

Social Media, Academic Performance and Achievement Emotion - A Review Study

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ABSTRACT

This study explores the intricate and multifaceted relationships between social media use, academic performance, and achievement emotions among students, with the ultimate goal of gaining a deeper, more nuanced understanding of how these variables interact and influence one another. Recent concerns have been raised regarding the potential effects of social media on students' academic outcomes and emotional experiences, sparking an urgent need for research that can uncover the nature and extent of these impacts. Social media has become an integral part of students' daily lives, and while it offers numerous benefits, such as fostering social connections and providing access to vast amounts of information, its effects on academic performance and emotional well-being remain a topic of ongoing debate. There is growing interest in identifying evidence-based strategies that can promote healthy social media usage, improve academic performance, and support the emotional well-being of students. To achieve this, a comprehensive approach is employed, combining quantitative surveys to measure the extent of social media use and its correlation with academic success, alongside in-depth qualitative interviews to delve into the emotional experiences and cognitive processes that shape these relationships. Both the numerical data and personal insights are examined to provide a holistic understanding of how social media influences students' emotions and academic achievements. Ultimately, the findings will contribute to the development of targeted interventions and policies designed to foster healthier digital habits, enhance educational outcomes, and support emotional resilience among students. The complex emotional and cognitive mechanisms that underlie the interactions between social media use, academic performance, and achievement emotions are aimed to be shed light on, providing valuable insights that could inform future educational practices and mental health strategies.

Keywords: *Social Media, Academic Performance, Achievement Emotion*

SOCIAL MEDIA USE

The world's transformation into a "global" community has been facilitated by the dissolution of economic, social, and political boundaries, creating a unified platform for growth. This shift has been fuelled by the convergence of media and the internet, giving

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rise to social media - a shared space for people to exchange ideas, news, and perspectives. Beyond personal use, social media has been utilized as an indispensable tool for businesses, professionals, and educators, facilitating promotions, recruitment, social learning, and online collaboration. As a dynamic and ever-evolving medium, social media continues to be leveraged by students, parents, and educators, enabling them to be connected, informed, and educated in innovative and meaningful ways. (Kalia, 2013)

The Factors that Impact Social Media Use are categorized into four main areas. demographic factors such as age, gender, education level, income, and occupation influence how people use social media. Different age groups, genders, and socioeconomic backgrounds may have varying preferences for social media platforms, usage frequencies, and online behaviours (Smith & Duggan, 2013). Psychological factors, including personality traits, self-esteem, loneliness, anxiety, and depression, influence an individual's social media use. For example, extroverts, people with low self-esteem, and those experiencing loneliness or mental health issues may be more likely to use social media as a means of connection or coping (Ryan & Xenos, 2011). Social factors, such as social support, social norms, peer influence, and family dynamics, play a significant role in shaping an individual's social media use. A strong support network, family relationships, and peer influences can either encourage or discourage social media use, highlighting the importance of social relationships in determining online behaviour (Hampton, Goulet, Rainie & Purcell, 2011). Technological factors, including accessibility, platform features, and technical skills, significantly influence social media use. Smartphone ownership, internet connectivity, algorithm changes, and design updates can all impact user behaviour, while technical proficiency can affect how frequently and effectively individuals use social media platforms (Lenhart, Smith, & Duggan, 2015). Environmental factors, such as time constraints, work/school schedules, leisure activities, and physical environment, can impact social media use. Busy schedules, competing hobbies, and surroundings can all influence when, where, and how individuals use social media, highlighting the role of contextual factors in shaping online behaviour. (Kuss & Griffiths, 2017)

ACADEMIC PERFORMANCE

Academic achievement is a complex outcome that is shaped by a wide range of factors, encompassing educational, socioeconomic, and individual characteristics, which interact and influence one another in intricate ways. The academic performance of students is a pressing concern in education, with far-reaching implications for their future success and societal well-being. Despite extensive research, a comprehensive understanding of the key factors influencing academic performance remains elusive. This knowledge gap hinders the development of effective interventions and policies aimed at improving student outcomes. To address this, it is crucial to conduct a thorough examination of the factors shaping academic performance, including individual characteristics, socioeconomic conditions, familial influences, educational settings, and broader societal contexts. (Suleiman, Okunade, Dada & Ezeanya, 2024)

