

Impact of Social Media on Academic Achievement of Higher Secondary Students in Relation to their Gender and Types of School in Jajpur District of Odisha

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Abstract: Social media has become an integral part of students' daily lives, influencing not only their social interactions but also their learning behaviours and academic outcomes. The present study examines the effect of social media usage on the academic achievement of higher secondary students in relation to their gender and type of school. Using a descriptive survey method, data were collected from 80 higher secondary students. Data were collected using self-developed tools prepared by the researcher, namely a Social Media Usage Questionnaire and an Academic Achievement Test. Statistical techniques such as mean, standard deviation, *t*-test, and Pearson's product moment correlation were used for data analysis. The findings reveal a significant difference in academic achievement with respect to gender, while no significant difference was found based on type of school. Correlation analysis indicates a weak positive relationship between social media usage and academic achievement for both boys and girls, whereas a moderate positive relationship was observed for students from both government and private schools. The results suggest that social media, when used constructively, can support academic performance, though its influence varies across demographic contexts. The study highlights the need for guided and purposeful use of social media in educational settings to maximize its academic benefits and minimize potential distractions.

Keywords: *Social Media, Academic Achievement, Higher Secondary.*

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I. INTRODUCTION

The rapid growth of digital technology has transformed the way students communicate, socialize, and learn. Among these developments, social media has emerged as one of the most influential forces shaping the daily lives of adolescents. Platforms such as WhatsApp, Instagram, Facebook, YouTube, and Telegram are now widely used by higher secondary students for communication, entertainment, information sharing, and, increasingly, for academic purposes. While social media offers opportunities for collaborative learning and access to educational resources, its excessive and unregulated use has raised concerns regarding students' academic achievement.

Higher secondary education represents a crucial stage in a student's academic journey, as it coincides with increased academic pressure, board examinations, and career-related decision-making. At this stage, students are particularly

vulnerable to distractions caused by prolonged engagement with social media. Previous studies have reported that excessive social media usage may lead to reduced study time, poor concentration, academic procrastination, and lower academic performance (Kirschner & Karpinski, 2010; Amin et al., 2016). Conversely, several researchers have highlighted the positive academic potential of social media when used for educational interaction, peer collaboration, and access to digital learning materials (Al-Rahmi et al., 2015; Boahene et al., 2019).

Empirical evidence on the relationship between social media usage and academic achievement remains mixed. Some studies have found a negative relationship between social media use and academic performance, particularly when usage is dominated by non-academic activities (Bateman, 2010; Bernard John, 2018; Chowdhury, 2024). Other studies suggest that moderate and purposeful use of social media can enhance learning motivation, academic engagement, and performance

(Al-Rahmi et al., 2015; Asanga et al., 2023). These contradictory findings indicate that the impact of social media on academic achievement is not uniform and may depend on contextual and demographic factors.

Among these factors, gender has been identified as an important variable influencing both social media usage patterns and academic outcomes. Research has shown that boys and girls differ in the type, purpose, and intensity of social media use, which may subsequently affect their academic achievement differently (Akanbi & Theophilus, 2014; Chandran, 2020). While some studies report higher academic achievement among female students despite similar levels of social media use, others emphasize the need to examine gender-based differences more closely within specific educational contexts.

Similarly, the type of school: government or private plays a significant role in shaping students' academic environments. Differences in infrastructure, access to digital resources, teacher support, and parental involvement may influence how social media is used and how it affects academic performance (Deshmukh, 2019; Talaue et al., 2018). Private school students often have greater exposure to digital learning tools, whereas government school students may increasingly rely on social media as an alternative source of academic support, especially in resource-constrained settings.

By understanding these patterns, we can help find a balance using the positive aspects of social media while avoiding the negative ones so that students can succeed both online and in the classroom.

II. RATIONALE OF THE STUDY

The increasing integration of social media into students' daily lives has significantly altered traditional patterns of learning and academic engagement. With the widespread availability of smartphones and affordable internet access, higher secondary students now spend considerable time on social networking platforms such as WhatsApp, Instagram, Facebook, and YouTube. While these platforms provide opportunities for information sharing, peer interaction, and access to educational content, their uncontrolled use has raised serious concerns about students' academic achievement and learning discipline (Amin et al., 2016; Bernard John, 2018).

