

The Impact of Social Media Use on Academic Performance among Nursing Students, Menoufia University, Egypt

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ABSTRACT

Background: Social networking has become an integral part of everyone's life in the twenty-first century. When university students use social media appropriately and for their educational purposes, it can improve academic achievement by allowing users to communicate, produce, and share content. However, prolonged or inappropriate use of social media for non-educational objectives leads to addiction to social media among younger people, leading to a serious impact on academic achievement. **Aim:** to determine the impact of social media use on academic performance among nursing students, Menoufia University, Egypt. **Research Design:** A descriptive correlation design was utilized. **Setting:** The study was carried out at the faculty of nursing at Menoufia University, Egypt. **Subjects:** A convenient sample of 753 nursing students. **Tools:** An online self-administered questionnaire, a Google form, was used. It is composed of two parts. The first part of the questionnaire contained information about participant demographics. The second part was composed of five subscales: it contained questions about students' addiction to social networks and academic performance. **Results:** There was a statistically significant correlation between students' addiction to social media and academic performance. This means that students who are not addicted to social media and use it in a regulated manner and for scientific purposes have a positive impact on their academic performance, and vice versa; for students who are addicted to it, it harms their academic performance. **Conclusion:** There was a statistically significant correlation between students' addiction to social media and their age, gender, GPA, educational level, and academic performance. **Recommendations:** Create and carry out educational programs to inform nursing students about the dangers and consequences of social media addiction.

Keywords: Academic performance, social media use, nursing students

Introduction:

Nowadays, people all around the world are celebrating the advancements in communication that have expanded the use of information and communication technology (ICT). Internet software has also been impacted by technological advancements, giving rise to chat platforms referred to as "social media" (Asemah et al., 2013). Online content creation, sharing, and collaboration are referred to as social media. (Kuss and Griffiths, 2020). Facebook, Twitter, Instagram, Pinterest, YouTube, LinkedIn, Google+, Flickr, Snapchat, Vine, and Tumblr are just a few of the many online networking sites. (Sivakumar, 2020).

5.56 billion people used the internet globally as of February 2025, making up 67.9% of the world's population. 5.24 billion people, or 63.9 percent of the global population, used social media out of this total. (Chaffey, 2025). In Saudi Arabia, there are 35.33 million social media user identities, which represent 94.30% of the total population. (GMI Research Team, 2024). With up to 56.4 million users as of December 2024, Facebook was the most widely used social media site in Egypt. Instagram and Facebook Messenger came next, with roughly 19.4 million and 50.2 million accounts, respectively (Galal, 2025).

People can connect through social media, which is a communication tool. It has affected almost every aspect of life, including politics, society, the economy, and education. People all across the world, especially students, have been using social media at an accelerated rate in recent years. (Raut & Patil, 2016). Social media, as a vital communication tool, social media is essential in educational settings. Social media offers numerous benefits in

the realm of education, including information availability, social support, learning attitudes, self-learning, and group learning. (Azizi et al., 2019).

Higher education students today utilize a variety of technological tools, such as laptops, cell phones, desktop computers, and tablets. It shows that students regularly use a variety of social media platforms. Numerous social networking sites have been demonstrated to have a major influence on students' academic achievement in recent years. Students' use of various social media platforms is directly affecting them in both positive and negative ways. Students can communicate and share information and ideas more quickly. (Madaiah et al., 2017). Additionally, social media users' access to e-books and other digital resources can help students better obtain knowledge for their studies and research, which can foster their creativity and expression. (Yuan et al., 2023).

On the other hand, one may question whether excessive social media use has a detrimental effect on academic performance. College and university students today spend a significant amount of time on numerous online social media platforms. They can form new identities for themselves, meet new people, and freely express their thoughts and opinions. Every element of the students' academic lives is entirely up to them. Additionally, students are now reliant on contemporary social media. Students may feel more pressure because of the attraction of new technologies and how quickly they are developing. (Cao et al., 2019).

Additionally, students who use social media excessively perform worse academically because it weakens their cognitive abilities, diverts their attention, and may lead to psychological issues like worry and sadness. Furthermore, squandering time on social networking platforms might harm students' long-term objectives and possibly endanger their lives. (Yuan et al., 2023). Numerous research studies have indicated that social media negatively impacts academic performance, linking it to a decline in learning capacities, assignment completion, and academic accomplishments. It disrupts study schedules, which lowers the amount of productive study time students have each day and negatively impacts their academic achievement. (Jamil et al., 2021). so, Therefore, the study aims to determine the impact of social media use on nursing students' academic performance among nursing students Menoufia University, Egypt

Significance of the study:

In the twenty-first century, social media sites like Instagram, Snapchat, and others have dominated people's lives. Social media platforms have gained so much popularity that they are now a necessary component of contemporary communication. These communication tools allow people to express themselves, build and preserve relationships, and foster interpersonal ties. (Baccarella et al., 2018). Approximately 4.48 billion people use social media globally, making up 56.8% of the global population that actively uses it. (Hilliard and Parisi, 2019). In January 2025, there were 50.7 million social media users in Egypt, which represents 43.1% of the country's entire population. (Data reportal, 2025).

