

# Exploring The Relationship Between Social Media Use and Students Academic Performance Through Family Bonding and Collective Learning: The Moderating Role of Mental Well-Being

Dr. Swarnima Paliwal<sup>1</sup>, Prof. I. V. Lalitha Kumari<sup>2</sup>, Dr. Nagalakshmi M<sup>3</sup>, Dr. Yogesh Mehta<sup>4</sup>, Mr. Siba Prasad Sarangi<sup>5</sup> and N R Gopal<sup>6</sup>

<sup>1</sup>Assistant Professor, School of Management and Commerce, Dev Bhoomi Uttarakhand University, Dehradun - 248007

<sup>2</sup>Professor, Department of Social Work, Sri Padmavati Mahila Visvavidyalayam (Women's University), Tirupati

<sup>3</sup>Associate Professor, Department School of Arts, Humanities and Management, Jeppiaar University, Chennai, Tamil Nadu

<sup>4</sup>Professor, Faculty of Commerce and Management, SGT University, Gurugram, Haryana 122505

<sup>5</sup>Assistant Professor, Department of Management, Seshadripuram Institute of Management Studies, Bangalore, Karnataka

<sup>6</sup>Professor, Department of English, CUHP, Dharamshala

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\*Corresponding author: Dr. Swarnima Paliwal ([drswarnima173@gmail.com](mailto:drswarnima173@gmail.com))

**Abstract:** The growing popularity of social media usage among students has elicited worries over its possible effects on academic achievement. Although prior studies have investigated the direct effects of social media, there is a paucity of research addressing its association with family connection, collective learning, and mental well-being as moderating variables. The research examines the impact of social media usage on students academic achievement, highlighting the significance of familial relationships and collaborative learning experiences. It also investigates the moderating influence of students' mental well-being in this context. The study highlights the necessity of moderated social media use, bolstered by constructive familial connections and collaborative educational settings, to improve student outcomes. The study's emphasis on familial connections, collaborative learning, and psychological well-being provides a thorough insight into the impact of social media usage on academic achievement. The article aims to address significant research deficiencies, potentially guiding policy formulation, enhancing educational methodologies, and preparing students to utilize social media judiciously for academic achievement. The study's findings are anticipated to offer significant insights for educators, parents, and legislators by emphasizing the dual nature of social media's impact—as both a potential educational resource and a source of distraction.

**Keywords:** Academic performance, perceived usefulness, Collective learning, mental well-being and Digital learning behavior

## INTRODUCTION

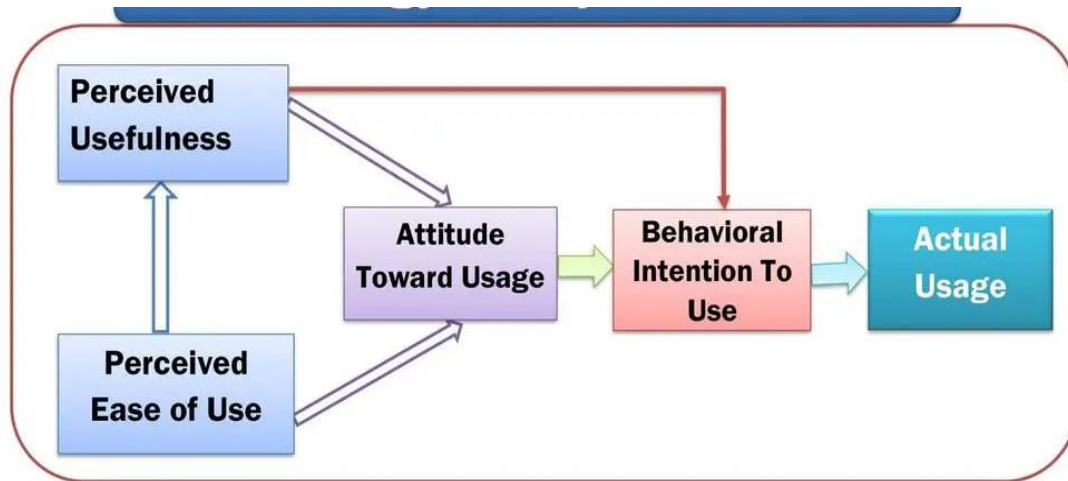
The correlation between social media utilization and academic achievement has produced inconclusive results. Research indicates that social media can enhance learning by fostering information exchange, enabling group debates, and granting access to educational resources. Prolonged screen exposure, social diversions, and compulsive behaviors correlate with diminished focus, procrastination, and subpar academic achievement. Comprehending the elements that influence this connection is essential for devising solutions that enhance social media's beneficial effects while minimizing its hazards.

