



THE IMPACT OF SOCIAL MEDIA ON STUDENTS' ACADEMIC ACHIEVEMENT IN HIGHER EDUCATION: LITERATURE REVIEWED AND ANALYZED SYSTEMATICALLY

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ABSTRACT

The intent of this systematically reviewed literature was to assess the impact of social media on students' academic achievement. The researcher gathered previously conducted articles from Scopus data base. He examined papers that were released in the years from 2008-2023. To guide the review, the researcher performed six actions; systematic literature review using PRISMA method (Mihret, G. et al., 2024). Among 30 scrutinized articles, the researcher retained 10 articles. The researcher used key words: Academic Performance, Social Media, Students, Academic Achievement, Academic Achievements, and Higher Education. The retrieval date for articles was 20 of May 2024. The publication stage that the researcher used was final articles not article in press and the document type was articles which were published in English language. Predominantly, the subject areas he used were Social Sciences, Arts and Humanities and Computer Sciences. The results showed that the positive impacts of social media among higher education settings appeared to be higher as compared to negative impacts. This means, there was a positive impact of using social Medias towards their academic achievement (Mushtaq and Benraghda).

KEY WORDS: Academic Performance, Social Media, Students, Academic Achievement, Academic Achievements, and Higher Education

1. INTRODUCTION

In order to eliminate discrepancies between the literature on the use of digital media for education and its effects on students' academic achievement in higher education institutions, this systematic literature review aims to develop a model that would identify essential aspects that are predicted to continue to play a large role for learning, which could be used to improve academic performance in higher education. Technological, task, and social characteristics were found to have a substantial association for using digital media sites for academic purposes, which had a favorable impact on satisfaction and educational achievement. Similar to this, a significant relationship between online communication, reasons for communicating, communication self-efficacy, and attitude toward using features was found to exist for utilizing digital media sites for educational purposes that positively impacted satisfaction as well as academic performance. Digital media enhance students' active learning and give them the ability to effectively exchange knowledge, data, and discussions. In order to further their educational objectives, the students have to make use of digital media platforms. Additionally, educators in higher education institutions need to be convinced to use digital media platforms in their lessons (W. M. Al-Rahmi et al.).

Social Media are growing rapidly among the young generation all over the world. University age students widely engaged using Social Media. So, they will affect students personal and professional live. Despite of public views concerning the misuse of social media among students in the society, most of the students were interested to use social media positively for their educations. The positive impacts of social media among the undergraduates appeared to be higher as compared to negative impacts. However, some previously conducted researches showed that there are no statistically significant differences between positive and negative impact of social media and students' academic achievements. Educators and students can use social media as informational and communicational tools to ease and improve learning process (Mushtaq and Benraghda).



2. OBJECTIVE

Systematic literature review on the impacts of social media on students' academic achievements in higher education.

3. RESEARCH QUESTIONS

What are the impacts of Social Medias on students' academic achievements in higher education?

4. SYSTEMATIC REVIEW

Technology enhanced learning has become a common feature of Higher Education. However, research has been hindered by a lack of differentiation between usage and engagement and not recognizing the heterogeneity of technology enhanced learning applications. Technology enhanced learning was broken down by type, the use of social media groups was a significant predictor of grade, whereas reviewing lecture slides/recordings, reading additional content and using course blogs/discussion boards were not. We conclude that a sole focus on usage of technology enhanced learning is misleading (Dunn and Kennedy).

Social media networks are utilized to supplement or enrich classroom environment on the academic achievement and social network usage behaviors of higher education students. Obviously, using social media networks to supplement or enrich classroom setting increases student academic achievement. This increment is higher when the social media network is used to supplement classroom setting instead of using social network as enriching medium (Çimen and Yilmaz).

Social media as a technological tool has recently come to support learning in both academic and public use. Students typically use social networks to enhance their education by discussing and exchanging academic content. However, its impact that needs carefully study to the vast inroads that social media has made into the academic sphere (Abdalgaane).

