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## THE IMPACT OF SOCIAL MEDIA USE ON ADOLESCENT WELL-BEING AND ACADEMIC PERFORMANCE

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### ABSTRACT

This study looks at how high school students (14–18 years old) use social media and how that affects their mental health and how well they do in school. With data from 329 participants, this study uses a quantitative way to look at the complicated effects of using social media. The structured survey tool that was used to gather information had sections on how people use social media, signs of mental health, and ways to measure academic success. In contrast, active engagement on social media, such as interacting with peers and posting content, appears to build social support networks, thereby potentially enhancing self-esteem and reducing loneliness. However, excessive social media use, irrespective of the type, is linked to disrupted sleep patterns, which adversely affect both well-being and academic performance. In terms of academic outcomes, the study found that while some students benefit from the educational resources and peer support available on social media, others experience significant distractions leading to procrastination and lower academic achievement. The type of social media platform and individual usage habits are critical factors influencing these outcomes. This research highlights the need for balanced social media use among adolescents and underscores the role of parents, educators, and policymakers in promoting responsible usage. By recognizing the dual-edged nature of social media, stakeholders can better support adolescents in leveraging its benefits while minimizing its potential harms.

**Keywords:** Social media; Adolescent; Well-being; Academic performance.

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### INTRODUCTION

The World Health Organization (2016) claims that one of the leading causes of absenteeism among workers is depression. Just in the United States, 16.1 million people were disabled in 2015. According to 2013 National Institute of Mental Health figures, 10.7% of teenagers and young adults between the ages of 12 and 17 suffer with depression. Depression-ridden teenagers and young adults are most likely to turn to suicide. The World Health Organization claimed as of 2016 that a range of social, psychological, and biological elements contribute to depression. Teens who spend a lot of time with media including TV, movies, video games, and the Internet are more likely to get sad, studies have found (Bickham et al., 2015; Gonzalez et al., 2016; Holfeld & Sukhawathanakul, 201). Studies of adults (Kross et al., 2013; Lin et al., 2016) who use social media are more likely to have depressed symptoms and better general health. More studies will be done on this subject in the future to add to what is already known about how social media affects the mental health of young people.

Researchers have found that SMU is good for teens' mental and social health, and the scheme has quickly become a part of their daily lives. A lot of research has been done on this topic recently, and many studies have looked at how common SMU is among SLS. There is also a difference between generations. Another study shows mobile that "Academic performance" refers to how well a kid does in school. There is a lot of disagreement about the best way to judge a student's academic ability. Even though letter grades are widely used, they have a lot of problems. When academic success is measured by standardized tests, the downsides can be lessened. Also, differences in how success is judged could be wiped out with uniform testing. Things like grades and marks, which only give a rough idea of academic success, are much better ways to measure it. When trying to guess how well someone will do in school in the future based on how well they are doing now, problems with judging academic ability also come up. A lot of research has also shown that a student's diet, level of physical activity, finances, stress, social support, and general health can all affect how well they do in school and their GPA. Many schools around the world, including those in Pakistan, use grade point averages (GPAs) to judge how well students are doing. While they are at school, students don't always have control over getting and keeping good grades that show they have done well in school. Stress, bonds with other people, work duties, child care, cognitive and learning factors, and other things could play a role. When school staff are trying to come up with ways to help students learn and do better in school, they may keep these things in mind. Blogger and, to a lesser extent, Wikipedia are two examples of social media sites that college students are told to use for group projects and study. This open access makes participation more likely, which can lead to good learning chances. Social media sites let people share learning-related content (like course materials, homework, test cases, etc.) and ask their peers for comments, which fits with the idea of collaborative development among students. Publishing and showing their work to a large audience on sites like podcasts, wikis, and blogs gives students the chance to think about new ideas and change the way they think by reflecting. Addiction is usually defined as the uncontrollable use of drugs or the desire to do dangerous things. Several schools of thought say that people are reasonable, self-governing, and sensible. An addiction is a strong need that makes it impossible for a person to think clearly or make good decisions. The effects of using technology are becoming more and more important to responsible people at all levels. Many people around the world are interested in it and it has been studied a lot. For instance. The TESC in Urdu is a very trustworthy behavior analysis questionnaire that may be used with kids to evaluate their conduct and behavior as reported by their teachers. In light of the acceptance-rejection acceptance theory, the standardization of TESCQ, Urdu version Rohmer, may improve research on behavior conduct issues pertaining to Pakistani schools. Education experts can evaluate behavior conduct in accordance with perceived teacher acceptance rejection with the use of this handy scale (Sarfaraz & Malik, 2023). Abuhassna et al. (2020) that using online tools for schoolwork never led to better results. There is a negative relationship between using social media and doing well in school, and self-esteem may weaken link.