When social media is used appropriately and for its intended purpose, it can significantly improve education, including theoretical courses and clinical practice, allowing nursing students to participate. It is believed that using technologically enhanced classroom surroundings to draw in and differentiate students' attention will improve learning outcomes. (Bayram et al., 2024). Using social media at the right time in line with its purpose will make a significant contribution to education, including in both theoretical courses and practices in clinical fields, in a way that will enable nursing students to be active. It is considered that attracting and differentiating learners' attention with classroom environments enriched with technology will make positive progress in learning. (Bayra, 2024)

However, extended or improper usage of social media outside of educational purposes might bring hazards, such as increasing social isolation, social comparison pressures, and an increase in students' anxiety or depressive symptoms. Therefore, it is essential to manage social media and be aware of these possible risks when utilizing its educational benefits. (Naslund et al., 2020).

In my opinion, by identifying the negative effects of social media overuse, this research can help universities implement guidelines for healthier digital habits. Additionally, findings from this study could support the development of strategies to enhance students' focus, improve academic performance, and promote better mental health. Nurses, as future healthcare providers, play a critical role in educating patients about healthy

technology use and its impact on mental well-being. Thus, addressing this issue among nursing students is not only essential for their academic success but also for their future role in patient care and health advocacy. Therefore, the study aims to determine the impact of social media use on academic performance among nursing students at Menoufia University, Egypt

Aim of the Study:

The study aims to determine the impact of social media use on academic performance among nursing students, Menoufia University, Egypt.

Research Question:

What is the impact of social media use on academic performance among nursing students, Menoufia University, Egypt?

Subject and methods:

Research design: A Descriptive, correlational design.

Setting: The study was carried out at the faculty of nursing, Menoufia University, Egypt

Subjects: A convenient sample was used in the study.

Sample Size:

A total of 753 male and female students were selected from the total number of students at the Faculty of Nursing from different academic years at Menoufia University in Egypt, which represents approximately 3,927 male and female students.

The sample size was calculated by the following equation:

Based on data from literature (*Alshangiti et al., 2023*), to calculate the sample size with a precision/absolute error of 5% and a type 1 error of 5%, the Sample size is calculated according to the following formula,

$$n = \frac{(Z_{1-\alpha/2})^2 \cdot P(1-P)}{d^2}$$

where $Z_{1-\alpha/2}$ at 5% type 1 error ($p < 0.05$) is 1.96, P is the expected proportion in the population based on previous studies, and d is the absolute error or precision. Therefore, sample size

$$n = \frac{(1.96)^2 \cdot (0.548)(1-0.548)}{(0.03555)^2} = 752.9$$

Based on the formula, the total sample size required for the study is 753.

The number of students who responded from the first year, the second, the third year, and the fourth year was as follows: 344, 185, 128, and 96.

Tools for data collection:

An online self-administered questionnaire Google form, was used. It is composed of two parts.

- This questionnaire was developed by *Alshangiti et al. (2023)*. A validated English questionnaire was used to collect the data, composed of a 24-question survey that took about five minutes to finish. The questionnaire contained two parts. **The first part** of the questionnaire contained information about participant demographics, time spent on social media, and the frequency of using social media in classes. **The second part** was composed of five subscales: students' addiction to social network and academic performance, exposure of students to social media networks and their academic performance, use of social media and students' academic performance, gender usage of social media, and age usage of social media.
- Participants were divided into addicted or non-addicted according to the score of the four statements included in the first axis of the survey. Each statement has a score from 1 to 4 points, with a total of 16 points; those who got a score higher than 8 were considered in the addicted group. Participants' perception of social media exposure and its impact on their academic performance was calculated according to the score of the four statements included in the second axis of the survey, each statement has a score from 1 to 4 points, with a total of 16 points, those who got a score higher than 8 were considered to perceive the exposure to social media platforms to have a negative

impact on their academic performance, and participants' perception of social media use as helpful was calculated according to the score of the four statements included in the third axis of the survey, each statement has a score from 1 to 4 points, with a total of 16 points, those who got a score higher than 8 were considered to perceive social media usage as helping them to improve their performance.

Validity and Reliability of the Tool:

The validity and reliability of the tool were assessed by **Alshanqit et al., (2023)**.

Pilot Study

- After the instruments were developed and before data collection began, it was conducted on 10% of the study sample to assess the study instruments' applicability, practicability, consistency, clarity, and feasibility as well as to estimate the time required to fill them out.
- The design used for the pilot test will be descriptive, a questionnaire will be filled out by participants obtained from Students, and Cronbach's alpha (0.862) will be used. The sample of participants will be selected for the pilot test from the same population to be considered for the main study.

