

Citation: Ramzan, M., Bibi, R., & Khunsa, N. (2023). Unravelling the Link between Social Media Usage and Academic Achievement among ESL Learners: A Quantitative Analysis. *Global Educational Studies Review*, VIII(II), 407-421. [https://doi.org/10.31703/gesr.2023\(VIII-II\).37](https://doi.org/10.31703/gesr.2023(VIII-II).37)

Unravelling the Link between Social Media Usage and Academic Achievement among ESL Learners: A Quantitative Analysis

Muhammad Ramzan *

Rozina Bibi †

Nafeesa Khunsa ‡

Corresponding Author: Muhammad Ramzan (Ph.D. Scholar English Linguistics, Department of English Linguistics, The Islamia University of Bahawalpur, Punjab, Pakistan.

Email: ramzanmalik122@gmail.com

Abstract: *On account of the widespread utilization of social media worldwide, much research has been done to ascertain how it affects the Learning achievement of students. Therefore, the aim of this study was to explore the relationship between social media use and academic performance in English as a second language (ESL) students. 412 secondary school students from Karachi participated in the study, which used quantitative research techniques. The study's conclusions showed that students used social media platforms to a respectable extent. Additionally, it was found that ESL students' use of social media considerably improved their ESL learning outcomes. By identifying the influence of social media use, educators and policymakers may create plans to maximize its potential for raising academic engagement and performance among ESL students. It may also come from further research in this area, which will ultimately benefit ESL students and their educational experiences.*

Key Words: Social media platforms, Academic performance, ESL learners, Quantitative study, Social networking websites

Introduction

The English language holds an undeniable significance in today's globalized and interconnected world, serving as a universal means of communication. It bridges linguistic gaps across nationalities, facilitating international interactions, whether in the spheres of business, diplomacy, or personal exchanges between tourists and locals (Clement & Murugavel, 2018). In the realm of business and commerce, English is often the

standard language, crucial for executing transactions, negotiations, and contracts. It also extends its influence into academia and scientific research, with a substantial portion of academic literature and discoveries published in English, making English proficiency key to accessing the latest knowledge and innovations (Akram et al., 2020).

In the digital age, English dominance is clearly visible in technology and the internet. Most computer programming languages are

*Ph.D. Scholar English Linguistics, Department of English Linguistics, The Islamia University of Bahawalpur, Punjab, Pakistan.

†Lecturer, Department of English Linguistics and Literature, Riphah International University, Islamabad, Pakistan.

‡Ph.D. Scholar, Department of English, NUML Islamabad, Pakistan.

based on English, and a considerable bulk of digital content is in English, making it almost a prerequisite for participating in the digital culture or working in IT and related industries (Akram et al., 2021). The entertainment industry also largely operates in English, producing films, music, books, and news that shape global pop culture. Educationally, English has become the medium of instruction in many institutions worldwide, and knowing English can significantly enhance opportunities for higher education and career advancement. Thus, English, in its role as a global lingua franca, touches nearly every aspect of modern life and serves as an essential skill in our increasingly interconnected world (Akram & Abdelrady, 2023).

The significance of English language learning and academic performance is considerable, impacting various areas of a student's life. Firstly, cognitive development is notably enhanced by learning English, or any second language for that matter. This process can improve an array of cognitive skills such as memory, attention, problem-solving abilities, and critical thinking. These cognitive benefits are transferable, meaning they can significantly bolster academic performance not just in English, but across all subjects (Al-Adwan et al., 2022). Additionally, a large portion of the world's academic resources, including textbooks, research papers, and online educational materials, are predominantly in English. Thus, mastering English gives students a key to a vast treasure trove of knowledge, broadening their educational horizons and potentially enhancing their overall academic performance (Abdelrady & Akram, 2022).

Furthermore, English's status as the most widely spoken language globally and the lingua franca in many international contexts adds to its importance. Proficiency in English paves the way for effective communication with peers, teachers, and future colleagues from different countries, significantly amplifying both academic and professional opportunities (Sotvoldievich, 2022). In English-speaking countries, or in international schools where English is the medium of instruction, a

student's proficiency in English directly impacts their understanding and performance in other subjects such as Mathematics, Science, and Social Studies. Grasping English is crucial for comprehending instructions, participating in class discussions, understanding textbooks, and successfully completing assignments or exams (Kosimov, & Latipov, 2022). Beyond education, English proficiency often unlocks a wider range of career opportunities, particularly in international corporations or industries like technology, science, tourism, and more, making it a vital component of academic and career success (Ilyosovna, 2020).

In the contemporary digital age, social media has firmly established itself as a ubiquitous and influential presence, shaping the lives of individuals worldwide (Akram & Yingxiu et al., 2021). With its wide array of functionalities encompassing communication, information dissemination, entertainment, and education, social media platforms like Facebook, Twitter, Instagram, and others have exerted a significant impact on various aspects of society. While extensive research has been conducted to explore the implications of social media usage in numerous contexts, its specific effects on the educational attainment of ESL students remain a subject of paramount interest and intricate examination (Verduyn et al., 2020). The aim of the present investigation is to more effectively understand the complex relationships that exist between ESL students' utilization of social media and their educational success. By delving into this complex relationship, this study intends to shed light on the potential impacts of social media on the educational attempts of ESL learners by exploring this intricate link, helping to further our understanding of this diverse issue. Moreover, this research endeavour has the potential to inform educators, policymakers, and other stakeholders about the challenges and opportunities posed by social media in the educational realm, paving the way for evidence-based interventions and strategies that can optimize ESL students' academic outcomes in the digital era.

