SSR Journal of Arts, Humanities and Social Sciences (SSRJAHSS)

Homepage: https://ssrpublisher.com/ssrjahss

Volume 3, Issue 5, 2026 ISSN: 3049-0391 (Online)

Social Media Use and Academic Performance: Insights for Human Resource Development and Institutional Governance

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Received: 11.04.2026 | **Accepted:** 30.04.2026 | **Published:** 02.05.2026

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DOI: *10.5281/zenodo.19983994*

Abstract **Original Research Article**

This study examined the influence of social media use on academic performance among undergraduate students, with implications for human resource development and institutional governance. The study adopted a quantitative survey research design, and data were collected from 250 undergraduate students using a structured questionnaire. Descriptive statistics, Pearson correlation, and multiple regression analysis were used to analyze the data. The findings showed that social media use was high among respondents, with many students using social media for both academic and non-academic purposes. Academic use of social media had a positive and significant effect on academic performance, while non-academic use of social media and social media addiction had negative significant effects. The results also showed that digital self-regulation, academic engagement, and institutional digital support positively influenced academic performance. The regression model explained 47.9% of the variance in academic performance, indicating that the selected predictors meaningfully contributed to students' academic outcomes. The study concludes that social media is neither inherently beneficial nor harmful; its effect depends on students' purpose of use, level of self-regulation, academic engagement, and institutional support. The study recommends that higher education institutions should promote responsible social media use through digital literacy training, student support systems, digital wellness programmes, and responsible-use policies. The findings contribute to human resource development by emphasizing digital discipline, employability skills, responsible online behavior, and professional digital competence among students.

Keywords: Social media use, academic performance, digital self-regulation, academic engagement, institutional digital support, human resource development, institutional governance.

1. Introduction

Social media has become an important part of students' academic and social lives in higher education. It refers to internet-based platforms that allow users to create, share, and interact with digital content within online communities (Kaplan & Haenlein, 2010). Platforms such as WhatsApp, Facebook, Instagram, TikTok, YouTube, Telegram, X, and LinkedIn are commonly used by students for communication, entertainment, academic discussion, information

sharing, and professional networking. The relationship between social media use and academic performance remains debated. Some studies suggest that social media can improve academic engagement and performance when used for academic purposes such as assignment support, peer collaboration, and access to learning materials (Abbas et al., 2019; Alturki & Aldraiweesh, 2024; Junco, 2012). However, other studies show that excessive or poorly regulated social media use can reduce concentration, increase procrastination, and negatively affect academic outcomes (Aslan & Polat, 2024; Chandrasena & Ilankoon, 2022; Zewude & Ashine, 2025). A major issue is that social media use differs by purpose. Academic use may support learning, while non-academic use may distract students and reduce study time (Alamri et al., 2026; Wang et al., 2025). Social media addiction may also affect academic performance through reduced self-control, fear of missing out, anxiety, and lower academic engagement (Gong et al., 2025; Huang et al., 2025; Marín-Díaz et al., 2024). Therefore, digital self-regulation is important because students need to manage notifications, control online distractions, and use digital platforms responsibly (Pintrich, 2004; Zimmerman, 2002).

This study examines the influence of social media use on academic performance among undergraduate students. Specifically, it considers academic use of social media, non-academic use, social media addiction, digital self-regulation, academic engagement, and institutional digital support. The study also contributes to human resource development and institutional governance by showing how responsible social media use can support digital competence, employability, academic success, and effective institutional policy.

2. Literature Review

2.1 Social Media Use and Academic Performance

Social media refers to digital platforms that allow users to create, share, and interact with content within online communities (Kaplan & Haenlein, 2010). In higher education, students use social media for communication, entertainment, academic discussion, information sharing, peer collaboration, and professional networking. Its effect on academic performance remains debated because social media can support learning when used for academic purposes, but it can also distract students when used excessively or mainly for non-academic activities. Previous studies suggest that social media can improve academic engagement and performance when students use it for assignment support, peer learning, academic interaction, and access to educational materials (Abbas et al., 2019; Alturki & Aldraiweesh, 2024; Junco, 2012). However, other studies show that excessive or poorly regulated use may reduce concentration, increase procrastination, and weaken academic outcomes (Chandrasena & Ilankoon, 2022; Zewude & Ashine, 2025). This indicates that the academic value of social media depends largely on students' purpose and pattern of use.

2.2 Academic Use, Non-Academic Use, and Social Media Addiction

A key distinction in the literature is between academic and non-academic use of social media. Academic use includes activities such as sharing lecture materials, discussing assignments, participating in study groups, watching educational content, and seeking clarification from peers. Non-academic use includes entertainment, chatting, browsing, short-form video consumption, celebrity updates, and other leisure activities. Academic use may strengthen collaborative learning and academic support networks (Sivakumar et al., 2024), while non-academic use may reduce study time and increase distraction (Alamri et al., 2026; Wang et al., 2025). Social media addiction is also an important factor in academic outcomes. It refers to excessive or compulsive social media use that becomes difficult to control and interferes with academic responsibilities. Studies have linked social media addiction with academic procrastination, reduced self-control, psychological distress, and lower academic achievement (Aslan & Polat, 2024; Huang et al., 2025; Zewude & Ashine, 2025). Gong et al.

