

# Impact Of Social Media On Academic Performance Of College Students In Mizoram

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## Abstract

Social media influences college students' academic pursuits, social environments and emotional well-being. While social media platforms facilitate networking with peers and professors, provide access to research articles and serve as an information source, they also present challenges. This study investigated social media's impact on academic performance of Government Champhai college students in Mizoram, India. A descriptive survey approach was used across academic disciplines including Science, Humanities, Commerce, and Computer Science. A simple random sampling technique was used to select 123 participants (61 males and 62 females), and the data were analysed using descriptive statistics, Mann-Whitney U test, and Kruskal-Wallis H test. Findings revealed that most students actively engaged with social media platforms, primarily for entertainment and socializing, with Instagram and WhatsApp being most popular. The study found social media usage significantly affected students' academic performance, with 64% postponing academic tasks and 33% frequently staying up late due to social media use. A significant gender difference showed females experiencing higher academic impact compared to males. However, no significant differences emerged across academic streams of B.A, B.Sc., B.Com and BCA. The study highlights the need for educational institutions to implement strategies to help students manage social media usage effectively, minimizing its negative impact on academic performance.

**Keywords:** Social Media, Academic Performance and College students

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## I. Introduction:

Social media platforms have become deeply integrated into the everyday lives of college students, influencing not only their social interactions but also their academic performance. In the context of this study, the term social media refers to an online space where users can create, share, and exchange information, ideas, and multimedia content, (such as words, pictures, videos, and so on), in virtual communities. This study will be focused on Instagram, WhatsApp, Facebook, and Twitter, which can be considered as the most extensively, used services by students. Even though the services can improve communication, enhance collaboration, and increase accessibility to educational materials, they create some obstacles, including being distracted and feel overwhelmed by information, as well as adverse consequences on mental health (Boahene et al., 2019; Mosharrafa et al., 2024). These problems may reduce focus and general productivity, thus affecting academic performance.

The relationship between the engagement with social media and academic performance represents one of the more relevant spheres of research, as the effects of social media are dual-natured. On the one hand, social networks are sources of learning and allow students to contact the teacher and access a large body of information. Conversely, its impact on academic performance poses valid concern with regard to the level of attention it can draw on educative pursuits (Barton et al., 2018).

The study aims to determine the relationship between social media usage and the performance of students in Government. Champhai College, Mizoram. This study will give insight into the negative and positive effects of the use of social media as it will explore the nature of social media use and its association with academic performance. Besides, the research investigates certain educational methods that could enable the students to control their use of such resources so that to utilize their intellectual potential in the best way possible, minimizing their distractive effects.

## II. Literature Review:

A large percentage of undergraduate and postgraduate students also spend over four hours daily on social media and use the platform not to do academic work but rather as a platform to spend their free time and even entertain themselves. One of the interesting subsets is the report of adverse effects on academic work and

mental health (Yusuf et al., 2024). The nature of the widespread use patterns reveals the importance of the need to encourage higher education administrators to analyze critically the magnitude and the nature of the social media activities that college students can claim (Mastrodicasa & Metellus, 2013). These patterns can help the institutions to better educate students on how to use the social media to benefit their education and sharing knowledge with the goal of improving their education results (Anithalakshmi, 2024) (Chandrasena & Ilankoon, 2022). Even though social media has a rather rich pedagogical potential, such as enabling communication between the learners and the tutor and fostering collaboration opportunities, there is a concern regarding its ability to draw attention away educational-related activities (Iqbal, 2018) (Guy, 2012). Consequently, the given research evaluates the impact of the social media use on academic achievements, considering both the positive and the possible adverse effect of this practice on the grades. The assessment here also focuses on the particular role social-media addiction, which has become a worldwide phenomenon, plays in determining the level of student achievement (Salari et al., 2025).

**Need and Importance of the study:** The growing intensity of social-media use by college students is already generating both positive and negative outcomes on numerous aspects of student life, and academic performance in particular. Digital networks provide a range of benefits, which include peer collaboration, directing the circulation of academic resources, and promoting the development of substantive knowledge sharing, but they also introduce serious challenges linked with unhealthy time use, weak attentional quality, and degrading mental health. Due to the fact that the use of social media is integrated in the daily lives of the majority of students, it is impossible to overestimate the importance of understanding the depth of its influence on academic performance, as that is essential in the creation of interventions that would allow reducing the negative consequences of this phenomenon and utilizing its innate positive potential.

An emerging body of literature shows that a growing reliance on social media can also affect the academic productivity of students. Due to the omniscient presence of social media platforms like Instagram, WhatsApp, Facebook, and Twitter in the life of a modern student, research on how their usage influences decision making, time management, attentional capacity, and, the overall performance of a student is essential. Available literature on the same topic has focused more on the general trends over the entire world, but relatively less focus has been shifted to the contextual factors that moderate the correlation between social media usage and educational outcomes. The present study will, therefore, act to fill a significant gap in literature; by explaining the impact of social media on the academic performance of college students in Mizoram.