Existing research presents divergent views on the influence of social media on academic performance. Several studies report that excessive use of social media, especially for non-academic purposes, leads to reduced study time, distraction, academic procrastination, and poor academic outcomes (Bateman, 2010; Chowdhury, 2024). In contrast, other researchers argue that social media can positively contribute to learning by supporting collaborative learning, academic discussion, and access to digital learning resources when used purposefully (Al-Rahmi et al., 2015; Boahene et al., 2019). This inconsistency in findings highlights the need for further empirical investigation, particularly at the school level.

Another important concern addressed by the present study is the role of gender in social media usage and academic achievement. Prior studies have indicated that boys and girls differ in their patterns of social media engagement, with variations in time spent, type of content accessed, and academic orientation (Akanbi & Theophilus, 2014; Chandran, 2020). Despite similar levels of social media usage, female students have often been found to perform better academically than male students, suggesting that factors such as self-regulation, motivation, and learning strategies may influence academic outcomes differently across genders (Asanga et al., 2023).

Similarly, the type of school: government or private constitutes a critical contextual variable affecting students' academic environments. Differences in institutional resources, availability of digital infrastructure, teacher guidance, and parental support may influence both the nature of social media use and its academic impact (Deshmukh, 2019; Talaue et al., 2018). In many government schools, students increasingly depend on social media platforms as supplementary academic resources due to limited access to coaching or learning materials, whereas private school students often receive structured academic support alongside digital exposure.

In the Indian context, particularly in semi-urban and rural districts like Jajpur in Odisha, there is a noticeable lack of systematic research examining the combined effects of social media usage, gender, and type of school on academic achievement at the higher secondary level. Most existing studies focus on university students or urban populations, leaving school-level learners underrepresented in academic literature (Denny John, 2021; Deshmukh, 2019). This research gap underscores the importance of conducting localized studies that reflect the socio-educational realities of higher secondary students.

Therefore, the present study is both relevant and timely, as it seeks to examine the impact of social media on academic achievement in relation to gender and type of school among higher secondary students in Jajpur district. The findings of the study are expected to provide valuable insights for teachers, parents, and educational administrators in developing strategies to guide students toward balanced and academically productive use of social media. Additionally, the study may contribute to future research by offering context-specific evidence from an Indian school setting.

➤ *Operational Definition of Key Terms-*

- **Academic Achievement:** The quantifiable results of a student's academic performance are referred to as academic achievement. These results are usually expressed as marks or scores earned in courses such as science, math, literature, and social studies. The researcher's self-made academic achievement usage tool was used to evaluate academic achievement for this study.
- **Higher Secondary Students:** Usually between the ages of 16 and 18, these students are enrolled in the 11th and 12th grades (or similar levels) of the educational system. They are in a crucial academic phase where social influences,

exam pressure, and career choices all have a big impact on how well they do academically

- Gender: Students are categorized as either male or female based on their gender. The purpose of the study is to determine whether social media use has a different impact on academic accomplishment for male and female students.
- Type of School: The term “type of school” referred to the category of school attended by the students, namely government and private schools. In the present study, this variable was used to examine differences in academic achievement and the relationship between social media usage and academic performance, considering variations in resources, instructional practices, and learning environments across these school types.

➤ *Objectives of the Study*

- To study the effect of social media on Academic Achievement of students with relation to their gender.
- To study the effect of social media on Academic Achievement of students with relation to their types of school.

➤ *Hypothesis of the Study*

- HO₁ There is no significant difference in the academic achievement of higher secondary students with respect to gender.

- HO₂ There is no significant difference in the academic achievement of higher secondary students with respect to type of school.

➤ *Delimitations*

The present study was delimited to higher secondary students of Jajpur district only. The sample was restricted to 80 students. The study was further confined to students on the basis of gender, including only male and female students, and type of school (government and private).

III. METHODOLOGY

The present research is a descriptive survey type, designed to obtain precise information regarding Impact of social media on Academic achievement of higher secondary students. The sample for the study consists of 80 higher secondary students (40 boys and 40 girls) selected from government and private schools of Jajpur district. The sample was selected by simple random sampling techniques. Self-developed questionnaires sheets were used. One questionnaire for social media usage scale and other one is for academic achievement test. The questionnaire for social media usage scale includes 20 items and the academic achievement test also consists 20 questions (from chemistry, math, physics). The collected data were analyzed by using standard deviation, *t*-test, and Pearson’s product moment correlation.