Social media for learning will affect technology, task, and social characteristics that in turn improve students' satisfaction and students' academic performance. It also posits that the behavioral intent to use social media for learning will affect comprehension efficiency, ease of use, and enjoyment, all of which also improve students' satisfaction and students' academic performance (Al-Maatouk et al.).

Previously, conducted researches explore the students' behavioral intention to use social media and actual social media use in higher education, specifically the perception of their academic performance and satisfaction. Those studies were theoretically based on the technology acceptance model with evaluation information system success models. Therefore, we encourage students to use social media for educational purposes and encourage more interactions with peers at higher education institutions (A. M. Al-Rahmi et al.).

Social networking use puts students at risk who are generally lower academic achievers; in particular their performance is lower across the least difficult levels of learning performance with greater Facebook use. In contrast the performance of higher academic achievers is not significantly impacted. Some previous findings on the area highlight the importance of considering students' general academic achievement as a moderator of the relationship between social networking use and learning performance, and also the importance of considering the impact on specific levels of learning (Wakefield and Frawley).

Social media has significantly impacted students' academic success in recent years. These networks offer plenty of chances and dangers for students from a range of backgrounds. In order to investigate the link between the mediation roles of social contact, social engagement, and collaborative learning on the academic performance of students in higher education, researchers conducted some researches and developed a new framework based on social cognition and constructivism theories. The study's findings demonstrated how social connection and engagement have always had a significant impact on social impact, support networks, social identity, social presence, and social space. Similarly, it was discovered that social engagement and interaction have always been significantly impacted by collaborative learning and social media use. So, higher education settings, collaborative learning and practical social media use have a strong and considerable impact on students' academic achievement (W. M. Al-Rahmi et al.).

5. METHODOLOGY

Systematic literature review using PRISMA method (Getachew, M., et al., 2024). Extraction of data: in the data extraction stage, 10 papers were retrieved and limited to the following requirements.

1. Articles must be either original, review papers or published reports.
2. The reviewed article must be in English and from the fields of social sciences, arts and humanities and computer Science.
3. Systematically reviewed articles were published between the ranges of 2008-2023.
4. The extracted paper was from all countries.



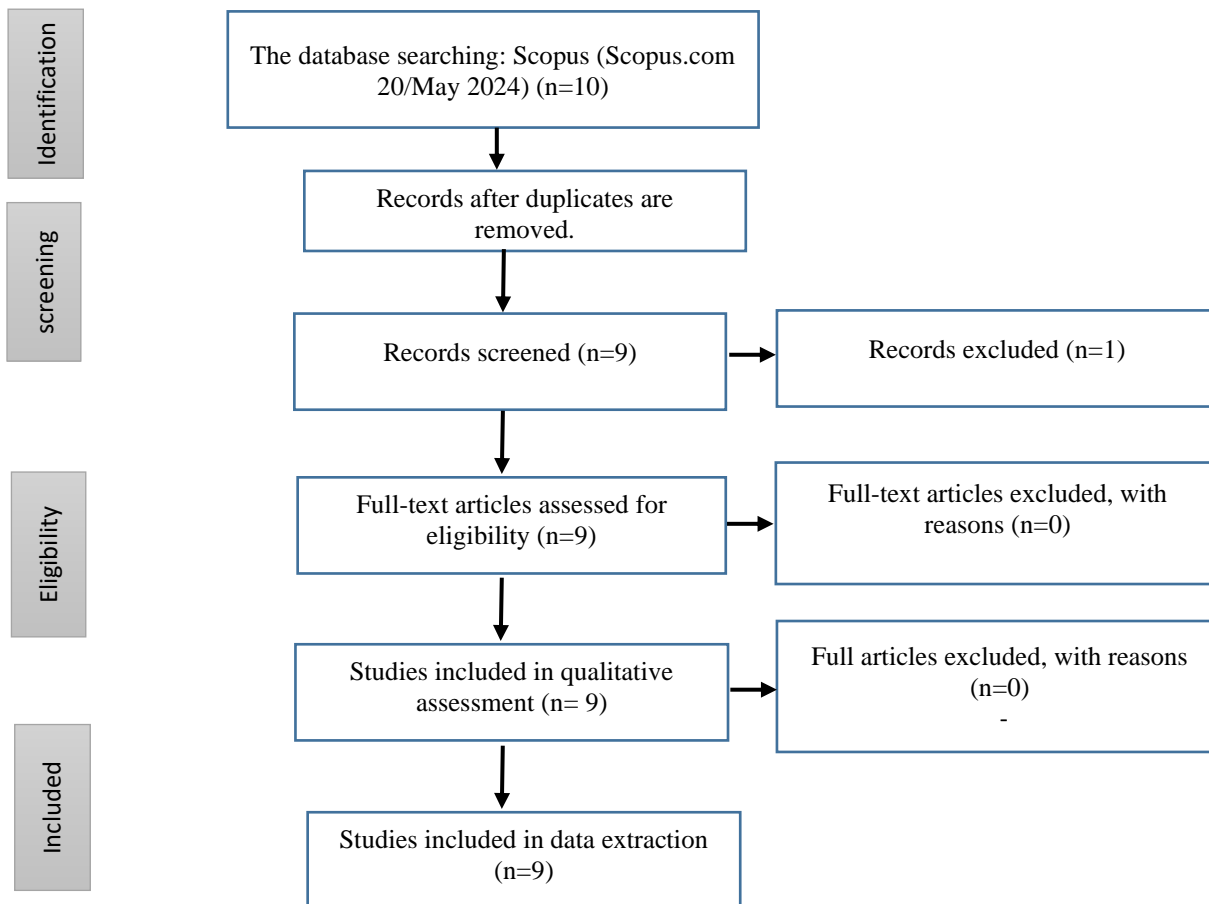
5. The database used to extract the articles was “Scopus database”.
6. Keywords used to extract the articles are Academic Performance, Social Media, Students, Academic Achievement, Academic Achievements and Higher Education.

