

# Assessing the Impact of Social Media on University Students' Studies: A Chi-Square Analysis at the University of Rajshahi

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## ABSTRACT

Bangladesh ranks 20th globally in terms of social media users, with around 24.49 million users, projected to reach 33.6 million by 2027 (DemandSage). Popular platforms like Facebook, Twitter, TikTok, YouTube, and WhatsApp are diverting students from their studies, leading them to spend more time on social media than academics. This study aims to explore the positive and negative impacts of social media on the academic performance of students at the University of Rajshahi. Using simple random sampling, 100 students were selected from approximately 38,000, and data were collected through a questionnaire, achieving a 97% response rate. Descriptive statistics (frequency counts and percentages) analyzed demographic data, while Chi-square ( $\chi^2$ ) tests evaluated hypotheses. Findings revealed widespread social media addiction among students. The study recommends promoting the educational use of social media and encouraging a balance between online engagement and academic responsibilities. Results also highlight the positive role of social media, as it increasingly supports students' academic achievements and career development. Platforms like Facebook, Twitter, YouTube, and Skype, when used effectively, have helped enhance students' study habits and grade points.

**Keywords:** Social Media, Academic Performance, Chi-square Test, University Students, Bangladesh, Facebook.

## 1.0 INTRODUCTION

The advancement of Information and Communication Technologies (ICTs) has significantly transformed the global communication environment, enhancing the speed, scope, and accessibility of exchanges. One of the most transformational results of ICTs is the birth and proliferation of social media platforms. These platforms, as defined by the Oxford Dictionary, are “websites and applications that enable users to create and share content or to participate in social networking,” and have transformed the methods by which humans interact with information and each other. Wikipedia (2022) defines social media as interactive technologies that enable the creation and exchange of content, ideas, and interests within virtual communities.

Social media has eliminated the communication gap that formerly necessitated letters or phone calls, facilitating instantaneous engagement irrespective of geographical limitations (Jha & Bhardwaj, 2012).

Platforms like Facebook, Twitter, YouTube, Instagram, WhatsApp, and TikTok have become essential to everyday life, particularly among younger demographics. As of October 2022, there were around 4.74 billion social media users worldwide, comprising 59.3% of the global population, with 190 million new users joining within the preceding year (Kepios, 2022). In Bangladesh, this tendency is mirrored, with 24.49 million users anticipated in 2024, increasing to 33.6 million by 2027 (DemandSage, 2024). University students constitute one of the most engaged demographic groups on these sites.

Notwithstanding the benefits of social media in improving information accessibility and collaboration, there is increasing apprehension regarding its effects on academic achievement. Academic performance—typically evaluated by tests, continuous assessments, or cumulative grade point averages (CGPA)—is an important indicator of student achievement and institutional efficacy. Scholars have observed a complex relationship between social media usage and academic performance, characterized by both favorable and harmful impacts (Wheeler et al., 2008; Rifkin et al., 2009; Kuppuswamy & Shankar, 2010). While social media can assist individualized learning, improve motivation, and foster peer collaboration (Liccardi et al., 2007), it can also serve as a source of distraction, reduce study time, and impair academic attention (Wiley & Sisson, 2006).

Numerous studies indicate that students spend a considerable portion of their day engaging with social media. Nicole et al. (2007) stated that university students utilize social networking sites for an average of 30 minutes every day, with many incorporating it into their regular routines. Moreover, nearly 90% of tertiary-level students maintain active profiles on social networks (Wiley & Sisson, 2006). The increased availability of mobile devices and continual internet connectivity has made it simpler for students to browse social media even during academic hours, often in unsuitable contexts such as classrooms or religious venues. At the University of Rajshahi, one of Bangladesh's largest public universities with a student population of roughly 38,000 (Wikipedia, 2024), social media use is ubiquitous. Nearly every student owns a smartphone and uses several platforms for communication, learning, and enjoyment. Although some students use social media for academic purposes such as accessing study materials, seeking career prospects, and developing skills others are adversely affected by excessive or addicted usage, which impairs their academic routine and CGPA.