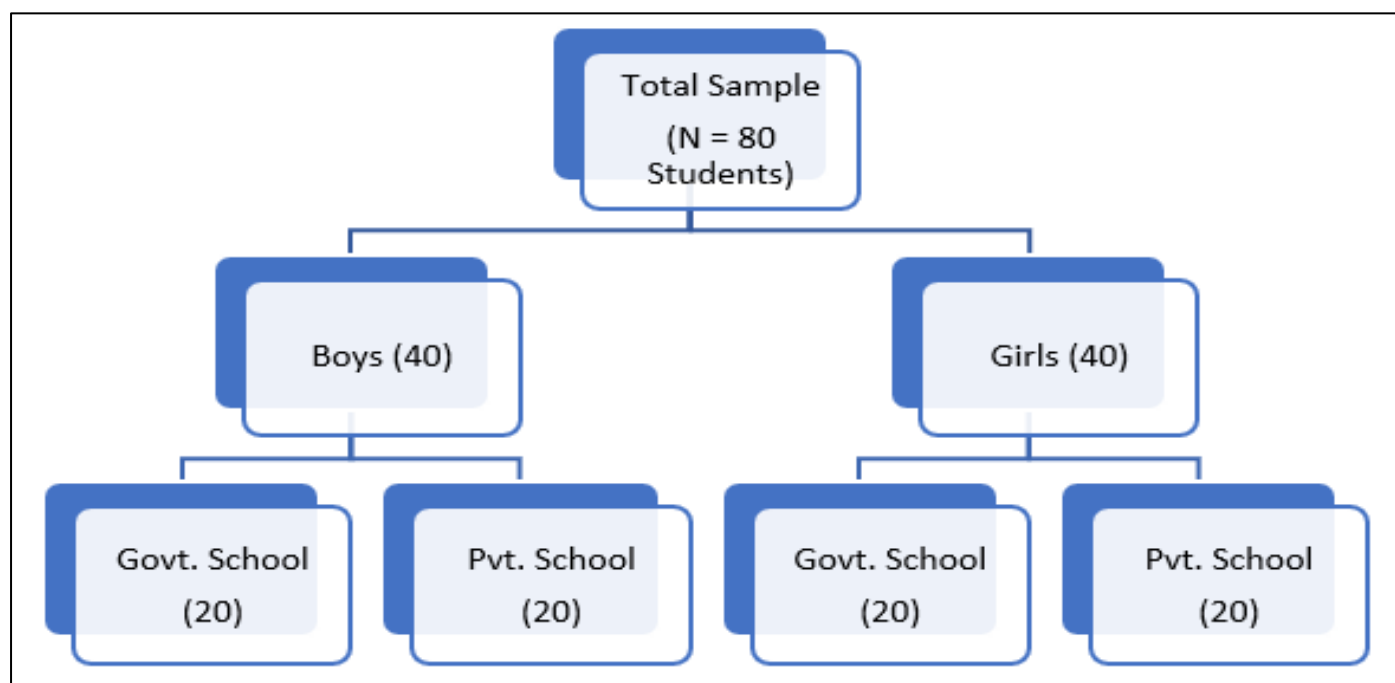


Fig 1 Total Sample

IV. DATA ANALYSIS AND INTERPRETATION

➤ *Social Media Usage of Higher Secondary Students with Reference to their Gender*

The first objective of the study was “To study the effect of social media on academic achievement of higher

secondary students with relation to their gender”. For this the researcher collected data about the usage of social media by higher secondary students with reference to their gender. The students were grouped into two categories according to their gender. The researcher calculated “*t*” value which is presented in the following table.

Table 1 “T” Value of Social Media Usage of Higher Secondary Students (Girls/Boys)

GENDER	N	M	SD	df	t-value	Result
BOYS	40	61.875	6.706	78	0.243	Not significant at 0.05 level
GIRLS	40	61.475	7.486			

The above table depicts that the mean score between two groups of boys and girls of higher secondary students are 61.875 and 61.475 with standard deviations 6.706 and 7.486 respectively. The calculated “t” value 0.243 is less than the table of 1.96 at 0.05 level of significance. Therefore, null

hypothesis “There is no significant differences of usage of social media of higher secondary students with respect to gender” is accepted at 0.05 level of significance. So, it can be concluded that, in respect to their gender there is no difference between usage of social media.