Field Work:

The actual field work started at the beginning of September 2024 and was completed by the end of October 2024. Official approval was obtained from the Dean of the Faculty of Nursing. The researcher collected the data by contacting the academic advisors from the various years and sent them the questionnaire link to send to the students after obtaining their approval to reach the number calculated previously. The number of students who responded from the first year, the second, the third year, and the fourth year was as follows: 344, 185, 128, and 96.

Ethical Considerations

- Official approval was obtained from the Dean of the Faculty of Nursing
- The Ethical Committee, Faculty of Nursing, Menoufia University, approved this study. Official permission to conduct the study was obtained by the researchers from the dean of the Faculty of Nursing
- After a brief and straightforward description of the study's goal and significance, the information will be clear for the students participating in the study. Participants are free to decline; participation is entirely voluntary. The researchers stressed that the volunteers would not suffer any harm or conflict and that the information they collected would be kept private and utilized only for the study.

Data analysis:

Data will be categorized, coded, and analyzed collected data according to the appropriate Statistical method by using the Statistical Package for Social Sciences (SPSS) program version 26. The descriptive statistics will be used to describe the sample's major variables.

Results:

The sociodemographic characteristics of the sample are shown in **Table 1**; there were 56.4% females and 43.6% males. Just 3.2% of respondents were older than 24, and 61.6% of respondents were between the ages of 18 and 21. Of the total students, 64.8% had a GPA between 3 and 3.9, and 45.7% were in their fourth academic year.

Figure 1 displays the percentage distribution of students who use social media in class. According to the students, they use social media sometimes (29.7%), often (25.6%), rarely (20%), never (14.9%), and always (9.6%).

According to Figure 2, 6.6% of students said they spend less than an hour on social media, while 29.7% of students use social networking sites for 3 to 4 hours, and roughly 21.2% use them for more than six hours.

Table 2 highlights that 49% of respondents strongly agree that their academic lives are impacted by their addiction to online social networks. 43.6% of students felt that the amount of time spent online can never be compared to the amount of time spent studying, and 40.5% of respondents strongly agreed that online social networks divert them from their studies. However, 37.2% of respondents said that using social networking sites had not improved their grades.

Regarding the relationship between students' exposure to social media networks and their academic achievement, 46.7% of students agree that having unrestricted access to social media has a negative impact on their academic achievement. On the other hand, 48.9% of participants agree that participating in academic discussions on social media has enhanced their academic achievement. Similarly, 69.1% of those surveyed acknowledged using social media to share information with their peers. However, 34% of respondents acknowledged that they just use material from social media to complete their projects, not consulting any other sources.

Also, 53.1% of students agreed that social media had helped them do better academically. Nonetheless, 30.8% of respondents agreed that their comprehension rate decreases when they participate in academic forums. In a similar vein, 71.2% of students admitted to using material from blogs to augment what they have learnt in class. Nonetheless, 28.7% of participants admitted that their academic performance would deteriorate even if they stopped using social media.

Furthermore, the findings revealed that 54.2% of the sample thought gender had no bearing on the amount of social media network usage, while 69.1% of the sample thought male and female students used social media networks differently. In addition, 45.7% of nursing students believed social media would become dull as people age, and 63.7% of them believed age affected social media use. While 57.4% of the sample agree that younger people use social media more frequently than older people, 41.4% of the sample believe social media is useless to older people.

According to Table 3, 35.2% of the sample had an online social network addiction, whereas 64.8% had little to no addiction. 81.9 % of the sample showed a low difference between male and female; 71.2 % had low performance improvement as a result of social media use; and 66% had strong exposure to social media, which had a significant impact on their academic performance. 55.2 % observed that social media use was significantly influenced by age.

Table 4 shows that Students' GPAs and their addiction to online social networks were statistically significantly correlated ($P = 0.001$). Addiction to social media is less common among students with high GPAs. Additionally, there was a statistically significant correlation between students' educational levels and their addiction to online social networks.

Table 5 demonstrates a statistically significant correlation between students' academic performance and their exposure

to social media networks, as well as their GPA, educational level, age, and gender

According to Table 6, there was a statistically significant correlation between students' addiction to social media and their age, gender, GPA, educational level, and academic performance.

