

SOCIAL MEDIA ADDICTION, LEARNING STRATEGIES AND ACADEMIC PERFORMANCE AMONG MATRICULATION STUDENTS

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Abstract

This study explores the influence of social media addiction on students' academic performance and whether learning strategies can minimize its adverse effects. The study focuses on matriculation students aged 14-16 years ($M=1.92$, $SD=.73$). Data were collected from 200 participants using two reliable tools: Bergen Social Media Addiction Scale (BSMAS) and Motivated Strategies for Learning Questionnaire (MSLQ). To analyze the data, Pearson Product Moment Correlation, hierarchical regression, moderation analysis via PROCESS Macro, and independent samples t-tests were used. The study results point out an interesting relationship between learning strategy use and the amount of time devoted to social media: a surprising small positive link of social media addiction to academic performance, where students who spend more time with social media score a little better. However, it also negatively affected important learning strategies such as rehearsal, elaboration, and organization. Girls were found to perform better academically than boys, although there were no major differences between boys and girls in social media usage or learning strategies. The regression analysis revealed that age, family background, and social media addiction were key factors affecting academic performance. Among these, family background had the strongest negative impact. Learning strategies, though not directly improving academic performance much, played a very important role in reducing the harmful effects of social media addiction. Overall, the findings highlight the need to teach effective learning strategies to help students manage their social media use and perform better academically. Strategies such as better organization, rehearsal, and elaboration can help students overcome the challenges posed by excessive social media use and achieve academic success.

INTRODUCTION

Social media plays a crucial role in students' lives, offering benefits such as connectivity and access to information. However, excessive use can lead to addiction, negatively impacting academic performance (Kuss & Griffiths, 2011). Matriculation students, in particular, struggle to balance social influences and academic responsibilities. Social media addiction can cause distractions, reduce study time, and lower focus, which may result in poor academic outcomes (Andreassen et al., 2012). Learning strategies such as time management, goal setting, and peer learning can help mitigate these negative effects. This study explores the relationship between social media addiction, learning strategies, and academic performance.

SOCIAL MEDIA ADDICTION

Social media addiction is characterized by compulsive and excessive use of social networking sites, leading to academic, social, and mental health problems (Kuss & Griffiths, 2011). It includes:

Social Interaction Addiction – The constant need for online interactions, fear of missing out (FOMO), and reduced real-life engagement (Andreassen et al., 2012). **Self-Presentation Addiction** – Obsession with creating a perfect online persona, leading to

low self-esteem and anxiety (Chou & Edge, 2012). **Content Consumption Addiction** – Excessive scrolling, leading to distraction, procrastination, and information overload (Kaplan & Haenlein, 2010). **Social Status Addiction** – Overconcern with online popularity, resulting in unhealthy competition and insecurity (Kim & Davis, 2009). **Escapism Addiction** – Using social media to avoid real-life problems, leading to increased stress and isolation (Kuss & Griffiths, 2015).

Several factors influence social media addiction:

Key factors influencing addiction include personality traits, peer pressure, FOMO, stress, dopamine-driven engagement, and platform design (Walton, 2020).

Excessive social media use results in: **Mental Health Issues** – Anxiety, depression, and stress due to social comparison and validation-seeking (Kuss & Griffiths, 2011). **Relationship Problems** – Reduced face-to-face interactions, emotional distance, and interpersonal conflicts (Andreassen et al., 2017). **Academic/Work Performance Decline** – Reduced focus, lower productivity, and poor academic results (Andreassen et al., 2012). **Physical Health Issues** – Sleep disturbances, eye strain, headaches, and a sedentary lifestyle (Andreassen et al., 2017).

LEARNING STRATEGIES

Learning strategies are techniques students use to enhance comprehension, retention, and application of knowledge. They foster self-regulated learning by enabling students to plan, monitor, and evaluate their progress (Zimmerman & Schunk, 2011). Key strategies include time management, goal setting, note-taking, peer learning, and critical thinking.