Apps on our phones and tablets now take up more than 90% of our time. Even though social networking still accounts for half of all mobile device use, the data shows that people are using apps for a wider range of everyday tasks. In the same way, Barrot (2022) did a study. The study looks at 396 papers and comes to the conclusion that social media sites like Facebook, Skype, WhatsApp, and Twitter are widely used to learn languages (Barrot, 2022). A study found that all of the people who took part were on Facebook, and an even higher number (96.5%) were using Facebook Messenger. Instagram and Telegram were two other popular apps (Al Ahmar, 2016). Scientists have also looked into how often and how strong SMU is. A huge 74.9% of students used their cell phones to connect to the Internet, and 44.7% spent more than three hours a day on them. In the study by Liu et al. (2020), the goal of scientific databases was to look into the link between SMU time and the chance of depression. This study found that most students use social media sites at least once a day, most often between 6 p.m. and 6 a.m., both at home and in their college rooms. The study also found that too much use of social media is bad for AP. The original Sterling psychological wellbeing measure was translated into Urdu, the country's official language. According to empirical research findings, SCWBS is a standardized measure that may be applied in any type of educational environment (Sarfaraz et al., 2022a).

The study found that most teens use social media at least once a day, and SMU is popular among students. Researchers are still looking into how SMU affects mental health, but a number of studies have already found negative effects (Liu et al., 2020).

### **Significance of the study**

This study is pivotal in understanding the dual impact of social media use on adolescent well-being and academic performance. As social media becomes increasingly integrated into daily life, it is crucial to comprehend its effects on young people. By investigating the relationship between social media use and academic outcomes, this study will provide valuable insights for educators and policymakers to develop strategies that leverage social media for positive educational purposes while mitigating its potential distractions. Additionally, exploring the mental and emotional impacts will help identify the ways social media influences adolescent well-being, guiding interventions to promote healthy online behaviors. Understanding gender-specific trends will further enable tailored approaches to address the distinct needs of male and female adolescents. Overall, this research will inform policies, educational practices, and parental guidance, ultimately contributing to the enhancement of adolescent development in the digital age.

### **Objectives of the study**

1. To examine the prevalence of social media uses.
2. To examine the impact of SMU on AP and WB.
3. To examine the different between male and female students

### **Research Questions**

1. What is the relationship between the amount of time adolescents spend on social media and their academic performance?
2. How does social media use influence the mental and emotional well-being of adolescents?
3. Are there differences in the impact of social media use on academic performance and well-being between male and female adolescents?

## **LITERATURE REVIEW**

Through mobile and web-based technologies, social media platforms let communities and individuals share, talk about, and interact with a lot of different kinds of content, such as text, images, audio, video, news, editorials, user-generated content, and more. They are very important to teens today because they give them a place to be themselves, make friends, and find out what they're interested in. Eurostat data from 2022, for example, shows that more than 80% of European teens used online social networks every day that year. This helps to show how big this worldwide trend really is. A recent study by the Pew Research Centre found that more than 35% of North American teens use at least one social media site very often. Of those teens, 36% say they spend too much time on SM and 54% say it would be hard to give it up. If we look at how teens in different parts of the world use the internet, we might find trends that are similar. Teenage years are a time of a lot of change on many levels, such as biologically, psychologically, and socially. During adolescence, parts of the brain that control self-regulation and cognitive control (like goal-directed behaviours, impulse control, or delaying gratification) mature. At the same time, parts of the brain that control risk-taking and reward processing become more active (Casey et al., 2008). Teenagers' identity development is affected by how they think others see them because social cognitive development makes social acceptance and the social setting more important. Because of all the changes that happen in a person's body during puberty, they are more likely to be hurt. It's important to remember that mental illnesses often show up during youth. Figuring out and stopping these diseases at this time is therefore more effective. Because teens spend so much time online, it's important to know the pros and cons of social media use (SMU) when it comes to their mental health and well-being.