6. DATA COLLECTION TOOLS

The researcher took the data for this study in textual form; in other words, he used the secondary data. On 20 May 2024, data from the Scopus academic search engine (<https://www.scopus.com>) were obtained. Additionally, ‘Advance’ search terms were used through TITLE-ABS-KEY (impacts AND social AND media AND students AND academic AND achievement AND higher AND education) AND (LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "COMP") OR LIMIT-TO (SUBJAREA , "ARTS")) AND (LIMIT-TO (EXACTKEYWORD , "Students") OR LIMIT-TO (EXACTKEYWORD , "Academic Performance") OR LIMIT-TO (EXACTKEYWORD , "Social Media") OR LIMIT-TO (EXACTKEYWORD , "Higher Education") OR LIMIT-TO (EXACTKEYWORD , "Academic Achievements") OR LIMIT-TO (EXACTKEYWORD , "Academic Achievement")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (LANGUAGE , "English"))

PRISMA Diagram

The information flow across the various phases of a systematic review is shown in the flow diagram. It shows how many records were found, whether they were included or not, and why they weren't. Further explanation of reviewed documents is displayed on the diagram below.



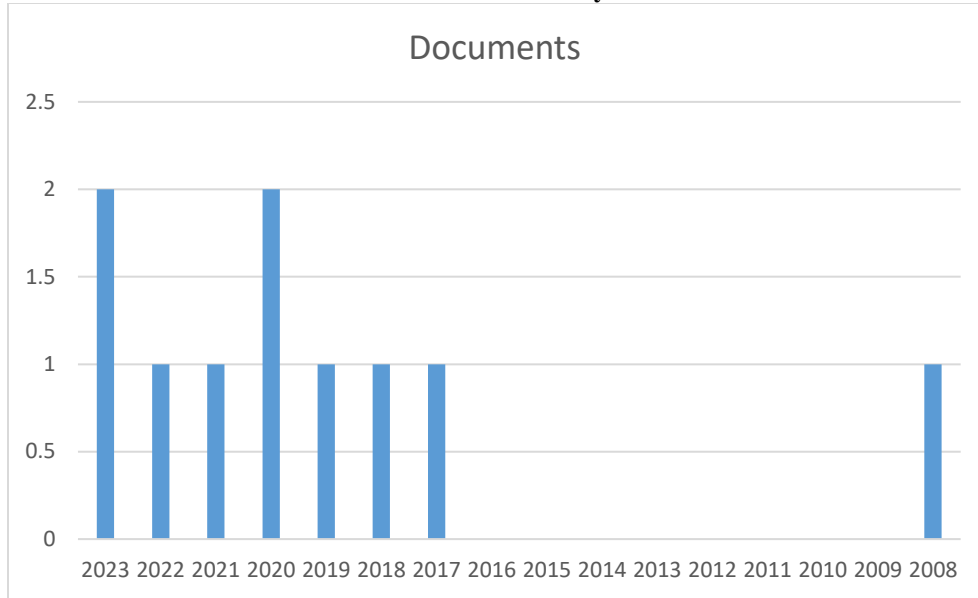
Source: (Getachew, M., et al., 2024)