Table 1. Number and distribution of the general characteristics of the study sample

| | N | % |
|--------------------------|-----|------|
| Age (Years) | | |
| 18 – 20 | 464 | 61.6 |
| 21 – 24 | 265 | 35.2 |
| > 24 | 24 | 3.2 |
| Gender | | |
| Male | 328 | 43.6 |
| Female | 425 | 56.4 |
| Educational level | | |
| 1st year | 344 | 45.7 |
| 2nd year | 185 | 24.6 |
| 3rd year | 128 | 17.0 |
| 4th year | 96 | 12.7 |

| GPA | | |
|---------|-----|------|
| < 2 | 24 | 3.2 |
| 2 – 2.9 | 128 | 17.0 |
| 3 – 3.9 | 488 | 64.8 |
| 4 – 4.4 | 57 | 7.6 |
| 4.5 – 5 | 56 | 7.4 |

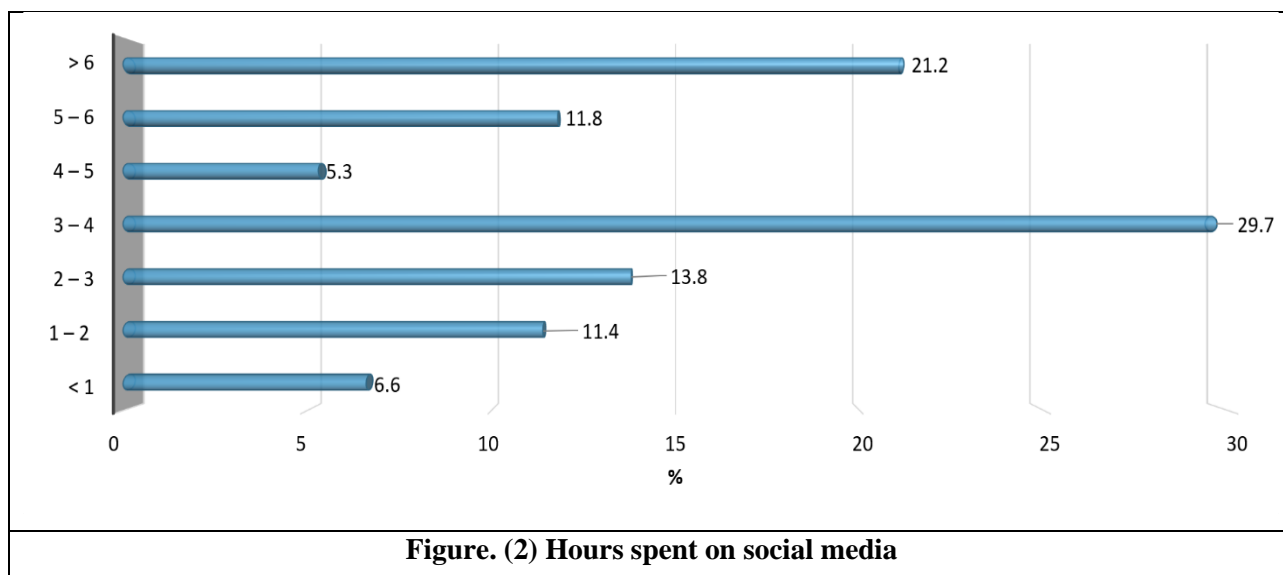
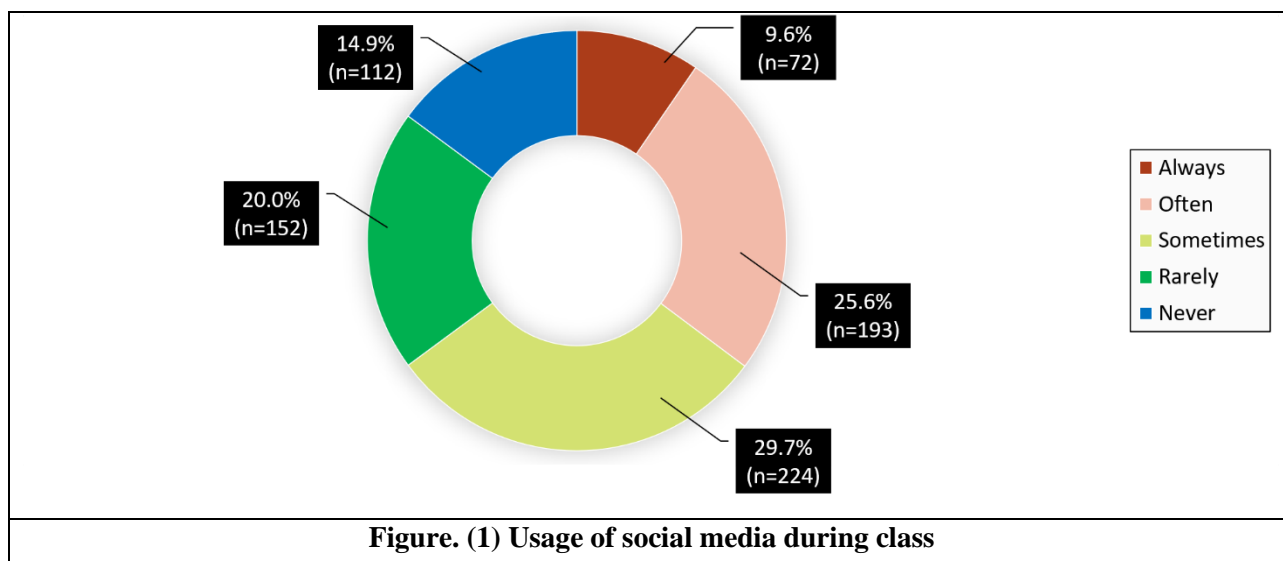