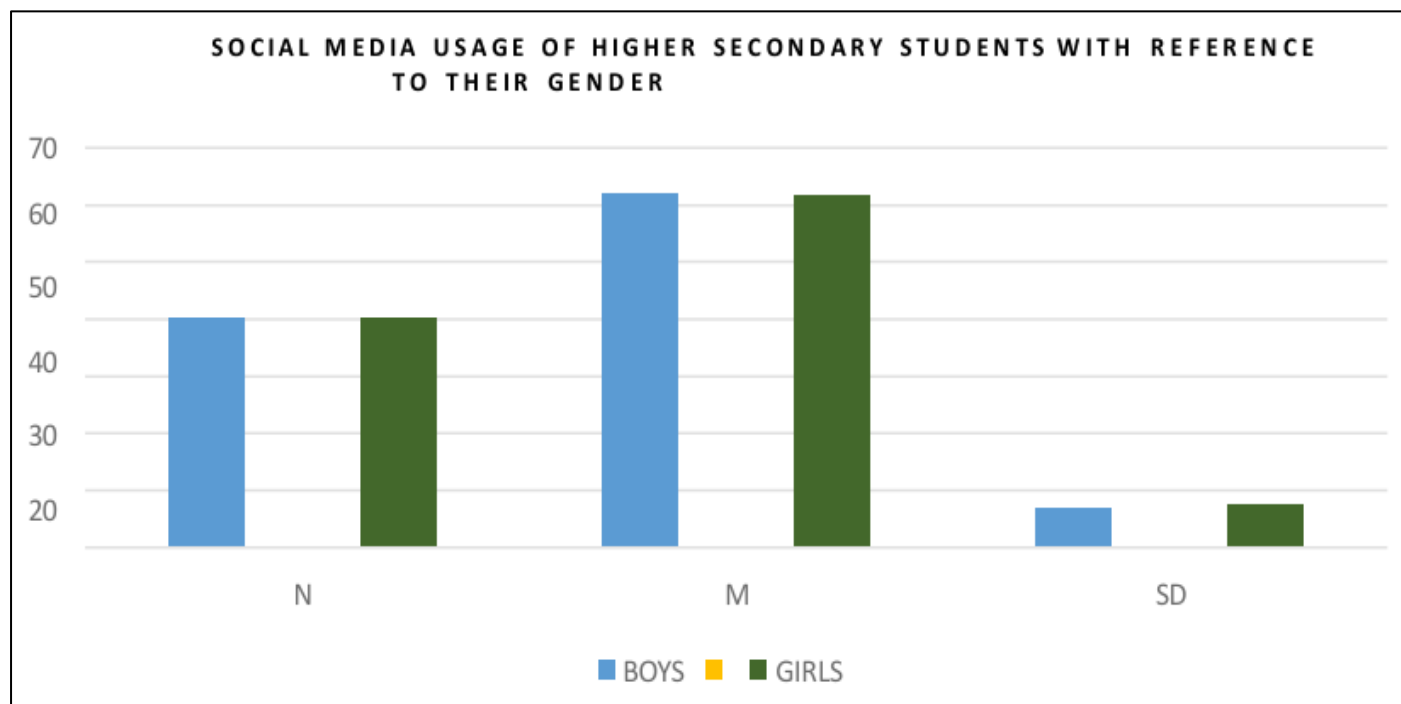


Fig 2 Social Media Usage of Higher Secondary Students with Reference to their Gender

➤ *Social Media Usage of Higher Secondary Students with Reference to their Types of School*

The second objective of the study was “To study the effect of social media on academic achievement of higher secondary students with relation to their types of school”. For

this the researcher collected data the usage of social media by higher secondary students with reference to their types of school. The students were grouped into two categories according to their types of school. The researcher calculated “t” value which is presented in the following table.

Table 2 “T” Value of Social Media Usage of Higher Secondary Students (Govt./Pvt.)

TYPES OF SCHOOL	N	M	SD	df	t-value	Result
GOVT.	40	61.95	7.699	78	0.353	Not significant at 0.05 level
PVT.	40	61.4	6.456			

Table no.-2 depicts that the mean score between two groups of boys and girls of higher secondary students are 61.95 and 61.4 with standard deviations 7.699 and 6.456 respectively. The calculated “t” value 0.353 is less than the table of 1.96 at 0.05 level of significance. Therefore, null

hypothesis “There is no significant differences of usage of social media of higher secondary students with respect to their types of school” is accepted at 0.05 level of significance. So it can be concluded that ,in respect to their types of school there is no difference between usage of social media.