(2025) further showed that social anxiety and fear of missing out may explain how social media use affects academic performance, while Marín-Díaz et al. (2024) linked social media addiction with academic engagement, self-esteem, depression, and anxiety.

2.3 Digital Self-Regulation, Academic Engagement, and Institutional Support

Digital self-regulation is critical in explaining how students manage social media use. Self-regulated learning emphasizes learners' ability to plan, monitor, control, and evaluate their learning behavior (Pintrich, 2004; Zimmerman, 2002). In digital environments, this includes managing notifications, controlling screen time, avoiding distractions, and using social media intentionally for academic purposes. Ibrahim et al. (2024) found that digital literacy and self-regulation are important in managing academic stress, while Faza and Lestari (2025) emphasized the role of self-regulated learning strategies in digital education. Academic engagement is also central to academic performance. It includes class participation, assignment completion, study commitment, peer interaction, and involvement in learning activities. Social media may increase engagement when it supports academic communication and collaborative learning, but it may reduce engagement when students become distracted or addicted to online platforms (Alturki & Aldraiweesh, 2024; Marín-Díaz et al., 2024). Institutional digital support also matters because universities can promote responsible digital behavior through digital literacy training, online academic resources, counseling, responsible-use policies, and digital learning platforms. Studies on digital competence emphasize that students need skills to use digital technologies effectively, ethically, and responsibly (Tadesse et al., 2018; Zhao et al., 2021).

2.4 Human Resource Development, Institutional Governance, and Literature Gap

From a human resource development perspective, responsible social media use contributes to students' digital competence, communication skills, collaboration, professional networking, and online identity management. These competencies are important for employability and future workplace performance. However, excessive or poorly regulated use may weaken discipline, productivity, attention management, and professional conduct. Therefore, social media use should be understood not only as an academic issue but also as a human resource development concern. From an institutional governance perspective, higher education institutions should not rely only on restriction. Instead, they should provide digital literacy programmes, responsible-use guidelines, student support systems, and academic digital resources that help students use social media productively. Overall, the literature shows that social media has both positive and negative effects on academic performance. However, many studies examine social media use broadly without clearly distinguishing academic use, non-academic use, addiction, digital self-regulation, academic engagement, and institutional support. This study addresses this gap by examining these variables together and linking them to academic performance, human resource development, and institutional governance.

3. Theoretical Framework

This study is anchored on three complementary theories: Uses and Gratifications Theory, Self-Regulated Learning Theory, and Human Capital/Human Resource Development Theory. These theories explain why students use social media, how they regulate their digital behavior, and how responsible social media use contributes to academic and professional development.

3.1 Uses and Gratifications Theory

Uses and Gratifications Theory explains that individuals actively choose media platforms to satisfy specific needs such as information seeking, entertainment, social interaction, identity expression, and learning support. In the

context of higher education, students use social media for different purposes, including academic discussion, assignment support, peer communication, entertainment, and professional networking. This theory is relevant to the study because social media use may affect academic performance differently depending on the purpose of use. When students use social media for academic purposes, such as sharing learning materials, participating in study groups, or discussing assignments, it may improve academic engagement and performance (Abbas et al., 2023; Sivakumar et al., 2024). However, when social media is used mainly for entertainment, chatting, or continuous browsing, it may reduce study time and academic concentration (Alamri et al., 2026; Wang et al., 2025). Therefore, Uses and Gratifications Theory helps explain the distinction between academic use and non-academic use of social media in this study.

3.2 Self-Regulated Learning Theory

Self-Regulated Learning Theory emphasizes learners' ability to plan, monitor, control, and evaluate their learning behavior (Pintrich, 2004; Zimmerman, 2002). In digital learning environments, students are expected to manage their time, regulate online distractions, control notifications, and maintain focus on academic tasks. This theory is relevant because social media can easily distract students if they lack self-regulation. Students with strong digital self-regulation are more likely to use social media productively for academic purposes, while students with weak self-regulation may experience procrastination, excessive use, and reduced academic performance. Ibrahim et al. (2024) and Latipah et al. (2025) emphasized that digital literacy and self-regulation are important for effective learning in technology-mediated academic environments. Thus, Self-Regulated Learning Theory provides a basis for examining the role of digital self-regulation in the relationship between social media use and academic performance.