Fig1: PRISMA Diagram



7. ANALYSIS

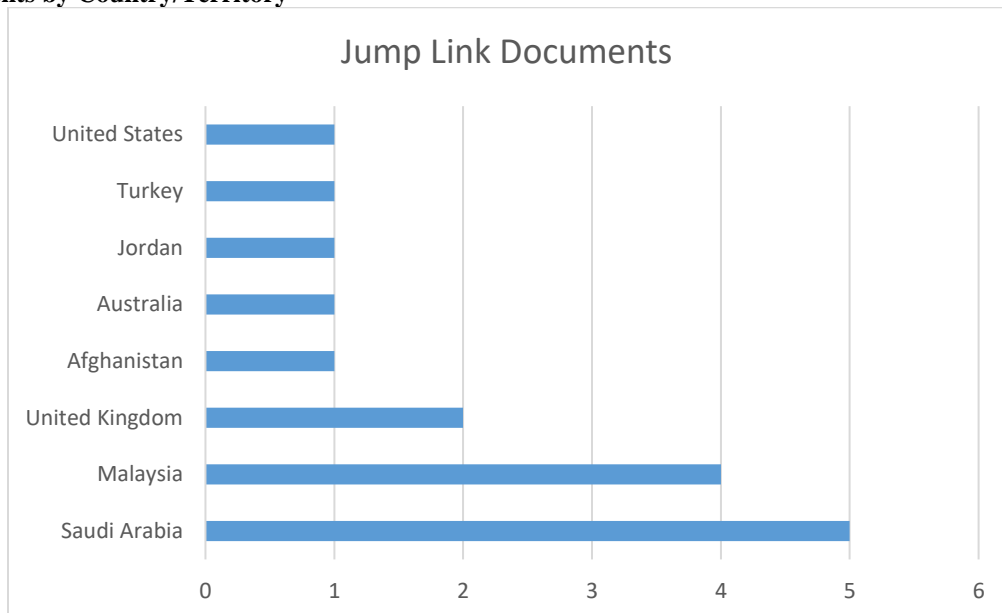
Reviewed Documents by Year



(Source: Scopus database academic search engine (<https://www.scopus.com>).
(Specifically, Advanced Search through TITLE-ABS-KEY)

