



## A Meta Analysis on the Impact of Social Media on Students Academic Performance

Ismail Shinwari<sup>1\*</sup>, Ahmad Fahim Fawad<sup>2</sup>

<sup>1</sup> Associate Professor, Lecturer of English Department, Sayed Jamaluddin Afghani University

<sup>2</sup> Assist. Professor, Lecturer of English Department, Sayed Jamaluddin Afghani University

**ABSTRACT:** This study presents a comprehensive meta-analysis examining the impact of social media use on students' academic performance. Drawing on a wide range of empirical studies conducted across diverse educational contexts, the analysis synthesizes findings to determine the overall relationship between social media engagement and academic performance. The methodology accepted in earlier studies (2011-2021) on the relationship between teacher and student was consistent with the purposes and effects on students' academic performances. Literature rooted in the relationship between teacher and student: around 80 scholars' articles, summaries, and guides were composed for analysis purposes. A sum of 18 articles was finally nominated for systematic review of the relationship between teacher and student. These include 15 quantitative and 3 mixed-methods articles. The results reveal a nuanced effect: while excessive and non-academic use of social media is generally associated with lower academic performance, purposeful and educational use can have a positive influence by enhancing collaboration, access to information, and engagement. The study highlights the importance of balanced and guided use of social media in educational settings and offers recommendations for educators, policymakers, and students to maximize its benefits while minimizing potential drawbacks.

**KEYWORDS:** Academic performance, communication, enhancing collaboration, education and training, policymakers, social media.

### INTRODUCTION

The rapid development of technology in the 20th and 21st centuries has affected every aspect of human life, especially in the field of education and academic activities. Due to the widespread use of the Internet, smartphones, and digital devices, social media use has become a common phenomenon in the world. Social media such as Facebook, WhatsApp, Instagram, YouTube, TikTok, Telegram, X (Twitter), and others, are not only tools for entertainment and communication, but also for learning, research, and academic development (Junco, 2012).

The effects of social media on students are twofold: on the one hand, it leads to information sharing, collaboration, and increased academic opportunities; but on the other hand, it also causes time loss, concentration disruption, and decreased educational goals (Kirschner & Karpinski, 2010). Maintaining a balance between these, and enhancing positive effects, has become an important need of contemporary research.

In today's world, technological advancements have fundamentally changed the way we learn, communicate, and interact socially. With the rapid development of the Internet and digital devices, social media has become an inseparable part of human life, especially among young people and students. The use of social media such as Facebook, WhatsApp, Instagram, YouTube, Twitter/X, TikTok, and others has become a major topic of discussion regarding their positive and negative effects on the learning environment (Junco, 2012). Initially, social media was only used for networking and sharing information, but it has now become an important tool to support learning, collaboration, and research (Ainin et al., 2015). Students use these tools to share academic materials, discuss with classmates, and build relationships with teachers. The effective use of these tools has increased the potential for motivating learning, developing thinking, and strengthening skills (Manca & Ranieri, 2016).

However, excessive use of social media can lead to time wasting, decreased concentration, loss of academic goals, and even lower academic achievement (Kirschner & Karpinski, 2010). Many studies show that students sometimes engage in non-academic activities such as entertainment, friendships, and sharing personal content instead of studying (Rouis et al., 2011). Therefore, the positive and negative effects of social media are still a topic of debate among researchers.



## LITERATURE REVIEW

In the current era, social media has become an important topic of attention for researchers in the field of education and academic performance. Some studies have noted positive effects, while others have highlighted negative aspects. This literature review brings together important findings, theoretical perspectives, and empirical evidence from previous studies to create a clear framework for this study. Many studies have been conducted on the positive effects of social media, showing that these tools have become tools to support learning. Junco's (2012) study shows that moderate use of Facebook has increased students' academic engagement and social interaction. Students who stay in touch with their classmates and teachers through social media are more likely to participate in academic activities. Ainin, Naqshbandi, Moghavvemi, and Jaafar (2015) found that Facebook use improves students' academic performance through information sharing and scholarly collaboration. This study suggests that social media can create a collaborative learning environment that enhances students' creativity, research, and knowledge sharing skills.