### **Objectives of the Study**

- (1) To examine the usage of social media of Government Champhai College students.
- (2) To explore differences in social media usage and its impact on academic performance with regard to gender of Government Champhai College students
- (3) To investigate the usage of social media and its impact on academic performance with regard to stream of study of Government Champhai College.

### **Hypothesis:**

- 1) There is no significant difference in the usage of social media and its impact on academic performance with regard to gender.
- 2) There is no significant difference in the usage of social media and its impact on academic performance with regard to streams of study.

## **III. Methodology Of The Study**

The study employed a descriptive survey method to examine the usage of social media and its impact on academic performance among Under Graduate students of Government Champhai College, Mizoram.

**Population and Sample:** The study population comprised all Under Graduate Students (B. A, B.Sc, B. Com. and BCA of Government Champhai College in Mizoram.

The sample consisted of 123 Under Graduate students, of whom 61 were male and 62 females selected using a simple random sampling method.

**Statistical techniques used for data analysis:** Descriptive statistics such as percentage, inferential statistics such as Mann-Whiney U Test and Kruskal-Wallis H Test were used for data analysis.

#### IV. Analysis And Interpretation Of Data

Analysis and interpretation of the study is done in accordance with the objectives. The tables present the levels of social media usage among a sample of 123 students of Government Champhai College.

**Objective No.1:** To examine the usage of social media of Government Champhai College students.

**Table-1:** Usage of social media of Government Champhai College students.

Sl. No.	Items / statements	Labels	Responses -123
1	How many hours do you spend on social media daily?	Less than 1 hr	8 (7%)
		1-3 hrs	48 (39%)
		4-6 hrs	52 (42%)
		More than 6 hrs	15 (12%)
2	Which social media platforms do you use most frequently?	Instagram	67 (54%)
		Facebook	14 (11%)
		Twitter/X	5 (4%)
		WhatsApp	60 (49%)
3	What is your primary purpose for using social media?	Academic purposes	22 (18%)
		Entertainment	66 (54%)
		Socializing with friends	46 (37%)
		News and updates	18 (15%)
4	Do you use social media during lectures/classes?	Yes, frequently	12 (10%)
		Occasionally	76 (62%)
		No	35 (28%)
5	Do you use social media for academic purposes?	Yes, frequently	63 (51%)
		Occasionally	37(30%)
		No	23 (19%)
6	Do you feel that social media distracts you from your studies?	Yes, frequently	36 (29%)
		Occasionally	61 (50%)
		No	26 (21%)
7	How often do you postpone academic tasks due to social media?	Yes, frequently	23 (19%)
		Occasionally	79 (64%)
		No	21 (17%)
8	Have you ever stayed up late using social media, affecting your sleep and academic performance?	Yes, frequently	40 (33%)
		Occasionally	72 (59%)
		No	11 (9%)
9	Do social media help you in learning or revising topics?	Yes, frequently	79 (64%)
		Occasionally	39 (32%)
		No	5 (4%)
10	Do you use educational pages/groups on social media?	Yes, frequently	71 (58%)
		Occasionally	45 (38%)
		No	5 (4%)
11	Have you ever faced difficulty concentrating on studies due to social media notifications or distractions?	Yes, frequently	32 (26%)
		Occasionally	62 (50%)
		No	29 (24%)
12	Have you ever deleted or deactivated a social media account to focus on studies?	Yes	56 (46%)
		No	67 (54%)
13	Do you think social media affects your academic performance negatively?	Yes, strongly	18 (15%)
		Slightly	80 (65%)
		No	25 (20%)
14	How do you manage your social media usage while studying?	I set specific time limits	66 (54%)
		I use apps to block distractions	12 (10%)
		I don't manage it actively	45 (37%)
15	How often do you check social media while studying?	Every few minutes	30 (24%)
		Only during breaks	92 75%)
		Never	1 (1%)
16	Have you ever tried reducing social media usage to improve your studies?	Yes, successfully	65 (53%)
		Yes, but it didn't help	45 (37%)
		No	13 (11%)
17	What impact do you think reducing social media usage would have on your academic performance?	Significant improvement	26 (21%)
		Some improvement	88 (72%)
		No effect	9 (7%)
18	Do you believe social media can be used effectively for academic learning?	Yes, frequently	75 (61%)
		Occasionally	46 (37%)
		No	2 (2%)
19	Would you support the idea of integrating social media in learning (e.g., classroom, discussions, and assignments)?	Yes, frequently	57 (46%)
		Occasionally	60 (49%)
		No	6 (5%)
20	Do you think colleges should educate students on healthy social media usage?	Yes, frequently	74 (60%)
		Occasionally	42 (1%)

