

IMPACT OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE: A CASE STUDY OF ISLAMIC UNIVERSITY, BANGLADESH



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ABSTRACT

Social media is a globally known and widely used means of social communication that has brought most people very close in today's world especially the Z generation or iGen who are more familiar and attracted to this medium. Among them are university students who mostly prefer to spend time on it and as a result, it might have either positive or negative effects on their academic studies. The current study aims to investigate the effect of social media on the academic performance of university students in Bangladesh. A well-structured questionnaire is used to collect data from 150 students of Islamic University, Kushtia, Bangladesh and they are selected based on a convenient sampling procedure. Both descriptive and inferential statistics are applied to analyze the data. The study found that 73% of students engaged in social media for non-academic purposes and most of them visited the Facebook site. The study also found that the majority of the students visit social networking sites at home, and in residential halls, while most of them spend time on average more than four hours daily, and mostly from 6.00 pm to 6.00 am. The study reveals that time spent on social media and excessive usage of social media negatively impacts students' academic performance. The study recommends that parents, teachers, and students' advisor in the university guide and monitor students properly so that they can't misuse social media.

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INTRODUCTION

Social media is a great information and communication technology and it becomes popular globally as a tool of social communication. This is a platform to share people's ideas, views, and opinions and exchange information with others in a global community using various networking sites such as Facebook, WhatsApp, Twitter, YouTube, etc. (Khalid, 2017). Users like to access the sites as they are user friendly, easy, and effective (Azizi, Soroush, & Khatony, 2019). Its usage has increased exponentially among the youth especially among the iGen or more specifically students who have made social media their daily companion (Celestine & Nonyelum, 2018). Social media explores a lot of windows for students to use them for learning purposes in acquiring and enriching knowledge, however if they are not carefully utilized, students can get addicted and it can have an adverse impact towards their academic performance. Through various social media, and networking sites students are getting more privileges in terms of gathering knowledge compared to their predecessors in obtaining information (Kolan & Dzandza, 2018). Some of them do not utilize the privileges appropriately and they rather spend more time on social media for chatting, gossiping, recreation, or entertainment purposes that negatively impact students' academic performance (Peter, 2015).

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The issue of social media usage is a common phenomenon among university students. In the present time, students heavily keep in touch with modern technology and visit social networking sites to the extent that the excessive usage dually influences their academic performance (Talaue, AlSaad, AlRushaidan, AlHugail, & AlFahhad, 2018). Sometimes the addiction to social media to some degree causes serious consequences on students' academic life (Kolan & Dzandza, 2018). A study conducted by the Institute of Health Economics at University of Dhaka reveals that 88% of students' academic activities are being adversely affected by the excessive usage of social media. The study finds that students who are spending too much time on social media are spending less time to their studies (TheDailyStar, 2018). The Director-General of National Academy for Educational Management (NAEM) remarks that students are busy for hours and even all night long on mobile internet and social media. They don't want to go to the institutions in next morning. Hossain (2020) opines in Dhaka Tribune, an online news portal in Bangladesh that Facebook is one of the distracting form of social media which keep away students from assignments and homework. Even in the classroom students are spending time on social media so that they don't understand class lectures properly. It ultimately affects their examination, and eventually ended up with a lower CGPA.

The trends of social media usage among university students are growing rapidly. This has both positive and negative impact on students' academic performance. It is mostly observed that students remain out of the study and become addicted to social media. This problem affects their academic performance while at the same time hinder the flourishing of talent properly. The continuation of social media addiction causes threats to university students' academic performance, and their future as well as the nation as a whole. Time spent on social media and its usage affects academic activities that consequently impact students' academic performance. This is a contemporary issue that needs to be addressed. How does the usage of social media affect students' academic performance? In this regard, the current study aims to investigate the effect of social media on academic performance of university students in Bangladesh.

The remaining part of the study covers the literature review, material and methods, results, discussions, and conclusions.