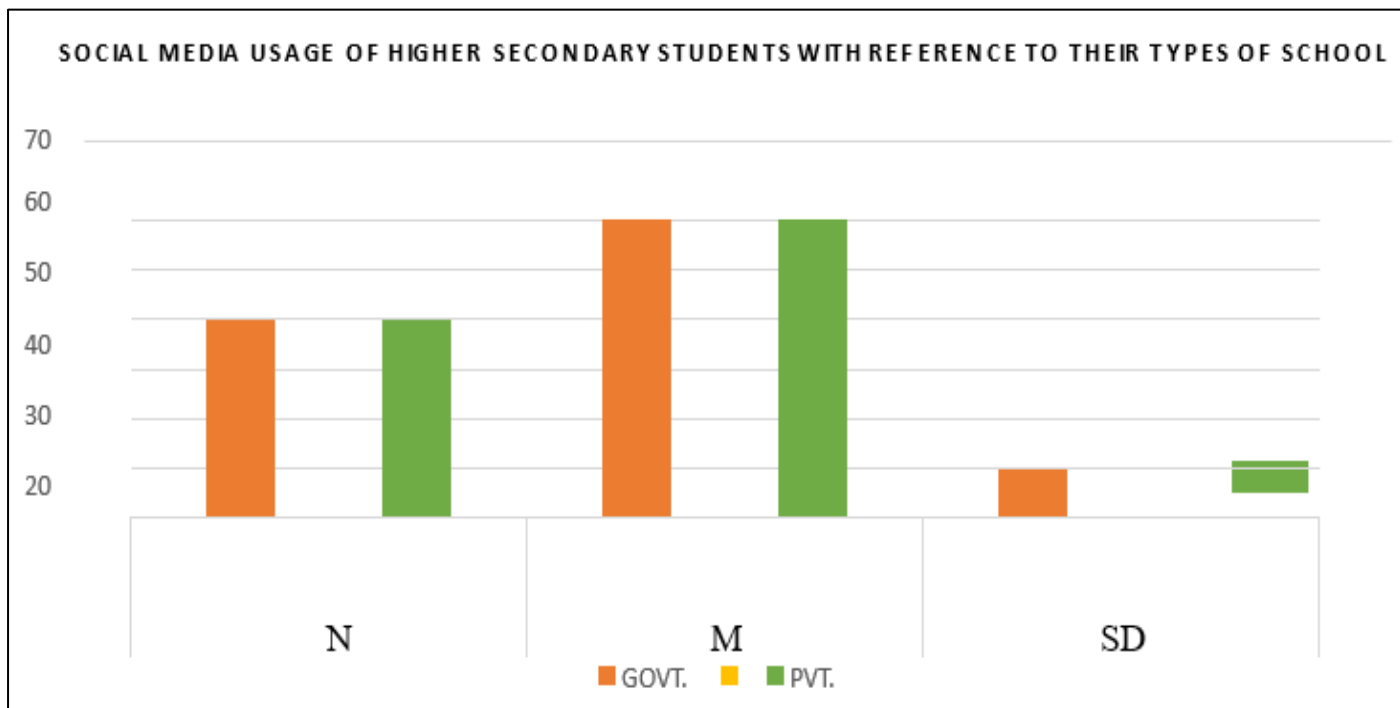


Fig 3 Social Media Usage of Higher Secondary Students with Reference to their Types of School

Table 3 Relationship Between Social Media Usage and Academic Achievement with Respect to Gender

Gender	N	r-value	Interpretation
Boys	40	0.11	Very weak positive
Girls	40	0.15	Very weak positive

The above table shows that the correlation coefficient between social media usage and academic achievement for boys ($r = 0.11$) and girls ($r = 0.15$) is very low and positive. These values indicate a very weak relationship, which is not statistically significant.

Therefore, social media usage does not have a meaningful influence on the academic achievement of either boys or girls. Hence, the null hypothesis stating that there is no significant relationship between social media usage and academic achievement with respect to gender is accepted.

It may be concluded that although boys and girls actively use social media, academic achievement differences

across gender are influenced by factors other than social media usage, such as study habits, motivation, and learning environment.

➤ *Academic Achievement of Higher Secondary Students with Reference to their Gender*

The first objective of the study was “To study the effect of social media on academic achievement of higher secondary students with relation to their gender”. For this the researcher collected data about the academic achievement of higher secondary students with reference to their gender. The students were grouped into two categories according to their gender. The researcher calculated “t” value which is presented in the following table.

Table 4 “T” Value of Academic Achievement of Higher Secondary Students (Girls/Boys)

GENDER	N	M	SD	df	t-value	Result
BOYS	40	14.6	2.880	78	3.6451	Significant at 0.05 level
GIRLS	40	16.325	2.140			

The above table depicts that the mean score between two groups of boys and girls of higher secondary students are 14.6 and 16.325 with standard deviations 2.880 and 2.140 respectively. The calculated “t” value 3.6451 is greater than the table of 1.96 at 0.05 level of significance. Therefore, null hypothesis “There is no significant differences of academic

achievement of higher secondary students with respect to gender” is rejected at 0.05 level of significance. So, it can be concluded that there is a significant difference in academic achievement of higher secondary students with respect to gender.