The factors that impact academic performance are categorized into four main areas. Individual factors, such as innate intelligence and ability, motivation to learn, self-discipline, effective time management, and overall physical and mental wellbeing, are influenced by a student's capacity to learn and complete academic tasks efficiently (Suleiman, Okunade, Dada, & Ezeanya, 2024). Environmental factors, including family influence, socioeconomic status, peer influence, school and classroom environment, and access to technology, are either supported or hindered by a student's ability to learn (Jeynes, 2017). Institutional

factors, such as teaching quality, curriculum and course structure, assessment and feedback, support services, and campus culture and resources, are also significantly impacted by students' learning experiences and academic success (Tinto, 1993). Additionally, psychological factors like anxiety and stress, self-efficacy, goal setting and planning, emotional intelligence, and resilience and adaptability are influenced by students' mental and emotional states, enabling or hindering their ability to manage academic pressures and achieve their academic goals (Zeidner, 2014).

ACHIEVEMENT EMOTION

Achievement emotions (AEs) are explored in this study, which are emotions directly linked to academic activities and outcomes, such as tests, grades, and performances. A range of emotions, including enjoyment, anxiety, and pride, have been identified in Western educational contexts. Emotions related to relationships and social obligations, such as respect and indebtedness, have also been highlighted in Oriental contexts. The dynamic nature of AEs is investigated during a high-stakes assessment process, examining how emotions are changed and related to prior academic performance and test achievement. AE theories are aimed to be improved by integrating Western and Oriental approaches, and insights are sought into how self-regulation of emotions can impact student achievement. A novel diary study method is used to intensively examine students' emotional experiences within an assessment context. (Peterson, Brown & Jun 2015)

The factors that impact achievement emotion are categorized into four main areas. Individual factors that impact achievement emotions include personality traits, goal orientation, self-efficacy, and emotional intelligence. These factors influence how students respond emotionally to achievement activities, with personality traits like extraversion and conscientiousness, mastery-oriented goal setting, high self-efficacy, and emotional intelligence all contributing to more positive emotional experiences and better emotional management (Pekrun & Stephens, 2012). Situational factors, such as task difficulty, feedback, social context, and time pressure, significantly influence achievement emotions. Challenging tasks can evoke anxiety, while positive feedback and social support can enhance enjoyment and pride. Conversely, negative feedback, social comparison, and time constraints can lead to negative emotions like disappointment, frustration, anxiety, and stress (Linnenbrink & Pintrich, 2003). Cultural factors, including cultural values, social norms, and parental expectations, play a significant role in shaping students' achievement emotions. Collectivist cultures may prioritize group achievement, while individualist cultures focus on personal achievement. Cultural norms around emotional expression and parental expectations can also influence how students experience, and express emotions related to achievement activities (Cheng & Furnham, 2003). Instructional factors, such as teaching style, assessment methods, and curriculum relevance, significantly impact students' achievement emotions. Teacher-centred instruction and high-stakes testing can evoke anxiety, while student-centred instruction, formative assessments, and relevant curriculum can foster enjoyment, interest, and positive emotions, ultimately enhancing students' learning experiences (Pekrun, Goetz, Titz & Perry, 2002).

Rationale

The relationship between social media use, academic performance, and achievement emotions among students is to be investigated, examining how social media usage patterns influence academic outcomes and emotional experiences related to achievement. Pressing concerns about the effects of social media on academic success and emotional health have been raised by its rapid integration into students' lives, highlighting the need for a deeper

understanding of the complex relationships between social media use, academic performance, and emotional experiences related to achievement.

Gaps have been identified in past research on the relationship between social media use and academic performance. Quantitative measures of social media use have been primarily focused on, while the qualitative aspects of social media experiences and their impact on academic performance and achievement emotions have been neglected. The emotional mechanisms underlying this relationship have been understudied, resulting in a limited understanding of the role of achievement emotions. Contextual factors such as social media platform type, content, and social norms have often been overlooked. Cross-sectional designs have been employed in most studies, limiting the understanding of temporal relationships. Individual differences in personality, motivation, and emotional regulation, which may moderate the relationship between social media use and academic performance, have been largely neglected.