LITERATURE REVIEW

The extant literature regarding social media and its impact on students' academic performance have been focusing largely in the western countries and very limited on issues involving students in Bangladesh. Bajpai and Maneesha (2018) state that students extensively used WhatsApp, LinkedIn, Instagram, Snapchat, Google Plus, or YouTube-like social media to connect themselves with friends and family, sharing academic information for study purposes, entertaining, or other reasons. Saha and Guha (2019) conduct a descriptive study on undergraduate students to investigate how they spend time on social media. The study finds that 57% of students spent at least 2 hours or less, and 28% spent 2 to 4 hours daily on average. The study reveals that students are busy with Facebook sites updating their status as well as following others' statuses and updates.

Kolan and Dzandza (2018) opine that the usage of the social media sites distracts the attention of students from studies that consequently affect their academic life. Descriptive analysis of the paper finds that 50.30% of students spent more than 2 hours on social networking sites. The study shows that only 17.5% of students use social media for academic purposes and 82.5% use it for chatting, watching videos, or downloading pictures. Jahan (2019) analyses the impact of social media on academic performance among private university students in Bangladesh through descriptive analysis. The descriptive results of the study discloses that 84.7% of students used Facebook and the remaining were on Twitter and Instagram. Among the students, 36% spent 0 to 2 hours, 26% more than 2 but less than 3 hours, and 38% more than 3 hours. The study also finds that 89% of students use social media for non-academic purports. The study reveals that time spent on social media has a negative and significant relationship with academic performance. Sivakumar (2020) conduct a similar type of descriptive study on secondary level students in the Cuddalore District. The study reveals that the percentage of students using Facebook, and WhatsApp were 44% & 35.6% respectively whereas 39% of students spent up to two hours and 49.8% for four hours on the media. The study finds that 80% of the students visit social networking sites for their academic purposes. Rahman and Mithun (2021) explore the effect of social media use on the academic performance of the students of Bangladesh Agricultural University. The study was confined to descriptive statistics, and graphical presentations. The descriptive analysis of the study finds that 94% of students used social media for non-academic activities and the remaining is for academic purposes. The study also reveals that most of the students are engaged on Facebook followed by YouTube, Instagram, LinkedIn, and Twitter.

Othman, Apandi, and Ngah (2017) identified that Facebook, and WhatsApp are the most widely used social media by students. The study finds that 46% of students spend 1 to 3 hours, and 20% spend more than four hours on the networking sites. The inferential analysis finds that there is no significant relationship between social media usage and academic performance. The study observes that social media may negatively impact the students' academic performance if they do not use it wisely i.e., sharing and discussing academic issues. Laburi, Navulla, and Yamini (2019) remark that the new generations are using social media as a playground. The study finds that the percentage of students who are engaged in WhatsApp, Facebook, and LinkedIn are 16%, 9.5%, and 13.5% respectively. The result of the correlation shows that time spent on social media is highly associated with the academic performance of students. The paper concludes that the positive practices of social media improve students' knowledge of human behavior, and social intelligence; negative practices make them indignant, materialistic, addicted to any bad things, and deviated from personal development.

Owusu-Acheaw and Larson (2015) conduct a study on the effect of social media usage on academic performance among tertiary institutions students. The result of the descriptive analysis disclose that 66.4% and 20% of students used Facebook and WhatsApp respectively and spent time on social media on average half an hour to three hours daily through smartphones. Moreover, 93.6% of students used social media for chatting and downloading purposes, and only 9.4% spent time on academic activities. The inferential analysis i.e., correlation analysis reveals that time spent and social media usages

have a positive and strong association with academic performance. The study also reveals that time spent on social media negatively affects students' academic work. The study recommends that students should engage themselves to substitute such hours reading novels, collecting study material or resources, retaining information, and improving the knowledge that may assist them academically.

Rithika and Selvaraj (2013) state social media like Facebook, Orkut, Twitter, etc., divert students' minds from studies. Students are spending time more on social media to connect with classmates, friends, and people by chatting or gossiping rather than sharing academic issues. This means losing interest in learning and retaining information. The study uses Pearson Chi-square to investigate the effects of social media on students' academic performance and the result reveals that social media usage significantly affects academic activities like late submission of assignments, class performance, etc. The study also reveals that time spent on social media significantly impact academic performance. Shohrwardhy and Hassan (2014) discover that students are visiting social networking sites for a little proportion of academic usage. Students are driving more on entertainment needs followed by social needs. There is a moderately significant relationship between social media and the academic performance of students (Tamayo & Cruz, 2014).