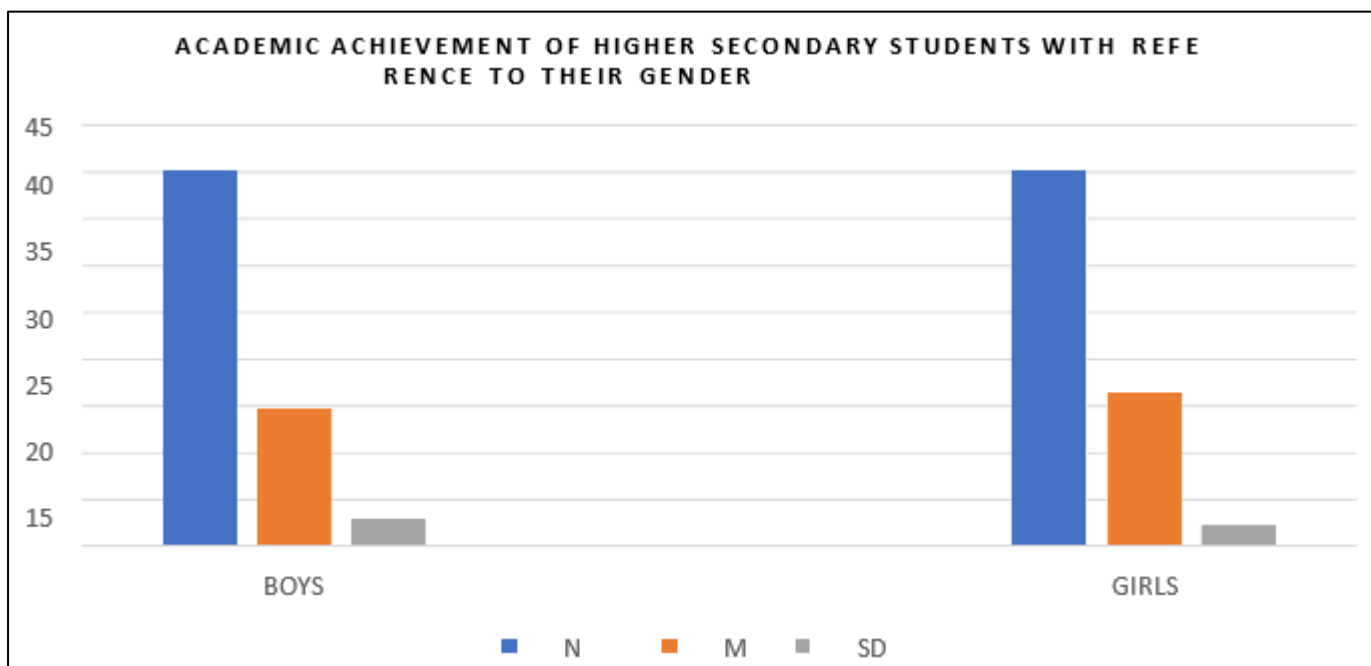


Fig 4 Academic Achievement of Higher Secondary Students with Reference to their Gender

➤ *Academic Achievement of Higher Secondary Students with Reference to their Types of School*

The third objective of the study was “To study the effect of social media on academic achievement of higher secondary students with relation to their types of school”. For this the

researcher collected data the usage of social media by higher secondary students with reference to their types of school. The students were grouped into two categories according to their types of school . The researcher calculated “t” value which is presented in the following table.

Table 5 “T” Value of Academic Achievement of Higher Secondary Students with Reference to their Types of School

LOCALITY	N	M	SD	df	t-value	Result
GOVT.	40	14.5	2.88	78	3.638	Significant at 0.05 level
PVT.	40	16.425	2.049			

The above depicts that the mean score between two groups government and private of higher secondary students are 14.5 and 16.425 with standard deviations 2.88 and 2.049 respectively. The calculated “t” value 3.638 is less than the table of 1.96 at 0.05 level of significance. Therefore, null hypothesis “There is no significant differences of academic

achievement of higher secondary students with respect to their types of school” so hypothesis is rejected at 0.05 level of significance. So it can be concluded that , in respect to their types of school. there is significant difference in academic achievement of higher secondary students with respect to types of school.