Familial connections significantly influence students' online conduct and academic achievement. Supportive

familial contexts, in which parents actively direct their children's digital behaviors, can cultivate appropriate social media usage. Conversely, feeble familial connections may result in more screen use, social seclusion, and less academic concentration. Enhancing parent-child connections enables pupils to cultivate healthy online practices that correspond with academic objectives. Collective learning also affects the influence of social media on student achievement. Platforms like Google Classroom, Discord, and educational forums facilitate student engagement in peer conversations, knowledge exchange, and collaborative tasks. Collective learning improves comprehension via shared insights and peer assistance, providing a productive method to leverage social media for academic advancement.

When students do not utilize social media for educational objectives, excessive usage might result in time wastage and reduced academic performance.

Figure: 01



### Technology Acceptance Model (TAM) By Davis (1989)

**Title:** Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology

Mental well-being is a crucial moderating variable in this connection. Students suffering from anxiety, sadness, or stress are more prone to excessive social media use as a means of coping. Extended screen use, excessive social comparison, and exposure to detrimental content may exacerbate mental health, hindering academic achievement. In contrast, students with positive mental health are more inclined to participate in productive online activities, effectively balancing social interaction with academic responsibilities. This research aims to elucidate how social media might either facilitate or impede academic performance by investigating family connection and collective learning as mediating elements, with mental well-being serving as a moderating impact. The results are anticipated to provide actionable information for parents, educators, and educational officials, assisting them in fostering appropriate social media usage among children. By promoting robust familial ties, cultivating cooperative learning atmospheres, and enhancing students' psychological health, stakeholders may assist students in utilizing social media as an effective instrument for academic achievement.

#### Theoretical Background

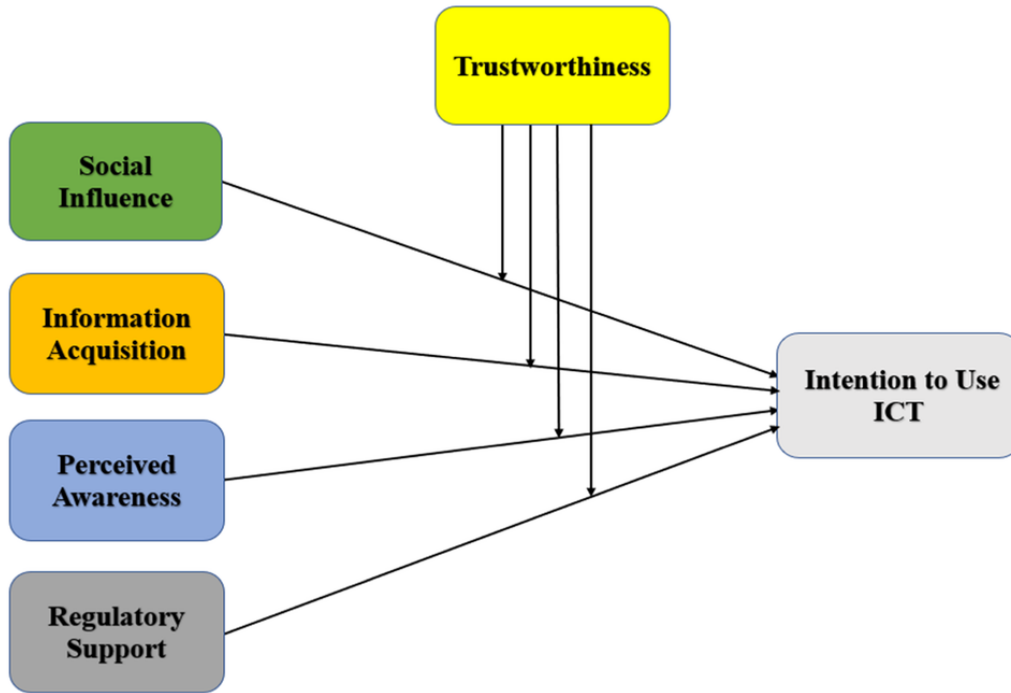
**1. Uses and Gratifications Theory:** In the context of students, social media platforms offer opportunities for both academic collaboration and personal engagement. Students may use social media for knowledge sharing, group discussions, or accessing educational resources, all of which can positively influence academic performance. Conversely, if students prioritize entertainment over educational engagement, social media can become a distraction, leading to reduced focus and lower academic achievement.

