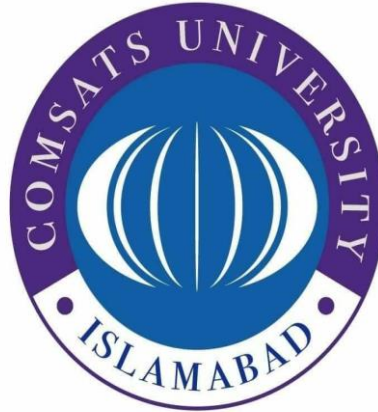


Social Media Addiction, Cyberbullying and Academic performance in University Students



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Declaration

I, Ms. Ayesha Yaseen, Student ID: SP20-BPY-024, student of BS in Psychology, session 2020-2023, hereby declare that the material printed in this thesis titled “**Social Media Addiction, Cyberbullying, and Academic Performance in University Students**” is original work and has not been printed, published, or submitted as research work, thesis, or publication in any form in any university or research institution in Pakistan or abroad.

Dated: _____

Signature: _____

Dedication

With the name of Allah, the Most Gracious and the Most Merciful. My sincere gratefulness goes to my beloved parents, my dearest siblings, my respected supervisor and my closest friends for their endless support and encouragement.

Acknowledgments

In the name of Allah Almighty the Creator and Sustainer of this world.

First, I pray my deep gratitude to Almighty Allah whose blessings granted me such abilities to accomplish my task. I am grateful to all those who have their contribution in the completion of this research. I'm thankful to every one of the people who have their commitment in the consummation of this research. I'm likewise grateful to my caring family who generally energize me in each circle of life. I additionally recognize Ma'am Mahira Ahmad my supervisor for her caring participation, who generally delivered her help and direction for this research. Without her guidance, trust and support, I would have not had the option to finish my research.

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Abstract

The aim of current study was to find out the relationship between social media addiction, cyberbullying, and academic performance in university students. Using correlational research design and convenient sampling. Data was collected from 300 university students age ranged (18-25 years, $M=22.68$, and $SD=2.53$). A set of standardized questionnaire (social Networking Addiction scale, Cyber- Victimization scale and Academic Performance scale) were used to find out the correlation among study variables. Pearson correlation analysis showed that social media usage has a significant negative correlation with academic performance. Furthermore, it shows that social media usage has significant positive correlation with cyberbullying. These results shows that those students who spend more time on social media will have more chances of cyberbullying and lower academic performance. The study findings also shows that spending too much time on social media can be bad because it can distract you and reduce the time you spend on studying. Furthermore, its shows that cyberbullying on social media can lead to negative outcomes. It can affect how you feel emotionally and make it hard to focus on your studies. Additionally, the study says that what you post on social media can affect how you see yourself and how you get along with others. So, it's important to be aware of this and think about what you share online. The study doesn't say you should stop using social media, but it suggests using it wisely. This means being aware that too much social media can be bad for your academic work and mental health. So, use it responsibly.

Keywords: *Social Media, Cyberbullying, Academic performance, Students*

Introduction

Social media addiction has changed how people connect, communicate, and share information, making it an essential part of modern society. Although these platforms have many benefits, such as enabling worldwide interaction and giving people a way to express themselves, they also come with difficulties and worries. The rise in cyberbullying, a type of online harassment or violence that has serious consequences for individuals, especially in academic achievement, is one well-known problem associated with social media usage (Hinduja & Patchin, 2018).

Although social media platforms provide a virtual environment for communication, there are disadvantages to this interconnection. Cyberbullying is the word for when someone regularly harasses, threatens, or bullies someone in private via electronic communication. People who might not normally express themselves in person may be encouraged to participate in harmful activities by the identity and geographic isolation of social media platforms. This has a significant negative impact on the mental health of those who are bullied online, especially students whose grades could suffer (Kowalski et al., 2014).

Concerns regarding the impact of cyberbullying on academic performance are growing. Adolescents who are the targets of cyberbullying could be more stressed, anxious, or have mental health issues. These negative feelings may interfere with their capacity to concentrate, engage in class, and achieve academic success. Moreover, the constant fear of online targeting or humiliation can foster a hostile learning environment, impeding students' overall educational experience (Smith et al., 2008).