Learning strategies fall into four categories:

Cognitive Strategies – Techniques that deepen understanding, such as: Rehearsal: Repeating information to enhance memorization (Sweller et al., 2019). Elaboration: Connecting new information to prior knowledge for deeper comprehension (Sweller et al., 2019). Organization: Structuring information using outlines, charts, or diagrams for clarity (Sweller et al., 2019). **Metacognitive Strategies** – Planning, monitoring, and adjusting learning approaches for effectiveness. **Behavioral Strategies** – Seeking help, peer collaboration, and maintaining effective study habits. **Motivational Strategies** – Using intrinsic (personal interest) and extrinsic (grades) motivation to sustain learning efforts (Zimmerman & Schunk, 2011).

Factors affecting learning strategy use include motivation, cognitive ability,

learning environment, instructional support, and cultural influences. Effective use of strategies improves academic performance, enhances retention, boosts self-efficacy, and reduces anxiety (Zimmerman, 2000).

ACADEMIC PERFORMANCE

Academic performance refers to a student's achievement in learning, typically measured through grades, exams, and assessments (Steinmayr et al., 2014). It can be classified into: Cognitive Performance – Knowledge comprehension and application in subjects like math and science. Behavioral Performance – Class participation, attendance, and meeting deadlines. Affective Performance – Emotional and motivational engagement in learning. Psychomotor Performance – Physical skills relevant in subjects like arts and physical education (Steinmayr & Spinath, 2014).

Key factors influencing academic performance include internal factors: Cognitive abilities, motivation, effective learning strategies, and well-being (Pintrich & Meece, 2008). External factors: Family background, school environment, peer influence, and technology use (Pintrich & Meece, 2008).

THEORETICAL FRAMEWORK

Various theories explain social media addiction and its impact on learning and academic performance. The Uses and Gratifications Theory (UGT) suggests that people use social media to fulfill psychological and interpersonal needs, leading to dependency and addiction (Katz, 1974). Social Comparison Theory explains how users compare themselves to idealized online portrayals, fostering envy, low self-esteem, and compulsive usage (Festinger, 1954). The Dual-System Model describes how instant gratification from likes, shares, and comments overrides rational control, leading to compulsive use (Strack, 2004). Self-Determination Theory (SDT) argues that social media addiction arises when people seek autonomy, competence, and relatedness online instead of through real-life interactions (Deci & Ryan, 1985). The Problematic Social Media Use Model likens social media's addictive design to gambling, reinforcing compulsive behaviors (Blachnio, 2016).

Several theories explain the role of learning strategies in academic performance. Self-Regulated Learning (SRL) Theory emphasizes that students manage their learning by setting goals and adapting strategies to counter distractions like social

media (Zimmerman, 2000). The Motivated Strategies for Learning Theory suggests that motivation influences how effectively students use learning strategies to resist social media distractions and enhance academic success (Pintrich & De Groot, 1990). Social Learning Theory asserts that students adopt behaviors by observing their peers, meaning social media habits can influence academic performance (Bandura, 1977).

Academic success theories further explain students' performance. Self-Determination Theory (SDT) states that intrinsic motivation leads to better academic outcomes than external rewards like grades (Deci & Ryan, 1985). Attribution Theory explains that students' beliefs about their academic successes and failures influence future motivation and effort (Weiner, 1986).

LITERATURE REVIEW

The increasing use of social media among matriculation students raises concerns about its impact on academic performance. Learning strategies play a crucial role in mitigating the negative effects of social media addiction. Research suggests that students who manage their time effectively and practice self-regulation experience fewer adverse academic effects (Doe & Smith, 2025).

A study on internet activities, including gaming and social media, found that excessive online engagement negatively impacts academic performance. Among 469 undergraduates, those who spent more time online had lower GPAs, reinforcing the link between digital overuse and academic decline (Akgun & Aydin, 2016).

Research on social media addiction highlights psychological factors like social anxiety, loneliness, and fear of missing out (FOMO). Prolonged use leads to focus loss and academic struggles, with time-limiting strategies proving effective in managing addiction (Kuss & Griffiths, 2010).

Studies on SMA among matriculation students show that excessive social media use disrupts task management and time organization. Predictive models confirm that high engagement significantly contributes to declining academic performance (Akgun & Aydin, 2016).