ESL students, who are often navigating a new language and culture while simultaneously trying to succeed academically, can find social media to be a valuable tool or a significant distraction. On the one hand, social media offers a casual setting for honing language abilities, communicating with locals, and picking up on cultural quirks. However, uncontrolled or excessive usage of social media can cause distractions, cut down on study time, and ultimately result in a reduction in academic performance (Wu et al., 2020).

However, the mechanics of the link that exists between social media use and academic achievement among ESL learners, it should be noted, are anything from simple. A multitude of intricate factors come into play, encompassing the type of social media platforms utilized, the specific purposes and duration of use, as well as the varying levels of digital literacy skills possessed by individual students (Farrell & Brunton, 2020). It is a complex and subtle topic of research because of how these diverse factors can considerably influence and regulate the influence of digital media use on ESL students' academic outcomes. By considering these diverse factors, this research endeavour seeks to unravel the intricate mechanisms through which social media influences ESL students' academic performance, aiming to provide a comprehensive and nuanced understanding of this multifaceted relationship. Besides, the creation of specialized treatments and methods that meet the particular requirements and difficulties faced by ESL students in the digital environment can also be based on these insights, which will help them achieve academic achievement and general well-being.

The aim of this research is to delve into this multifaceted topic to unravel how social media practice influences the educational outcomes of ESL students. It seeks to explore if, and how, these digital platforms can be harnessed effectively to enhance English language learning and academic success. Furthermore, this research will examine the potential pitfalls of social media usage, providing valuable insights for educators, policymakers, and

learners themselves to optimize the use of these digital tools for language acquisition and academic achievement.

By deepening our understanding of this critical issue, we hope to inform teaching practices, guide policy decisions, and empower ESL students to navigate the digital landscape more effectively for their academic pursuits. This research topic's implications extend beyond individual students and classrooms, potentially influencing broader educational strategies and policies concerning technology use in language learning. Accordingly, the present study endeavours to shed light on this intricate relationship between social media usage and English language learning motivation, encompassing a wide range of dimensions and implications. By delineating a set of well-defined research objectives, this study aims to comprehensively investigate the multifaceted aspects of integrating social media into the English language learning process, uncovering valuable insights that can inform educational practices and enhance student engagement and success.

1. To evaluate the frequency and intensity of students' interaction with Social Network Sites.
2. To Unveil the fascinating link correlation between social media platforms utilization and learning outcomes of ESL learners.

Review of Literature

In the past few years, the ubiquitous presence of social media has infiltrated diverse facets of our communal fabric, seeping into every nook and cranny of society, including ESL students, leading to a significant impact on their lives and educational experiences (Muftah, 2022). Grasping the intricate and manifold impacts of social media on the scholastic accomplishments of ESL students is of paramount importance, as it can encompass a range of positive and negative implications. As a result, undertaking an exhaustive examination of the current body of literature concerning the intricate interplay between social media utilization and the educational achievements of ESL students

becomes imperative, in order to deepen our understanding of this complex phenomenon and identify potential areas of concern or opportunities for improvement. By critically examining and synthesizing the available research in this area, the primary objective of this literature review is to illuminate the prospective advantages and hurdles entwined with the utilization of social media among ESL students. Thereby providing valuable insights and informing educators, policymakers, and researchers about effective strategies that can enhance ESL students' academic achievements in the context of their social media engagement. It is also highlighted by Ramzan, M. et al. (2023) that the overlooked potential of social media is an instrument to boost ESL students' engagement and performance.

Numerous studies have ventured into the profound repercussions of social media on the enhancement of language skills among individuals learning the English language. The insights garnered from these studies propose that social media platforms possess the inherent potential to serve as valuable tools in facilitating and enhancing the process of language acquisition (Namaziandost & Nasri, 2019). By providing opportunities for authentic language input and communication, ESL students can engage in conversations with native speakers, interact with peers from diverse linguistic backgrounds, and access a wide range of language learning resources available on these platforms. The interactive nature of social media enables students to practice their language skills in real-life contexts and receive immediate feedback from their online counterparts (Erarslan, 2019). Khan, M.A. et al (2017) have said that sometimes media acts as a tool in the hands of capitalists to fulfil their agenda for the promotion of sales etc.

However, it is important to note that cautionary findings have also emerged from these studies, highlighting potential drawbacks associated with excessive social media use. Researchers argue that prolonged engagement with social media platforms may lead to a decrease in face-to-face interaction, which is

vital for language learners to develop oral communication skills (Bailey & Lee, 2020). Furthermore, the profusion of online communities or collaborative platforms content available on social media platforms can potentially expose ESL students to instances of incorrect grammar usage, colloquial language, and non-standard usage. Consequently, there is a risk that learners may internalize and reproduce these linguistic errors in their own language production (Mahyob, 2020).