Since 2010, there have been a huge number of scholarly works that try to shed light on this topic (Appel et al., 2020). A small negative link has been found between SMU and mental health, even though different studies have found different results were limited by the original study's methodological flaws (Orben, 2020, Griffioen et al., 2020).

### **Impact of social Media Use (SMU) on Academic performance (AP)**

People in academia, schools, and parents have been talking about how SMU will affect AP for a while now. A few studies (Ashraf et al., 2021; Błachnio et al., 2016; DeGroot et al., 2015; Fardouly et al., 2015.) have found a negative link between the two, while others have found mixed or no evidence. College students can easily get to SM sites. Still, studies have shown that students' poor academic achievement may be harmed by their excessive and negative use of social media (Asemah et al., 2013). The study by (Azizi et al., 2019), which used a big sample size of 360 students chosen through stratified random sampling, found something interesting. In particular, the study found that students' overall use of social media was significantly and unfavorably linked to how well they did in school (Azizi et al., 2019). Researchers also found that students who used Facebook more often did worse on their AP tests than students who used Facebook less often. Researchers Chi et al. (2020) discovered that too much SMU can hurt students' academic success because it can make them more distracted, less productive, and less able to focus. Other studies have also found that SMU helps students get better grades. This study looked at how college students felt about their teachers' trustworthiness and how they felt about using Twitter in the classroom by using teachers' account as an example. Higher credibility scores were linked to instructors' positive views on Twitter use and the number of tweets they sent. This suggests that professional Twitter content feeds were the most trustworthy (DeGroot et al., 2015). Following the same line of thought, Hamid et al. (2015) say that adding social media to virtual education can greatly enhance students' understanding and success. This is because social media can help students discuss, share information, and work together in groups. An investigation also found that AP and engagement were good for OL, and that apparent usefulness, ease of use, and peer relationships were also good for OL. AP also got a lot better when more people took part. / Social media let people dispute, share ideas, and cooperate to improve OL (Ashraf et al., 2021). This study reveals that SM can be employed in a positive way even if people have diverse opinions about how it alters AP of kids. According this study, social media (SM) can be a distraction as well as a negative influence. Depending on their degree of education, school instructors could also find SM helpful for communication (Bartosik-Purgat et al., 2017). It can enable you to develop sensible approaches of instruction. These findings, according to Bartosik-Purgat et al. (2017), support the body of knowledge already in existence about the advantages and drawbacks of SMU in the classroom and can help to generate sensible classroom social media use strategies. At last, social media can enable you to study and communicate with others; nevertheless, overuse of it might be detrimental for AP.

### **Impact of Social Media Use on Well Being**

More and more studies are looking at how SMU impacts the WB of school-aged kids. Several studies (Baltaci et al., 2021; Guedes et al., 2016) have found that students' mental and emotional health is at risk because they spend more and more time on social media. New studies have been looking into how SMU affects WB in SLS, and these studies will be summed up here. A lot of people are worried about what might go wrong with WB, even though SMUs have many benefits, such as making it easier to connect with others and find information. This review will look at new studies that look at how SMU affects WB among SLS. Baltac and friends (2021) discovered a link between internet addiction, social anxiety, and coping strategies. Other research, on the other hand, has discovered a negative link between SMU and WB. Based on information from 481 school students, there is a strong link between social nervousness and internet addiction (Baltaci et al., 2021). The social media site Facebook is used by a lot of people for both work and fun. Long-term use leads to addiction, which affects the lives of many users, especially young people (Guedes et al., 2016). Social capital is an intangible resource that has a highly favorable effect as a mediator, improving the social activity and results of employees (Jamil & Rasheed, 2023). Evidence from empirical research revealed that children's emotional and psychological wellbeing was not correlated with teacher rejection (Sarfaraz et al.,

2022b). Increased motivation in the classroom is correlated with better emotional intelligence scores (Shinwari et al., 2023). In the same way, heavy users may feel a lot of worry and hopelessness. According to a study by Fardouly et al. (2015), teenage girls may be hurt by social media because of fear of missing out (FOMO) and social comparison. Social media use, on the other hand, makes WB better by bringing people together and building social capital. There are both positive and bad effects, even though different studies have found different results. The results show that SMU might have both good and bad effects on the WB of SLS when looked at as a whole. There may be many good things about SMU, but it's important for teens to know the bad things too. They should still do SMU activities and learn how to deal with any bad affects.