### 1.1 Problem Statement

While social media offers educational benefits, its excessive use among students raises worries about potential diversions and harmful consequences on academic performance. There is a considerable gap in empirical studies examining the dual (positive and bad) influence of social media use on the academic success of students in the Bangladeshi environment, particularly at the University of Rajshahi. With rising reports of students being addicted to social platforms, there is an urgent need to examine how time spent on social media connects with academic outcomes and whether patterns differ by gender or faculty.

## **1.2 Objectives of the Study:**

The overall objective of this study is to assess the influence of social media usage on the academic performance of students at the University of Rajshahi.

The specific objectives are to:

1. Identify the major social media platforms commonly used by students of the University of Rajshahi and determine their frequency and purpose of use.
2. Assess the level of social media addiction among the students and its prevalence across different user categories.
3. Examine both the positive and negative academic impacts of social media usage among students of the University of Rajshahi.
4. Analyze the faculty-wise variations in the perceived academic benefits and usefulness of social media platforms.
5. Evaluate the relationship between social media addiction and students' academic performance, focusing on how usage intensity affects academic outcomes.
6. Investigate gender-based differences in social media usage habits and the corresponding variations in academic performance.

By exploring these dimensions, the study seeks to present a comprehensive and evidence-based understanding of the ways in which social media shapes students' academic behavior and performance at the University of Rajshahi. The findings aim to assist educators, university authorities, and policymakers in developing effective strategies to maximize the educational value of social media while mitigating its negative consequences.

## **2.0 LITERATURE REVIEW**

Social media has grown as a strong communication and information-sharing platform, especially among university students. While it offers many academic benefits, excessive or unregulated usage might severely impair students' academic performance. This literature review critically reviews existing research on the good and negative academic benefits of social media, analyzes its patterns of usage among students, and identifies the gaps in current knowledge, particularly within the Bangladeshi setting.

### **2.1 Theoretical Background**

The connection between social media and academic performance can be interpreted through several communication and behavioral theories. The Uses and Gratifications Theory (UGT) (Blumler & Katz, 1974) explains that individuals consciously select media platforms that satisfy particular needs—such as social interaction, information seeking, or emotional support. For students, social networking platforms may therefore serve as tools for academic discussion, peer collaboration, or access to learning materials. In contrast, the Time Displacement Theory (Nie, 2001) argues that the more time individuals devote to entertainment-oriented

media, the less time they have for productive tasks such as studying. From this perspective, uncontrolled or excessive use of social media can directly compete with academic obligations. Taken together, these theories help explain why social media can produce both positive and negative academic outcomes depending on usage patterns and intentions.

## **2.2 Positive Academic Impacts of Social Media**

A considerable number of studies have pointed out that, when used effectively, social media can enhance students' participation, motivation, and access to learning resources. Platforms such as Facebook, WhatsApp, and YouTube are often used to exchange course materials, discuss assignments, and strengthen student–teacher communication (Wheeler et al., 2008; Rifkin et al., 2009). Heffner (2016) found that online networks help students cope with academic stress by allowing them to share experiences and seek advice from peers facing similar challenges. Likewise, Mahamat (2014) reported that Malaysian students generally viewed social networking sites as beneficial for their academic progress, particularly for sharing information and coordinating group work. More recent findings reinforce these insights. During the COVID-19 pandemic, social media became an essential medium for sustaining online learning communities (Islam et al., 2021; Alhabash & Ma, 2021). Students frequently relied on digital platforms such as Google Classroom, WhatsApp, and Facebook groups for communication, peer learning, and collaborative assignments. Chukwuere and Chukwuere (2020) further observed that these digital interactions contributed to better technological literacy and enhanced motivation toward academic tasks. In summary, when appropriately integrated into the learning process, social media can create a dynamic, interactive environment that supports engagement, communication, and peer learning.