Table 2. Distribution of social media and Academic Performance items

| | Strongly disagree | | Disagree | | Agree | | Strongly agree | |
|---|-------------------|------|----------|------|-------|------|----------------|------|
| | n | % | n | % | n | % | n | % |
| Students' addiction to social networks and academic performance | | | | | | | | |
| Addiction to online social networks is a problematic issue that affects my academic life | 48 | 6.4 | 48 | 6.4 | 288 | 38.2 | 369 | 49.0 |
| Online social networks distract me from my studies | 24 | 3.2 | 40 | 5.3 | 384 | 51.0 | 305 | 40.5 |
| Hours spent online can never be compared to the number of hours I spend studying | 33 | 4.4 | 152 | 20.2 | 328 | 43.6 | 240 | 31.9 |
| There is no improvement in my grades since I became engaged into social networking sites | 32 | 4.2 | 241 | 32.0 | 280 | 37.2 | 200 | 26.6 |
| Exposure of students to social media networks and their academic performance | | | | | | | | |
| I usually have unlimited access to social media, and this has affected my academic performance negatively | 24 | 3.2 | 136 | 18.1 | 352 | 46.7 | 241 | 32.0 |
| I engage in academic discussions on social media, and this has improved my academic performance | 65 | 8.6 | 224 | 29.7 | 368 | 48.9 | 96 | 12.7 |
| I make use of social media to disseminate knowledge to my classmates | 41 | 5.4 | 80 | 10.6 | 520 | 69.1 | 112 | 14.9 |
| I solely rely on information obtained from social media to do my assignments without consulting other sources | 80 | 10.6 | 369 | 49.0 | 256 | 34.0 | 48 | 6.4 |
| Use of social media and students' academic performance | | | | | | | | |
| The usage of social media has helped improve my grades | 88 | 11.7 | 184 | 24.4 | 400 | 53.1 | 81 | 10.8 |
| Engaging in academic forums reduces my rate of understanding | 48 | 6.4 | 393 | 52.2 | 232 | 30.8 | 80 | 10.6 |
| I use materials obtained from blogging sites to complement what I have been taught in class | 32 | 4.2 | 64 | 8.5 | 536 | 71.2 | 121 | 16.1 |
| I will not perform well in my academics even if I stop using social media | 208 | 27.6 | 264 | 35.1 | 216 | 28.7 | 65 | 8.6 |
| Gender usage of social media | | | | | | | | |
| Male and female students use social media networks differently and at different frequencies | 0 | 0.0 | 57 | 7.6 | 520 | 69.1 | 176 | 23.4 |
| Gender determines the level of social media network usage | 56 | 7.4 | 225 | 29.9 | 408 | 54.2 | 64 | 8.5 |
| Age usage of social media | | | | | | | | |
| Age has an impact on the use of social media | 41 | 5.4 | 88 | 11.7 | 480 | 63.7 | 144 | 19.1 |
| Social media becomes boring as I grow older | 49 | 6.5 | 232 | 30.8 | 344 | 45.7 | 128 | 17.0 |
| Social media is not relevant to people of older generations | 57 | 7.6 | 344 | 45.7 | 312 | 41.4 | 40 | 5.3 |
| The younger generation is the most active users of social media | 9 | 1.2 | 32 | 4.2 | 432 | 57.4 | 280 | 37.2 |

Table 3. Distribution of social media use and the Academic Performance level

| | N | % |
|---|-----|------|
| Students' addiction to social networks | | |
| There's an addiction | 265 | 35.2 |
| Little to no addiction | 488 | 64.8 |
| Exposure of students to social media networks and their academic performance | | |
| Low exposure and impact | 497 | 66.0 |
| High exposure and impact | 256 | 34.0 |
| Use of social media and students' academic performance | | |
| Low performance improvement | 536 | 71.2 |
| High performance improvement | 217 | 28.8 |
| Gender usage of social media | | |
| Low difference | 617 | 81.9 |
| High difference | 136 | 18.1 |
| Age usage of social media | | |
| Low impact | 337 | 44.8 |
| High impact | 416 | 55.2 |