Boateng and Amankwaa (2016) analyzed the impact of social media on student academic life in higher education. The study presents that 60% of total respondents regularly visit Facebook, and WhatsApp proportionately. The results of the descriptive analysis show that the usage of social media positively affect students' academic life. The study concludes that the development of social media is significantly affecting the students' academic life. For this reason, Institutions are trying hard to take advantage of social media and using it as a platform to connect with stakeholders like instructors, students, and higher authorities for skill development, knowledge construction and collaboration. Oueder and Abousaber (2018) analyzed social media usage and its relationship with academic performance among Tabuk University (Saudi Arabia) students. Descriptive analysis of the paper reveals that social media plays a vital role in the enhancement of communication between students and course teachers that assist in improving students' academic performance positively.

Mensah and Nizam (2016) conduct a study on Malaysian Tertiary institutions to examine the impact of the use of social media on students' academic performance. Inferential analysis of the study reveals that time appropriateness, people-friend connection, nature of usage and health addiction are strongly correlated and significantly impact students' academic performance while time duration and security/privacy problems are not correlated and significant. The study recommended that universities and colleges in Malaysia should take initiative in educating their students on the positive use of social media platforms for educational purposes and it eventually results in a positive effect on their academic performance. Oberiri (2017) states that social media has brought a huge change to the planet in respect of communication with the means of Information and Communication Technology (ICT). Students have adopted new technology with the time. This adoption and addiction influence students' academic activities.

After reviewing the above-related pieces of literature it is found that most of the studies emphasize on descriptive approach in investigating the impact of social media usage on the academic performance of students at secondary/higher/tertiary levels abroad (Boateng & Amankwaa, 2016; Kolan & Dzandza, 2018; Oberiri, 2017; Owusu-Acheaw & Larson, 2015; Ravichandran, 2019; Sivakumar, 2020; Talaue et al., 2018; Zewdu, Dadi, Taye, & Gezu, 2017). The investigated result in the descriptive approach varies one with another. Very few empirical studies were found abroad but it was confined to Pearson Chi-square, correlation or factor analysis (Laburi et al., 2019; Mensah & Nizam, 2016; Othman et al., 2017; Shohrwardhy & Hassan, 2014). Some of these studies state that time spending and social media usage have a significant association and negative/positive effect on students' academic performance and some others found an insignificant association with academic performance.

Few related works have been done in Bangladesh. But such studies also used descriptive statistics like frequency, mean, percentage, tabular and graphical presentation in data analysis (Rahman & Mithun, 2021; Saha & Guha, 2019). The studies did not follow or develop any conceptual research model. Hence, it is pertinent to be mentioned that there are some limitations or gaps in previous research. To overcome the limitations, the current study is designed both in a descriptive and empirical approach to investigate the impact of social media usage on the academic performance of undergraduate and graduate students in Bangladesh.

MATERIALS AND METHODS

This is a quantitative research approach. The present study has been conducted on the students of Islamic University, Kushtia, Bangladesh. 150 students were selected on a convenient sampling basis from Eight (08) Faculties of Islamic University, Kushtia Bangladesh. The study is based on primary data and it was collected from the undergraduate, and postgraduate students through a well-structured questionnaire. The questionnaire contains respondents' demographic profile, social media constructs, social media usage, and effects on academic performance.

Due to the pandemic situation, the questionnaire was set in Google Form and a link was given to the respondents for expedient responses. The questionnaire was developed in both close-ended forms with multiple options and with a 5-point Likert scale from Strongly Disagree to Strongly Agree, whereas, 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly Agree.

Collected raw data were edited, coded, classified, and tabulated for analyzing purposes. All data were processed with the help of the MS Office package and Statistical Package for Social Science (SPSS 24). Data were converted into numerical code before feeding into the software. Both descriptive and inferential statistics were applied to analyze the data. Descriptive statistics include frequency distribution, percentage, mean, and standard deviation. Inferential statistics include Pearson's Correlation Analysis, Multiple Regression Analysis, ANOVA, and F-statistics for the significance. In analyzing data, Students' Academic Performance (SAP) is considered a dependent variable. Time Spent, Usages of Social Media and

Academic Activities i.e., Class Performance (CP), Study Performance (SP) and Course Work (CW) are considered independent variables.