Digital platforms and tools that facilitate online connections and interaction amongst people are referred to as social media. These platforms enable users to create, share, and exchange many types of content, such as text, photos, videos, and links. Facebook, Twitter, Instagram, LinkedIn, YouTube, TikTok, and Snapchat are a few examples of well-known social media networks (Kaplan and Haenlein, 2010).

Social media's influence is extensive, impacting nearly every aspect of contemporary life. From reshaping communication and connectivity (Boyd & Ellison, 2008) to shaping public opinion and political movements (Castells, 2012) these platforms have become essential components of our societal structure. Social media has a significant impact on how quickly information is shared, shaping public discourse and news cycles. It has readdressed interpersonal connections, offering a digital arena for individualities to change experience and sustain connections irrespective of geographical distances (Vitak et al., 2011). In the commercial realm, businesses influence social media for marketing, engaging with cult, and establishing a brand presence. coincidentally, these platforms have converted education, easing cooperative and online literacy enterprise (Greenhow et al., 2009).

While social media platforms offer advantages similar as community development, communication, and information sharing, they also present challenges like dependence, misinformation, and cyberbullying. Their impact can be both positive and negative.

Although virtual relations on social media may not completely replicate the cerebral benefits of face- to- face relations, they serve as precious tools for maintaining connections and enhancing overall well- being. Social media enables people to engage with musketeers, family, and communities, fostering inclusivity and

support (Primack et al., 2017). Beyond connections, social media plays a pivotal part in internal health mindfulness. It provides a platform for open discourses about internal health issues, reducing smirch. druggies contribute to a further understanding and compassionate online community by participating stories, managing strategies, and moxie. likewise, internal health interpreters, associations, and lawyers use social media to partake knowledge on managing mechanisms, internal health coffers, and perceptive generalities. Online forums centred on internal health offer individualities a space to partake experience, seek advice, and give support, promoting compassion and understanding. Social media's positive impact extends to extremity intervention, offering quick access to coffers and support during gruelling times. Crisis hotlines and internal health charities work these platforms to connect with those in need. In addition to internal health support, social media provides a space for individualities to showcase their bents, original artwork, and creative hobbies. This avenue for tone-expression enhances confidence and serves as a formative outlet for feelings. In conclusion, while social media platforms can complicate issues like misinformation, dependence, and cyberbullying their overall influence can be profitable. Virtual engagement on social media helps maintain relationships, enhance general well-being, and provide valuable support networks.

Many studies have shown that heavy social media use is linked to increase risk factors for depression, anxiety, loneliness, and self-harm, and even suicide thoughts. Social networking platforms can intensify unpleasant experiences in several ways: Social networking sites frequently create an environment that is conducive to harassment, abuse, and cyberbullying. Unfavourable interactions in these virtual settings have been connected to higher stress and anxiety levels as well as worse mental health (Campbell, 2005).

Social comparison can be facilitated by frequent exposure to well-chosen and idealized representations of other people's life on social media, which can result in poor self-esteem, jealousy, and feelings of inadequacy (Festinger, 1954). FOMO sufferers could feel more pressured to participate in events or activities they see on social media. FOMO is the fear of missing out on something. According to Przybylski et al. (2013) this pressure can beget stress and a sense of disgruntlement. Overuse of social media has been associated with negative internal health goods, including increased situations of melancholy and loneliness. It may indeed lead to dependence or compulsive behaviour (Twenge & Campbell, 2018). The sharing of private information on social media platforms gives rise to sequestration issues. Because they're concerned about data breaches or exploitation, druggies may feel more stressed-out and anxious. Overuse of social media has been linked to irregular sleep patterns and low- quality sleep, especially shortly before bed. These alterations may have a detrimental effect on mental health (Levenson and others, 2016).