Another study found that social media addiction fosters procrastination, poor time management, and reduced academic focus. Students with high engagement exhibited poor self-control, emphasizing the need for regulation to support academic success (Turel et al., 2011). Social media addiction negatively affects academic performance by promoting procrastination, poor time

management, and reduced self-control. Students who spend excessive time on social networks struggle to focus on coursework, highlighting the need for controlled usage (Turel et al., 2011).

A study on Pakistani matriculation students found that excessive use of Facebook, Instagram, and Twitter led to poor academic performance. The research emphasizes the importance of awareness campaigns to promote balanced social media use and effective study habits (Saeed & Zafar, 2020).

Survey data from 200 Pakistani students revealed that high social media usage led to declining academic results due to distractions and poor task management. The study recommends self-regulation techniques like time management and goal-setting to minimize negative academic impacts (Ali & Javed, 2019).

Researchers analyzing 250 university students found that long-term social media usage impaired concentration and reduced academic success. Effective learning strategies, such as critical thinking and time management, helped students counteract these negative effects (Alaqeel & Sadek, 2020).

Psychological studies confirm that excessive social media use leads to lower grades, reduced motivation, and impaired focus.

Learning strategies like time management and goal-setting help students balance social media and academics, protecting their academic success (Kuss & Griffiths, 2017). Research has extensively examined the impact of social media addiction (SMA) on academic performance, highlighting its role in fostering procrastination, poor time management, and reduced focus (Turel et al., 2011). Excessive engagement in online activities, including gaming and social media, has been linked to lower GPAs among undergraduate students, reinforcing the negative effects of prolonged digital use on academic achievement (Akgun & Aydin, 2016). Psychological factors such as social anxiety, loneliness, and fear of missing out (FOMO) contribute to SMA, leading to diminished concentration and academic struggles, while time-limiting strategies have been found effective in mitigating these issues (Kuss & Griffiths, 2010). Research also suggests that students who implement self-regulated learning (SRL) strategies, such as time management and deep understanding of study material, perform better in both online and blended learning environments, whereas rehearsal (repetitive review of material) has minimal impact on academic success (Artino, 2008). While online students tend to use SRL strategies

more frequently than those in blended learning, both groups benefit from peer learning and help-seeking strategies (Artino, 2008). SMA particularly affects matriculation students by consuming study time, but well-designed SRL methods help mitigate its negative effects, ensuring students maintain academic success across different learning formats (Artino, 2008).

RATIONALE OF THE STUDY

This study examines the impact of social media addiction on academic performance and explores learning strategies as protective measures. While social media is widely used, excessive engagement leads to distractions and poor academic outcomes. The research identifies the extent of addiction among students and the most effective strategies for improving academic success. Understanding this issue is crucial for developing solutions that help students balance social media use and academic responsibilities. By analyzing various learning strategies, the study offers practical guidance on managing social media usage and enhancing study habits.

OBJECTIVES OF THE STUDY

- i. The research analyzes the relationship between social media addiction in matriculation students and their academic performance.

- ii. This research evaluates interactions between studying techniques and educational scores among students pursuing matriculation education.
- iii. The research seeks to determine the interactive effects of social media addiction together with learning strategies on the academic results of matriculation students.
- iv. This research investigates the impact of social media addiction combined with learning strategies on academic results achieved by matriculation students during their studies.