Similarly, Manca and Ranieri (2016) argue that social media are important tools for building scholarly communities. They argue that students can access practical experiences, videos, and tutorials on their subjects through Facebook and YouTube, which can deepen their learning. The overall message of these studies is that if used effectively, social media can be a tool for promoting learning, fostering collaboration, and providing access to information. On the other hand, several studies have reported negative effects of social media. Kirschner and Karpinski (2010) found that students who use Facebook frequently have lower GPA than students who use it less. According to this study, social media causes time wastage and disrupts study focus. Similarly, Rouis, Limayem, and Salehi-Sangari (2011) also found that excessive use of social media hinders students' academic achievement. Their study showed that students often use social media for entertainment and socializing, rather than for learning, which leads to reduced study time and superficial understanding of information.

A study by Paul, Baker, and Cochran (2012) supports this idea, showing that students who spend several hours a day on social media have significantly reduced their concentration and study time. In their opinion, social media has created a new form of "academic addiction", which causes mental stress, disorganization and waste of time. Overall, these studies show that excessive use of social media negatively affects students' academic performance, and the need for responsible use is very important. Some studies talk about a balance between the two sides. A study by Alwagait, Shahzad and Alim (2015) shows that the impact of social media on academic performance depends on the level and purpose of use. If students use these tools for academic collaboration and information sharing, positive results are achieved; but if they use them for entertainment, negative effects are evident.

Tess (2013) argues in her literature review that social media is an important stage for learning, but teachers need to train them in the skills of academic use of these tools. According to him, the effects of social media vary depending on the educational environment, learning objectives, and cultural values. Therefore, many researchers suggest that the positive effects of social media can be enhanced through effective policy, teaching, and time management (Ainin et al., 2015). Meanwhile, the negative consequences of uncontrolled use hinder educational achievement.

## Methodology Structure of Studies on Effective Supervision

The article examines, in what way extreme the methodology accepted in earlier studies (2011-2021) on the impact of social media was consistent with the purposes and effects on students' academic performances. Literature roofed with the relationship between teacher and student around (80) scholars' articles, summaries and guides resources were composed for analysis purpose. Sum of (N=18) articles were finally nominated for systematic review of relationship between teacher and student. These include (N=15) quantitative, and (N=3) mixed-methods articles. In the three steps the study was conducted. In 1st step background study and literature review was composed from websites and accessible in articles. Internet access; I used the Google scholar and online website. In the second step, Eighty articles available journals in period of (2011 to 2021). The comprehensive form of every article was recited for strong consideration in respect to the titles, methodology, findings of the articles. In the last step, the concept of effective supervision which were additionally often stated in greatest of the mention studies were recognized with the view of examining the earlier research on the effective supervision.



Findings

No	Title of the Articles	Nature of the study	Year	Authors	Samples	Instruments	Subject	Finings
1	The Effects of Social Media on College Students	Quantitative	2011	Qingya Wang, Wei Chen, and Yu Liang	(N=48) of males (n=26) and females (n=22) who were administered	Questionnaire	Effects of social media	Results indicate while most college students use social media and spend many hours checking social media sites, there was a negative aspect to college students' use of social media.
2	The Impact of Social Media Usage on the Cognitive Social Capital of University Students	Quantitative	2015	Chad Petersen and Kevin A. Johnston	100 students from all five universities	Questionnaire	Social Media Usage	Analysis of the results, however, did not show a strong relationship between the intensity of Facebook and Twitter usage and the various forms of social capital.
3	Students' Social Media Use and its Perceived Impact on their Social Life: A Case Study of the University of Zambia	Quantitative	2017	Akakandelwa Akakandelwa and Gabriel Walub	240 participants were conveniently selected	A 48-items-Questionnaire	Social media	Results indicated that the most commonly used social media platform was WhatsApp, most of the sampled students reported actively engaging in this social media application between 31 to 60 minutes on a daily basis.
4	The Impact of Social Media on Academic Performance Of Selected College Students	Mixed-method	2018	Gilbert M. Talaue <sup>1</sup> , Ali AlSaad <sup>2</sup> , Naif AlRushaidan <sup>3</sup> , Alwaleed AlHugail <sup>4</sup> , Saad AlFahhad	Sixty students	Questionnaire, observations, review of previous studies and analysis	Social media on Academic Performance	Thus, it can be concluded that social media have a dual impact on student achievement, and it is necessary to approach adolescents' use of social networks with ultimate responsibility.