## **2.3 Negative Academic Impacts of Social Media**

Despite its academic promise, several studies highlight the detrimental consequences of excessive or non-academic use of social media. Heffner and Tara (2016) reported that undergraduate students at Rowan University experienced a drop in GPA scores as their social media involvement increased, indicating that online engagement can divert attention from studies. Similarly, Mushtaq (2015) noted that heavy social media consumption reduced students' newspaper reading habits, thereby limiting their academic exposure. A study by Tamayo and Dela Cruz (2014) among Filipino students showed that excessive social media use negatively affected class attendance and overall learning outcomes. In addition, researchers such as Davies and Cranston (2008) and O'Keeffe and Clarke-Pearson (2011) warned that online environments expose students to privacy issues, cyberbullying, and emotional strain, which may interfere with academic concentration and productivity. Recent literature continues to confirm these concerns. Błachnio and Przepiórka (2022) emphasized that overuse of social networking platforms can result in cognitive overload and encourage procrastination. Kumar et al. (2023) linked frequent multitasking on social media with reduced attention spans and academic delays. In the Bangladeshi context, Rahman and Uddin (2022) observed that moderate use of social platforms aided

communication, but excessive use caused distraction and reduced study efficiency. Taken together, these studies indicate that the academic impact of social media is largely shaped by the user's purpose, self-control, and time management abilities.

#### **2.4 Patterns and Determinants of Social Media Usage**

Patterns of social media engagement differ across individuals depending on time allocation, motivation, and behavioral tendencies. Mensah and Nizam (2016) investigated Malaysian university students and found that factors such as appropriate timing, type of content engagement, and interpersonal connection were significant predictors of academic success, whereas time duration and privacy concerns had little effect. More recent South Asian research provides similar insights. Saha and Rahman (2023) discovered that Bangladeshi students spend around three to five hours daily on social platforms, mostly for entertainment rather than academic tasks. Gender differences were also evident: female students used social media mainly for communication and academic assistance, while male students leaned more toward leisure activities. Awan et al. (2022) identified psychological drivers such as addiction, lack of self-regulation, and fear of missing out (FOMO) as major contributors to excessive use. These determinants play a key role in shaping how social media engagement ultimately influences students' academic performance.

#### **2.5 Gaps in Existing Literature**

Although the link between social media and academic performance has been examined in several countries including the USA, Ghana, Malaysia, and the Philippines there is still limited empirical evidence from Bangladeshi higher education institutions. Much of the available literature is descriptive, focusing on students' attitudes rather than statistical relationships tested through techniques like chi-square or regression analysis. Moreover, few studies have explored gender-based or faculty-level variations in social media's educational effects. Therefore, this study seeks to bridge that gap by examining how social media use affects students' academic performance at the University of Rajshahi. Using a chi-square analytical approach, it investigates variables such as addiction level, purpose of use, frequency, and gender differences to provide a more localized and comprehensive understanding of the issue. The results are expected to guide educators, administrators, and policymakers in developing strategies that encourage productive social media use while minimizing its adverse consequences.

#### **3.0 Research Methodology**

This study aims to investigate the impact of social media on the academic performance of students at the University of Rajshahi. Given the scarcity of empirical research on this topic in the regional context, particularly at the University of Rajshahi, a primary data collection approach was deemed essential. A structured questionnaire, incorporating both open-ended and close-ended questions, was used to collect data. Responses were obtained through individual distribution and Google Forms, with responses stored

electronically for analysis. This section outlines the research design, population, sampling methods, data collection instruments, and the statistical procedures employed in the study.

### **3.1 Research Area**

The research was conducted on the campus of the University of Rajshahi, located in Rajshahi, Bangladesh.

### **3.2 Research Design**

The study adopted a descriptive research design to provide a comprehensive understanding of social media usage and its impact on students' academic performance. A quantitative method using structured questionnaires was used to ensure objectivity and facilitate statistical analysis. The choice of primary data over secondary sources was based on the specific nature of the research objectives, which required direct insights from the student population.

### **3.3 Population and Sampling Technique**

The target population comprised full-time undergraduate students enrolled at the University of Rajshahi. The university hosts approximately 38,000 full-time undergraduate and graduate students across various faculties. A sample size of 100 students was selected using simple random sampling. The sample was calculated using a 95% confidence level and a 5% margin of error. A purposive element was incorporated to ensure representation across different faculties.