**2. Social Learning Theory (SLT):** Proposed by Albert Bandura, SLT emphasizes the role of observation and imitation in learning. Social media platforms provide interactive environments where students observe their peers' study practices, engage in collaborative learning, and adopt effective academic strategies. Group discussions, educational content sharing, and online study forums enable knowledge transfer, reinforcing positive academic behaviors. However, excessive exposure to non-educational content may shift students' focus away from productive learning.

**3. Cognitive Load Theory:** This theory posits that excessive information overload can hinder learning and cognitive processing. Social media platforms often expose students to continuous notifications, multitasking demands, and fragmented content, which can overwhelm cognitive capacity. When students struggle to manage this information load, academic performance may suffer. Conversely, structured and purposeful social media use, such as joining educational groups or participating in collaborative learning, can reduce cognitive strain and enhance knowledge retention.

**4. Stress-Coping Theory:** Students with strong family support systems are more likely to adopt healthy coping mechanisms, reducing the risk of excessive social media dependence. By integrating these theoretical frameworks, this study explores how social media use interacts with family bonding, collective learning, and mental well-being to influence students' academic performance.

**Figure: 02**

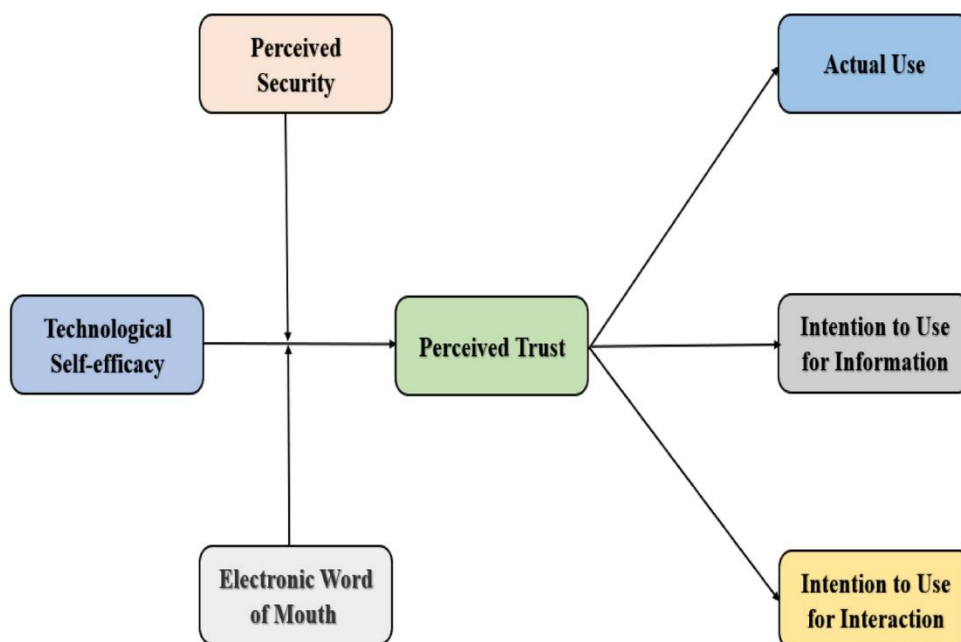


**Conceptual Framework**

The utilization of social media for information dissemination, peer cooperation, or academic discourse favorably influences academic achievement. In contrast, excessive or non-academic use with social media may diminish concentration and productivity. Family connection serves as a mediating variable that affects pupils' digital behaviors. Supportive families may promote the constructive use of social media among students, enhancing academic performance. Collective learning fosters collaborative knowledge dissemination, enabling students to utilize social media for group discussions, online study groups, and information exchange. Mental well-being influences the entire framework, dictating whether social media usage facilitates productive learning or devolves into a detrimental coping strategy that impedes academic achievement. Students possessing robust mental well-being are more inclined to participate in meaningful learning exchanges, but those facing stress or anxiety may find it challenging to manage their social media usage efficiently.

This integrated framework emphasizes the need to balance social media use with positive family interactions, collaborative learning, and mental well-being to support students' academic success.