In essence, while social media platforms offer immense potential for ESL students to enhance their language skills, it is crucial to strike a balance between utilizing these platforms as valuable learning resources and ensuring that students engage in meaningful face-to-face interactions and receive accurate linguistic input from proficient speakers (Ansari & Khan, 2020). Educators and language instructors need to guide students in utilizing social media platforms effectively, encouraging them to engage with reliable and credible sources, participate in meaningful discussions, and critically evaluate the language they encounter.

Further research in this area should explore effective strategies for integrating social media into language learning curricula. This includes identifying appropriate tasks and activities that leverage the strengths of social media platforms to enhance language skills development. Additionally, longitudinal studies can shed light on the enduring impacts of social media usage on the language proficiency of ESL students over an extended period, considering factors such as the quality of language input, the extent of interaction, and the transferability of skills acquired through social media interactions to offline communication contexts (Muftah, 2022).

Furthermore, the utilization of social media plays a pivotal role in fostering engagement among ESL students in facilitating their learning activities, which is vital for their academic success. These platforms offer a wide array of opportunities for collaborative learning, resource sharing, and interactive discussions (Sari, 2020). ESL students can

connect with their peers, both locally and globally, and actively participate in online communities related to their academic interests. This fosters a sense of belonging and facilitates knowledge exchange. Virtual language exchanges, facilitated through social media platforms, also enable ESL students to engage in language practice with native speakers or proficient speakers of the target language. This not only provides them with valuable opportunities to enhance their language skills but also exposes them to different cultural perspectives and contexts (Sobaih et al., [2020](#)). Through online deliberations and interactions, students can gain a deeper knowledge of the target language and culture, thereby enriching their language learning experience. However, it is important to acknowledge that studies have identified potential drawbacks associated with social media usage. The ease of access and constant notifications on these platforms may lead to distractions, diverting students' attention away from their academic tasks (Abbas et al., [2019](#)). This can result in decreased focus, reduced study time, and a decline in motivation for learning. Additionally, the immersive and fast-paced nature of social media can make it challenging for students to strike a balance between their academic responsibilities and their online presence (Abi-Jaoude et al., [2020](#)).

To address these challenges, educators and stakeholders need to encourage responsible and purposeful social media use among ESL students. This involves providing guidance on managing online distractions, setting clear expectations regarding social media use during academic hours, and promoting self-regulation skills. By incorporating social media platforms into classroom activities in a structured and intentional manner, educators can channel students' engagement towards productive and educational interactions (Azizi et al., [2019](#)). Furthermore, it is essential to raise awareness among ESL students regarding the latent influence of excessive social media use on their educational learning outcomes. By emphasizing the importance of time management and prioritizing academic tasks, students can advance operative approaches to

balance their social media usage with their learning goals. This can involve implementing study schedules, utilizing productivity tools, and establishing a conducive study environment that minimizes distractions (Gull et al., [2019](#)).

Moreover, a multitude of studies have diligently explored the influence of social media usage on the academic accomplishments of ESL students. These comprehensive studies have documented a spectrum of outcomes, revealing both positive and negative effects, thereby emphasizing the intricate and nuanced relationship between social media usage and academic performance. On the positive side, social media platforms have been found to facilitate peer support, information sharing, and academic collaboration among ESL students (Sivagnanam & Yunus, [2020](#)). These platforms present invaluable prospects for students to connect with their classmates, exchange ideas, and extend support to one another, fostering a collaborative and conducive learning environment. Students can access educational content, seek help from classmates, and engage in online study groups, thereby enhancing their learning experience and academic performance.

However, it is crucial to acknowledge that negative associations have also been observed between the use of social media and academic performance, highlighting the potential drawbacks and challenges posed by excessive or inappropriate usage. The unnecessary amount of time dedicated to social media, often at the expense of studying or completing academic tasks, has been identified as a significant factor contributing to poorer academic outcomes among ESL students (Zainal & Rahmat, [2020](#)). Moreover, increased multitasking, where students attempt to engage in social media activities while simultaneously studying or completing assignments, can lead to decreased concentration and compromised learning efficiency. Reduced study time resulting from extensive social media use can further exacerbate these negative effects.

These findings emphasize the need for ESL students to adopt a balanced approach to social media usage, ensuring that it does not overshadow their academic responsibilities. Educators and parents should encourage students to manage their time effectively, allocating dedicated study periods free from social media distractions (Helan & Tamilarasan, 2022). This can help students maintain focus, dedicate sufficient time to their coursework, and prioritize their academic goals.