### **3.4 Research Instrument**

Data were collected using a self-developed questionnaire titled "*Research on the Usage of Social Media among Students at the University of Rajshahi.*" The instrument was divided into two sections:

Data entry and basic analysis were performed using Microsoft Excel and SPSS, while inferential statistics, including chi-square ( $\chi^2$ ) analysis, were calculated using the Free Statistics Calculator.

### **3.5 Data Collection Procedure**

Both primary and secondary data sources were utilized. The primary data were obtained through the questionnaire administered directly by the researcher to ensure clarity and completeness. A total of 100 questionnaires were distributed across selected faculties. Of these, 96 were correctly completed and included in the analysis. The data collection employed a purposive random sampling strategy to target active social media users within the student population.

### **3.6 Data Analysis Methods**

#### **3.6.1 Descriptive Analysis**

Descriptive statistical tools such as frequencies, percentages, means, and standard deviations were used to summarize and describe the demographic characteristics of respondents and their social media usage patterns.

### 3.6.2 Inferential Analysis

To test the hypotheses and determine associations between variables, Pearson's Chi-square ( $\chi^2$ ) test was applied at a 5% level of significance ( $p \leq 0.05$ ). The chi-square formula is:

$$X^2 = \frac{(O-E)^2}{E}$$

Where:

- $X^2$  is the chi-square test statistic
- $\Sigma$  is the summation operator (it means "take the sum of")
- $O$  is the observed frequency
- $E$  is the expected frequency

Interpretation of p-values was as follows:

P-value	Description	Interpretation
$p \leq 0.05$	Statistically significant	Null hypothesis rejected
$p > 0.05$	Not statistically significant	Null hypothesis not rejected
$p \approx 0.05$	Marginal significance	Requires further investigation

This combination of descriptive and inferential statistics provided robust insights into the relationship between social media use and academic performance among students at the University of Rajshahi.

## 4.0 RESULTS AND DISCUSSION

Analysis of results of this study is presented in various ways. The descriptive statistics of the collected data are presented in tables from the collected data of 100 students. The data have been edited carefully for correcting of any kind of bias and inconsistency in data so that the error is minimized. This chapter is devoted to results and discussions obtained with regard to the objectives of this study

Section A:

4.1 Demographic Distribution of the respondents

Variable	Category	Frequency	Percentage
Gender	Male	67	67%
	Female	33	33%
Age	18-20	16	16%
	21-25	78	78%
Faculty	Social Science	57	57%
	Arts	20	20%
	Science	8	8%
	Engineering	6	6%
	BBA	9	9%

Table 4.1: Demographic Distribution of the respondents

4.2 Platform Preferences and Duration of Use

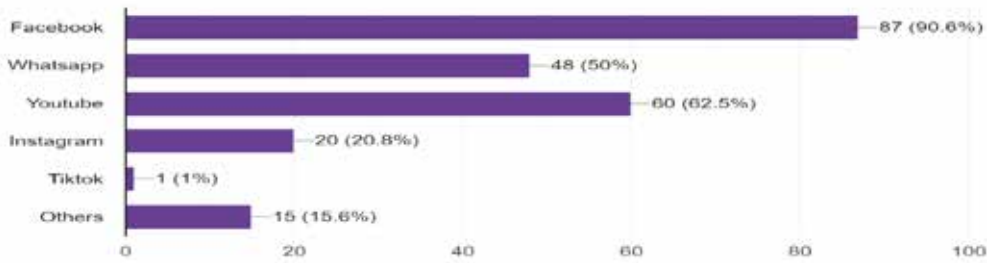


Fig 4.1: Social media platforms that are uses most

Objective no 2: Addictiveness to social media to the students of University of Rajshahi.