Fig 2 Depicts Reviewed Articles by Year

Reviewed Documents by Country/Territory

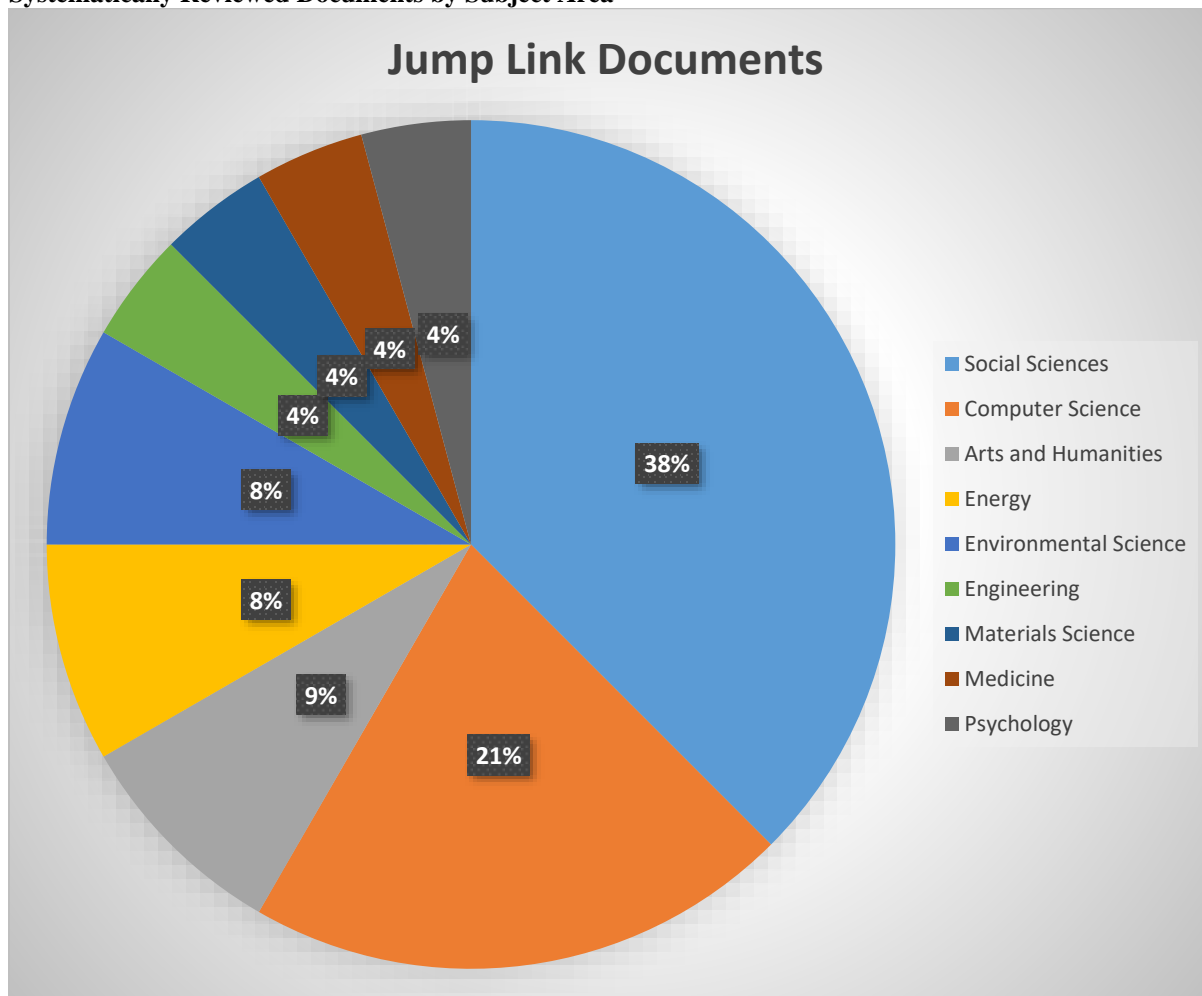


(Source: Scopus database academic search engine (<https://www.scopus.com>).
(Specifically, Advanced Search through TITLE-ABS-KEY)

Fig3 Displays Reviewed Documents by Country/ Territory



Systematically Reviewed Documents by Subject Area



(Source: Scopus database academic search engine (<https://www.scopus.com>).
(Specifically, Advanced Search through TITLE-ABS-KEY)

Fig 4: Document Analysis by Subject Area

8. WORD CLOUD

The word cloud analysis, as indicated in **Fig. 5**, focusing on the topic "The impacts of social media on students' academic achievement in higher education," reveals key thematic elements. Words such as "social," "learning," "media," "achievement," "academic," "students," "performance" "technology," "education," "higher," "use," and "networking," prominently stand out. The prevalence of these terms underscores the central focus on "The impacts of social media on students' academic achievement in higher education". The word cloud highlights the significance of topics related to the title, 'The impacts of social media on students' academic achievement in higher education'.

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