Additionally, raising awareness among ESL students about the potential impact of extreme or unnecessary social media use on their academic performance can empower them to make informed choices. By understanding the trade-offs between social media rendezvous and academic accomplishment, students can develop self-regulation skills and make conscious decisions regarding their social media usage. Future research should explore effective strategies for integrating social media into ESL classrooms in a way that maximizes its benefits while minimizing its adverse effects on educational outcomes (Thurairaj et al., 2015). Additionally, longitudinal studies tracking ESL students' social media usage patterns and their corresponding academic performance over an extended period can provide deeper insights into the long-term impact of social media on educational outcomes. In sum, research has shown both positive and negative associations between social media usage and ESL students' academic achievement. While social media can facilitate peer support, information sharing, and academic collaboration, excessive time spent on social media, increased multitasking, and reduced study time can hinder academic performance. By promoting a balanced approach to social media use and providing guidance on time management, educators and parents can help ESL students optimize the benefits of social media while maintaining their focus on academic success. In order to fully harness the positive aspects of social media and minimize its potential negative impact on the academic performance of ESL students, it is imperative to conduct further research aimed at developing effective strategies and

interventions. By exploring innovative approaches, researchers can identify and implement measures that leverage the benefits of social media while addressing its drawbacks. This ongoing investigation will enable educators, policymakers, and stakeholders to establish evidence-based practices and interventions that optimize the educational outcomes of ESL students in the context of their social media engagement. By focusing on this critical area of study, future research endeavours can pave the way for the development of comprehensive frameworks that promote responsible and constructive social media use among ESL students, ultimately enhancing their academic achievements and overall educational experience.

Research Methodology

Research design

In order to conduct a comprehensive investigation into the correlation between social media practice and the educational outcomes of ESL students at the secondary school level, a quantitative research design was selected as the most appropriate framework to analyze and present the findings in a numerical format. This research design enables the collection of quantitative data, which can be subjected to statistical analysis to discern patterns, trends, and potential associations between variables (Watson, 2015). Quantitative research employs a systematic and structured approach to data collection, utilizing methods such as surveys, questionnaires, and standardized tests to gather information from a large sample size. By employing this design, researchers can generate numerical data that can be subjected to statistical analyses, providing objective insights into the association between social media usage and educational outcomes (Bloomfield & Fisher, 2019). Furthermore, a quantitative design enables researchers to establish statistical relationships, such as correlation coefficients, between social media usage and educational outcomes. These statistical measures help determine the strength and direction of the relationship, thus

offering valuable insights into the influence of social media on the educational outcomes of ESL students.

Participants

The population under investigation in this study encompassed all the students enrolled in secondary schools within the city of Karachi. To ensure a comprehensive representation of the target population, the researcher took the initiative of distributing questionnaires to every school within the city. The purposive sampling technique was employed to collect data, enabling the researcher to selectively choose respondents based on specific demographics or characteristics of interest (Campbell et al., 2020). This approach allows for a more focused and targeted survey of the desired population. The use of purposive sampling provides researchers with greater control over the selection process, allowing for the inclusion of respondents who align with the specific aims and objectives of the study. By employing this technique, the researcher can ensure that the collected data is more likely to yield insights directly relevant to the research questions at hand.

In line with this methodology, a total of 550 students were purposefully selected as survey participants. The distribution of questionnaires was carefully tailored to reach individuals who met the criteria established for this study. However, out of the 550 questionnaires distributed, only 412 students completed and returned the surveys in their entirety.

Measures

In order to thoroughly examine the connection between social media usage and the educational attainment of ESL students at the secondary school level, a closed-ended questionnaire was specifically designed for data collection. The use of closed-ended questionnaires, such as the one employed in this study, allows for efficient data collection and facilitates standardized analysis. By utilizing pre-determined response options, the questionnaire ensures consistency in data

interpretation and reduces potential bias introduced by open-ended questions.

This questionnaire comprised two scales, each serving a different purpose. The independent variable, i.e., social media usage, was evaluated using a scale adapted from the work of Koc and Gulyagci (2013), which featured a five-point Likert scale, allowing respondents to indicate their level of agreement or divergence with each item. The scale ranged from "Strongly Disagree" to "Strongly Agree." Each student was required to provide their responses to all the items, providing valuable insights into their individual social media usage patterns.

Simultaneously, the academic achievement of the ESL students was measured by examining their English scores obtained in their most recent exams. By utilizing these scores, the researchers were able to obtain a quantitative representation of the students' academic performance, which could be compared and analyzed in relation to their reported social media usage.

Instrument Reliability

In order to establish the reliability of the research instrument, the questionnaire underwent a rigorous evaluation process, including an assessment of its face validity by an English department professor from the university involved in the study. It is worth mentioning that the professor's identity was carefully anonymized to protect confidentiality and maintain the integrity of the evaluation. The insights gained from this evaluation were invaluable in ensuring the questionnaire's credibility and appropriateness for the research. Following the face validity evaluation, a pilot study was conducted using a sample of fifty students. This pilot study served as a preliminary assessment of the questionnaire's dependability and provided a foundation for further improvements. The results of the pilot study, which are summarized in the subsequent section, yielded crucial insights into the reliability and effectiveness of the questionnaire.

Table 1 presents the outcomes of the calculations performed to determine the Cronbach Alpha Reliability Coefficient for each item of the questionnaire. This table highlights noteworthy findings concerning the questionnaire's reliability. Importantly, the collective Cronbach Alpha Coefficients for all the items demonstrated a strong value (Amirrudin et al., 2021), with an overall coefficient of 0.71. This indicates the questionnaire's suitability for the subsequent comprehensive study and reinforces its capacity to consistently measure the intended constructs.