Addiction to social media can feed the vicious cycle of cyberbullying, which is detrimental to people's mental health and well-being (Weinstein, 2017). Social networking sites include addictive features that can lead to compulsive internet users, such as constant alerts and the constant need for approval from others through likes and comments. Long-term exposure increases the likelihood of experiencing and engaging in cyberbullying activities. People who are more involved in social media may be more likely to participate in harmful behaviours, such as cyberbullying, as a means of venting their resentment, looking for attention, or profiting from the apparent anonymity of online interactions (Hinduja & Patchin, 2018). The ease with which comments may be left, content shared, and online debates participated in without immediately facing consequences in person can lead people to take part in

harmful actions that they otherwise might not have. According to Patchin and Hinduja (2018) the continual contest and comparison on social platforms to win over others can also complicate pressures and spark dissensions that escalate into cyberbullying. People may turn to dangerous online behaviour in a trouble to take control of their lives or elevate their status in society due to pressure to conform to social morals and fear of being expelled from online communities (Kowalski et al., 2019). Dependence to social media increases social competitiveness, obscurity, and undesirable behaviour's all of which contribute to the climate that makes cyberbullying possible. Approaches that consider these relations are pivotal for effectively addressing and precluding cyberbullying in the environment of social media use.

Exploration indicates that the complex relationship between social media use and academic success has both good and negative consequences. Social media can promote cooperation and offer educational benefits, but it also has pitfalls that could negatively impact academic achievement.

Scholars who use social media exorbitantly may come distracted, which reduces the quantum of time and attention they can devote to their practice. grim cautions, poring through feeds, and engaging in virtual discourses might stymie focus and stymie effective time operation (Junco, 2012). Additionally, social media use, particularly right before bed, has been connected to sleep disturbances. Poor sleep has been linked to a decline in cognitive function, memory problems, and scholastic difficulties (Primack, 2017). Social media platforms can serve as sources of procrastination, diverting students from their academic responsibilities. Excessive time spent on these platforms may lead to delays in completing assignments and studying, ultimately impacting academic performance (Kirschner & Karpinski, 2010).

On the positive side, social media can function as a valuable educational tool. Platforms like Twitter and Facebook can be employed for collaborative learning, information sharing, and connecting with educational resources and communities (Manca & Ranieri, 2016). However, students who frequently use social media while studying tend to perform slightly worse than those who refrain from doing so. Regularly logging into social media and spending extended periods using it have been associated with slightly lower grades compared to students who are not avid social media users (Manca & Ranieri, 2016).

Cyberbullying manifests in diverse forms, each characterized by specific behaviours and implications for individuals. Here are some common types of cyberbullying explained: When someone is consistently sent disrespectful, threatening, or destructive messages via social media, email, or messaging applications, this is referred to as harassment (Kowalski et al., 2019). Flaming refers to the exchange of hostile and aggressive messages in a public online forum, often resulting in heated arguments and personal attacks, creating a hostile online environment (Willard, 2007). Impersonation, or identity theft, occurs when someone creates a fake profile or uses another person's identity to deceive and harm them, leading to reputation damage and emotional distress for the victim (Hinduja & Patchin, 2018). Outing involves revealing personal, sensitive, or embarrassing information about an individual without their consent, while trickery includes manipulating someone into revealing personal information that is later used against them (Smith et al., 2008). Exclusion entails intentionally leaving someone out of online groups, conversations, or activities, causing feelings of isolation and loneliness (Patchin & Hinduja, 2012).

Cyberstalking is a more severe type of online harassment in which the harasser follows another person through digital interactions and frequently makes real threats to their safety (Smith, 2008). Trolls on the internet purposefully hurt or insult people to get a reaction. They act disruptively either out of an aggressive nature or for their own entertainment. Insults, incorrect knowledge, and even threats of terrorism are examples of trolling (Diaz, 2016). Hate raids are when several viewers simultaneously flood the chat room on livestreaming services like Twitch with abusive and harassing messages, stopping the streamer from doing their stream. Because these viewers are frequently automated bots, moderating them can be difficult for both the streamer and their moderators (Blake, 2021).