3.3 Human Capital and Human Resource Development Theory

Human Capital Theory views education as an investment in knowledge, skills, attitudes, and competencies that improve individual productivity and social development. From a human resource development perspective, higher education institutions are expected to prepare students for academic success, future employment, professional communication, digital collaboration, and responsible participation in technology-driven workplaces. This theory is relevant because social media use is not only an academic issue but also a human resource development concern. Responsible use of social media can help students develop digital competence, communication skills, collaborative ability, professional networking, and online identity management. However, excessive or poorly regulated use may weaken students' discipline, productivity, attention management, and professional conduct. Studies on digital competence in higher education show that institutions need to strengthen students' ability to use digital technologies effectively, ethically, and responsibly (Tadesse et al., 2022; Zhao et al., 2021). Therefore, Human Capital and Human Resource Development Theory supports the view that responsible social media use can contribute to graduate employability and workforce readiness.

3.4 Application of the Theories to the Study

The three theories jointly explain the relationship between social media use and academic performance. Uses and Gratifications Theory explains why students use social media for academic and non-academic purposes. Self-Regulated Learning Theory explains how students' ability to control digital distractions influences academic outcomes. Human Capital and Human Resource Development Theory explains why responsible social media use is important for digital competence, employability, and professional development. Together, these theories support the central argument of the study: social media is neither inherently beneficial nor harmful. Its effect on academic

performance depends on students' purpose of use, level of self-regulation, academic engagement, and the support provided by higher education institutions.

4. Methodology

4.1 Research Design

The study adopted a quantitative survey research design to examine the influence of social media use on academic performance among undergraduate students. The survey design was appropriate because it enabled the collection of standardized data from a relatively large number of respondents and allowed the researcher to analyze patterns, relationships, and predictive effects among the study variables.

4.2 Population of the Study

The population of the study consisted of undergraduate students in selected higher education institutions. The target respondents were students who actively used social media platforms for academic or non-academic purposes. Undergraduate students were considered suitable for the study because they are frequent users of social media and are directly exposed to its possible effects on learning behavior, academic engagement, and academic performance.

4.3 Sample Size and Sampling Technique

A total of 250 undergraduate students participated in the study. The sample was drawn from different faculties and levels of study to ensure adequate representation. A stratified random sampling technique was used. First, respondents were grouped according to faculty and level of study. Thereafter, students were randomly selected from each group. This approach helped to reduce sampling bias and ensured that students from different academic backgrounds were represented.

4.4 Research Instrument

Data were collected using a structured questionnaire titled Social Media Use and Academic Performance Questionnaire (SMUAPQ). The questionnaire was developed based on the objectives of the study and relevant literature on social media use, academic performance, digital self-regulation, academic engagement, and institutional digital support. The questionnaire contained items on respondents' demographic characteristics, social media usage pattern, academic use of social media, non-academic use of social media, social media addiction, digital self-regulation, academic engagement, institutional digital support, and academic performance. The items were measured using a five-point Likert scale. For agreement-based items, responses ranged from Strongly Agree to Strongly Disagree, while frequency-based items ranged from Very Often to Never. Higher scores indicated higher levels of the measured construct.

4.5 Measurement of Variables

The dependent variable of the study was academic performance, measured through students' self-reported academic achievement and perceived academic success. The independent variables were academic use of social media, non-academic use of social media, social media addiction, digital self-regulation, academic engagement, and institutional digital support. Academic use of social media was measured through items relating to assignment support, academic discussion, research, information sharing, and group learning. Non-academic use of social media was measured through items relating to entertainment, chatting, browsing, and social interaction. Social media addiction was measured through items reflecting excessive, compulsive, or uncontrolled use. Digital self-regulation was measured by students' ability to manage notifications, control online distractions, and regulate social media use during academic activities. Academic engagement was measured through class participation, study commitment, assignment completion, and involvement in learning activities. Institutional digital support was measured through access to digital learning resources, online academic support, digital

literacy guidance, and responsible social media-use support.

4.6 Validity and Reliability of the Instrument

The instrument was subjected to face and content validity. Experts in education, human resource development, and research methodology reviewed the questionnaire to determine the clarity, relevance, and adequacy of the items. Their comments and recommendations were used to improve the wording, structure, and coverage of the questionnaire. The reliability of the questionnaire was assessed using Cronbach's Alpha coefficient. A pilot test was conducted with 30 undergraduate students who were not included in the final sample. The reliability coefficients for the major constructs were above the acceptable threshold of 0.70, indicating satisfactory internal consistency. Therefore, the instrument was considered reliable for data collection.

4.7 Data Collection Procedure

The questionnaire was administered to the selected respondents physically and electronically, depending on accessibility. Respondents were informed about the purpose of the study before completing the questionnaire. Participation was voluntary, and respondents were assured that their responses would remain anonymous and confidential. A total of 250 valid questionnaires were retrieved and used for the final analysis.