The Cronbach Alpha Reliability Coefficient is a widely recognized statistical measure that assesses the internal consistency and reliability of a questionnaire. A coefficient value of 0.71 indicates a satisfactory level of reliability for the instrument, suggesting that the items within the questionnaire are consistently measuring the same underlying constructs (Amirrudin et al., 2021). This strengthens the researchers' confidence in the questionnaire's ability to yield reliable data for the investigation.

Table 1

Reliability Matrix

Variable	Items quantity	Standard value	Present study alpha value
Social media usage scale	8	0.76	0.78

Results

Objective No. 1. Social Media Usage

To assess the extent of students' engagement with social media platforms, the researchers employed Descriptive Statistical tests, specifically Mean and Standard Deviation analyses. The results of this analysis yielded significant findings, which are summarized in Table 2. It was observed that the Mean values for all the items in the questionnaire exceeded 3, with an average Mean value of 3.01. This indicates that students' utilization of social media platforms is not only substantial but also falls within the satisfactory range, based on the criterion established by Lee et al. (2015). According to their criterion, a Mean value of $M \geq 3$ signifies adequate and satisfactory usage of social media.

These findings provide compelling evidence that the students in the study are actively and proficiently engaging with social media platforms. The Mean values above 3 suggest that the students are utilizing social media platforms to a considerable extent, which aligns with the objectives of the study. It

is noteworthy that Mean values exceeding 3 indicate that, on average, the students are actively participating in social media activities. This implies that the students' usage of social media platforms is not only prevalent but also substantiates the assumption that social media plays a substantial part in their daily lives.

By employing Mean and Standard Deviation analyses, the researchers were able to quantitatively capture the students' level of engagement with social media platforms. The Mean values exceeding 3 provide strong evidence that the students are actively and proficiently utilizing social media.

In summary, through the application of Descriptive Statistical tests, the researchers determined that the Mean values for all the questionnaire items surpassed 3, indicating substantial and satisfactory utilization of social media platforms by the students. These findings offer compelling evidence of the students' active and proficient engagement with social media, reinforcing the significance of exploring their relationship with the academic performance of ESL students at the secondary school level.

Table 2

Descriptive Matrix

SN	Items	Mean	SD
1	I find it difficult to focus on my academic tasks when using social networking platforms.	4.1	1.21
2	When I wake up, my first instinct is to log into either my Facebook or WhatsApp account.	3.1	1.12
3	I struggle to sleep on time due to spending a significant amount of time on social networking sites (SNSs).	4.2	1.3
4	The use of social networking sites (SNS) disrupts my daily social routine activities.	3.9	1.10
5	When I feel down, I find pleasure in logging into my SNS account to regain a sense of normalcy within myself.	3.7	1.43
6	According to my family and friends, I am viewed as being excessively reliant on social networking sites (SNS) and possibly addicted to them.	3.8	1.25
7	I experience feelings of nervousness when I don't have access to social networking sites (SNSs).	4.2	1.32
8	Despite my efforts to decrease the amount of time I spend on social networking sites (SNS), I have been unable to successfully achieve this objective.	3.6	1.21
		3.82	1.21

Objective no. 2. Relationship of Social Media Platforms Utilization with Students' Educational Attainment

To investigate the relationship between students' academic performance and their usage of social media platforms, a comprehensive analysis was conducted using the Anova test through the SPSS software (as depicted in Table 3). The English scores obtained by the students were categorized into three groups: scores of 65% or below (graded as poor), scores greater than or equal to 75%

(graded as fair), and scores greater than or equal to 80% (graded as good) (as shown in table 3). The purpose of this analysis was to examine whether there are significant differences in the usage of social media platforms among students based on their academic achievement in English.

The findings of the analysis indicated a notable disparity in the grades of students in relation to their usage of social media platforms, as evidenced by the obtained p-value being less than 0.05.

Table 3

ANOVA Statistics

	N	Mean	SD	F	Sig
≥ 80%	243	3.7	0.8	412	.000
≥ 75%	124	3.1	0.5		
≤ 65%	45	2.6	0.7		

To explore the grade combinations with the largest variations in scores, a Tukey's (HSD) post-hoc test was conducted, as illustrated in Table 4. Tukey's range test, also referred to as the honestly significant difference test (HSD),

is a statistical analysis that enables the comparison of means for all possible pairs of specific respondent information. By employing this test, the aim was to identify the grade combinations that exhibited the most

substantial differences (Pereira et al., 2015). The findings of the analysis indicate notable distinctions among the three categories. Notably, students who achieved fair and good grades demonstrated significantly higher usage

of social media platforms compared to those who obtained lower grades. These results shed light on the relationship between academic performance and social media usage.