Research Model and Hypothesis

In the current study, it has been conceptualized that the factors like time spent and social media usage's effects on academic activities including class performance, study performance, and course work, have a significant relationship with and impact on students' academic performance. The following research model has been developed by the researchers to investigate the effect of social media on academic performances of university students.

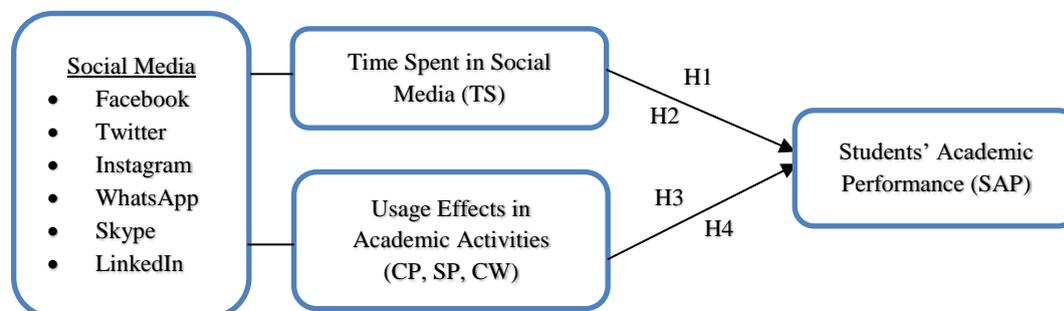


Figure 1. Conceptual Research Model

Social Media

Social media has brought most people very close in today's world. It is a globally known and widely used means of social communication. Especially those who are Z generation or iGen are more familiar with this medium. Social media is a web-based technological application that allows users to share their content and participate in social networking (Leyrer-Jackson & Wilson, 2018). It provides an environment that is conducive for interaction among the different levels of users like friends, family, teachers, and professionals (Kapoor et al., 2018). Social media constructs refer to students' using device, available internet pack, their preference to social networking sites like Facebook, Twitter, Instagram, WhatsApp, Skype, and LinkedIn, and the browsing location of such sites.

Time Spent on Social Media and Effects on Students' Academic Performance

Time spent on social media measures the amount of time on average the users/students visit the social networking sites for their interactions relating to study or chatting or video downloading etc. It becomes an ever-present part of current life-style. Students are scrolling on social media without fixing time in daily life. Laburi et al. (2019) state that time spent on social media is highly associated with students' academic performance. Time spent on social media negatively affects students' academic performance (Owusu-Acheaw & Larson, 2015; Rithika & Selvaraj, 2013).

H₁: There is a relationship between time spent on social media and students' academic performance.

H₂: Time spent on social media has a negative impact on students' academic performance.

Social Media Usages and its Effects on Academic Activities of Students

Social media usage refers to online active behaviors that expedite direct interactions among people. Such online behaviors include liking/disliking, commenting, sending/receiving messages, and otherwise involving with other users (Verduyn, Ybarra, Résibois, Jonides, & Kross, 2017). Students regularly visit social networking sites in their academic life that may or may not affect academic activities. It either positively or negatively affects academic results. Kolan and Dzandza (2018) state that the usage of the social media sites divert the attention of students from studies that eventually affect their academic activities. Academic activities include class performance consisting of routine class as well as special attention in class, course works like assignments, class tests; study performances like routine study schedule and time management.

H₃: There is a relationship between social media usage's effects on students' academic activities and academic performance.

Social Media Usages Effects on Academic Performance of Students

Students' success or failure is mostly judged by or relied on their academic performances throughout their academic life. The parameter of a judgment of academic performance contains the results of tutorial or in-course tests, results of semester final exam, and cumulative average earned grade points during the study period. Students' engagement in social media is significantly or insignificantly associated with academic performance. Social media usage affects students' academic performance either positively or negatively. Students who use social media excessively are more likely to perform very poorly in their academic work than those who don't. Students who frequently visit social media sites for non-academic purposes acquire lower GPA (Grade Point Average) than those who rarely or sometimes visit the platforms (Javaeed, Jeelani, Gulab, & Ghauri, 2020; Ravichandran, 2019; Zewdu et al., 2017).

H₄: Usages of social media have a negative impact on students' academic performance.