**Figure: 03**



**RESEARCH GAP**

Notwithstanding the expanding corpus of information regarding social media utilization and its effects on students' academic achievement, several significant study deficiencies persist. Current research has thoroughly examined the direct correlation between social media involvement and academic performance, frequently emphasizing adverse effects such as distraction, procrastination, and diminished concentration. Nevertheless, few studies have examined the indirect elements influencing this link, including the impact of familial attachment, collaborative learning, and psychological well-being.

1. **Limited Focus on Family Bonding as a Mediator:** Most research on social media and academic performance has overlooked the role of family bonding as a potential mediator. While studies have acknowledged the influence of parental control and supervision in regulating screen time, few have explored how emotional support, family communication, and shared digital experiences influence students' social media habits and academic engagement. Strong family connections can foster positive digital behaviors, yet this relationship remains underexplored in the educational context.
2. **Lack of Emphasis on Collective Learning via Social Media:** Studies often focus on individual screen time rather than exploring how students leverage social media for peer discussions, online study groups, and academic networking. Understanding the role of collective learning is crucial in determining whether social media serves as a valuable academic tool or a source of distraction.
3. **Mental Well-Being as a Moderator:** While studies have linked social media overuse to anxiety, depression, and stress. Students with high emotional stability may better regulate their digital habits, while those struggling with mental health challenges may experience greater academic disruptions.
4. **Inconsistent Findings on Social Media's Academic Impact:** Existing research presents conflicting conclusions regarding social media's effect on academic performance. While some studies highlight its role in facilitating learning through resource sharing and collaboration, others emphasize its potential to reduce focus and time management skills. This inconsistency calls for a more nuanced understanding of how mediating and moderating factors influence these outcomes.
5. **Contextual Gaps in Regional Studies:** While global studies have explored social media's academic impact, limited research has been conducted in specific educational and cultural contexts such as India. Given the rapid digitalization of education in India, understanding how social media behavior interacts with family values, collective learning practices, and students' mental well-being is essential for developing targeted interventions.

### ***Importance of the Study***

1. This study is crucial for students, educators, parents, and policymakers since it elucidates the intricate link between social media usage and academic achievement. Considering the swift incorporation of social media into students' everyday routines, comprehending its potential advantages and hazards is essential for formulating policies that encourage responsible use and enhance educational results.
1. **Enhancing Academic Performance:** By examining social media's role in both positive and negative learning behaviors, this study can provide insights into how students can leverage digital platforms for academic growth. Identifying strategies to harness social media for collaborative learning, resource sharing, and knowledge-building will help educators design more engaging learning environments.
2. **Strengthening Family Involvement:** This research emphasizes the pivotal role of family bonding in shaping students' digital habits. Parents who actively participate in guiding their children's online behavior can help promote productive screen time, reduce distractions, and encourage academic-focused social media use. The study's insights can empower families to create supportive home environments that balance social engagement with academic priorities.
3. **Promoting Collective Learning Strategies:** By highlighting the value of collective learning, this study can encourage educational institutions to adopt social media as a collaborative learning tool. Teachers can integrate social media platforms into their teaching methods, fostering interactive group discussions, virtual study groups, and peer-led academic support. This approach aligns with modern educational practices that emphasize digital learning and collaborative knowledge-sharing.
4. **Addressing Mental Well-Being in Academic Success:** The study's focus on mental well-being as a moderating factor addresses a critical aspect often overlooked in traditional academic research. By identifying the psychological factors that influence students' social media behavior, this research can inform mental health support strategies within educational institutions. Programs that promote emotional resilience, stress management, and positive coping mechanisms can help students maintain focus and productivity.
5. **Informing Digital Literacy Policies:** This study's findings can guide policymakers in developing digital literacy programs that educate students on responsible social media use. By promoting awareness about the academic risks of excessive social media consumption while encouraging constructive digital engagement, educational institutions can equip students with skills to manage their online behavior effectively.
6. **Cultural Relevance for Indian Education Systems:** Given the increasing reliance on digital platforms in Indian education, this study addresses a regionally significant issue. The findings can inform culturally appropriate interventions that align with Indian family values, social norms, and educational practices. Schools and colleges can implement targeted strategies that address the unique digital habits of Indian students.