Table 4

Post-hoc Matrix

Test	Sig
≥80% compared to ≥75%	.000 [(≥ 80%) > (≥ 65%)]
≥80% compared to ≤ 65%	.01 [(≥ 80%) > (≤ 75%)]
≥75% compared to ≤ 65%	.01 [(≥ 75%) > (≤ 65%)]

Discussion

The primary objective of this study was to investigate the correlation between students' academic performance and their engagement with various social media platforms. The results of the analysis demonstrated significant disparities in academic achievements among students with varying levels of social media utilization. These findings make a valuable addition to the current body of literature concerning the influence of social media on students' overall educational attainment. By shedding light on this topic, the study provides valuable insights into the potential effects of social media usage on students' educational outcomes, contributing to a deeper understanding of this complex relationship. Further research in this area may expand upon these findings and explore additional factors that mediate or moderate the impact of social media on students' educational endeavours.

Firstly, the results suggest that students' utilization of social media platforms falls within the satisfactory range. This finding implies that social media has ingrained itself as an indispensable component of students' lives, as they actively engage with various platforms. The widespread usage of social media among students may be attributed to its accessibility, convenience, and the diverse range of features it offers for communication and information sharing. This finding shows consistency with Alalwan (2022) who has highlighted the significant role of social media in the lives of students. Moreover, the satisfactory range of

students' utilization of social media platforms indicates that students are effectively incorporating social media into their daily routines without it negatively impacting their academic performance or overall well-being. This suggests that students have developed a balanced approach to using social media, where they can reap its benefits while managing potential drawbacks. The accessibility and convenience of social media platforms are likely contributing factors to their widespread usage among students. With the proliferation of smartphones and internet connectivity, students can easily access social media platforms anytime and anywhere. This allows them to stay connected with their peers, share information, and engage in various activities such as joining interest groups or following educational accounts (Ansari & Khan, 2020).

The consistency of these findings with previous research suggests that social media has become deeply integrated into students' lives, and its usage has become a norm rather than an exception. It emphasizes the importance of understanding and harnessing the potential benefits of social media platforms in educational settings. However, it is crucial to continue monitoring and educating students about responsible social media use to ensure they maintain a healthy balance between online engagement and other aspects of their lives.

Furthermore, the study demonstrated a significant difference in academic performance among ESL students based on their usage of

social media platforms. Specifically, students who achieved fair and good grades exhibited higher levels of engagement with social media compared to those who obtained lower grades. This finding suggests that social media usage may have a varying impact on students' educational attainment. This finding shows consistency with Sivagnanam and Yunus (2020) who demonstrated that ESL students who effectively utilize social media platforms for educational purposes, such as connecting with language learning communities, accessing language resources, or practising language skills, may experience positive effects on their academic performance. Social media can provide opportunities for language practice, exposure to authentic language use, and engagement with educational content.

The observed differences in academic performance could be attributed to several factors. Firstly, students who are more academically motivated may be better at managing their time and setting boundaries with social media usage. They may utilize social media as a tool for academic support, seeking educational resources, and engaging in online discussions related to their studies. On the other hand, students who achieve lower grades may be more susceptible to distractions from social media, leading to reduced focus and study time.

It is important to note that while the findings indicate a significant relationship between social media usage and academic performance, this relationship is complex and multifaceted. Other variables such as individual study habits, personal motivation, and external factors might also contribute to students' academic achievements.

In conclusion, the present study provides evidence of a significant difference in academic performance among students based on their utilization of social media platforms. These findings highlight the need for educators, parents, and students themselves to be aware of the potential impact of social media on academic outcomes. By fostering a balanced approach to social media usage and promoting effective time management strategies, students

can optimize their academic performance while still benefiting from the advantages that social media offers in terms of connectivity and information sharing.

Conclusion

In conclusion, the findings of this study indicate a significant relationship between students' utilization of social media platforms and their academic performance. The results demonstrate that students who achieved fair and good grades exhibited higher levels of engagement with social media compared to those who obtained lower grades. These findings suggest that social media usage may have an impact on students' academic motivation and performance.

Based on these findings, several suggestions can be made to support students in optimizing their academic performance while effectively managing their social media usage. Firstly, educators and parents should promote awareness and provide guidance on responsible social media usage. To maximize the academic performance of ESL students amidst social media usage, it is crucial to incorporate educational initiatives that raise awareness about the potential distractions and time-consuming nature of these platforms. Equipping students with strategies to effectively manage their online activities and strike a balance between their academic responsibilities and social media engagement becomes paramount. This can involve educating students about time management techniques, self-regulation strategies, and setting clear boundaries for social media usage. By imparting this knowledge and providing practical guidance, educators can empower ESL students to navigate the digital landscape responsibly, ensuring that social media does not overshadow their academic pursuits.

Furthermore, it is crucial to emphasize the importance of effective time management. Students should be encouraged to allocate dedicated study time free from social media distractions. Setting specific study goals, creating a conducive study environment, and utilizing productivity tools can help students

stay focused and lessen the effects that excessive use of social media may have on their academic performance.

Additionally, incorporating social media into the academic environment can be explored as a potential avenue for enhancing learning. Educators can leverage social media platforms to facilitate educational discussions, share relevant resources, and promote collaborative learning among students. By integrating social media in a structured and purposeful manner, students can benefit from the positive aspects

of these platforms while still maintaining their academic focus.