**4.3 Social media usage time:**

HOURS	FREQUENCY
1-5 HOURS	86
6-9 HOURS	7
10+	3
NO RESPONSE	4

Table 4.2: Social media usage time

**4.4 Main reasons for using social media:**

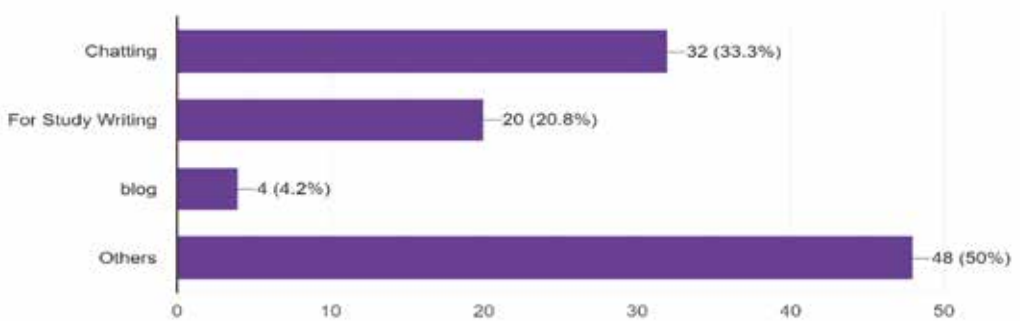


Fig 4.2: Main reasons for using social media

Objective no 3: Advantages and disadvantages of Social Media.

**4.5 Advantages of Social Media:**

**4.5.1 Main Advantages of social media:**

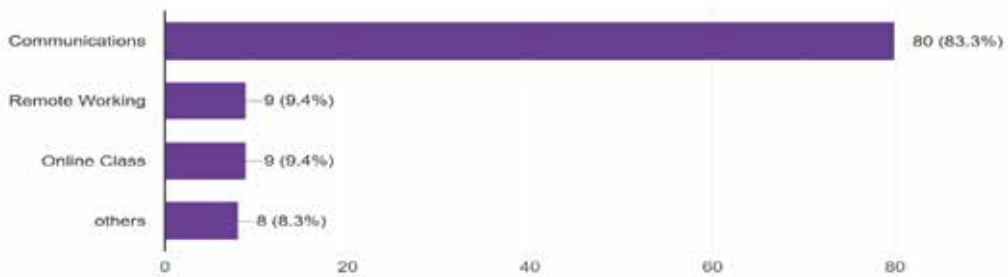


Fig 4.3: Main Advantages of social media

#### 4.6 Disadvantages of social media:

##### 4.6.1 Main Disadvantages

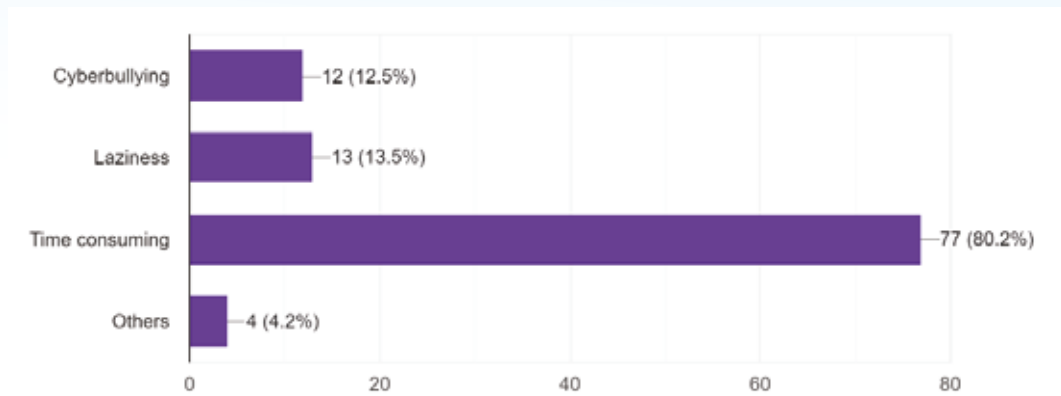


Fig 4.6: Main Disadvantages of social media

Objective no 4: Perceived Impact of Social Media Use within Their Respective Faculties

##### 4.7 Perception of social media's positive impact in their academic faculty

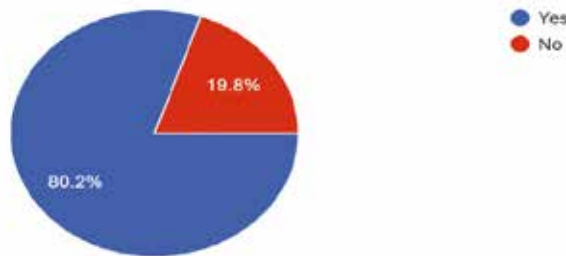


Fig 4.12: Social media in different faculties

80.2% students think that social media has a positive impact in your faculty of education. Rest of the respondents, about (19.8%) denied that impact.