RESULTS

Respondents' Demographic Information

Gender, Age, Faculty, Level of students, and Belonging of Year are considered as the demographical variables of the students. Demographical information is presented in the following tabular form:

Table 1. Demographic information of respondents

Variables/Characteristics	Categories	Frequency	Percentage
Gender	Male	99	66%
	Female	51	34%
Age	18-21	63	42%
	22-25	84	56%
	25+	3	2%
Faculty	Business Administration	66	44%
	Science	31	21%
	Engineering and Technology	18	12%
	Biological Science	6	4%
	Social Science	14	9%
	Arts	9	6%
	Law	3	2%
Level of students	Theology and Islamic Studies	3	2%
	Undergraduate	133	89%
Belong of Year	Graduate	17	11%
	1 st Year	39	26%
	2 nd Year	46	31%
	3 rd Year	27	18%
	Final Year	21	14%
	Masters	17	11%

Source: Field Survey

Table 1 represents the demographic information of students who have been selected for the study. Among the respondents the higher proportion of participants in the study are male students; half of the respondents' age is between 18-21 years and the remaining half are above 22 years. Out of the total respondents, 65% are from the faculty of business administration & science, and the remaining 35% are from the rest of six faculties of the University. The majority of the students are from the undergraduate level, most of them are first year to the third year and a quarter portion from final year and masters students who participated in attending the questionnaire of the study.

Social Media Constructs

Social media constructs are stated in the following tabular form with the interpretation:

Table 2. Social Media Constructs

Characteristics	Categories	Frequency	Percentage
Kinds of Device	Computer/Laptop	10	7%
	Smart Phone	130	87%
	Tablet	2	1%
	Above All	8	5%
Social Network Sites mostly prefer	Facebook	122	81%
	Twitter	1	1%
	Instagram	1	1%
	WhatsApp	23	15%
	Skype	1	1%
	LinkedIn	2	1%
Location of browsing	Hall	48	32%
	Central library	3	2%
	Faculties	6	4%
	Home/Resident	93	62%

Source: Field Survey

Table 2 represents the constructs of social media. The table shows that 87% of students are using smartphones followed by personal computer (PC) and Tab for 7% and 1% respectively. Students mostly prefer to visit Facebook (81%) followed by WhatsApp (15%), Instagram (1%), LinkedIn (1%), Twitter (1%) and Skype (1%). 94% of students prefer to access social media from home and residential hall, and the rest 6% use social media at their faculty or central library of the university.

Assessment of Social Media Usage

The current study assesses students' social media usages based on their responses. Table 3 presents the evaluation of students' social media usage performance and it represents the first research objective of the current study:

Table 3. Assessment of the Students' Social Media Usage

Variables/Characteristics	Categories	Frequency	Percentage
Time of Visiting Social Media	12.00 am – 6.00 am	80	53%
	6.01 am – 12.00 pm	10	7%
	12.01 pm – 6.00 pm	18	12%
	6.01 pm -11.59 pm	42	28%
Daily Hours Spent on Average	4 hours plus	38	25%
	4 hours	17	11%
	3 hours	30	20%
	2 hours	29	19%
Motives for Using Social Media	1 hour or less	36	24%
	Educational	38	25%
	Recreation and entertainment	24	16%
	Chatting or gossiping	78	52%
	Communicate with family and relatives	7	5%
	Communicating with teachers/class fellow	3	2%

Source: Field survey

The table above shows that 81% of students choose to visit social media from evening to late at night from 6.00 pm to 6.00 am. 56% of students spend more than 3 hours daily on average on social media. Among the students, only 27% use social media for their academic purposes and 73% for non-academic purposes.

Assessment of the Impact of Social Media on Students' Academic Performance

The impact of social media on students' academic performance is analyzed by applying inferential statistics. Inferential statistics include reliability test, Multicollinearity test, Pearson's Correlation analysis, Multiple Regression analysis, and ANOVA test to answer the research questions and fulfill the objectives of the study.

Reliability of the Data

Cronbach's alpha is used to check the reliability of data for the analysis. The overall score in all of the variables is 0.866, which is a good indication of the satisfactory reliability of the chosen data. The alpha value of 0.8 or higher is considered acceptable in conducting further analysis of data to carry on the study (Cho & Kim, 2015).