In summary, the findings of this study highlight the significance of students' social media usage in relation to their academic performance. By promoting responsible social media habits, fostering effective time management skills, and exploring the educational potential of social media, students can strike a balance between their online activities and academic pursuits, ultimately enhancing their academic motivation and performance.

References

- Abbas, J., Aman, J., Nurunnabi, M., & Bano, S. (2019). The impact of social media on learning behaviour for sustainable education: Evidence of students from selected universities in Pakistan. *Sustainability, 11*(6), 1683. <https://www.mdpi.com/2071-1050/11/6/1683#>
- Abdelrady, A. H., & Akram, H. (2022). An Empirical Study of ClassPoint Tool Application in Enhancing EFL Students' Online Learning Satisfaction. *Systems, 10*(5), 154. <https://doi.org/10.3390/systems10050154>
- Abi-Jaoude, E., Naylor, K. T., & Pignatiello, A. (2020). Smartphones, Social Media Use and Youth Mental Health. *Canadian Medical Association Journal, 192*(6), E136–E141. <https://doi.org/10.1503/cmaj.190434>
- Akram, H., & Abdelrady, A. H. (2023). Application of ClassPoint tool in reducing EFL learners' test anxiety: An empirical evidence from Saudi Arabia. *Journal of Computers in Education. https://doi.org/10.1007/s40692-023-00265-z*
- Akram, H., Yang, Y., Ahmad, N., & Aslam, S. (2020). Factors Contributing to Low English Language Literacy in Rural Primary Schools of Karachi, Pakistan. *International Journal of English Linguistics, 10*(6), 335. <https://doi.org/10.5539/ijel.v10n6p335>
- Akram, H., Yingxiu, Y., Al-Adwan, A. S., & Alkhalifah, A. (2021). Technology Integration in Higher Education During COVID-19: An Assessment of Online Teaching Competencies Through Technological Pedagogical Content Knowledge Model. *Frontiers in Psychology, 12*. <https://doi.org/10.3389/fpsyg.2021.736522>
- Akram, H., Ying-Xiu, Y., Aslam, S., & Umar, M. (2021). Analysis of synchronous and asynchronous approaches in students' online learning satisfaction during the COVID-19 pandemic. <https://doi.org/10.1109/icet52293.2021.9563183>
- Al-Adwan, A. S., Nofal, M. I., Akram, H., Albelbisi, N. A., & Al-Okaily, M. (2022b). Towards a Sustainable Adoption of E-Learning Systems: The Role of Self-Directed Learning. *Journal of Information Technology Education, 21*, 245–267. <https://doi.org/10.28945/4980>
- Alalwan, N. (2022). Actual use of social media for engagement to enhance students' learning. *Education and Information Technologies, 27*(7), 9767-9789. <https://doi.org/10.1007/s10639-022-11014-7>
- Amirrudin, M., Nasution, K., & Supahar, S. (2021). Effect of variability on Cronbach alpha reliability in research practice. *Jurnal Matematika, Statistika dan Komputasi, 17*(2), 223-230. <https://doi.org/10.20956/jmsk.v17i2.11655>
- Ansari, J. A. N., & Khan, N. A. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments, 7*(1), 1-16. <https://doi.org/10.1186/s40561-020-00118-7>
- Azizi, S. M., Soroush, A., & Khatony, A. (2019). The relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-sectional study. *BMC Psychology, 7*(1), 1-8. <https://doi.org/10.1186/s40359-019-0305-0>
- Bailey, D. R., & Lee, A. R. (2020). Learning from experience in the midst of COVID-19: Benefits, challenges, and strategies in online teaching. *Computer-Assisted Language Learning Electronic Journal, 21*(2), 178-198.
- Bloomfield, J., & Fisher, M. J. (2019). Quantitative research design. *Journal of the Australasian Rehabilitation Nurses Association, 22*(2), 27-30.