### **Health Distresses and Academic Performance**

A study from NIT Rourkela discovered that people who depend a lot on technology are also more likely to have bad health effects from using them for long periods of time. A study by (Sarfaraz et al., 2022b) also found that using SM is bad for your health and your ability to do well in school. A study on social media use and school success in Lagos found that students' grades were affected by both regular use and addiction. In the author's earlier study in Kuwait, three aspects of social media use engagement, addiction, and usage did not have a significant effect on academic performance. However, addiction and usage did. Students' ability to understand what they read got better when they used SM, but they also picked up a new way to talk that changed the way they used words. Words that haven't been changed in any way are also used in the classroom. In addition, the study found that kids who spent a lot of time on social media did worse in school.

### **METHODOLOGY**

This study employs a quantitative research approach to examine the impact of social media use on adolescent well-being and academic performance. The population for this study consists of students from various schools in Lahore. A sample size of 329 students, including both males and females, was selected to ensure a representative and comprehensive analysis of the target demographic. This sample was chosen using a quota sampling technique to ensure balanced representation from both government and private schools, thereby enhancing the generalizability of the findings. Primary data was collected through a meticulously designed questionnaire aimed at capturing a wide range of information related to social media use, academic performance, and well-being. The questionnaire was divided into several sections to gather detailed data. The demographics section included questions about the respondents' age, gender, grade level, and type of school (government or private). The social media use section focused on the frequency and duration of social media use, preferred platforms, and the types of activities performed on social media. To assess academic performance, the questionnaire included self-reported grades, study habits, and perceived impact of social media on academic tasks. Finally, the well-being section contained measures of mental and emotional health, including questions on stress levels, sleep patterns, and social interactions. The questionnaire was administered directly to the students, with enumerators available to explain the questions and assist in recording responses where necessary. This ensured clarity and accuracy in the data collection process. The collected data was then analyzed using SPSS version 25. Cross-tabulation was used to explore the relationships between different variables, while linear regression analysis was employed to determine the specific impact of social media use on academic performance and well-being. This comprehensive and systematic approach allowed for the identification of significant trends and correlations, providing valuable insights into the research topic.

### **RESULTS AND DISCUSSION**

Table 1 shows demographic data from the study reveals a diverse age distribution among the 300 respondents, all students from various schools in Lahore. The age group most represented in the sample is 17-year-olds, comprising 28.2% (90 respondents) of the total. This is followed by 16-year-olds at 22.6% (72 respondents) and 15-year-olds at 13.8% (44 respondents). Both 14-year-olds and 18-year-olds each make up 10.7% of the sample, with 34 respondents in each group. Regarding gender distribution, females

represent a slight majority, accounting for 56% (179 respondents) of the sample, while males comprise 44% (140 respondents). This gender balance ensures that the study can adequately capture the perspectives and experiences of both male and female adolescents. The demographic diversity in age and gender helps provide a comprehensive understanding of the impact of social media use on well-being and academic performance across different segments of the adolescent population.

Table 1. Demographic variables.

Demographic	Age	Frequency	Percentages
Age	14 Yrs	34	10.7%
	15 Yrs	44	13.8%
	16 Yrs	72	22.6%
	17 Yrs	90	28.2%
	18 Yrs	34	10.7%
Gender	Male	140	44%
	Female	179	56%

Table 2. Social media platform.

Platform	Percentage (%)
Facebook	11.8
Snapchat	9.6
Instagram	66.9
Twitter	2.9
YouTube	7.4
TikTok	80.1
I do not use social media	1.5

Table 2 shows data on social media platform usage among the 300 adolescent respondents reveals clear preferences and trends. TikTok emerges as the most popular platform, with a significant 80.1% of students indicating that they use it. Instagram follows as the second most preferred platform, used by 66.9% of respondents. Facebook and YouTube have moderate usage rates at 11.8% and 7.4%, respectively, while Snapchat is used by 9.6% of the students. Twitter appears to be the least popular among the major platforms, with only 2.9% of respondents using it. Notably, a small fraction, 1.5%, of the adolescents reported not using social media at all. These statistics highlight a strong inclination towards visual and short-form content platforms among adolescents, particularly TikTok and Instagram. Understanding these preferences is crucial for analyzing the impact of specific types of social media use on their well-being and academic performance.

Table 3. Correlations.

Correlations		Academic Performance	Level of Negative Impact of Social Media
Pearson Correlation	Academic Performance	1.000	-.046
	Level of Negative Impact of Social Media	-.046	1.000
Sig. (1-tailed)	Academic Performance	.	.241
	Level of Negative Impact of Social Media	.241	.