These Positive impacts on:

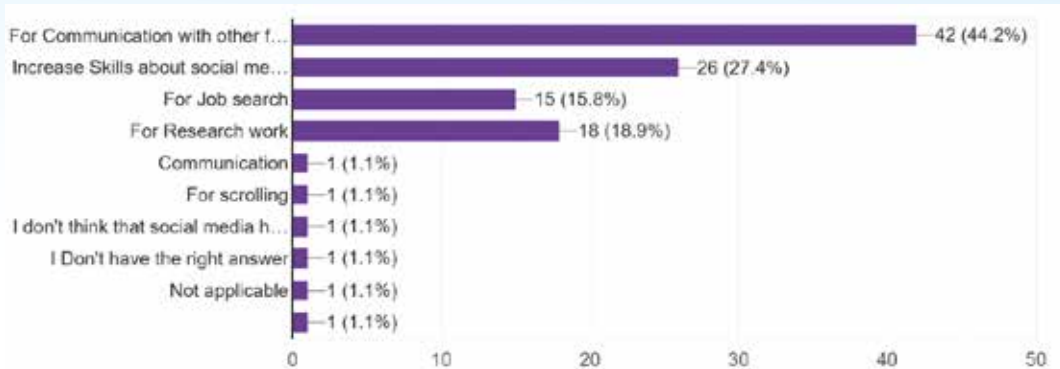


Fig 4.13: Positive impact of social media in different faculties

Those who respond as yes among of them 44.2% respondents think that social media uses in their faculty of education increase their communication with other faculty members (current and alumnus). 27.4% take into consideration that it increases their skills about social media (maximum are engineering and science faculty students). 15.8% regard that social media helps to searching the job circular. About 18.9% think that it helps in their research work (maximum are social science and arts faculty students). Rest every points such communication, for scrolling have got 1.1% equally.

**Section B:**

**ANALYSIS OF DATA AND TESTING OF HYPOTHESES:**

Objective no 5: Student addictiveness to social network influence their academic performance.

Our question no 1 (In this section): To what extent would student addictiveness to social network influence their academic performance?

Table 4.5: Students addictiveness to social networking sites

S/N	Statement	SA	A	Neutral	D	SD	Total
1	Addiction to online social networks is a problematic issue that affects my academic life?	36	46	10	6	1	99
		36.4%	46.5%	10.1%	6.1%	1%	100%
2	Online social networks distract me from my studies?	32	45	13	6	1	97
		33%	46.4%	13.4%	6.2%	1%	100%
3	Hours spent online can never be compared to the number of hours I spend reading.	21	51	18	5	2	97
		21.6%	52.6%	18.6%	5.2%	2.1%	100%
4	There is no improvement in my grades since I became engaged into these social networking sites.	17	25	27	25	3	97
		17.5%	25.8%	27.8%	25.8%	3.1%	100%
Total		106	167	68	42	7	390

Hypothesis no 1: Students' addictiveness to social network has no significant influence on their academic performance.

Results						
	SA	A	Neutral	D	SD	Row Totals
Addiction	36 (26.91) [3.07]	46 (42.39) [0.31]	10 (17.26) [3.05]	6 (10.66) [2.04]	1 (1.78) [0.34]	99
Distract	32 (26.36) [1.20]	45 (41.54) [0.29]	13 (16.91) [0.91]	6 (10.45) [1.89]	1 (1.74) [0.32]	97
Comparison	21 (26.36) [1.09]	51 (41.54) [2.16]	18 (16.91) [0.07]	5 (10.45) [2.84]	2 (1.74) [0.04]	97
No Improvement	17 (26.36) [3.33]	25 (41.54) [6.58]	27 (16.91) [6.02]	25 (10.45) [20.28]	3 (1.74) [0.91]	97
Column Totals	106	167	68	42	7	390 (Grand Total)

Table 4.6: Hypothesis testing 1

The chi-square statistic is 56.7268. The p-value is  $< 0.00001$ . The result is significant at  $p < .05$ .