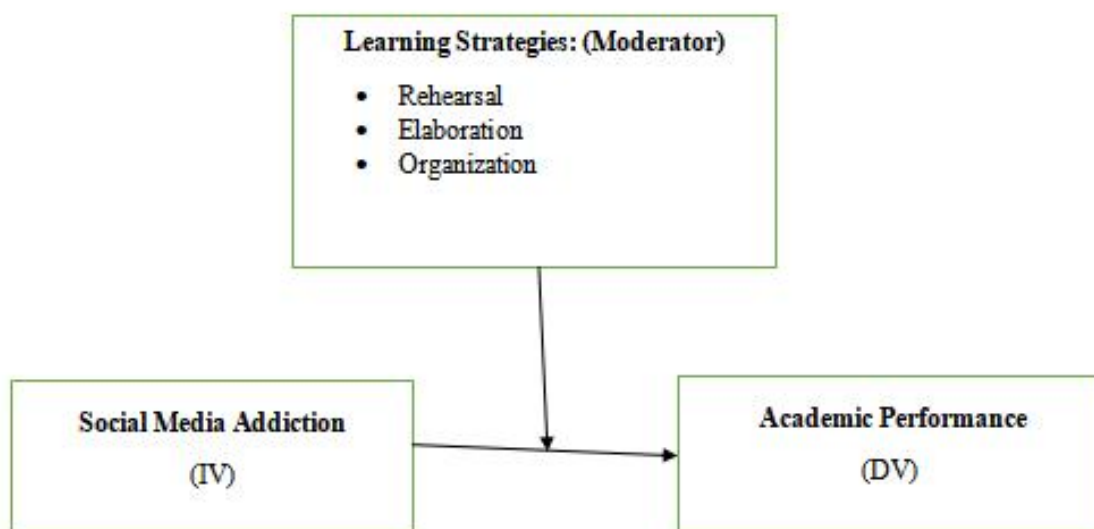
HYPOTHESES OF THE STUDY

- i. There are likely to be significant negative relationship among social media addiction and academic

performance among matriculation students.

- ii. There are likely to be significant positive relationship between learning strategies and academic performance among matriculation students.
- iii. Social media addiction and learning strategies as likely to predict academic performance among matriculation students.
- iv. Learning strategies is likely to be significant moderator in the relationship between social media addiction and academic performance.
- v. There are likely to be gender differences in social media addiction, learning strategies and academic performance among matriculation students.

HYPOTHESIZED MODEL OF THE STUDY



RESEARCH METHOD

RESEARCH DESIGN

A correlation research design was utilized to explore the relationships between various variables.

SAMPLE AND SAMPLING STRATEGY

The study included a sample of 200 participants, with a standard deviation of 0.73 and an average age of 1.92 years ($M = 1.92$, $SD = 0.73$). The participants were adolescents aged 14 to 16 years. The study employed purposive sampling as its non-probability selection process to recruit participants who fulfilled research-specific qualifications. Data collection occurred at two institutions: Govt. Kinnaird High School and Govt. Muslim League High School, which helped create a diverse and contextually relevant participant pool.

INCLUSION CRITERIA

Participants must be enrolled as matriculation students.

- Participants should regularly use social media platforms (e.g., Facebook, Instagram, Twitter, etc.).

- Students included in this study need to belong to the age bracket of 14 to 16 years (matriculation students).
- The study requires participants who can adequately understand its instructions as well as the capability to give consent independently or through parental authorization for minors.

EXCLUSION CRITERIA

- Any participant who experienced physical health problems along with individuals who had diagnosed medical or psychological conditions which impaired their learning or social media usage behavior were excluded from participation.
- The study excluded participants who receive educational services that differ substantially from the standard matriculation curriculum.
- The survey excluded participants who failed at matriculation or failed to finish their matriculation year.

DEMOGRAPHIC TABLE

TABLE 3.1: DESCRIPTIVE STATISTICS OF DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS (N=200)

Characteristics	M	SD	F	%
Age (Years)	1.92	.732		
Gender				
Boy			110	55
Girl			90	45
Class				
9th			124	62
10th			76	38
Family System				
Nuclear			96	48
Joint			104	52
Birth order				
First born			69	34
Middle child			102	51
Last born			28	14
Only child			1	.5
Number of Siblings				
1 to 3			8	4
4 to 6			28	14
More than 6			162	81
None			2	1
Respondent living with				
Mother			11	5.5
Father			2	1.0
Father and Mother			187	93.5

Note: M=Mean; SD=Standard Deviation; F= Frequency; %= Percentage

ASSESSMENT MEASURES

BERGEN SOCIAL MEDIA ADDICTION SCALE (BSMAS)

The Bergen Social Media Addiction Scale (BSMAS) assesses social media overuse affecting daily life and academics. It measures addiction through six factors on a 5-point Likert scale, with scores above 19 indicating potential addiction. The scale is reliable at 0.96 and widely validated (Andreassen et al., 2016).