Table 4. Association between the general characteristics of the study sample and Students' addiction to social networks

| | There's an addiction (n=265) | | Little to no addiction (n=488) | | Chi – square/Fisher's exact test | |
|--------------------------|---------------------------------|------|-----------------------------------|------|-------------------------------------|----------|
| | N | % | N | % | X ² | P |
| Age (Years) | | | | | | |
| 18 – 20 | 160 | 60.4 | 304 | 62.3 | | |
| 21 – 24 | 97 | 36.6 | 168 | 34.4 | | |
| > 24 | 8 | 3.0 | 16 | 3.3 | 0.370 | 0.831 |
| Gender | | | | | | |
| Male | 120 | 45.3 | 208 | 42.6 | | |
| Female | 145 | 54.7 | 280 | 57.4 | 0.494 | 0.482 |
| Educational level | | | | | | |
| 1st year | 120 | 45.3 | 224 | 45.9 | | |
| 2nd year | 65 | 24.5 | 120 | 24.6 | | |
| 3rd year | 56 | 21.1 | 72 | 14.8 | | |
| 4th year | 24 | 9.1 | 72 | 14.8 | 8.497 | 0.037* |
| GPA | | | | | | |
| < 2 | 24 | 9.1 | 0 | 0.0 | | |
| 2 – 2.9 | 68 | 25.7 | 60 | 12.3 | | |
| 3 – 3.9 | 173 | 65.3 | 315 | 64.5 | | |
| 4 – 4.4 | 0 | 0.0 | 57 | 11.7 | | |
| 4.5 – 5 | 0 | 0.0 | 56 | 11.5 | 123.621 | <0.001** |

Table 5. Association between the general characteristics of the study sample and Exposure of students to social media networks and their academic performance

| | Low exposure and impact (n=497) | | High exposure and impact (n=256) | | Chi-square/Fisher's exact test | |
|--------------------------|------------------------------------|------|-------------------------------------|------|-----------------------------------|----------|
| | N | % | n | % | X ² | P |
| Age (Years) | | | | | | |
| 18 – 20 | 320 | 64.4 | 144 | 56.3 | | |
| 21 – 24 | 169 | 34.0 | 96 | 37.5 | | |
| > 24 | 8 | 1.6 | 16 | 6.3 | 13.817 | <0.001** |
| Gender | | | | | | |
| Male | 176 | 35.4 | 152 | 59.4 | | |
| Female | 321 | 64.6 | 104 | 40.6 | 39.463 | <0.001** |
| Educational level | | | | | | |
| 1st year | 240 | 48.3 | 104 | 40.6 | | |
| 2nd year | 121 | 24.3 | 64 | 25.0 | | |
| 3rd year | 96 | 19.3 | 32 | 12.5 | | |
| 4th year | 40 | 8.0 | 56 | 21.9 | 32.157 | <0.001** |
| GPA | | | | | | |
| < 2 | 8 | 1.6 | 16 | 6.3 | | |
| 2 – 2.9 | 72 | 14.5 | 56 | 21.9 | | |
| 3 – 3.9 | 336 | 67.6 | 152 | 59.4 | | |
| 4 – 4.4 | 41 | 8.2 | 16 | 6.3 | | |
| 4.5 – 5 | 40 | 8.0 | 16 | 6.3 | 20.234 | <0.001** |

Table 6. Association between the general characteristics of the study sample and Students' addiction to social networks and students' academic performance level

| | Low performance improvement (n=536) | | High performance improvement (n=217) | | Chi – square/Fisher's exact test | |
|--------------------------|--|------|---|------|-------------------------------------|----------|
| | N | % | N | % | X ² | P |
| Age (Years) | | | | | | |
| 18 – 20 | 368 | 68.7 | 96 | 44.2 | | |
| 21 – 24 | 168 | 31.3 | 97 | 44.7 | | |
| > 24 | 0 | 0.0 | 24 | 11.1 | 82.057 | <0.001** |
| Gender | | | | | | |
| Male | 184 | 34.3 | 144 | 66.4 | | |
| Female | 352 | 65.7 | 73 | 33.6 | 64.461 | <0.001** |
| Educational level | | | | | | |
| 1st year | 272 | 50.7 | 72 | 33.2 | | |
| 2nd year | 120 | 22.4 | 65 | 30.0 | | |
| 3rd year | 104 | 19.4 | 24 | 11.1 | | |

| | | | | | | |
|---|-----|------|-----|------|---------|----------|
| 4th year | 40 | 7.5 | 56 | 25.8 | 61.127 | <0.001** |
| GPA | | | | | | |
| < 2 | 24 | 4.5 | 0 | 0.0 | | |
| 2 – 2.9 | 128 | 23.9 | 0 | 0.0 | | |
| 3 – 3.9 | 384 | 71.6 | 104 | 47.9 | | |
| 4 – 4.4 | 0 | 0.0 | 57 | 26.3 | | |
| 4.5 – 5 | 0 | 0.0 | 56 | 25.8 | 354.058 | <0.001** |
| Students' addiction to social networks | | | | | | |
| There's an addiction | 242 | 45.1 | 23 | 10.6 | | |
| Little to no addiction | 294 | 54.9 | 194 | 89.4 | 80.845 | <0.001** |