The effects of cyberbullying are profound and enduring, extending beyond the digital domain to affect individuals' mental, emotional, and even physical well-being. Those subjected to cyberbullying often grapple with a spectrum of negative emotions, encompassing anxiety, depression, and stress. The persistent nature of online harassment can engender a sense of helplessness and fear, leaving lasting emotional scars. Cyberbullying has the potential to corrode an individual's self-esteem and self-worth. The continual barrage of negative messages, ridicule, and online attacks can instil doubt about one's abilities and value, contributing to a diminished sense of self (Patchin & Hinduja, 2012). Victims of cyberbullying may experience social exclusion as a coping mechanism, withdrawing from social interactions to evade further harassment. This isolation intensifies feelings of loneliness and fosters a sense of alienation (Kowalski et al., 2014). Cyberbullying's stress and emotional toll can have a negative impact on academic performance by making it difficult for individuals to focus on their studies, which lowers their grades and overall academic progress. Prolonged exposure to the stressors of cyberbullying may even manifest in physical

health issues, including headaches, stomach-aches, and sleep disturbances. The toll on overall well-being can be substantial (Hinduja & Patchin, 2015).

The word "academic performance" refers to an individual's success following the completion of a course or subject from an institution. Formative and summative examinations are used to evaluate students' learning across a range of academic courses. It speaks of the results of student's efforts to meet certain learning objectives (Kumar & Tankha, 2021).

The significance of academic performance, particularly in educational settings, encompasses various aspects of an individual's life. It is often gauged through grades, assessments, and overall achievements in educational pursuits. Academic performance plays a pivotal role in determining access to diverse educational opportunities, with high achievement unlocking avenues such as scholarships, advanced courses, and prestigious academic programs. Conversely, poor academic performance may constrain these opportunities. Beyond education, academic performance holds sway in future career prospects, as many professions require specific educational qualifications and consider academic records during the hiring process. A strong academic background enhances competitiveness in the job market.

Moreover, academic success can have a positive impact on an individual's self-esteem and confidence. Attaining good grades and academic recognition can bolster a student's belief in their abilities, contributing to a positive self-image. Linked to the pursuit of educational and career goals, academic performance influences psychosocial well-being. Persistent academic challenges may contribute to stress, anxiety, or feelings of inadequacy, while success can foster a sense of accomplishment and well-being. Academic performance is a crucial factor in gaining

admission to higher education institutions, such as colleges and universities, with high-performing students having a broader range of options. The pursuit of academic excellence also contributes to intellectual development, engaging individuals in challenging coursework, critical thinking, and problem-solving to develop cognitive skills and a deeper understanding of various subjects.

Academic performance often receives social recognition within educational communities, with celebrated students receiving awards, honours, or inclusion in academic societies, contributing to a sense of belonging and accomplishment. Expectations from parents, teachers, and peers can influence academic performance, shaping an individual's approach to studies and responsibilities. Academic challenges and successes contribute to personal growth and development, fostering resilience, perseverance, and the acquisition of essential life skills (Kyoshiba, 2009).

Certainly, the relationship between social media use and academic performance is a multifaceted and debated topic in research. Various studies have explored this connection, revealing both positive and negative aspects. One perspective suggest that social media can positively impact academic performance by serving as tools for collaboration, information sharing, and educational engagement. Learning experiences are thought to be improved by platforms such as study groups, online discussion forums, and the sharing of instructional content (Junco et al., 2011). Still, antithetical substantiation raises the possibility that inordinate social media use is connected to lower academic achievement. Distractions from nonstop updates and the appetite to explore networks while studying can lead to dropped focus and productivity (Karpinski et al., 2013). Academic performance and social media use are known to have a complex relationship, with individual factors, operation frequencies,

and the types of social media conditioning used all potentially impacting the outgrowth.

Other studies indeed find no significant correlation between social media use and academic achievement (Woods & Scott, 2016). likewise, social media's mischievous goods on internal health particularly regarding cyberbullying may make connections more gruelling. Cyberbullying on social media platforms has been connected to mischievous goods on internal health, including elevated situations of stress, anxiety, and depression, which may make it more exhausting to concentrate on academic work, claim (Hinduja and Patchin, 2015). In conclusion, studies on the complex dynamics of the connection between academic success and social media use are still being conducted. A multitude of factors interact with social media use.