- <http://dx.doi.org/10.33235/jarna.22.2.27-30>
- Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., ... & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*, 25(8), 652-661. <https://doi.org/10.1177/1744987120927206>
- Clement, A., & Murugavel, T. (2018). English for the workplace: The importance of English language skills for effective performance. *The English Classroom*, 20(1), 1-15.
- Erarslan, A. (2019). Instagram as an Education Platform for EFL Learners. *Turkish Online Journal of Educational Technology-TOJET*, 18(3), 54-69. <https://files.eric.ed.gov/fulltext/EJ1223776.pdf>
- Farrell, O., & Brunton, J. (2020). A balancing act: a window into online student engagement experiences. *International Journal of Educational Technology in Higher Education*, 17(1), 1-19. <https://doi.org/10.1186/s41239-020-00199-x>
- Gull, H., Iqbal, S. Z., Al_Qahtani, S. H., Alassaf, R. A., & Kamaleldin, M. M. (2019). Impact of social media Usage on married couple behaviour a pilot study in the Middle East. *International Journal of Applied Engineering Research*, 14(6), 1368-1378. https://www.ripublication.com/ijaer19/ijaerv14n6_23.pdf
- Helan, I. C., & Tamlarasana, P. (2022). The impact of social media platforms in enhancing vocabulary. *Journal of Positive School Psychology*, 6(6) 1097-1101. <https://journalppw.com/index.php/jpsp/article/view/7221>
- Ilyosovna, N. A. (2020). The importance of the English language. *International Journal on Orange Technologies*, 2(1), 22-24. <https://journals.researchparks.org/index.php/IJOT/article/view/478>
- Khan, M. A., Ramzan, M. & Riaz, S. (2017). Deconstruction of Ideological Discursivity in Pakistani Print Media Advertisements from CDA Perspectives. *Ervena: The Journal of Linguistics and Literature*, 1(1), 57-79.
- Koc, M., & Gulyagci, S. (2013). Facebook addiction among Turkish college students: The role of psychological health, demographic, and usage characteristics. *Cyberpsychology, Behavior, and Social Networking*, 16(4), 279-284. <https://doi.org/10.1089/cyber.2012.0249>
- Kosimov, A., & Latipov, S. (2022). The importance of language education policy and practice in state education systems. *Involta Scientific Journal*, 1(9), 23-27. <https://involta.uz/index.php/iv/article/view/320>
- Lee, D. K., In, J., & Lee, S. (2015). Standard deviation and standard error of the mean. *Korean Journal of Anesthesiology*, 68(3), 220-223. <https://doi.org/10.4097/kjae.2015.68.3.220>
- Mahyoob, M. (2020). Challenges of e-Learning during the COVID-19 Pandemic Experienced by EFL Learners. *Arab World English Journal (AWEJ)*, 11(4) <https://dx.doi.org/10.24093/awej/vol11no4.23>
- Muftah, M. (2022). Impact of social media on Learning English Language during the COVID-19 Pandemic. *PSU Research Review*.
- Namaziandost, E., & Nasri, M. (2019). The impact of social media on EFL learners' speaking skill: a survey study involving EFL teachers and students. *Journal of Applied Linguistics and Language Research*, 6(3), 199-215. <http://www.jallr.com/index.php/JALLR/article/view/1031>
- Pereira, D. G., Afonso, A., & Medeiros, F. M. (2015). Overview of Friedman's test and post-hoc analysis. *Communications in Statistics-Simulation and Computation*, 44(10), 2636-2653.

- <http://dx.doi.org/10.1080/03610918.2014.931971>
- Ramzan, M., Javaid, Z.K., & Fatima, M. (2023). Empowering ESL Students: Harnessing the Potential of Social Media to Enhance Academic Motivation in Higher Education. *Global Digital & Print Media Review*, VI(II), 224-237. <https://www.gdpmrjournal.com/article/empowering-esl-students-harnessing-the-potential-of-social-media-to-enhance-academic-motivation-in-higher-education>
- Sari, F. M. (2020). Exploring English learners' engagement and their roles in the online language course. *Journal of English Language Teaching and Linguistics*, 5(3), 349-361. <http://dx.doi.org/10.21462/jeltl.v5i3.446>
- Sivagnanam, S., & Yunus, M. M. (2020). Utilizing social media in vocabulary enhancement among primary ESL learners. *Universal Journal of Educational Research*, 8(2), 490-498. <http://dx.doi.org/10.13189/ujer.2020.080220>
- Sobaih, A. E. E., Hasanein, A. M., & Abu Elnasr, A. E. (2020). Responses to COVID-19 in higher education: Social media usage for sustaining formal academic communication in developing countries. *Sustainability*, 12(16), 6520. <http://dx.doi.org/10.3390/su12166520>
- Sotvoldievich, T. A. (2022). Linguistic and Didactic Factors of Improving the Writing Competence of Future English Language Teachers. *International journal of language learning and applied linguistics*, 1(3), 1-9. <file:///C:/Users/HP/Downloads/1-9+Linguistic+and+Didactic+Factors+of+Improving+the+Writing+Competence+of+Future+English+Language+Teachers.pdf>
- Thurairaj, S., Hoon, E. P., Roy, S., & Fong, P. W. (2015). Reflections of students' language usage in social networking sites: Making or marring academic English. *Electronic Journal of e-Learning*, 13(4), 302-316. <http://files.eric.ed.gov/fulltext/EJ1062176.pdf>
- Verduyn, P., Gugushvili, N., Massar, K., Täht, K., & Kross, E. (2020). Social comparison on social networking sites. *Current opinion in psychology*, 36, 32-37. <https://doi.org/10.1016/j.copsyc.2020.04.002>
- Verduyn, P., Gugushvili, N., Massar, K., Täht, K., & Kross, E. (2020b). Social comparison on social networking sites. *Nursing Standard*, 36, 32-37. <https://doi.org/10.1016/j.copsyc.2020.04.002>
- Wu, H., Li, S., Zheng, J., & Guo, J. (2020b). Medical students' motivation and academic performance: the mediating roles of self-efficacy and learning engagement. *Medical Education Online*, 25(1). <https://doi.org/10.1080/10872981.2020.1742964>
- Zainal, Z., & Rahmat, N. H. (2020). Social media and its influence on vocabulary and language learning: A case study. *European Journal of Education Studies*, 7(11). <https://oapub.org/edu/index.php/ejes/article/view/3331>