The above table showed that the calculated chi-square p-value is greater than the Critical p-value which is  $p < 0.05$ , hence, the null hypothesis which states that Students' addictiveness to social network has no significant influence on their academic performance is hereby rejected. This implies that Students' addictiveness to social network has a significant influence on their academic performance.

Objective no 6: Student Exposure to Social Networking Sites that influence their academic performance.

Question no 2 (In this section):

Does social that students are more exposed to influence their academic performance?

Table 4.7: Students exposure to social networking sites

S/N	Statement	SA	A	Neutral	D	SD	Total
1	I usually have unlimited access to Facebook and this has affected my academic performance negatively.	26 27.1%	34 35.4%	21 21.9%	15 15.6%	0 0%	96 100%
2	I engage in academic discussions on whatsapp and this has improved my academic performance.	12 12.5%	45 46.9%	24 25%	13 13.5%	2 2.1%	96 100%
3	I make use of whatsapp to discuss knowledge with my classmate	18 18.8%	50 52.1%	15 15.6%	13 13.5%	0 0%	96 100%
4	I Solely rely on information gotten from Wikipedia to do my assignments without consulting other sources.	16 16.7%	38 39.6%	20 20.8%	18 18.8%	4 4.2%	96 100%
5	The usage of Wikipedia for research has helped improve my grades.	21 21.9%	48 50%	18 18.8%	7 7.3%	2 2.1%	96 100%
Total		93	215	98	66	8	480

Hypothesis no 2: Student's exposure to social media network has no significant influence on students' academic performance.

Table 4.8: Hypothesis Testing 2

Results						
	SA	A	Neutral	D	SD	Row Totals
Unlimited Access	26 (18.60) [2.94]	34 (43.00) [1.88]	20 (19.20) [0.03]	15 (13.20) [0.25]	1 (2.00) [0.50]	96
Engage	12 (18.60) [2.34]	45 (43.00) [0.09]	24 (19.20) [1.20]	13 (13.20) [0.00]	2 (2.00) [0.00]	96
Make use	18 (18.60) [0.02]	50 (43.00) [1.14]	14 (19.20) [1.41]	13 (13.20) [0.00]	1 (2.00) [0.50]	96
Solely rely	16 (18.60) [0.36]	38 (43.00) [0.58]	20 (19.20) [0.03]	18 (13.20) [1.75]	4 (2.00) [2.00]	96
Usage	21 (18.60) [0.31]	48 (43.00) [0.58]	18 (19.20) [0.07]	7 (13.20) [2.91]	2 (2.00) [0.00]	96
Column Totals	93	215	96	66	10	480 (Grand Total)

The chi-square statistic is 20.9167. The p-value is .181737. The result is not significant at  $p < .05$ .

So, Student's exposure to social media network has no significant influence on students' academic performance.

Objective no 7: Gender influence on social media usage:

Question no 3 (In this section): Is there gender difference in the student's usage of social media network?

Table 4.9: Gender differences in using social media.

S/N	Statement	SA	A	Neutral	D	SD	Total
1	Male and female students use social media networks differently in different frequencies.	15 15.6%	48 50%	20 20.8%	11 11.5%	2 2.1%	96 100%
2	Female students use social networking sites more to explicitly foster social connections.	16 16.7%	36 37.5%	36 37.5%	7 7.3%	1 1%	96 100%
3	Gender determines the level of social media network usage.	15 15.6%	22 22.9%	31 32.3%	22 22.9%	6 6.3%	96 100%
4	Males are more effective at using social networking sites for nonacademic purposes.	15 15.6%	42 43.8%	24 25%	13 13.5%	2 2.1%	96 100%

Hypothesis no 3: There is no significant difference between male and female student usage of social media network.