### ***Statement of the Problem***

The increasing impact of social media has profoundly transformed students' learning practices, communication styles, and

academic involvement. Social media platforms provide significant prospects for educational cooperation, information dissemination, and access to academic resources; nevertheless, they also provide potential hazards including distraction, procrastination, and mental weariness. The divergent results shown in current research generate ambiguity over the actual influence of social media on students' academic achievement. This contradiction underscores the necessity to investigate the fundamental elements that influence this connection. A significant deficiency in existing work is the insufficient emphasis on family connection as a possible mediator in this context. Familial relationships significantly impact pupils' attitudes, behaviors, and priorities. Supportive familial situations, in which parents actively oversee and interact with their children's social media activities, can foster constructive learning practices. In contrast, students with tenuous familial connections may seek emotional support through social media, which might result in excessive screen usage and diminished academic concentration. The influence of collaborative learning on academic achievement via social media interaction is similarly under examined. Social media platforms offer collaborative environments for students to engage in group discussions, disseminate educational information, and partake in peer-to-peer learning. Nevertheless, research has not thoroughly investigated the influence of these collaborative contacts on academic success. Determining the circumstances in which social media promotes effective learning, as opposed to serving as a distraction, can provide significant insights for both educational institutions and students. A frequently neglected aspect is the moderating influence of mental well-being.

**Research objectives**

1. To identify Gender and perception of the respondents towards social media use and students academic performance through family bonding and collective learning
2. To examine the Academic stream and perception of the respondents towards social media use and students academic performance
3. To investigate the mediating role of family bonding and collective learning in the relationship between social media use and students' academic performance.

**ANALYSIS AND RESULTS**

The emotional and psychological condition of students profoundly affects their time management, concentration, and regulation of social media usage. Individuals with positive mental well-being may be more adept at employing social media constructively for educational objectives. In contrast, adolescents facing stress worry, or emotional instability may engage in excessive social media use as a coping strategy, resulting in adverse academic consequences. Examining mental well-being as a moderating variable is essential for formulating focused therapies that cater to students' emotional requirements in conjunction with their academic objectives. The intricacy of these relationships highlights the want for a thorough framework that investigates the relationship among social media usage, familial connections, collaborative learning, and psychological health. In the absence of a comprehensive knowledge of these processes, educators, parents, and politicians jeopardize the adoption of ineffective methods that do not address the fundamental issues affecting children' academic achievement. A sample size of 200 respondents is selected using convenient sampling. The required primary data has been collected from the respondents using Google forms.

The perception of the respondents based on their nature is studied with the help of non-parametric tests as below.

**Table 1:** Gender and perception of the respondents towards social media use and students academic performance

Perception	Gender	N	Mean Rank	Z
Social media	Male	109	95.90	-3.101
	Female	91	105.90	
Content Quality and Accessibility:	Male	109	97.93	-3.561
	Female	91	103.52	
Motivation and Academic Goals:	Male	109	101.73	-1.782
	Female	91	99.05	
Digital Literacy Skills	Male	109	99.67	-3.532
	Female	91	101.48	
Accessibility to Technology and Internet	Male	109	96.43	-0.281
	Female	91	105.28	
Cultural Norms and Family Values	Male	109	91.81	-1.264
	Female	91	111.86	
Time Management Skills	Male	109	94.79	-1.364
	Female	91	107.21	
	Total	200		

**Interpretation of Results**

The data presents the mean ranks and Z-values for various factors influencing students' academic performance based on gender differences. The analysis reveals several key insights:

**1. Social Media Perception:** This result suggests that female students have a higher perception of social media’s influence on academic performance compared to male students. The significant Z-value indicates a meaningful difference, suggesting that

females may be more aware of or influenced by social media's impact on their studies.

**2. Content Quality and Accessibility:** Here, female students again report a higher mean rank, indicating they may place greater importance on the quality and accessibility of educational content available via social media. The significant Z-value supports this notable gender-based difference.

**3. Motivation and Academic Goals:** In this case, the difference in mean ranks is minimal, suggesting that both male and female students demonstrate similar levels of motivation and alignment of academic goals with social media usage. The Z-value indicates that the difference is not statistically significant.

**4. Digital Literacy Skills:** Female students report a slightly higher mean rank in digital literacy skills, and the significant Z-value suggests that female students may demonstrate stronger competency in navigating social media platforms for academic purposes.

**5. Accessibility to Technology and Internet:** Although female students show a slightly higher mean rank, the Z-value indicates no significant difference between the two groups. This suggests that both male and female students have similar access to technology and internet resources.

**6. Cultural Norms and Family Values:** The higher mean rank for female students suggests that they may experience stronger influence from cultural norms and family values regarding social media use and academic performance. However, the Z-value indicates that this difference is not statistically significant.