4.8 Method of Data Analysis

Data were analyzed using descriptive and inferential statistics. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to summarize respondents' demographic characteristics, social media usage pattern, and levels of the study variables. Inferential statistics were used to test the hypotheses. Pearson correlation analysis was used to examine the relationship between social media use and academic performance. Multiple regression analysis was used to determine the predictive effects of academic use of social media, non-academic use of social media, social media addiction, digital self-regulation, academic engagement, and institutional digital support on academic performance. All hypotheses were tested at the 0.05 level of significance.

4.9 Model Specification

The regression model for the study was specified as follows:

$$AP = \beta_0 + \beta_1 AUSM + \beta_2 NAUSM + \beta_3 SMA + \beta_4 DSR + \beta_5 AE + \beta_6 IDS + \epsilon$$

Where AP represents academic performance, AUSM represents academic use of social media, NAUSM represents non-academic use of social media, SMA represents social media addiction, DSR represents digital self-regulation, AE represents academic engagement, IDS represents institutional digital support, β_0 represents the constant term, β_1–β_6 represent the regression coefficients, and ε represents the error term.

4.10 Ethical Considerations

The study observed ethical standards for research involving human participants. Respondents were informed of the purpose of the study and their right to participate voluntarily. No personally identifiable information was collected. The responses were treated confidentially and used strictly for academic purposes. The findings were reported in aggregate form to protect respondents' anonymity.

4.11 Decision Rule

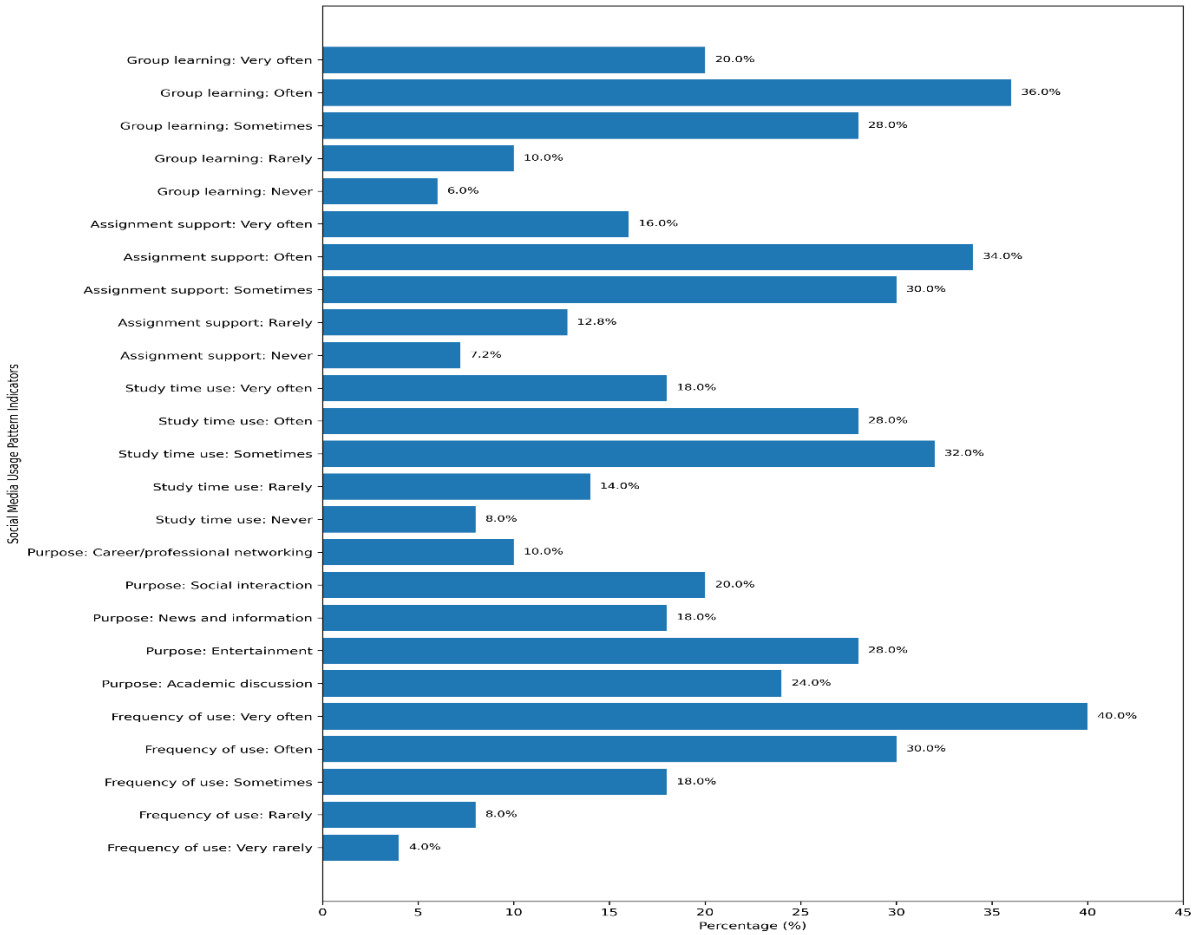
For descriptive analysis, mean scores were interpreted using five levels: very low, low, moderate, high, and very high. For hypotheses testing, a hypothesis was supported when the p-value was less than or equal to 0.05 and not supported when the p-value was greater than 0.05.