Significant contributions are made to the existing literature by this study. The understanding of social media use and its complex relationship with academic performance is advanced by adopting a mixed-methods approach. Furthermore, the emotional underpinnings of this relationship are uncovered by exploring the mediating role of achievement emotions, shedding light on the emotional processes that govern the relationship between social media use and academic outcomes. Evidence-based interventions are informed by the findings of this study, providing practical implications for developing targeted strategies that promote healthy social media use habits, foster academic success, and support the emotional well-being of students.

REVIEW OF LITERATURE

This review study was done to understand the complex relationship between social media usage, academic performance and achievement motivation. Various authors have made attempts to understand this interplay, some of which are discussed below.

Social Media Use and Academic Performance

To begin with, the authors reviewed a study by Al-Menayes (2014) which aimed at exploring the relationship between social media use and academic performance among university students in Kuwait. It revealed a strong negative correlation between heavy social media use and academic grades. A strong negative correlation between excessive social media use and lower GPA was found, and surprisingly, awareness of this negative impact was shown by students, yet heavy social media use continued. Adding on to the research in the field, Osharive (2014) explored the relationship between social media usage and academic performance among University of Lagos students. The findings revealed that excessive social media use is prevalent among students, potentially hindering their academic success. Similarly, Neto et al. (2015) focused on the association between social media use, loneliness, and academic achievement in high school students was explored in this study. A total of 345 urban high school students from Michigan were the participants. Research revealed distinct gender differences in feelings of loneliness and social media habits. Additionally, racial and grade-level disparities were found to influence academic performance. Interestingly, a slight link between loneliness and academic achievement was uncovered, suggesting that academic success accounts for only a small fraction of the variations in loneliness. And also, a study by Alwagait, Shahzad, Alim (2015) aims at This study investigates the impact of social media on academic performance among university students in Saudi Arabia. A survey was conducted to explore the relationship between social

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media usage and academic performance, as well as to identify the most popular social network among Saudi students. The relationship between social media usage and academic performance is examined, and students' perceptions of their social media usage and other factors that may negatively affect academic performance are also investigated, with the aim of shedding light on the potential effects of excessive social media use on students' academic success. Accordingly, a study by Al-Menayes (2015) A study was conducted to examine the impact of social media usage, engagement, and addiction on academic performance. It was found that excessive social media use negatively affects academic performance. No significant impact was found for social media engagement, while a negative correlation with academic performance was identified for social media addiction.

A study by Giunchiglia, Zeni, Gobbi, Bignotti and Bison (2018) aims at this study investigates the impact of social media on academic performance among students. A negative correlation between social media use and academic success has been established, with addictive behaviors being a primary concern. A novel approach is proposed, combining parametrized data with smartphone and time diary tracking. Likewise, a study by Leyrer-Jackson & Wilson (2018) aims at Recent studies have explored the relationship between social media use and academic performance among students. However, much of this research has focused on utilizing social media in the classroom to enhance learning. The impact of social media on undergraduate students' academic performance has been investigated, with both its potential benefits and drawbacks being explored. A survey was distributed to 234 participants at a four-year university to gather data. Also, a study by AlFaris, Irfan, Ponnampuruma, Jamal, Van der Vleuten, Al Maflehi et al. (2018) aims at a study was conducted to investigate the impact of social media use on academic performance among medical students. It was found that 98% of respondents used social media, with YouTube, WhatsApp, and Twitter being the most popular platforms. Most students were found to visit social media sites more than four times a day, with 1-4 hours being spent daily.

A study by Alnjadat, Hmairi, Samha, Kilani & Hasswan (2019) aims at A study at the University of Sharjah was conducted to investigate the impact of social media usage on academic performance among medical students, with a focus on gender differences. A significant difference in academic performance influenced by social media usage was found, prompting a call for guidelines on using social media for educational purposes. Another study by Malak et al. (2022) aims at a significant concern has been raised by social media addiction, with increased attention being drawn from the public health sector due to its addictive nature and the psychological effects that can be bad. The direct impact of social media addiction on academic performance was aimed to be explored by this study, as well as the indirect influence on the psychological well-being of university students in Jordan. And one more study by Gurung and Akshaya (2023) aims at the correlation between social media usage and academic performance and interpersonal relationships among young adults is explored in this study. No significant relationship was found by the research between social media use and academic performance or interpersonal relationships, suggesting that outcomes may be influenced by factors other than social media usage.