**7. Time Management Skills:** The data shows that female students score higher in time management skills, though the Z-value indicates this difference is not statistically significant. This suggests that while females may demonstrate slightly better time management strategies, the variation is not substantial.

**Overall Interpretation:**

The findings indicate that female students often have elevated mean ranks in several aspects, especially in social media perception, content quality and accessibility, and digital literacy abilities, with statistically significant disparities in these domains.

This indicates that female students may exhibit greater proactivity in employing social media for educational objectives and possess heightened awareness of its potential effects. Conversely, elements such as motivation and academic objectives, technological accessibility, cultural norms, and time management exhibit fewer significant disparities, suggesting roughly comparable trends between women in these areas.

These results underscore the necessity of customizing digital literacy programs, time management techniques, and academic interventions to meet the distinct needs and skills of male and female students. Educational institutions should gain from promoting measures that foster proactive involvement among female students while assisting male students in developing their digital literacy and social media knowledge to enhance academic performance.

The data presented in Table 2 illustrates the differences in perception across various academic streams — Arts, Science, and Engineering — regarding factors influencing students' academic performance. The analysis highlights key variations in how students from different streams perceive social media, content quality, motivation, digital literacy, and other related factors.

**Table 2:** Academic stream and perception of the respondents towards social media use and students academic performance

Perception	Stream	N	Mean Rank	Chi-Square
Social media	Arts`	76	94.09	4.761
	Science	68	99.96	
	Engineering	56	109.85	
Content Quality and Accessibility	Arts`	76	90.53	3.219
	Science	68	115.02	
	Engineering	56	96.39	
Motivation and Academic Goals	Arts`	76	93.64	7.578
	Science	68	112.35	
	Engineering	56	95.43	
Digital Literacy Skills	Arts`	76	95.93	3.029
	Science	68	106.63	
	Engineering	56	99.26	
Accessibility to Technology and Internet	Arts`	76	90.97	3.139
	Science	68	99.65	
	Engineering	56	114.47	
Cultural Norms and Family Values	Arts`	76	83.66	2.326
	Science	68	107.26	
	Engineering	56	115.14	
Time Management Skills	Arts`	76	96.52	8.678
	Science	68	112.54	

	Engineering	56	102.30	
	Total	200		

1. **Social Media Perception:** Engineering students reported the highest mean rank, suggesting they perceive social media as having a stronger influence on their academic performance compared to Science and Arts students. This could indicate that Engineering students are more reliant on social media for academic resources, project discussions, and collaborative learning.
2. **Content Quality and Accessibility:** Science students reported the highest mean rank, indicating they place greater emphasis on the quality and accessibility of academic content available via social media. This may reflect Science students' tendency to rely on online resources such as educational videos, scientific forums, and digital learning platforms for concept clarity and research.
3. **Motivation and Academic Goals:** Science students again demonstrate the highest mean rank, indicating they are more motivated to align their academic goals with social media use. This suggests Science students may actively seek academic guidance, educational content, and collaborative opportunities on digital platforms.
4. **Digital Literacy Skills:** Science students report the highest mean rank in digital literacy skills, indicating they may possess stronger competencies in using digital platforms for academic purposes. This aligns with the increasing integration of technology and research-based learning in Science disciplines.
5. **Accessibility to Technology and Internet:** Engineering students reported the highest mean rank, suggesting they have better access to technological resources and internet connectivity. This may be attributed to the technology-driven nature of Engineering programs, which often require advanced tools, software, and digital resources.
6. **Cultural Norms and Family Values:** Engineering students again report the highest mean rank, indicating they may experience stronger influence from cultural expectations and family values. This could reflect family emphasis on academic achievement in Engineering fields, which are often perceived as prestigious career paths.
7. **Time Management Skills:** Science students score the highest in time management skills, suggesting they may be better at balancing social media use with academic tasks. This aligns with the structured and research-intensive nature of Science education, which often requires strategic planning and disciplined study patterns.

research addresses inadequacies in prior studies by adding family connection and collective learning as mediators, rather than only focusing on the direct impacts of social media. Moreover, examining mental well-being as a moderating variable adds a novel aspect to the discussion on digital activity and academic achievement. The suggested framework incorporates known theories, including the Uses and Gratifications Theory (UGT), Social Learning Theory (SLT), and Ecological Systems Theory, offering a complete paradigm for future study in educational psychology and digital behavior.