		No	7 (6%)
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The above table shows that-

- 1) The majority of the respondents (42%) spend 4-6 hours on social media daily, followed closely by 39% who spend 1-3 hours. Only 7% use it for less than 1 hour, while 12% are on social media for more than 6 hours a day.
- 2) Instagram is the most-used platform, with 54% of respondents, followed by WhatsApp (49%), Facebook and Twitter/X are used far less, at 11% and 4% respectively.
- 3) The main reason for social media use is Entertainment, selected by 54% of respondents, followed by socializing (37%), academic purposes (18%) and news/updates (15%)
- 4) A majority of students (62%) use social media occasionally during lectures or classes, while 10% do so frequently. Only a little more than a quarter of students (28%) say they never use it during class.
- 5) A large portion of students (51%) frequently use social media for academic purposes, and another 30% use it occasionally. Only 19% report never using it for academics.
- 6) Most respondents feel that social media distract them from their studies, with 50% saying it does so occasionally and 29% saying it does so frequently. Only 21% feel it is not a distraction.
- 7) A vast majority of students (64%) occasionally postpone academic tasks due to social media. Another 19% do so frequently, and only 17% say they never postpone tasks for this reason.
- 8) A significant number of students (59%) occasionally stay up late on social media, affecting their sleep and academic performance. Another 33% say this happens frequently, and only a small group (9%) reports no such issue.
- 9) The majority of students (64%) frequently believe that social media helps them in learning or revising topics. Another 32% feel it occasionally helps, and only 4% feel it does not.
- 10) Most respondents (58%) frequently use educational pages or groups on social media, with 38% using them occasionally. Only 4% do not.
- 11) Notifications and distractions from social media cause difficulties concentrating on studies for most students, with 50% saying this happens occasionally and 26% frequently. Only 24% of students report no such difficulty.
- 12) A little less than half of the student (46%) have previously deleted or deactivated a social media account to focus on their studies. However, the majority (54%) have not.
- 13) A large majority of students (65%) believe that social media slightly affects their academic performance negatively, and another 15% feel that the impact is strong. Only 20% believe there is no negative effect.
- 14) The most popular strategy for managing social media use is setting specific time limits, used by 54% of respondents. A significant portion (37%) of students does not actively manage their usage, and only 10% use apps to block distractions.
- 15) The vast majority of students (75%) check social media only during breaks while studying. However, 24% check it every few minutes, and only 1% never checks it while studying.
- 16) Just over half of the respondents (53%) have successfully tried to reduce their social media usage to improve their studies. Another 37% have tried but were not successful, and 11% have not tried at all.
- 17) A large majority (72%) of students believe that reducing their social media usage would result in some improvement in their academic performance, while 21% believe it would lead to a significant improvement. Only a small group (7%) feels it would have no effect.
- 18) Most students believe social media can be used effectively for academic learning, with 61% saying frequently and 37% saying occasionally. A very small number (2%) believe it cannot.
- 19) Nearly half of the students (49%) would occasionally support integrating social media into classroom discussions and assignments. A similar number (46%) would support it frequently. Only 5% would not support the idea.
- 20) A significant majority of students (60%) believe that colleges should frequently educate students on healthy social media usage. A large portion (34%) believes this should happen occasionally, and a small number (6%) do not think it is necessary.

**Objective No. 2:** To explore differences in social media usage and its impact on academic performance with regard to gender in Government Champhai College students

*H<sub>0</sub>. There were no significant differences in the usage of social media and its impact on academic performance with regard to gender.*

**Table-2:** Comparison of the usage of social media and its impact on academic performance with regard to gender.

Group	N (123)	Mean Rank	Asymptotic Significant (2- tailed)	Decision	Sig. level – 0.05
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Male	61	62		Reject the null hypothesis	Significant
Female	62	69.92	.013		

Table 2 shows that females (mean rank = 69.92) were more impacted than males (mean rank = 62). The p-value 0.013, which is less than the significance level (0.05), indicating that there's a clear and statistically significant difference between how males and females are affected by social media in their academic lives. Therefore, we reject the null hypothesis.

This finding suggests that gender has a significant effect on how social media is used and its impact on academic performance. Females tend to have a higher mean rank, indicating they may be more affected or more engaged with social media in the context of academics than males.

**Objective 3:** To investigate the usage of social media and its impact on academic performance with regard to the stream of study of Government Champhai College.

*Ho. There are no significant differences in the usage of social media and its impact on academic performance with regard to streams of study.*

**Table-3:** Comparison of difference in the usage of social media and its impact on academic performance with regards to streams of study.