5. Results and Discussion

5.1 Demographic Profile and Social Media Usage Pattern

A total of 250 valid responses were analyzed. Female respondents represented 52.0% of the sample, while male respondents accounted for 48.0%, indicating a fairly balanced gender distribution. Most respondents were within the 21–25 years age group, representing 50.0% of the sample. Respondents were also drawn from different academic levels and faculties, suggesting adequate representation across the undergraduate population. The findings showed a high level of social media use among respondents. A combined 70.0% reported using social media either often or very often. In terms of daily use, 36.0% spent between 4 and 6 hours on social media, while 32.0% spent between 1 and 3 hours daily. The main purpose of social media use was entertainment (28.0%), followed by academic discussion (24.0%), social interaction (20.0%), news and information (18.0%), and career or professional networking (10.0%).

Figure 1. Social Media Usage Pattern of Respondents



These findings indicate that social media is highly embedded in students' daily academic and social routines. The high level of use supports earlier studies showing that social media has become an important part of higher education communication and student

interaction (Abbas et al., 2019; Alturki & Aldraiweesh, 2024). However, the dominance of entertainment as the main purpose of use suggests that social media may also create risks for academic concentration and time management, especially when students use it during study periods. This agrees with studies showing that excessive or non-academic digital media use may reduce study time and increase distraction (Alamri et al., 2026; Wang et al., 2025).

5.2 Descriptive Results of Study Variables

The descriptive results showed that social media use recorded the highest mean score of 3.82, indicating a high level of use among respondents. Non-academic use of social media also recorded a high mean score of 3.68, while academic use of social media had a mean score of 3.56. Academic engagement recorded a mean score of 3.59, while academic performance had a mean score of 3.47, both indicating high levels. However, digital self-regulation recorded a moderate mean score of 3.34, while institutional digital support had a moderate mean score of 3.28. Social media addiction also had a moderate mean score of 3.21. These results suggest that while students actively use social media, their ability to regulate digital behavior and the level of institutional support available to guide responsible use remain moderate.

Table 3. Descriptive Statistics of Study Variables

Study Variable	Minimum	Maximum	Mean	Standard Deviation	Interpretation
Social media use	1.00	5.00	3.82	0.74	High
Academic use of social media	1.00	5.00	3.56	0.79	High
Non-academic use of social media	1.00	5.00	3.68	0.83	High
Social media addiction	1.00	5.00	3.21	0.88	Moderate
Digital self-regulation	1.00	5.00	3.34	0.81	Moderate
Academic engagement	1.00	5.00	3.59	0.76	High
Academic performance	1.00	5.00	3.47	0.72	High
Institutional digital support	1.00	5.00	3.28	0.84	Moderate