2. **Practical Implications for Educators:** The results can assist educational institutions in implementing measures that encourage positive social media utilization. By comprehending student interactions with social media for collaborative learning, instructors may devise interactive assignments, group projects, and digital forums that promote constructive academic engagement. Furthermore, educational institutions may establish mentorship programs to assist students in reconciling social media engagement with academic obligations.
3. **Parental Guidance and Family Dynamics:** The study highlights the significance of familial connections in influencing students' digital behaviors. Parents will acquire understanding of how supportive connections, transparent communication, and collective digital experiences may beneficially affect students' social media conduct. The results can guide seminars and counseling programs that provide parents with techniques to efficiently control screen usage without fostering conflict or hindering academic involvement.
4. **Enhancing Students' Mental Well-Being:** This study emphasizes the significance of emotional support systems in educational institutions by pinpointing mental well-being as a moderating factor. Educational institutions may utilize these findings to create wellness programs, mindfulness initiatives, and counseling services that assist students in managing stress and anxiety. Enhancing students' mental well-being will empower them to make educated choices regarding their social media usage, so mitigating the danger of overindulgence and enhancing their academic concentration.
5. **Policy Implications:** The study's results can guide policymakers in developing digital literacy initiatives that encourage appropriate social media usage. Educational boards can contemplate incorporating courses that instruct students on digital time management, online collaboration techniques, and tactics to distinguish between productive and unproductive social media

### **Implications for the Study**

1. **Theoretical Implications:** This study will enhance the current literature by elucidating the influence of social media on academic achievement. The

engagements. Such programs will enable students to cultivate the skills necessary to employ social media as a learning instrument rather than a source of distraction.

6. **Contribution to Cultural and Regional Understanding:** The study's emphasis on educational institutions in India will yield culturally pertinent insights that mirror the distinctive social and family dynamics inherent in Indian culture. These data can inform customized treatments that correspond with students' lifestyle habits, familial beliefs, and educational practices within the Indian setting. This study may impact educational initiatives, parental advice, and mental health treatments by offering practical insights on fostering appropriate social media usage for academic achievement. The research seeks to provide a comprehensive framework that enhances students' academic performance in the digital era by examining the interrelated functions of familial connections, collaborative learning, and psychological health.

### **Recommendations and Suggestions**

#### ***Recommendations for Educational Institutions***

- i. **Integrate Social Media in Learning Frameworks:** Educators should actively incorporate social media tools into academic activities. Platforms such as WhatsApp, Microsoft Teams, and Google Classroom can facilitate group discussions, content sharing, and peer collaboration. By promoting structured social media engagement for educational purposes, institutions can harness its potential to enhance academic performance.
- ii. **Develop Digital Literacy Programs:** Schools and colleges should introduce dedicated digital literacy training that educates students on responsible social media use. These programs should focus on time management, privacy settings, and balancing social media for both social and academic engagement.
- iii. **Promote Collective Learning Opportunities:** Institutions should create collaborative learning spaces that encourage students to engage in group-based social media activities. Facilitating online study groups, project collaborations, and interactive discussions can channel social media use toward productive outcomes.

#### ***Recommendations for Parents and Families***

- i. **Encourage Family-Based Digital Activities:** Parents should actively participate in their children's digital experiences by introducing family-centered learning activities using social media. Sharing educational videos, participating in online quizzes, or exploring academic content together can promote healthy social media habits.
- ii. **Establish Clear Usage Guidelines:** Families should implement structured digital routines that designate specific times for academic use, entertainment, and social interaction on social media. Balanced screen-time management

ensures students can leverage social media positively without compromising their academic focus.

- iii. **Foster Open Communication:** Maintaining open discussions about social media use can help students feel comfortable seeking guidance from family members. By creating a supportive environment, parents can influence their children's online behavior positively.

#### ***Recommendations for Students***

- i. **Adopt Productive Social Media Practices:** Students should actively use social media for academic networking, knowledge sharing, and peer support. Engaging in educational groups, subscribing to informative channels, and joining academic discussion forums can enhance learning outcomes.
- ii. **Practice Time Management:** Developing self-regulation strategies—such as setting time limits for non-academic social media use—can prevent excessive screen time and improve focus on studies.
- iii. **Utilize Mental Well-Being Resources:** Students facing stress or anxiety should seek emotional support from counselors, mentors, or trusted individuals. Practicing mindfulness techniques, engaging in hobbies, and participating in wellness programs can improve mental well-being, enhancing academic performance.