Table 4. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.866	.867	11

Source: SPSS Output

Correlation Analysis

Table 5 presents the results of the correlation between students' academic activities and their academic performance:

Table 5. Correlations between students' academic activities and performance

		SAP	CP	SP	CW	TS
SAP	Pearson Correlation	1	.513**	.535**	.663**	.126
	Sig. (2-tailed)		.000	.000	.000	.126
	N	150	150	150	150	150
CP	Pearson Correlation	.513**	1	.515**	.433**	-.024
	Sig. (2-tailed)	.000		.000	.000	.770
	N	150	150	150	150	150
SP	Pearson Correlation	.535**	.515**	1	.607**	-.012
	Sig. (2-tailed)	.000	.000		.000	.886
	N	150	150	150	150	150
CW	Pearson Correlation	.663**	.433**	.607**	1	.154
	Sig. (2-tailed)	.000	.000	.000		.061
	N	150	150	150	150	150
TS	Pearson Correlation	.126	-.024	-.012	.154	1
	Sig. (2-tailed)	.126	.770	.886	.061	
	N	150	150	150	150	150

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

Source: SPSS Output

The results in table 5 of Pearson's Correlation statistics indicate that course work (.663), study performance (.535) and class performances (.513) of the students are significantly correlated with academic performance, whereas time spent on social media (.126) is moderately correlated with academic performance.

Multiple Regression Analysis

Table 6 presents the explanatory power of the regression model used in this study. The dependent variable of the model is students' academic performance (SAP) and the independent variables (predictors) are time spent on social media (TS), study performance (SP), course performance (CP), and course work (CW). The R square indicates that the independent variables explain 51% of the variation in the dependent variables.

Table 6. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.716 ^a	.513	.499	.63375	1.776

a. Predictors: (Constant), TS, SP, CP, CW

b. Dependent Variable: SAP

Table 7 shows the overall significance of the model and it shows that the regression model is statistically significant and fits as the p-value is less than 0.05.

Table 7. Model significance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	61.309	4	15.327	38.162	.000 ^b
	Residual	58.237	145	.402		
	Total	119.546	149			

Source: SPSS Output

Table 8 represents the coefficients of regression. In the table, the collinearity statistics shows that the variance inflation factor (VIF) value for CP, SP, CW and TS are 1.411, 1.827, 1.709 & 1.046 respectively which is less than 2.5 and which means that there is no multicollinearity problem among the variables (Johnston, Jones, & Manley, 2018).

Table 8. Coefficients of Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error				Beta	Tolerance
1	(Constant)	.296	.363		.816	.416		
	CP	.273	.076	.246	3.580	.000	.709	1.411
	SP	.143	.092	.122	1.552	.123	.547	1.827
	CW	.465	.074	.473	6.247	.000	.585	1.709
	TS	.088	.086	.060	1.017	.311	.956	1.046

Dependent Variable: SAP

Source: SPSS Output

The usage of social media affects academic activities positively related to students' academic performance. The calculated p-value of CP at the 5% level of significance is .000 which is lower than 0.05 which means it is statistically significant. The usage effect of social media on class performance has a positive and significant relationship with students' academic performance. The calculated p-value of SP (0.123) is higher than 0.05 at the 5% level of significance. It means that it is not statistically significant. Thus, the social media usage effects on study performance have a positive but insignificant relationship with students' academic performance. The result of the p-value for CW (0.000) being lower than 0.05 indicates that the usage of social media in regular coursework has a positive and significant relationship with students' academic performance. The calculated p-value of TS (0.311) is higher than 0.05 which means time spent on social media has a positive but insignificant relationship with students' academic performance.

One way ANOVA test

ANOVA test is applied here to test hypotheses 2 & 4 as well as to meet the specific objectives of the study.

Table 9. ANOVA for Time spent negatively impacts academic performance

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	18.776	4	4.694	6.757	.000
Within Groups	100.732	145	.695		
Total	119.508	149			

Source: SPSS Output

The table 9 shows that time spent on social media has a negative impact on students' academic performance. The F-statistics calculated value is 6.757 and the p-value is 0.000 which is less than 0.05 at the 5% level of significance. This means that the hypothesis is statistically significant. So students are spending more time on social media which negatively affects their academic performance.