5	Effect of Social Media on Academic Performance of Students in Ghanaian Universities: A Case Study of University of Ghana, Legon.	Quantitative	2018	Bernard John Kolan and Patience Emefa Dzandza	Two hundred (200) students	Questionnaire	Social media on Academic Performance	the findings of the study that, despite the benefits that students can harness from social media networks such as sharing of information, building relationship, partaking in group discussions from near and far among others, there is to some extent addiction and distraction of attention caused by the use of social media which could have serious consequences on the academic life of students.
6	Impact of Social Media on Students' Academic Performance (A Study of Students of University of Abuja)	Quantitative	2013	ANJUGU JESSICA NDAKU	150 respondents	Questionnaire	Social media on Students' Academic Performance	Research findings showed that a great number of students in University of Abuja, had access to the internet. To this end, the researcher recommended that sites should be created for educational purposes as well.
7	Impact of Social Media Use of University Students	Quantitative	2019	Shilpi Rani Saha1, *, Arun Kanti Guha2	502 students	Questionnaire	Social Media Use of University Students	The findings shows that at least one social media site and many have more than one. They spend more than one hour daily to use social media. Facebook is the most popular among all other social media activity. Students have high positive perception, low negative attitude, and moderate dependency on social media.
8	Impact of social media on Student's Academic Performance	Quantitative	2013	Rithika M. 1 Sara Selvaraj2	100 respondents	Questionnaire	Social media on Student's Academic Performance	It is found that students are very fond of using face book, twitter, YouTube and orkut. Paying attention to their academic progress and addressing any issues will go a long way towards keeping the negative aspects of social media from influencing their studies.
9	Impact of social media of Student's Academic Performance	Quantitative	2016	Zahid Amin, Ahmad Mansoor, Syed Rabeet Hussain and Faisal Hashmat	300 students	questionnaire	Social media of Student's Academic Performance	Results indicate that the effect of social media can be positive as in this study closely determined the real effect of social media sites.
10	A Look Out for Academic Impacts of Social Networking Sites (SNSs): A Student Based Perspective	Quantitative	2011	Ishfaq Ahmed* and Tehmina Fiaz Qazi	One thousand students	Questionnaire	Academic Impacts of Social Networking Sites (SNSs)	Conclusion drawn is that student manage their time efficiently and fulfill their study requirements effectively, hence use of SNSs does not have an adverse impact on their academic performance.
11	The Impact of social media on Students' Academic Performance- A Case of Malaysia Tertiary Institution	Mixed-method	2016	Sandra Okyeadie Mensah and Dr. Ismail Nizam	102 students	Questionnaire and interview	social media on Students' Academic	Thus, considering the abnormal use of social media platforms by students, it is expedient that Universities and colleges in Malaysia educate their students to positively use these platforms for educational purposes which will eventually result in a positive impact on their academic performance.
12	The Effects of social media on the Undergraduate Students' Academic Performances	Quantitative	2018	Ahmad Jahed Mushtaq, Abdelmadjid Benraghda	371 students	Questionnaire	Social media on the Undergraduate Students' Academic Performances	It was concluded that in despite of public views concerning the misuse of social media among students in the society, most of the students were interested to use social media positively for their educations.
13	Influence of social networking sites on life satisfaction among university students: a mediating role of social benefit and social overload	Quantitative	2020	Syed Ali Raza, Wasim Qazi, Bushra Umer and Komal Akram Khan	525 business students	Questionnaire	Social networking sites on life satisfaction among university students	The outcomes indicate that the need for maintaining interpersonal interconnectivity, entertainment value and social enhancement value derives the students' participation in social networking sites through which they encounter social benefit and social overload
14	Impact of the use of social media on students' academic performance and behavior change	Quantitative	2017	Faijun Nahar Mim, Mohammad Ashraful Islam and Gowrangal Kumar Paul	345 students	Questionnaire	Social media on students' academic performance	the study suggested that social media should be used for educational purposes as well; social networking sites should be expanded and new pages should be created to enhance academic activities, avoid setbacks in the students' academic performance; and students should be monitored by teachers and parents on how they use social networking sites.