MOTIVATED STRATEGIES FOR LEARNING QUESTIONNAIRE (MSLQ)

Learning strategies like rehearsal, elaboration, and organization help students process and retain information. The Motivated Strategies for Learning Questionnaire (MSLQ) measures these strategies on a 7-point Likert scale, with reliability ranging from 0.52 to 0.84. The current study found a Cronbach's alpha of 0.83, confirming internal consistency (Pintrich et al., 1991).

ACADEMIC PERFORMANCE

The students' academic performance was measured in this study based on their grades or percentages.

PROCEDURE

Data was collected from 200 randomly selected matriculation students with school

approval. Surveys included the Bergen Social Media Addiction Scale (BSMAS) and the Motivated Strategies for Learning Questionnaire (MSLQ), alongside academic records. Data was collected for further analysis after all responses were written onto a secure database. Correlation and regression analyses revealed that 40% of students were addicted to social media, impacting their use of elaboration and organization strategies and lowering academic performance.

ETHICAL CONSIDERATIONS

Ethical approval was obtained from Rapha International University, and necessary permissions were secured before data collection. Participants voluntarily consented, ensuring their rights and well-being were protected, with no risk of harm during the study.

RESULTS

This study examined the impact of social media addiction on academic performance and the role of learning strategies. Data analysis using SPSS 23 included Cronbach's alpha for reliability, Pearson correlation for relationships, hierarchical regression for predictions, t-tests for group differences, and PROCESS Macro for moderation analysis.

RELIABILITY ANALYSIS

Descriptive, Reliability Coefficients and Psychometric Properties of Study Variables (N=200).

Variables	k	M	SD	Range		α
				Minimum	Maximum	
SMA	6	14.40	7.1	6	28	.96
MSLQ	14	51.56	19.77	17	126	.83

Note: k = number of items in scale and subscales; M = Mean; SD = Standard Deviation; α = reliability coefficient;

The study found high reliability for the SMA scale (Cronbach's alpha = 0.96) and the MSLQ (0.83), ensuring reliable assessments.

According to hypothesis there is a positive link between learning strategies and academic performance but a negative correlation between social media addiction and learning strategies.

CORRELATION AMONG STUDY VARIABLES (N=200)

	1	2	3	4	5
BSMAS	1				
AP	.16*	1			
R	-.80	-.16*	1		
E	-.88**	-.12	.83**	1	
O	-.78**	-.13	.76**	.84**	1

Note: *p < .05; **p < .01; ***p < .001; BSMAS = Bergen Social Media Addiction Scale, MSLQ = Motivated Strategies for Learning Questionnaire, AP = Academic Performance

The study found a slight positive correlation between social media addiction and

academic performance but a strong negative link between social media use and key learning strategies.

Effective strategies like rehearsal, elaboration, and organization were crucial predictors of academic success, while excessive social media use hindered these skills.

HIERARCHICAL REGRESSION ANALYSIS (N=200)

Variables	B	95% CI		SE	β	R ²	ΔR^2	F
		LL	UL					
Step I						.019	.024	4.8
Constant	4.1	3.8	4.3	.69				
Age of respondents	.146	.02	.28	.05	.16			
Step II						.04	.05	4.10
Constant	3.9	3.6	4.2	.16				
Age of respondent	.14	.01	.27	.15	.14			
BSMAS	.02	.002	.03	.01	.16			
Step III						.15	.17	5.7
Constant	4.3	3.8	4.7	.22				
Age of Respondent	.13	.001	.34	.15	.14			
Family system	-.25	-.43	-.15	.18	-.27			
BSMAS	.01	.001	.03	.01	.15			
Step IV						.15	.17	4.6
Constant	4.6	3.8	5.4	.40				
Age of Respondent	.13	.002	.34	.15	.14			
Family System	-.34	-.45	-.16	.18	-.27			
BSMAS	.01	-.02	.03	.01	.04			
R	-.02	-.04	.01	.01	-.12			
Step V						.15	.18	3.9
Constant	4.2	3.1	5.3	.56				
Age of	.14	.01	.36	.15	.15			