Figure 1. Mean Scores of Study Variables

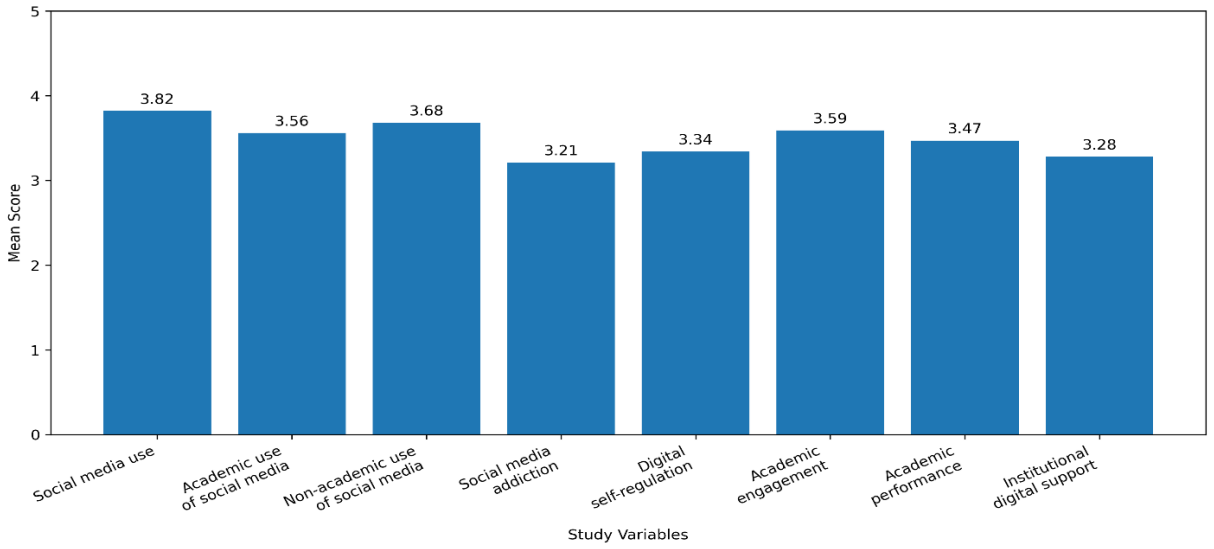


Figure 1 shows the mean scores of the study variables. Social media use recorded the highest mean score of 3.82, followed by non-academic use of social media with 3.68, academic engagement with 3.59, and academic use of social media with 3.56. Academic performance recorded a mean score of 3.47, while digital self-regulation, institutional digital support, and social media addiction recorded moderate mean scores of 3.34, 3.28, and 3.21, respectively. The result suggests that students use social media frequently, but their ability to regulate its use and the level of institutional support available remain moderate.

The findings show that students use social media for both academic and non-academic purposes. The relatively high score for academic use suggests that social media can support learning through academic discussion, assignment support, information sharing, and group learning. This supports previous studies that found social media useful for engagement and collaborative learning when used for academic purposes (Junco, 2012; Sivakumar et al., 2024). However, the high score for non-academic use and the moderate level of addiction suggest that students may also be exposed to distraction and compulsive use. This supports Aslan and Polat (2024) and Zewude and Ashine (2025), who linked problematic social media use with weaker academic outcomes.

5.3 Correlation Results and Discussion

Pearson correlation analysis was conducted to examine the relationships among the study variables. General social media use had a weak but significant negative relationship with academic performance ($r = -0.21$, $p < 0.05$). This suggests that broad social media use may slightly reduce academic performance when not properly regulated. Academic use of social media was positively related to academic performance ($r = 0.36$, $p < 0.01$), while non-academic use was negatively related to academic performance ($r = -0.34$, $p < 0.01$). Social media addiction also had a negative relationship with academic performance ($r = -0.39$, $p < 0.01$). In contrast, digital self-regulation ($r = 0.41$, $p < 0.01$) and academic engagement ($r = 0.46$, $p < 0.01$) were positively related to academic performance.

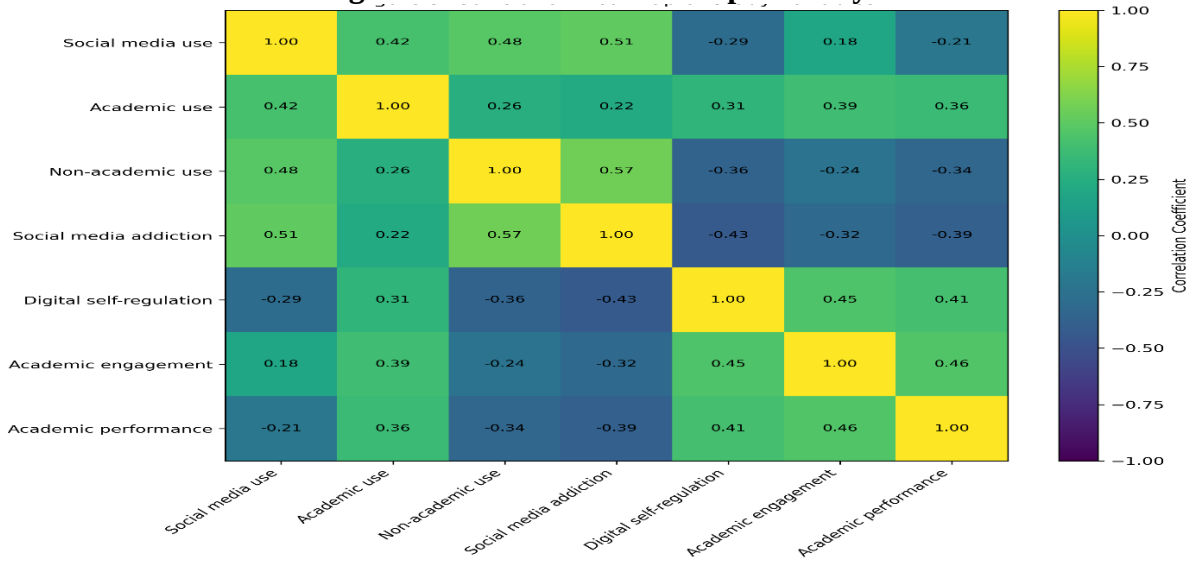
Table 4. Correlation Matrix of Study Variables

Variables	1	2	3	4	5	6	7
1. Social media use	1						
2. Academic use of social media	.42**	1					
3. Non-academic use of social media	.48**	.26**	1				
4. Social media addiction	.51**	.22**	.57**	1			
5. Digital self-regulation	-.29**	.31**	-.36**	-.43**	1		
6. Academic engagement	.18*	.39**	-.24**	-.32**	.45**	1	
7. Academic performance	-.21*	.36**	-.34**	-.39**	.41**	.46**	1

Note. **p < .01; p < .05.*

Table 4 shows the correlation among the study variables. Academic performance had positive significant relationships with academic use of social media (r = -0.36, p < .01), digital self-regulation (r = 0.41, p <0.01), and academic engagement (r = 0.46, p < 0.01). This indicates that students who use social media for academic purposes, regulate their digital behavior, and remain academically engaged tend to perform better. However, academic performance had negative significant relationships with general social media use (r = -0.21, p < 0.05), non-academic use of social media (r = -0.34, p < 0.01), and social media addiction (r = -0.39, p < 0.01). This suggests that excessive or entertainment-oriented social media use may reduce academic performance.