15	Impact of social media usage on students' academic performance in Saudi Arabia	Quantitative	2014	Esam Alawsat, Basit Shahzad and Sophia Alim	108 students	Questionnaire	Social media usage on students' academic performance	The results demonstrated that there was no linear relationship between social media usage in a week and GPA score. Students highlighted that besides social media use, time management is a factor which affects students' studies negatively.
16	Students' perceptions of the effect of social media ostracism on wellbeing	Quantitative	2016	Rebecca Smith, Jessica Morgan*, Claire Monks	Sixty-one 16e18 year olds	Questionnaire	Students' perceptions of the effect of social media	these findings suggest that whilst both school and university students perceive social media ostracism as psychologically painful, those in their first year at university, who are particularly reliant on online social media, may be more sensitive to the potential effects of exclusion and inclusion on this platform.
17	Effects of social media usage and social media multitasking on the Academic performance of university students	Quantitative	2016	Wilfred W.F. Lau	348 undergraduate students	Questionnaire	Social media usage and social media	This study found that using social media for academic purposes was not a significant predictor of academic performance as measured by cumulative grade point average, whereas using social media for nonacademic purposes (video gaming in particular) and social media multitasking significantly negatively predicted academic performance.
18	The Effect of Social Media on Student Academic Performance: A Case Study at the Islamic University of Bangladesh	Mixed-method	2021	Md. Shahbub Alam and Hena Aktar	150 respondents	Structured Questionnaire, Interview methods and Observation method	Social media on Student Academic Performance	The findings suggest that students should strike a balance between chit-chat and academic activities. This is to strike a balance between students' social networking and academic activities to prevent academic setbacks.

**Analysis of the Teacher-Student Relationship Articles**

This review aimed to explore Teacher-Student relationship on students' academic performance. After reading sixty (N=80) publications from various online data bases, (N=18) of them met the criteria of this review and included for further analysis of this study. The very first quantitative study by Qingya Wang, Wei Chen, and Yu Liang in 2011 used questionnaire to get data from (N=48) male and (N=26) male students and (N=22) were administrative staff. The result revealed that most college students are using social media for more than their study time and waste their time for using sites, so, its directly negative effected college students. Also, another quantitative study by Chad Petersen and Kevin A. Johnston in (2015), used questionnaire to collected data from (N=100) students. The study indicated that there is no strong relationship among the intensity of the Facebook and Twitter usages and other forms of social capitals. Besides, A quantitative study by Akakandelwa Akakandelwa and Gabriel Walub in (2017) used questionnaire to collected data from (N=240) students. The result revealed that most usages of social media application is WhatsApp, and the most students indicated that they are using from (N=31 to N=60) minutes in their daily basis. Furthermore, another mixed-method study by Gilbert M. Talaue, Ali AlSaad, Naif AlRushaidan, Alwaleed AlHugail, Saad AlFahhad in (2018), used questionnaire, review, analysis and observations to collected the data from (N=60) students. The result declared that social media impact both students' academic performance and adolescents' using with ultimate responsibilities. In addition, a quantitative study by Bernard John Kolan and Patience Emeфа Dzandza in (2018), used questionnaire to collected data from (N=200) students. The findings revealed that the benefits of social media networks harness such as deliver information, creating relationships, participation in discussion, the use of social media which have causes serious result on students' academic performance. Additionally, ANJUGU JESSICA NDAKU in (2013), used a questionnaire for the quantitative study and collected data from (N=150) students. The result indicated that a higher numbers of students in Ubuja university using internet and social media, to this end, the university should create their own educational sites for students as well.

