are attempting to accomplish and being mentally present (Moran et al., 2018).

Statistical analysis

Data was analyzed using SPSS. Three parametric tests were primarily used which were Pearson correlation, linear regression, and reliability. The correlation was used to check the relation between social media usage, academic performance, and concentration level among students, whether there is significant relation between the three variables or just between two or here is no relation between them. The linear regression was used to examine the impact of social media usage on academic performance and concentration levels among students.

The reliability was checked of the instruments to make sure it has shown meaningful results. The normality of the data was also checked to make sure the data is normal, so it showed that the data was normal. Additionally, descriptive analysis was used to check the measures of central tendency, standard deviation, and the spread of data.

Ethical Considerations

- Informed consent was obtained from all participants.
- Participation was voluntary, with the option to withdraw at any time.
- Confidentiality and anonymity were maintained throughout the study

Results

The results revealed a significant negative correlation between social media usage and concentration level ($r = -.507, p < .01$), indicating that higher social media usage is associated with lower concentration levels among students. However, no significant relationship was found between social media usage and academic performance ($r = .160, p > .05$). Additionally, academic performance was not significantly related to concentration levels.

Table 1

Psychometric properties of sample for study variables (N=50)

scales	N	M	S.D	Min	Max	Skew	Kur
SM_Total	50	18.10	4.277	50	29	.487	-.438
AP_Total	50	18.64	4.707	50	34	.094	1.560
CQ_Total	50	29.46	4.062	50	39	-.143	.356

Table 2

Correlation Analysis between social media, academic performance, and concentration (N=50)

Variables	1	2	3
Total Social media	-	.160	-.507**
Total Academic performance	-	-	-.115
Total Concentration	-	-	-

Note $p < 0.01$

The results shows that the social media has a significant, moderate negative correlation with concentration ($r = -.507^{**}, p < 0.01$). Additionally social media have positive but non-significant

relationship with academic performance ($r = .160, p > 0.01$). Furthermore, academic performance and concentration have weak, negative, and non-significant relationship ($r = -.115, p > 0.01$).

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
AP_Total	.126	50	.046	.952	50	.043
CQ_Total	.127	50	.042	.964	50	.125

Discussion

The aim of this research was to study the relationship between students' use of social media, academic performance, and concentration. The results offer valuable insights about the

relationship between social media use and important cognitive and academic outcomes. The results showed that social media use and concentration had a moderately negative connection ($r = -.507, p < .01$). This suggests that

students who use social media more frequently tend to be less focused. This result lies in parallel to earlier studies that showed that social media negatively impacts attention control and cognitive focus. Students' capacity to focus on academic work may be weakened by frequent exposure to rapid satisfaction through using social media apps which can disturb sustained focus and increase susceptibility to difficulty in concentration.

The self-regulation theory, which suggests that people rely on internal control systems to retain concentration and manage conflicting demands, can be used to understand this result. By putting short-term gains ahead of long-term academic objectives, persistent engagement with social media usage compromises these regulating mechanisms. Therefore, students' ability to focus during learning tasks was compromised by prolonged exposure to such external cues.

On the contrary, there was a positive but non-significant correlation ($r = .160$, $p > .01$) between social media use and academic achievement. This implies that social media use may be related to academic achievement, but it may not have a significant or reliable impact. One explanation could be because students use social media for both academic and non-academic goals, such as getting study-related information, interacting with friends, or accessing educational resources, which might offset any negative effects. As a result, social media use by itself could not have a significant impact on academic achievement.

In addition, there was a small, negative, and non-significant correlation ($r = -.115$, $p > .01$) between academic achievement and concentration. This unusual result suggests that a variety of factors other than focus alone affect academic success, such as motivation, study habits, and individual variances in learning styles. Also, it implies that

temporary changes in focus do not result in measurable shifts in academic performance.

In the end, the results show that students' usage of social media has a greater impact on their ability to focus than on their academic achievement. The strong correlation with decreased focus emphasizes how crucial it is to encourage children to utilize social media in a responsible and balanced manner. These findings imply that interventions targeted at boosting digital distraction management and attention control may be helpful in raising students' academic performance and cognitive engagement.

Implication and limitations

This study showed that excessive use of social media influences concentration levels but does not directly influence academic performance and grades. This is important because concentration plays a key role in learning, completing work with consistency, higher cognitive tasks, and one of the key factors to improve grades and academic performance. This study underlines the need for students to self-regulate and manage time while using social media. This study will help people and educators to design awareness programs and workshops that in which students can be educated about time management, screentime, and the positive use of social media which help students with academic tasks.

However, due to some limitations, the results must be reviewed carefully. The number of participants and convenient sampling design limits the application of the results to the population. The self-administered surveys may have affected the results since students may not have truly reported their social media usage and academic performance. In addition, it is unclear whether the difficulty focusing is due to social media usage, since other factors such as stress, motivation, study

habits, and personality were not examined, even though they may influence academic performance as well. Future research with large samples and considering and understanding other factors and with some other analysis and sample designs would help provide a clear understanding about how social media affects students academically and functionally.

Conclusion

H_0 is rejected because the results show a significant negative correlation between social media use and concentration ($r = -.507$, $p < 0.01$). This confirms that higher social media addiction is associated with lower concentration. H_{03} is also not rejected because the relationship between academic performance and concentration is negative ($r = -.115$) but weak and insignificant ($p > 0.01$). This means there is not enough evidence to strongly support a relationship.

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