Table 10. ANOVA for Usage of social media negatively impact on academic performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	130.722	12	10.893	37.480	.000
Within Groups	39.818	137	.291		
Total	170.540	149			

Source: SPSS Output

Table 10 shows that usage of social media has a negative impact on students' academic performance. The F-statistics calculated value is 37.480 and the p-value is 0.000 which is less than 0.05 at the 5% level of significance. This means that the hypothesis is statistically significant. That is, students' excessive usage of social media has a negative and significant effect on academic performance.

DISCUSSIONS

The majority of students acquire and own smartphones and used Wi-Fi as a means of internet connection. Students are addicted to Facebook sites followed by WhatsApp and others. They frequently visit and spend more time on Facebook. They prefer to scroll messenger on regular basis chatting with friends and family. Students prefer to access social media from home and hall rather than their faculty or the central library of the university. The reason for the higher rate of access to social media in the hall and home is because of the free Wi-Fi facilities that they can access.

Students choose to visit social media from evening to late at night from 6.00 pm to 6.00 am. Two third of the students under study spend on average more than three hours and one-third spend two hours or less daily on social media. Among the students, only 27% use social media for their academic purposes and 73% for non-academic purposes. This is similar to the study of Talaue et al. (2018) and Ravichandran (2019). The results of other studies are much higher than the current study where 82% to 94% of students use social media for non-academic purposes and the rest are engaged in academic instances (Kolan & Dzandza, 2018; Oberiri, 2017; Owusu-Acheaw & Larson, 2015; Rahman & Mithun, 2021; Zewdu et al., 2017). However, the study performed by Sivakumar (2020) found that 80% of students used social media for their academic purposes.

Time spent on social media is positive and moderately correlated with students' academic performance. The inferential analysis states that time spent on social media is insignificantly associated with academic performance. The current result is similar to Mensah and Nizam (2016) but contradicts with Laburi et al. (2019). The results of one way ANOVA test shows that time spent on social media has a negative impact on students' academic performance. If students spend more time on social networking sites or social media it negatively impacts their academic results. Hence, the impact of students who have engaged less time in social media is that their academic results or performance are far better than those who engage more time in social media. This result is consistent with the previous studies (Celestine & Nonyelum, 2018; Owusu-Acheaw & Larson, 2015) who also found that time spent on social media negatively affect students' academic performance.

Pearson's Correlation statistics show that the usage related to students' academic performance of social media affects academic activities positively. The usage effect of social media on class performance and course work has a positive and significant relationship with students' academic performance. The usage of social media never interrupt the students in routine classes, made them inattentive to class, failure in the submission of assignment and/or preparing regular course work. On the other hand, study performance has a positive but insignificant relationship with students' academic performance. This is consistent with the study conducted by Othman et al. (2017) who found that there is no significant relationship between social media usage and students' academic performance. One way ANOVA test results loaded that the usage of social media negatively impacts students' academic performance. If students are excessively engaged in or addicted to social media it hampers their regular study schedule and time management which negatively impacts their academic performance. Students who had less connection in social media achieved higher CGPA than those who had an excessive connection. It is similar to the result of Oberiri (2017) but differs from Othman et al. (2017).

CONCLUSIONS

Social media usage significantly influence academic life of students since most of them have made the media form an integral part of their life. They invest valuable time in social media for non-academic purposes despite having the opportunity to obtain academic information from it. The current study aims at investigating the impact of social media on students' academic performance. The results of the study reveal that the usage of social media significantly impacts students' academic activities and is associated with their academic performance. The study finds that students spend more time on social media, particularly on Facebook that negatively impacts their academic performance. The study also finds that excessive usage of social media badly impacts students' academic results i.e., on the earned grade point average. The study recommends that most stakeholders like guardians, teachers, and advisory cell of the university should emphasize on setting

up policies to monitor the activities of students concerning the utilization of social media and divert their leisure time on the social media for learning purposes. The current study covers only a single public university in Bangladesh that is Islamic University, Kushtia. There is a scope for adding more public and private universities with larger number of respondents. There is further scope of research in this field on the relationship between students' social media usage and mental health, whether it significantly impacts students' academic performance or not, ignored in the present study.

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