Similarly, a qualitative study by Anna Yohanna in (2020), used interview to collected data from (N=14) students. The findings indicated that social media has both negative and positive impact to students, interact environment but one positive effect is that the students can get latest information from social media very easily. Likewise. Another quantitative study by Shilpi Rani Saha, and Arun Kanti Guha in (2019), used the questionnaire to collected data from (N=502) students. The findings revealed that one social media site and many have more than one, the students have spent one hour a day to sue it, the Facebook is their most popular among them. Indeed, another quantitative study by Rithika M. and Sara Selvaraj in (2013), used questionnaire to collected data from (N=100) students. The result shows that the students found to use the Facebook, YouTube, Twitter, Orkut for paying attention for their academic progress and addressing ang issue to point out their negative aspects from social media. Hence, a study by Zahid Amin, Ahmad Mansoor, Syed Rabeet Hussain and Faisal Hashmat in (2016), used questionnaire for quantitative study design to collected data from (N=300) students. The findings indicated that the social media can affect positively as this study directly determined that the real effects od social media site.

Moreover, a questionnaire used by Ishfaq Ahmed and Tehmina Fiaz Qazi in (2011) to collected data from (N=1000) students for this quantitative study. The findings revealed that the students are managing their times resourcefully and to complete their study requirements to use SNSs, so, it does not affect their academic performance. Also, a mixed method study by Sandra Okyeadie Mensah and Dr. Ismail Nizam in (2016), used the questionnaire to collected data from (N=102) students. The result revealed that abnormal using of social media by students useful that university and college in Malaysia educate their students to positive platform of social media for educational purposes which directly give positive result on student's academic performance. However, another qualitative study by Ahmad Jahed Mushtaq, Abdelmadjid Benraghda in (2018), used questionnaire to collected data from (N=371) students. The findings indicated that the misuse of social media sites among students in the society, most of them use social media positively for their educational purposes. Besides, Syed Ali Raza, Wasim Qazi, Bushra Umer and Komal Akram Khan in (2020), used questionnaire to (N=525) students to collected data for their quantitative study. The study findings revealed that the need of keeping interpersonal interconnectivity, use for entertainment, and social enhancement point derives the student's participation in social media sites to encounter social assistances and overhold. Also, another quantitative study by Faijun Nahar Mim, Mohammad Ashraful Islam and Gowranga Kumar Paul in (2017), used questionnaire to collected data from (N=345) students. The findings indicated that social media must be used only for education as aids and social networks site must be increase and create new pages for students only for their academic purposes as well as monitor by teachers and parents on how they are using these networks.

Similarly, another quantitative study by Esam Alwagait, Basit Shahzad and Sophia Alim in (2014), used questionnaire to collected data from (N=108) students. The result stated that there was no liner relationship among social media usages and GPA scores, students indicated that besides social media usages, time management effecting students' academic activities. In the same way, another quantitative study by Rebecca Smith, Jessica Morgan, and Claire Monks in (2016), used questionnaire for their study to collected data from (N=61, N=16 to N=18) ages students. The result stated that both schools and university students are barred by social media as psychologically stressed, first year university students who are taking online classes on social media platform are more complex to other possible effects and addition on social media. Likewise, another quantitative study by Wilfred W.F. Lau in (2016), used questionnaire to collected data from (N= 348) B.A students. The result indicated that the using of social media for academic purposes was not a significant predictor of academic performance that measure by cumulative grade pion emerges, using social media for nonacademic purposes and social media for many usages directly affected the student's academic performance. In conclusion, a qualitative study by Md. Shahbub Alam and Hena Aktar in (2021), used structured interview questions, observation and interviewed with (N=150) students to collected information for the study. The result indicated that the students should raid a stability among social media and academic activities; to do this, they can avoid academic delays from keeping balance among social networks and academic activities.