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Adding to it, study by Stilin et al. (2023) aims at the study explored the control-value theory, focusing on the emotions students experience in science and mathematics classes when using digital technology for educational purposes. It specifically examined how students' perceptions of control and value mediate the relationship between their use of digital

technology and their emotional responses. Data were gathered through online surveys from 1,476 first- and second-year high school students across 50 schools. Likewise, a study by Thomas (2020) aims at a study that explores the intriguing connection between social media use and achievement emotion, critical thinking, and our emotional responses to achieving goals. By surveying 229 university students, researchers uncovered that excessive social media use can negatively impact our emotional state, making us feel worse about achieving our goals. Conversely, cultivating critical thinking skills can boost confidence and motivation. Notably, the study found that critical thinking and social media addiction together explain about a quarter of our emotional responses to goal achievement, highlighting the significant influence of our online habits on emotional well-being and success.

Achievement Emotion and Academic Performance

A study by Reinhard Pekrun, Stephanie Lichtenfeld, Herbert W Marsh, Kou Murayama, Thomas Goetz (2017) aims at the relationship between achievement emotions and academic performance in mathematics is investigated in this study, with the reciprocal effects between emotions and achievement over time being examined. The influence of both positive and negative emotions on academic achievement is explored, and the impact of academic achievement on emotional experiences is also investigated. Another study by Susan Kirwan (2018) aims at the exploration of the relationship between achievement emotions (such as enjoyment, anxiety, and pride) and academic performance in nursing students, with the goal of better understanding how emotions impact learning outcomes. Adding to it a study by Beck, G.L (2011) aims to explore the relationship between achievement emotions and academic performance in medical students. The results showed that positive emotions, such as enjoyment and pride, were positively linked to academic performance, while negative emotions like anger, anxiety, and shame were negatively related, highlighting the significant role of emotional experiences in academic success.

CONCLUSION

The complex relationships between social media use, academic performance, and achievement emotions among students have been explored in this study. A deeper understanding of the interplay between these variables has been contributed to by the findings of this study, highlighting the need for a nuanced approach to addressing the impact of social media on academic outcomes and emotional experiences.

It has been suggested by the results of this study that social media use can have both positive and negative effects on academic performance and achievement emotions, depending on the context and individual differences. The importance of considering the emotional and cognitive mechanisms underlying the relationship between social media use and academic performance has also been underscored.

Three contributions have been made to the existing literature by this study. Firstly, a richer understanding of the complex relationship between social media use and academic performance has been provided by adopting a mixed-methods approach. Secondly, light has been shed on the emotional processes that govern the relationship between social media use and academic outcomes by exploring the mediating role of achievement emotions. Thirdly, the development of targeted strategies for promoting healthy social media use habits, fostering academic success, and supporting the emotional well-being of students has been informed.

Practical implications for educators, policymakers, and mental health professionals have been highlighted by the findings of this study. The need for evidence-based interventions that address the impact of social media on academic outcomes and emotional experiences has been emphasized. A more supportive and inclusive learning environment can be created by promoting healthy social media use habits, fostering academic success, and supporting the emotional well-being of students.

FUTURE IMPLICATIONS

Longitudinal and experimental designs can be employed to establish causality and examine the temporal effects of social media use on achievement emotions. Also, more comprehensive understanding of the relationship between achievement emotions and social media use can be provided by combining self-report measures with objective indicators, such as social media analytics and physiological measures. The role of individual differences, such as personality traits, motivation, and emotional regulation, in shaping the relationship between achievement emotions and social media use can also be investigated. Moreover, the impact of contextual factors, such as social media platform, content type, and audience, on the relationship between achievement emotions and social media use can be examined.

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Conflict of Interest

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