Respondent									
Family	-.24	-.43	-.04	.18	-.26				
System									
BSMAS	.02	-.01	.05	.02	.25				
R	-.02	-.14	.01	.02	-.28				
E	.02	-.01	.14	.02	.28				
Step VI						.15	.18	3.3	
Constant	4.2	3.1	5.3	.65					
Age of	.14	.01	.36	.15	.24				
Respondent									
Family	-.24	-.42	.05	.18	-.26				
System									
BSMAS	.02	-.14	.01	.02	.25				
R	-.02	-.02	.14	.02	-.27				
E	.02	-.02	.02	.02	.21				
O	-.002			.01	-.03				

The research data shows statistical significance at $p < .05$ with $**p < .01$ and $***p < .001$ and B represents Unstandardized Coefficient; CI = Confidence Interval; LL = Lower Limit; F = Model Significance; R = R Square; SE = Standard Error; Standardized Coefficients; p = **SIGNIFICANCE VALUE**

Hierarchical regression analysis revealed that age, social media addiction, and family

system significantly influenced academic performance, with family system having the strongest negative impact. Learning strategies (rehearsal, elaboration, and organization) did not substantially enhance the model.

An independent t-test showed differences in academic performance between students with high and low social media addiction, moderated by learning strategies.

Variables	Boys		Girls		95% CI				
	(n=200)		(n=200)						
	M	SD	M	SD	t(df)	P	LL	UL	Cohen's d
AP	4.2	.57	4.5	0.79	2.72	.01	-.47	-.07	-0.2

BSMAS	15.5	6.82	13.33	7.25	1.93	.06	-.04	3.9	0.14
R	13.8	5.31	15.3	6.23	1.81	.07	-.3.1	.14	-.0.13
E	17.6	6.72	19.4	7.7	-1.7	.099	-3.74	.323	-.0.12
O	17.92	8.82	19.63	7.1	-1.5	.14	-3.97	.55	-.0.11

Note: CI= Confidence Interval, LL=Lower Limit. UL= Upper Limit

An independent t-test showed that girls outperformed boys academically, but no significant gender differences were found in social media addiction or learning strategies.

Process Macros Model 1 was used to test the moderating role of learning strategies in the relationship between social media addiction and academic performance.

Moderation of Learning Strategies between Social Media Addiction and Academic Performance

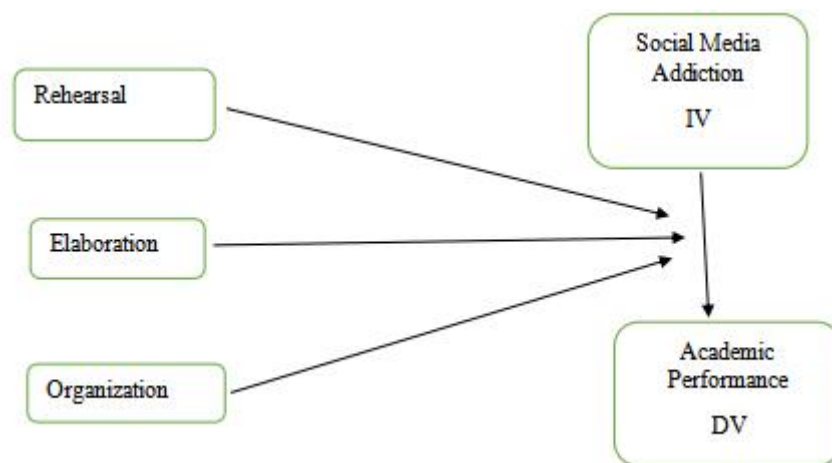
Variable	B	SE	t	p	R2	ΔR2
Constant	2.61	.51	5.17	0.02	.13	
BSMAS	.11	.02	4.56	0.01		
R	.09	.02	3.64	0.03		
BSMAS*R	.04	.01	3.42	0.03		.09
Constant	2.1	.55	3.75	0.04	.14	
BSMAS	.13	.03	5.26	0.03		
E	.09	.02	4.42	0.04		
BSMAS*E	.06	.02	4.1	0.06		.11
Constant	3.31	.36	9.17	0.02	.11	
BSMAS	.09	.02	4.5	0.03		
O	.05	.01	3.41	0.003		
BSMAS*O	.03	.01	2.78	0.02		.09