Table 4.10: Hypothesis Testing 3

Results						
	SA	A	Neutral	D	SD	Row Totals
Differently	15 (15.25) [0.00]	48 (37.00) [3.27]	20 (27.75) [2.16]	11 (13.25) [0.38]	2 (2.75) [0.20]	96
Female	16 (15.25) [0.04]	36 (37.00) [0.03]	36 (27.75) [2.45]	7 (13.25) [2.95]	1 (2.75) [1.11]	96
Gender	15 (15.25) [0.00]	22 (37.00) [6.08]	31 (27.75) [0.38]	22 (13.25) [5.78]	6 (2.75) [3.84]	96
Males	15 (15.25) [0.00]	42 (37.00) [0.68]	24 (27.75) [0.51]	13 (13.25) [0.00]	2 (2.75) [0.20]	96
Column Totals	61	148	111	53	11	384 (Grand Total)

The chi-square statistic is 30.0846. The p-value is .002712. The result is significant at  $p < .05$

The table shows that the calculated chi-square value of 30.0846 and p value is .002712 which is greater than the significant p value  $< .05$ , hence, the null hypothesis which states that there is no significant influence on male and female student usage of social media is hereby rejected. This implies that there is a significant influence on male and female student usage of social media.

**SECTION C:****DISCUSSION OF FINDINGS**

The students of the university of Rajshahi use facebook as the main social media platform and most of them use more than one social networking sites such whatsapp, Instagram, twiteer, imo and etc. Most of the students in this university use social networking sites for 1-5 hours in a day. I think it is huge time consuming for the students for this reason this create a negative impact on their study. In this research we can find out the main benefit of the social media are it increase the communication skills of the students. They can communicate with other faculty members, friends, relative, parents and teachers also. The other benefits of social media are for online class, communicate with other friends with different region and different countries. They can now buy different products from Bangladesh Or from other countries through facebook, Instagram or through different e-commerce platforms. The hypothesis that states Students' addictiveness to social network has no significant influence on their academic performance was tested using table 4.6. The finding of this study shows that Students' addictiveness to social network has a significant influence on their academic performance. Social media have become a major part of the lives of the students of today. The hypothesis which states that Student's exposure to social media network has no significant influence on students' academic performance was tested. In testing this hypothesis, table 4.8 was used. The finding of this study shows that Student's exposure to social media network has no significant influence on students' academic performance. That is how long they are active in social media for study purpose that can't create any significant increase their academic performance.

Table 4.10 was used to test the hypothesis which states that there is no significant difference between male and female student usage of social media network. The finding of this study shows that the there is no significant difference between male and female student usage of social media network. This is in line with the findings of Lin & Subrahmanyam, 2007 which noted Studies have shown that boys have been online more than girls in previous decades because of earlier forms of technology such as video or computer games.

**5.0 SUMMARY, CONCLUSION, AND RECOMMENDATIONS****5.1 Introduction**

This chapter summarizes the key findings, draws conclusions, and offers recommendations based on the analysis of social media's impact on student academic performance at the University of Rajshahi.

**5.2 Summary of the Study**

The study examined how social media affects university students' academics using a descriptive survey design. A sample of 100 students was selected randomly from the University of Rajshahi. Data were collected via a self-administered Google Form and analyzed using descriptive statistics and Chi-square tests at a 0.05 significance level. Findings revealed that all respondents use social networking sites, with Facebook being

universal. Students use these platforms for communication and quick information retrieval, but also face issues such as time wastage, cyber risks, and distraction.

### 5.3 Conclusion

Although social media presents academic benefits—such as facilitating group discussions and peer collaboration—it also negatively affects students when overused. Social media participation was found to negatively relate to academic outcomes, whereas other aspects like social connectivity had positive influence. Proper regulation, awareness, and academic integration of social media are essential for improving student outcomes.

### 5.4 Recommendations

1. Educate students on responsible use of social media.
2. Encourage academic use of social networking sites.
3. Teachers should integrate social platforms for assignments and discussions.
4. Limit non-academic social media use during study hours.
5. Parents and teachers should monitor student usage.
6. University authorities should implement usage policies during academic hours.
7. Students should balance social and academic online activities.

### 5.5 Limitations

The study is limited by its small sample size, short duration, and lack of existing research specific to the University of Rajshahi, which affects the generalizability of findings.

### 5.6 Suggestions for Further Study

Future research should explore similar issues across other universities to validate findings and support academic-focused social media use nationwide.

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