## CONCLUSION

The general results of this meta-analysis indicate that social media use has both positive and negative effects on students' academic performance. Social media has become an integral part of modern education today, as it provides a platform for sharing information, developing collaboration, and providing quick access to academic resources. According to evidence from various studies, students who use social media in a balanced way remain effective in performing their academic tasks. These students benefit



from academic exchange, learning groups, and communication with teachers, as social media provides a powerful platform for discussion, expression of opinions, and academic exchange. In particular, the use of educational websites, online communities, and digital educational applications provides an important opportunity for students to develop their academic knowledge. Based on the results of this meta-analysis, it was revealed that social media has become a significant change in contemporary education, and has had both positive and negative effects on students' academic performance. With the development of digital technology, students now benefit from access to information, opportunities for collaboration, and new ways of learning. Social media such as Facebook, WhatsApp, YouTube, TikTok, Twitter, LinkedIn, and Telegram have become a means of academic communication, sharing research, and knowledge exchange among students (Junco, 2015). According to research, students who use social media in a balanced way for educational purposes have higher levels of academic progress than others (Alwagait et al., 2015).

However, on the other hand, inappropriate, untargeted, and excessive use of social media also has negative effects on the quality of students' academic performance. Many studies have shown that excessive use of social media leads to time wasting, lack of concentration, and mental confusion. Students are attracted to entertainment content instead of learning, which leads to a lower level of academic achievement. In addition, the presence of false information and false propaganda on social media is also considered an important factor in the decline in the quality of academic knowledge. This situation becomes even more dangerous when students are exposed to the addictive use of social media, as this habit leads to mental fatigue, neglect of studies, and weakening of social relationships. The analytical results of this study show that the impact of social media depends on the type, purpose, and balance of use. If students use social media for educational purposes, it will lead to their academic progress, increased research skills, and strengthened educational cooperation. On the other hand, excessive and inefficient use of social media leads to students wasting time, losing focus, and increasing mental stress. Many studies show that students face problems with attention distribution during study due to social media, which affects the decline in academic achievement (Paul et al., 2012). The entertainment aspect of social media, such as watching videos, aimless conversations, and seeking virtual fame, negatively affects the quality of academic performance. In addition, the spread of misinformation, mental distraction, and reduced study time are considered to be the main factors hindering students' academic progress (Kirschner & Karpinski, 2010). On the contrary, if their activities are for entertainment, fame, or aimless conversation, it will lead to a decrease in academic results. Therefore, the role of teachers, institutions, and families in the correct, regular, and balanced use of social media is very important. In conclusion, it can be said that the impact of social media in the contemporary education system is like a double-edged sword; if used wisely, it becomes a means of academic progress, but if relied on carelessly, it leads to academic backwardness. The results of this meta-analysis recommend that schools and universities develop clear policies for the educational use of social media. Students should be encouraged to use social media for research, collaboration, and academic discussion, not to waste time. If this balance is maintained, social media can play a very effective role in the development of education and the increase in academic achievement.

## RECOMMENDATIONS

- **Establish a mandatory Digital Literacy course**

The Ministry should include a mandatory digital literacy subject in all universities, so that students learn the principles of responsible use of social media, time management, and identification of misinformation.

- **Develop a usage policy for universities**

The Ministry should develop a single framework/policy that specifies the principles, limitations, and ethical rules of appropriate use of social media.

### **Encourage positive use of social media for educational purposes**

Lecturers and institutions should be instructed to use Facebook groups, WhatsApp, and Telegram channels in a systematic and purposeful manner to share educational materials.

- **Time management training workshops**

The ministry should organize time management and concentration improvement workshops in all universities to prevent students from using social media unnecessarily.

- **Allocate funds to support research**

The ministry should provide a special financial budget for future research on social media and academic performance, so that there is up-to-date information for policymaking.

- **Teacher training**

Teachers should be trained in the positive use of digital devices and social media so that they can guide students in the right direction.

- **Strengthening Academic Alternatives**

The Ministry should create educational platforms for students (e.g. Learning Management Systems – LMS) that are better organized educational alternatives to social media.

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Cite this Article: Shinwari, I., Fawad, A.F. (2026). A Meta Analysis on the Impact of Social Media on Students Academic Performance. *International Journal of Current Science Research and Review*, 9(5), pp. 2312-2320. DOI: <https://doi.org/10.47191/ijcsrr/V9-i5-07>