Discussion:

Most student nurses fall into the moderate-to-heavy user spectrum, demonstrating the widespread appeal of social media. As demonstrated by a survey in the United Kingdom, 44% of student nurses identified themselves as heavy social media users, logging on for two to three hours per day. (O'Connor et al., 2022). Education will always be impacted, either directly or indirectly, by technological advancements. As one of the most significant educational stakeholders, students are also impacted by technological advancements. Although the term "social media addiction" is popular, excessive use of social media has not yet been classified as a mental illness. It has been demonstrated that social media on a broad scale can facilitate access to necessary information, minimize the amount of time needed to communicate clearly, and compile knowledge into learning and research. (Alkhalaf et al., 2018) and (AlFaris et al., 2018)

Social media makes it easier to generate ideas, share resources (such as lectures and notes), provide students with a clear understanding of concepts, and increase student participation in class. It helps to improve academic research, professional development, and teamwork. (AlFaris et al., 2018) and Lau, 2017). Conversely, social media can also impair cognitive function and increase academic distraction, which can result in subpar academic performance. Poor academic results may be followed by psychological problems including sadness, anxiety, sleep difficulties, or exposure to health risks like smoking and alcoholism.

(Lau, 2017) Thus, Therefore, the study aims to determine the impact of social media use on academic performance among nursing students, Menoufia University, Egypt

According to the present study's age demographics, roughly two-thirds of students were in the 18–21 age range. This is because this is the typical university age. This result aligned with the findings of Ogbuiyi et al. (2020), who stated that the majority of responders are between the ages of 19 and 21. Additionally, this result is in line with the findings of Alshanjit et al. (2023), who said that almost 90% of medical students were in the 18–25 age range. According to the current study, there were 43.6% males and 56.4% females in the sample. This might be because females make up the majority of nursing students in the nursing faculty. This result was consistent with Ogbuiyi et al., (2020) findings. who revealed that 91.7% of the responders were female. based on how frequently social media is used. Students use social media sometimes (29.7%), often (25.6%), rarely (20%), never (14.9%), and always (9.6%). according to the findings. This is consistent with the findings of Ogbuiyi et al. (2020), who found that 68.8% of the respondents use social media frequently, whereas a small percentage use it infrequently.

About the amount of time spent on social media. According to the current study, one-third of them spend three to four hours on social networking sites, and one-fifth of them spend more than six hours. This indicates that over 50% of the study's participants spend more than three hours on social networking sites. In comparison to the average of 2 hours and 27 minutes per day spent on social media worldwide, this is regarded as a significant amount of time. This could be because students use social media frequently to stay in touch with friends, share amusing videos, stay up to date on news, make professional connections, and feel "in the loop" in general. Students

also use social networks primarily to conduct research, find information, find resources that support their opinions, collaborate with others, connect with like-minded individuals, learn about events and activities, chat, write messages, and share images. This finding was in line with that of **AlFaris et al. (2018)**, who discovered that 55% of medical students spent one to four hours a day on social media.

Pertaining to social media consumption by gender. About two-thirds of the sample believed that male and female students used social media networks differently, according to the current study's findings. This could be because females use social networking sites more frequently than men to follow agendas, maintain relationships, and pursue academic goals, while men use them more frequently to form new relationships. This result is consistent with the study by **Alshanqit et al., (2023)**, which revealed that about two-thirds of the sample believed that social media networks were used differently by male and female students. Also study conducted by **Mazman and Usluel (2011)** found that there were notable gender variations in social network usage. It reported that Significant differences were found between genders using social networks. Furthermore, a study conducted in Pakistan by **Sana and Ali (2021)** revealed that how men and women utilize social media varies. Men primarily use social networking sites for communication, whereas women use them for education.

The result of the present study showed that over two-thirds of nursing students thought age had an impact on social media use, and roughly half thought social media would get boring as people get older. Furthermore, over 50% of the respondents concur that younger individuals use social media more often than older ones. My findings are in the same line with **Yao Lin and Lachman (2020)**, who discovered that the Rate of internet use was significantly greater among younger age groups. Additionally, the rate at which internet use increased over time was noticeably higher among younger age groups. On the other hand, my results are consistent with **Hruska & Maresova (2020)** showed that age is negatively related to SNS use. As age increases, social media use decreases. The use of social media declines with age. Young adults (16–29 years old) utilize social networking sites the most, and as they become older, they use them less.