Note: *p<.05; **p<.01; ***p <.001

Social media addiction significantly impacts academic performance, with rehearsal, elaboration, and organization moderating

this effect. Rehearsal and organization had strong positive influences, while elaboration showed a weaker effect.

PROPOSED MODEL OF THE STUDY



SUMMARY OF THE FINDINGS

- Social media addiction slightly correlates with better academic performance but negatively affects learning strategies.
- Effective learning strategies (rehearsal, elaboration, organization) enhance academic success.
- Learning strategies moderate the impact of social media addiction on academic outcomes.
- Age, family system, and social media addiction significantly influence academic performance, with family system having the strongest negative effect.
- No significant gender differences in social media addiction or learning strategies, but girls performed better academically.

DISCUSSION

The relationship between social media addiction, learning strategies, and academic performance of matriculation students were studied in this study. The functionality was

to understand how these elements interact with each other. Social Media Addiction and Academic Performance: No significant negative correlation was found, but excessive social media use leads to distractions, procrastination, and reduced study time (Kuss & Griffiths, 2017). Learning Strategies and Academic Success: Effective strategies like time management and goal setting enhance academic performance, supporting Self-Regulated Learning Theory (Zimmerman, 2002; Schunk & Ertmer, 2000).

Frequent social media use lowers GPA due to distractions, while structured strategies improve retention and focus, aligning with Cognitive Load Theory (Junco, 2012; Schunk & Zimmerman, 2008; Ravizza, 2014). Self-Regulated Learning and Peer Collaboration: Goal setting, planning, and reflection boost academic success, while peer learning reinforces understanding (Dignath & Büttner, 2008; Van der Meer, Jansen &

Torenbeek, 2010). Predictive Model: Regression analysis confirmed social media addiction negatively affects academic performance, but structured learning strategies help mitigate its impact (Sweller, 1988).

Family System and Academic Performance: A conflict-ridden or unsupportive family environment negatively affects students' academic success, emphasizing the need for a stable home (Bronfenbrenner, 1999).

Cultural Influence on Learning: Eastern students rely more on peer learning, while Western students emphasize individual study, but a supportive family environment benefits academic performance in all cultures (Bronfenbrenner, 1999). Learning Strategies as Moderators: Effective learning strategies help students manage social media use, reducing its negative impact on academic performance, aligning with Compensatory Internet Use Theory (Kardefelt-Winther, 2014). Gender Differences in Academic Performance: Girls outperform boys academically, despite similar social media use and learning strategies, possibly due to better organization and motivation (Steinmayr & Spinath, 2008). Balancing Social Media and Academics: While excessive social media use can harm academic performance, students who apply structured learning strategies can

mitigate its negative effects and improve outcomes.

LIMITATIONS

- **Self-report biases:** Participants may overstate or understate their social media use and learning strategies, affecting data accuracy.
- **Correlational design:** The study identifies associations but cannot establish causality between variables.
- **School standard differences:** Variations in academic expectations across schools may impact findings.

SUGGESTIONS

- Use a larger, more diverse sample for better insights.
- Study age differences, including adult learners.
- Examine family, social, and parental influences.
- Explore interventions to reduce social media addiction and boost learning strategies.

STRENGTH OF THE STUDY

- Used standardized tools.
- Ensured consistent data collection.
- Adhered to APA ethical guidelines.

IMPLICATIONS OF THE STUDY

Educators and policymakers can use these findings to promote healthy social media use, improve learning strategies, and support students academically. Further research can

refine interventions to enhance student success.

CONCLUSION

Social media addiction negatively impacts academic performance, but effective learning strategies can mitigate its effects. Cultural and gender differences play a role, emphasizing the need for a supportive family and structured learning approaches.

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