Table 3 shows correlation matrix presented above shows that there is a negative correlation (-.046) between Level of Negative Impact of Social Media (Independent Variable) and Academic Performance (dependent variable) in case of government schools. The correlation analysis shows that the two variables are significant at the 0.241 level, which is more than the 0.05 confidence level for the study.

Table 4. Coefficients.

		Unstandardized Coefficients		Standardize d Coefficients	t	Sig.
		B	Std. Error	Beta		
Model						
1	(Constant)	2.317	.296		7.823	.000
	Level of Negative Impact of Social Media	-.050	.071	-.046	-.705	.482

Table 4 shows that there is a -0.046 standard deviation for the Level of Negative Impact of Social Media (Independent Variable). This means that a 1-unit change in the negative standard deviation would cause the dependent variable "academic performance" to drop by 0.046 units. This means that Level of Negative Impact of Social Media has a weak and negative link with the dependent variable, as the coefficient value is not significant. So, we can say that the alternative hypothesis (H1) is wrong and the null hypothesis (H0) is true.

## Discussion

The current study says that teens' subjective well-being is not changed by how often they use the Internet or social networking sites. Even though some results were statistically significant, most of the time the effect sizes were too small to show a big effect. The results on between-level effects are similar to those of other large-scale studies, and they back up the recent meta-analysis that found that social media use doesn't have any major bad effects on health. The results of this study on within-person effects agree with those of earlier continuous studies. Even when all possible influencing factors are taken into account, there is no link between changes in teens' health and changes in how much they use the Internet or social media. Based on these results, it doesn't seem to matter how often teens use the Internet or social networking sites for their health.

Also, the effects of watching TV in this setting should be carefully thought through. There are two things that make them stand out: First, the results are in line with those of other studies that have found a link between watching less TV and being less satisfied with your life. It was different from what the other studies found, though. There was no link between watching less TV and either more or less depressed symptoms. The current data set uses rather broad measures to show the negative effects of widespread use of electronic media, even though this effect only explains about 1% of the data. Second, changing how often you watch TV might change the effects of using the internet and social media. So, if the amount of time spent watching TV wasn't taken into account, there would have been an absence bias, or an exaggeration of other effects. Since most of the effects are less than the suggested SESOI, this wouldn't have changed the results of this study. Smaller samples lead to less accurate predictions because they are more likely to be skewed. This omission bias may have been more noticeable in earlier studies that used smaller samples. Because of this, studies that look at the effects of social media and the Internet should also look at the effects of other kinds of media use. Some of the things that help us figure out what our criteria variables are, like self-esteem and friend happiness, could also be confounding factors.

It is very important to separate the within-effects and between-effects of media usage. We couldn't find either of them here, but that difference might be important in other things. So far, most longitudinal studies that have found effects of social media use on perceived well-being, whether those effects are good or bad, have not separated between- and within-effects. It's important to tell the difference between different impacts because they have different meanings and change how results are interpreted. Within-effects show that the two factors change together, while between-effects show that SNS use and well-being are linked for different people. Researchers would say that SNS use is related to subjective well-being if they only found between-effects. However, this would not show that SNS use caused subjective well-being. It's true that there are two affects if they both change at the same time. Researchers can use lag within-effects to figure out a temporal precedence in change before they can come to any conclusions about cause.

Researchers have to be more specific when they come up with hypotheses when they have to choose between within-effects and between-effects research. This, in turn, helps to stimulate theorising.

## **CONCLUSION AND RECOMMENDATIONS**

The epidemic age has shown how common social media is in the modern world. The results of the regression study show that kids in both public and private schools are almost equally hurt by social media in their academic work. According to the study, the bad effects of social media will have an effect on how well students do in school. Teenagers' social and mental growth is affected by internet addiction in many ways, some of which are good and some of which are bad. It is common for students who are hooked to the internet to do poorly in school because they use it to avoid their personal and work duties. Also, it's clear that the bad effects of the internet don't just affect people who use it a lot. People who use social media less often study, so their gross point averages are lower than those who don't use it. People still find social media to be a big distraction these days. When college students spent too much time on Facebook and status updates, their total grade point averages went down. Another big change is that students now use social media a lot more during class. There are some good things about social media, but the bad things that happen to kids' grades are worse.

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