Figure 3. Correlation Heatmap of Study Variables



These results show that the effect of social media on academic performance depends on purpose and control. The positive relationship between academic use and academic performance agrees with Abbas et al. (2019), who found that social media can support learning behavior when used for educational purposes. It also supports Junco's (2012) argument that the academic effect of social media depends on the type of activity students perform on the platform. The negative relationship between non-academic use and academic performance supports studies showing that entertainment-oriented digital media use may displace study time and reduce academic focus (Alamri et al., 2026; Wang et al., 2025). Similarly, the negative relationship between social media addiction and academic performance is consistent with Huang et al. (2025), who linked social media addiction with academic procrastination, and Marín-Díaz et al. (2024), who connected social media addiction with weaker academic engagement and psychological difficulties. The positive relationships involving digital self-regulation and academic engagement confirm the relevance of Self-Regulated Learning Theory. Students who can manage distractions and remain academically engaged are more likely to perform better (Pintrich, 2004; Zimmerman, 2002).

5.4 Regression Results and Discussion

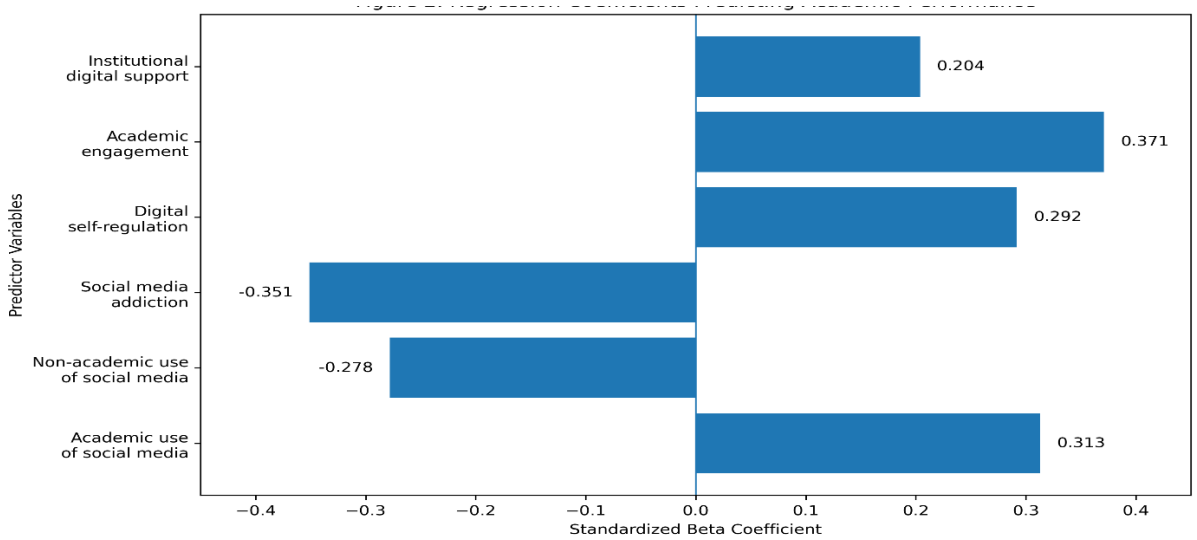
Multiple regression analysis was conducted to determine the effect of the predictor variables on academic performance. The model was statistically significant ($F = 37.251$, $p < 0.001$) and explained 47.9% of the variance in academic performance ($R^2 = 0.479$). This indicates that the predictors jointly had a meaningful effect on academic performance. Academic use of social media had a positive and significant effect on academic performance ($\beta = 0.313$, $p < 0.001$). Digital self-regulation ($\beta = 0.292$, $p < 0.001$), academic engagement ($\beta = 0.371$, $p < 0.001$), and institutional digital support ($\beta = 0.204$, $p = 0.002$) also positively predicted academic performance. However, non-academic use of social media ($\beta = -0.278$, $p < 0.001$) and social media addiction ($\beta = -0.351$, $p < 0.001$) had negative significant effects on academic performance.