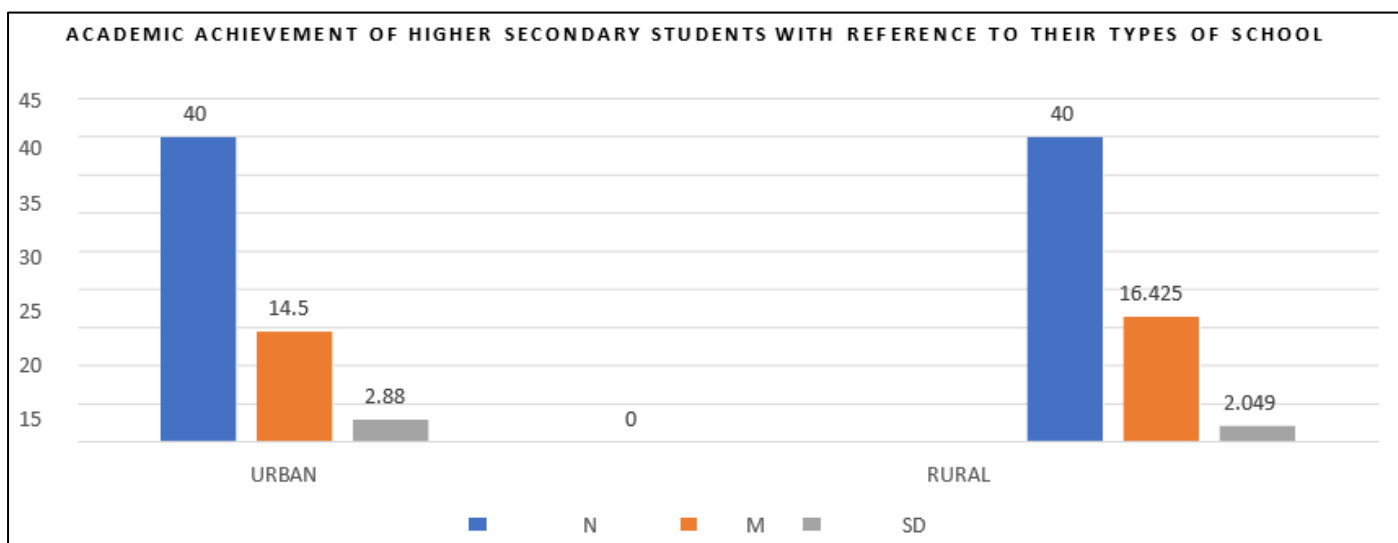


Fig 5 Academic Achievement of Higher Secondary Students with Reference to their Types of School

Table 6 Relationship Between Social Media Usage and Academic Achievement with Respect to Locality

Types of Schools	N	r-value	Interpretation
Govt.	40	0.42	Moderate positive
Private	40	0.37	Moderate positive

Table-6 shows the relationship between social media usage and academic achievement of higher secondary students with respect to their type of school. The correlation coefficient for government school students ($r = 0.42$) indicates a moderate positive relationship between social media usage and academic achievement. Similarly, private school students ($r = 0.37$) also show a moderate positive relationship.

These findings suggest that, irrespective of school type, social media usage is positively associated with academic achievement when used appropriately. The slightly higher correlation among government school students may be attributed to the growing use of social media as an alternative academic resource, such as online videos, digital notes, and peer learning platforms, especially where conventional educational resources are limited.

Therefore, the null hypothesis stating that there is no significant relationship between social media usage and academic achievement with respect to type of school is rejected. It may be concluded that social media usage has a meaningful influence on academic achievement among both government and private school students, though the strength of the relationship varies slightly by school type.

V. DISCUSSION

The present study examined the impact of social media usage on the academic achievement of higher secondary students in relation to their gender and type of school in Jajpur district of Odisha. The findings of the study reveal important insights into how social media usage interacts with academic performance when demographic and institutional variables are taken into account.

The results of the study indicate that there is no significant difference in social media usage between boys and girls. This suggests that social media has become an equally integral part of daily life for both male and female students. Similar findings have been reported by Akanbi and Theophilus (2014) and Amin et al. (2016), who observed that gender differences in the frequency of social media use among secondary school students are gradually diminishing due to widespread smartphone accessibility. This reflects a broader digital trend where access and usage are no longer strongly gender-specific.

Likewise, the study found no significant difference in social media usage between government and private school students. This indicates that students across different school types engage with social media at comparable levels. This finding is consistent with the observations of Deshmukh (2019) and Talaue et al. (2018), who reported that increasing internet penetration and affordable mobile data have reduced institutional disparities in access to social media platforms.