#### ***Recommendations for Policymakers***

- i. **Design Digital Well-Being Policies:** Policymakers should implement guidelines for schools to incorporate social media awareness programs in their curricula. These initiatives should emphasize the constructive use of social media while educating students about the potential risks of excessive usage.
- ii. **Develop Family-Oriented Digital Literacy Campaigns:** Public awareness campaigns can help parents understand how to guide their children's social media behavior. Promoting family bonding practices in the digital space will ensure parents play a proactive role in shaping positive learning environments at home.

#### ***Recommendations for Mental Health Professionals***

- i. **Integrate Mental Health Support in Academic Settings:** Schools and colleges should provide accessible mental well-being resources. These initiatives can help students cope with academic pressure and maintain emotional stability while managing social media use effectively.
- ii. **Encourage Mindfulness and Coping Strategies:** Integrating mindfulness practices into daily routines can empower students to regulate their emotions, manage anxiety, and maintain focus. Techniques such as meditation, journaling, and digital detox strategies can minimize social media overuse and improve academic outcomes.



By implementing these recommendations, stakeholders can foster responsible social media use, improve family engagement, and promote collective learning, ultimately enhancing students' academic performance.

**Key Findings and Insights:**

The study revealed that social media can positively influence academic performance when used for productive activities such as peer collaboration, group discussions, and accessing educational resources. However, the risk of social media distractions, procrastination, and reduced academic focus remains significant, particularly among students with weak family support systems or mental well-being challenges. A significant finding from the study underscores the essential influence of familial connections on students' digital conduct. Families that actively participate in their children's social media practices, offer emotional support, and encourage organized digital routines foster pleasant learning environments. Robust familial links augment students' capacity to reconcile social media engagement with academic responsibilities, so fortifying disciplined study practices and mitigating the likelihood of excessive screen usage.

**Practical Implications:**

The study's findings offer practical recommendations for educators, parents, and politicians. By advocating for appropriate social media usage, fostering familial engagement, and prioritizing mental health, stakeholders may cultivate an atmosphere that optimizes the educational benefits of social media while minimizing its hazards. Educational institutions may establish digital literacy programs to instruct students in proficient social media management, while parents may cultivate good online practices through organized routines and constructive communication. Mental health specialists may assist students by providing counseling services, mindfulness techniques, and stress-management tactics that enhance emotional resilience.

**Future Directions:**

Subsequent research may build upon this study by examining cultural, socioeconomic, and technical influences that further delineate students' social media activities. Examining the impact of several social media platforms on distinct learning styles and topic domains can yield profound insights into enhancing digital engagement for academic achievement. Moreover, longitudinal studies that monitor students' digital behaviors over time can yield more robust information regarding the enduring effects of social media on academic achievement. This study underscores the necessity for a balanced methodology regarding social media utilization in education. Through the promotion of constructive participation, enhancement of familial connection and attention to mental well-being issues, students can leverage social media as an effective instrument for academic advancement. Fostering digital accountability, emotional resilience, and efficient learning practices in students will enable them to achieve academic excellence while preserving their well-being in a progressively digital environment.

## CONCLUSION

Engineering students often regard social media as significantly impactful on their academic achievement, especially with technological accessibility, familial values, and digital literacy. Science students have superior mean ranks in content quality, motivation, and time management, indicating their successful use of social media to achieve academic goals. Arts students regularly have lower mean rankings across several categories, suggesting they may be less dependent on social media for academic objectives or may encounter constraints in digital literacy, technological access, or content engagement. These findings underscore the necessity for customized tactics to assist students from various academic disciplines. Engineering students might gain from instruction on time management techniques to reduce distractions caused by excessive social media use. Science students may thrive with improved access to digital learning platforms that align with their academic motivation and goal-directed behaviors. Students in the arts may necessitate further assistance in digital literacy education, content accessibility, and methodologies for the proper integration of social media into their learning experience. The incorporation of social media into students' daily routines has profoundly transformed their study habits, social relationships, and academic results. Although social media provides significant opportunities for information dissemination, cooperation, and interactive education, its overuse or lack of regulation presents threats to students' academic achievement. This study examined the complex interplay of social media usage, familial connections, collaborative learning, and mental health, offering significant insights for the enhancement of educational methodologies and the improvement of student performance.

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