Groups	N (123)	Mean Rank	Mean Order
BA	61	60.30	3
BCA	19	68.05	1
B.Com.	30	64.22	2
B.Sc.	13	56.04	4

The above table shows the comparison of the mean rank and mean order of different academic streams (BA, BCA, B.Com, and B.Sc.) in a college with respect to social media usage and its impact on academic performance.

#### *Mean Rank Comparison:*

BCA students have the highest mean rank of 68.05, followed by B.Com students with a mean rank of 64.22, B.A. students (mean rank=60.30), B.Sc. students (mean rank = 56.04).

The BCA stream shows the highest mean rank, suggesting that students in this group are the most impacted by social media in their academic performance. B.Com students follow closely, while BA students report a moderate impact, and BSc students appear to experience the least effect from social media, based on the mean ranks.

## **V. Discussion**

### *Social Media Usage and Purpose:*

Most respondents spend a considerable amount of time on social media, with the majority (42%) using it for 4-6 hours a day. Their main motivations are entertainment (50%) and socializing (35%), not academics. This pattern is consistent with previous research by Junco (2012) and Kuss & Griffiths (2017), which found that the recreational use of social media often hurts student's academic productivity.

### *Impact on Academic Tasks:*

Social media is a major contributor to procrastination. A significant number of students (64%) admit to postponing academic tasks occasionally because of social media. This finding aligns with a study by Rosen et al. (2011), which linked social media use during study time to delay. Additionally, roughly a third of the participants (33%) reported that late-night social media use negatively affects their sleep and academic performance, a finding that is supported by research from Tavakkol et al. (2017) on social media-induced sleep deprivation in students.

### *Gender Comparison:*

The Mann-Whitney U Test revealed a significant difference between male and female students in social media usage and its academic impact ( $p = 0.013$ ), with females reporting a higher mean rank (69.92) compared to males (mean rank = 62). This supports previous research by Tufekci (2008), and Urista et al. (2009) indicating that females tend to use social media more for social and relational purposes, which may lead to greater engagement and a more pronounced academic impact.

#### *Impact on Different Fields of Study:*

The study found that a student's academic major has no significant effect on how social media impacts their studies. Kruskal-Wallis H Test showed no significant difference based on academic streams ( $p = 0.758$ ), indicating that student studying BA, BCA, B.Com or B.Sc., they are all similarly affected by social media's influence on their academic performance. This finding aligns with research by O'Keeffe & Clarke-Pearson (2011), who noted that social media's distracting power is consistent across all academic disciplines.

#### *Management of Social Media:*

A majority (54%) of students set time limits to manage their social media usage while studying. However, 37% do not actively manage their usage, reflecting the difficulty students face in balancing social media engagement with academic tasks. This difficulty is common, as studies from Rosen et al. (2011) and Kuss & Griffiths (2017) highlight that even when students try to limit their social media use, the constant notifications and easy access make it tough to stay focused.

#### *Educational Integration:*

A significant portion of respondents (60%) believe that colleges should educate students on healthy social media usage, which echoes the findings of Rosen et al. (2013) and Tufekci (2008), who argue that institutions should take an active role in educating students on managing digital distractions. By creating programs that teach digital literacy and time management, colleges can help students get the most out of social media's benefits while minimizing its drawbacks.

## **VI. Conclusion**

This study aims to explore the interaction between social-media use and academic results, citing the available literature and, at the same time, providing new information. In particular, gender differences were statistically significant: females had a more prominent academic influence, which was also reproduced in other research (Gao, 2021). On the contrary, Pattanshetti et al. (2022) state that gender is not a salient moderator of this effect, and thus further investigation of the explanatory mechanisms is warranted (Alnjadat et al., 2019). The literature indicates that past studies indicate mixed relationships between academic performance and social-media use, which illustrates the need to analyse particular behaviours and platforms (Barton et al., 2018). There was no difference in the main academic variables between the types of the streams, so the influence of social-media is rather similar across the accepted disciplines. Whereas research tends to focus on the possible role of social-media as an educative tool, other researchers warn of its distracting power (Obiso, 2024), thus reaffirming the dual role of a social-media in an academic setting (Takieddin et al., 2022).

Social media is both a two-edged tool on pupils in a learning environment: it facilitates teamwork and sharing of knowledge, but random usage may trigger procrastination and loss of focus that affect studying grades. Therefore, schools will be required to be proactive in terms of establishing the responsible use of social-media. Colleges can prepare students to benefit and utilize social media to their advantage by integrating instructional plans that are committed to digital literacy learning, time-management behaviours, and self-regulation. This kind of approach will therefore enhance undergraduate experiences of the students and equip them to face the digital demands of a future professional world. Promoting intentional, conscious use of social media will be valuable in ensuring that the students make the best out of the opportunities presented by the social media and to reduce the negative consequences of its use, throughout their academic path.

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