These results suggest that the digital divide between government and private school students is narrowing with respect to social media usage.

When examining the relationship between social media usage and academic achievement with respect to gender, the study revealed a very weak positive correlation for both boys and girls. This implies that social media usage, by itself, does not exert a strong influence on academic performance across genders. Similar weak or negligible relationships have been reported by Bateman (2010) and Bernard John (2018), who concluded that academic achievement is influenced by multiple factors such as study habits, motivation, parental support, and classroom engagement rather than social media usage alone. These findings suggest that gender-based academic differences observed in the study are not primarily driven by social media usage.

However, the results related to academic achievement across gender revealed that girls performed significantly better than boys, despite similar levels of social media usage. This finding aligns with earlier studies indicating that female students often demonstrate higher academic discipline, better time management, and stronger learning motivation than male students (Chandran, 2020; Asanga et al., 2023). This suggests that academic achievement differences may be attributed to behavioral and psychological factors rather than differences in digital engagement. With respect to type of school, the study found that private school students achieved significantly higher academic scores than government school students. This result supports previous research highlighting the role of institutional factors such as teaching quality, academic supervision, learning resources, and parental involvement in shaping academic outcomes (Deshmukh, 2019; Denny John, 2021). Although social media usage levels were similar, differences in learning environments appear to have a substantial impact on academic performance.

The correlation analysis between social media usage and academic achievement with respect to type of school revealed a moderate positive relationship for both government and private school students, with a slightly stronger association among government school students. This finding suggests that social media may serve as a supplementary academic resource, particularly for students in government schools who may rely on digital platforms for accessing educational content, online tutorials, and peer support (Al-Rahmi et al., 2015; Boahene et al., 2019). Such platforms may help compensate for limitations in conventional academic resources.

Overall, the findings of the present study reinforce the view that social media is not inherently detrimental to academic achievement, but its impact depends on how it is used and the broader educational context. While excessive and unregulated use may lead to distraction, purposeful and

academic-oriented use of social media can support learning. These findings are consistent with the conclusions of Al-Rahmi et al. (2015) and Chowdhury (2024), who emphasized the importance of guided and responsible social media use in educational settings.

VI. MAJOR FINDINGS

- There is no significant difference in social media usage between male and female higher secondary students, indicating that gender does not influence the level of social media engagement.
- There is no significant difference in social media usage between students studying in government and private schools, suggesting uniform access and use of social media across school types.
- A very weak positive relationship exists between social media usage and academic achievement for both boys and girls, showing that social media usage does not significantly influence academic performance with respect to gender.
- Female higher secondary students have significantly higher academic achievement than male students, despite similar levels of social media usage.
- Private school students demonstrate significantly higher academic achievement than government school students, highlighting the influence of institutional factors on academic success.
- A moderate positive relationship is found between social media usage and academic achievement with respect to type of school, particularly among government school students, indicating that social media may act as a supportive learning resource.
- *Educational Implication of the Study*
- ✓ Since male and female students use social media at similar levels, educators can design gender-neutral digital learning strategies. Online educational platforms, discussions, and assignments can be equally beneficial for all students, ensuring inclusivity.
- ✓ The finding that government, private, and semi-government school students have comparable social media usage and academic achievement suggests that school type alone does not determine success. Instead, teaching quality, student motivation, and parental support are more critical factors.
- ✓ Since female students tend to perform significantly better academically, interventions should focus on supporting male students through mentorship, personalized learning strategies, and motivational programs to reduce the performance gap.
- ✓ With widespread social media use, educators should integrate productive digital learning tools (e.g., educational YouTube channels, online quizzes, and academic discussion forums) into the curriculum. This can help turn social media from a distraction into a learning aid, improving academic achievement for all students.

VII. CONCLUSION

The present study examined the impact of social media on the academic achievement of higher secondary students in relation to their gender and type of school in Jajpur district of Odisha. The findings revealed that social media usage does not significantly differ between boys and girls or between government and private school students, indicating uniform access and engagement across groups.

However, significant differences were found in academic achievement. Female students performed better than male students, and private school students outperformed government school students, suggesting that academic success is influenced more by individual and institutional factors than by social media usage alone. Correlation analysis showed a very weak relationship between social media usage and academic achievement with respect to gender, while a moderate positive relationship was observed with respect to type of school.

Overall, the study concludes that social media itself is not a decisive factor in determining academic achievement. Its educational value depends on how it is used and the learning environment supporting the student. Proper guidance and academic-oriented use of social media can help enhance students' learning outcomes.

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