Table 5. Regression Analysis Showing the Effect of Social Media Use on Academic Performance

Predictor Variable	B	Standard Error	β	t-value	p-value	Decision
Constant	1.214	0.312	—	3.891	.000	Significant
Academic use of social media	0.286	0.067	.313	4.269	.000	Significant
Non-academic use of social media	-0.241	0.058	-.278	-4.155	.000	Significant
Social media addiction	-0.302	0.061	-.351	-4.951	.000	Significant
Digital self-regulation	0.259	0.064	.292	4.047	.000	Significant
Academic engagement	0.334	0.070	.371	4.771	.000	Significant
Institutional digital support	0.176	0.055	.204	3.200	.002	Significant

Model summary: *$R = .692$; $R^2 = .479$; Adjusted $R^2 = .466$; $F = 37.251$; $p < .001$.*

Figure 2. Regression Coefficients Predicting Academic Performance



These findings confirm that social media has both enabling and constraining effects. Academic-oriented use improves performance because it supports peer learning, assignment discussion, and access to academic resources. This supports Abbas et al. (2019), Alturki and Aldraiweesh (2024), and Sivakumar et al. (2024), who found that social media can strengthen engagement and collaborative learning. In contrast, non-academic use and social media addiction reduce academic performance. This suggests that entertainment-based use, excessive browsing, and compulsive engagement may reduce concentration, increase procrastination, and weaken academic discipline. This finding aligns with Aslan and Polat (2024), Huang et al. (2025), and Zewude and Ashine (2025).

The positive effect of digital self-regulation confirms that students who can control online distractions and regulate screen time are more likely to perform well academically. This supports Ibrahim et al. (2024) and Faza and Lestari (2025), who emphasized the importance of digital literacy and self-regulated learning in digital environments. The positive effect of institutional digital support also suggests that universities can improve academic outcomes by providing digital resources, guidance, and responsible-use policies, consistent with Tadesse et al. (2018) and Zhao et al. (2021).

5.5 Hypotheses Testing and Summary of Findings

The hypotheses testing results showed that all seven hypotheses were supported. Social media use had a significant relationship with academic performance, although the relationship was weak and negative. Academic use of social media, digital self-regulation, academic engagement, and institutional digital support positively influenced academic performance. On the other hand, non-academic use of social media and social media addiction negatively influenced academic performance.

Table 6. Summary of Hypotheses Testing

Hypothesis	Statement	Statistical Evidence	Decision
H1	Social media use has a significant relationship with academic performance.	$r = -.21$, $p < .05$	Supported
H2	Academic use of social media has a positive significant effect on academic performance.	$\beta = .313$, $p < .001$	Supported
H3	Non-academic use of social media has a negative significant effect on academic performance.	$\beta = -.278$, $p < .001$	Supported
H4	Social media addiction has a negative significant effect on academic performance.	$\beta = -.351$, $p < .001$	Supported
H5	Digital self-regulation has a positive significant effect on academic performance.	$\beta = .292$, $p < .001$	Supported
H6	Academic engagement has a positive significant effect on academic performance.	$\beta = .371$, $p < .001$	Supported
H7	Institutional digital support has a positive significant effect on academic performance.	$\beta = .204$, $p = .002$	Supported

Table 6 summarizes the hypotheses tested in the study. All seven hypotheses were supported. Social media use had a significant relationship with academic performance, although the relationship was weak and negative. Academic use of social media, digital self-regulation, academic engagement, and institutional digital support had positive significant effects on academic performance. In contrast, non-academic use of social media and social media addiction had negative significant effects. These findings confirm that social media improves academic performance when used for academic purposes and properly regulated, but reduces performance when used excessively or mainly for non-academic activities.

The findings show that social media is neither entirely beneficial nor entirely harmful. Its effect depends on students' purpose of use, level of self-regulation, academic engagement, and institutional support. From a human resource development perspective, the findings suggest that students need digital discipline, responsible online behavior, communication skills, and professional digital competence. From an institutional governance perspective, the findings show the need for digital literacy programmes, academic support systems, responsible-use guidelines, and digital wellness initiatives that can help students use social media productively while reducing harmful use.

8. Conclusion

This study examined the influence of social media use on academic performance among undergraduate students, with emphasis on implications for human resource development and institutional governance. The findings showed that social media has both positive and negative effects on academic performance, depending on the purpose and pattern of use. Academic use of social media was found to improve academic performance, suggesting that social media can support learning when used for academic discussion, assignment support, research, information sharing, and group learning. In contrast, non-academic use of social media and social media addiction had negative effects on academic performance, indicating that excessive entertainment-based use can reduce concentration, study discipline, and learning productivity. The study also found that digital self-regulation, academic engagement, and

institutional digital support positively influenced academic performance. This shows that students perform better when they can control their digital behavior, remain actively involved in academic activities, and receive adequate institutional support. The study concludes that social media is neither inherently beneficial nor harmful. Its academic effect depends on how students use it, how well they regulate their online behavior, and how effectively institutions provide digital guidance and support. Therefore, higher education institutions should promote responsible social media use as part of student development, digital competence, and institutional governance.

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