Regarding Students' GPA and their addiction to online social networks, the results show a statistically significant correlation ($P = 0.001$) between students' GPA and their addiction to online social networks. Students with excellent GPAs are less likely to suffer from social media addiction. This result is in line with **Alshanqit et al., (2023)**. Students with high GPAs are reportedly less prone to suffer from a social media addiction. In contrast, a cross-sectional study of medical students in Jeddah, Saudi Arabia, by **Takieddin et al., (2022)** found no significant correlation between the students' GPA and their social media usage. Also, contrast with the results. A study by **AlFaris et al. (2018)** found no significant relationship between GPA and the amount of time medical students in Riyadh, Saudi Arabia, spent on social media each day. Moreover, a study conducted by **Alahmar (2016)** among second-year medical students in Iraq revealed that social media use had no bearing on the students' academic achievement.

Regarding the relationship between students' exposure to social media networks and their academic achievement. Almost half of the participants agree that their academic performance has improved as a result of academic discussions on social media. Likewise, over two-thirds of respondents acknowledged using social media to share information with their peers. Also, more than half % of the students agreed that social media had helped them do better academically. This may be related to social media's beneficial effects, which include several educational advantages. It provides a forum for students and teachers to exchange information, concepts, and resources. Give pupils the chance to study collaboratively so they may talk about and research academic subjects outside of the classroom. This finding is in line with a study by **Alshanqit et al. (2023)**, which found that roughly 50% of medical students utilized social media to share knowledge with their peers and agreed that participating in academic discussions on the platform had enhanced their academic performance.

Similarly, 96% of medical students in Saudi Arabia who participated in a cross-sectional survey conducted by **Alsuraihi et al., (2016)** said social media use was advantageous. Additionally, YouTube was the most popular social media tool for learning, with two-thirds of students reporting using it every day. in addition, **Guckian et al., 2021** systematic review of social media use in undergraduate medical education found that social media use can enhance short-term information retention and facilitate better communication between students and instructors. Furthermore, A study conducted by **Lahiry (2019)** indicates that medical students' academic performance is enhanced by their use of social media.

According to students' academic performance and social network addiction. The current study highlights that about half of the respondents strongly agreed that using online social networks diverts them from their studies. Also, almost half of the students said that studying time could never be compared to internet time. According to half of the respondents, their addiction to online social networks affect their academic lives. In addition, about half of the students agree that having unrestricted access to social media hurts their academic achievement. Furthermore, less than half of the respondents reported that using social networking sites had not improved their grades. This might be the result of excessive social media use, which impairs academic performance by causing distractions, procrastination, and a lack of focus. This finding is in line with a study by **Alshanjit, et al., (2023)**, which found that 43.3% of medical students agreed that the amount of time spent online can never be compared to the amount of time spent studying, and 56.3% of students agreed that online social networks divert them from their studies.

Overuse of social media has a detrimental effect on academic performance since it impairs cognitive function, causes attention, and may result in psychological problems, including anxiety and depression. Additionally, wasting time on social media sites could jeopardize students' lives and undermine their long-term goals. (**Yuan, et al., 2023**).

The result of the present study supports the above statement, showing a statistically significant relationship between students' academic performance and their social media addiction. This indicates that students who performed poorly academically used social media far more than those who performed well. These findings are in line with **Bhandarkar, (2021)** cross-sectional research of medical students, which reported that social media negatively affects undergraduate medical students' academic performance in the twenty-first century. On the other hand, **EL-Khouly (2015)** found that excessive use of social networking sites hurts students' grades at Helwan University in Egypt. According to a related study by **Samuel et al. (2017)**, university students' use of social media had a detrimental impact on their academic performance. Additionally, a study by **Alatawi et al. (2024)** found a negative correlation between addiction and academic achievement.

In the end, we can say that social media use is a double-edged sword for students, depending on how they use it. If students use it in a regulated manner and for academic purposes, it will affect them positively. Conversely, if they become addicted to using it, it will affect their academic performance negatively.

Conclusion:

In light of the current study results, it could be concluded that there was a statistically significant correlation between students' addiction to social media and their age, gender, GPA, educational level, and academic performance.

Recommendations:

Based on the findings of this study, the following suggestions are proposed:

❖ Education

- Create and carry out educational programs to inform nursing students about the dangers and consequences of social media addiction. Workshops, seminars, and instructional sessions can be incorporated into these programs to give students knowledge about social media usage management techniques and healthy digital habits.
- Integrate digital literacy education into the nursing curriculum to provide students with the know-how to use social media responsibly. This entails encouraging a thoughtful approach to social media use, raising awareness of privacy and security issues, and teaching critical thinking techniques for assessing content found online.

❖ In Services

- Establishing limits on social media use, through engaging in mindfulness exercises, and giving offline connections and activities priority, educators may help students develop healthy digital habits.
- Provide academic assistance services to assist students in enhancing their study habits, time management abilities, and academic achievement. Provide academic coaching, study groups, and tutoring to help students balance their usage of social media with their academic objectives.

❖ Further research

- Conduct further research to explore the long-term effects of social media addiction on nursing

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