The complex interplay between cyberbullying and social media use is shaped by a few elements that affect online interactions. Social media platforms help with information sharing, community building, and constructive communication, but they can give a platform to harmful habits like cyberbullying. The ease with which people may connect instantaneously and exchange content globally through social media adds to the risk of cyberbullying. Because harassers can target victims from different geographical locations, it can be difficult to avoid being harassed online. Cyberbullying can be sparked by the culture of comparison on social media, where users compare their lives based on carefully chosen content, which can breed envy and feelings of inadequacy (Kowalski et al., 2014). Conflicts that arise offline could resurface online as social media sites start to mirror interpersonal dynamics in the real world. Conflicts may continue or worsen as a result, which may result in incidences of cyberbullying. Due to the anonymity offered by social media platforms, people may

become less inhibited and more inclined to act aggressively or hurtfully online than in person (Tokunaga, 2010). Social media's capacity to reach a large audience can encourage cyberbullying tendencies, when offenders use it to establish their social dominance or get attention.

The culture of social comparison may fuel jealousy and competition, further triggering cyberbullying incidents. Unlike face-to-face interactions, digital content on social media is often permanent and shareable, leading to enduring effects on victims' reputations and emotional well-being. However, social media platforms also offer opportunities for cyberbullying prevention and intervention. Educational campaigns, support groups, and reporting mechanisms can be implemented to raise awareness, provide resources, and encourage positive online behaviours (Hinduja & Patchin, 2015). The relationship between cyberbullying and academic performance has been extensively studied, revealing that experiencing cyberbullying can have adverse effects on students' academic outcomes. Research indicates that victims of cyberbullying may undergo heightened stress, anxiety, and depression, negatively influencing their ability to concentrate on studies and excel academically. This negative impact can extend to reduced university engagement and participation. According to Kowalski, Limber, and McCord (2019) students who suffer online harassment may show signs of diminished enthusiasm to attend courses, engage in extracurricular activities, or socialise with friends. This can have a negative impact on their academic performance. Prolonged exposure to cyberbullying has been associated with detrimental long-term impacts on academic performance. Students who experience persistent harassment are more likely to become disengaged from their studies and perform worse academically.

Some studies have identified an association between cyberbullying victimization and school absenteeism or truancy. The emotional toll of cyberbullying can lead students to avoid university, subsequently impacting their academic performance (Mishna et al., 2012). Cyberbullying creates a hostile online environment that can spill over into students' offline lives. The continuous stress and anxiety resulting from cyberbullying incidents can affect students' concentration, focus, and overall learning experience (Beran & Li, 2005). In summary, the connection between cyberbullying and academic performance involves a complex interplay of emotional and behavioural factors, emphasizing the need for comprehensive efforts to address and prevent cyberbullying in educational settings.

Theoretical Framework

Bandura's Social Cognitive Theory, which emphasizes the reciprocal interactions between individual characteristics, environmental influences, and behaviour, suggests that students may pick up bullying behaviours through observational learning, which could then have an impact on their academic performance (Hong et al., 2021).

Research on cyberbullying uses a theoretical framework that incorporates ideas from several academic fields, including communication studies, psychology, sociology, and education. The Social Learning Theory is a popular paradigm that suggests people pick up behaviours by watching and copying others. According to the social learning theory, people pick up social skills by watching and copying the actions of others. Social learning theory was created by psychologist Albert Bandura as an alternative to the prior research of B.F. Skinner, a colleague who is well-known for his effect on behaviourism. Bandura proposed that people can learn behaviour by

observation, even though behavioural psychology focuses on how the environment and reinforcement effect behaviour (Bandura, 1977).

Educational outcomes (cognitive, behavioural, and attitudinal) are influenced by the psychological traits of individual students and their immediate psychological settings, according to Walberg's theory of academic accomplishment. Walberg's theory tackles about the influences on learning that affects the academic performance of a student. It is an exploration of academic achievement where in Walberg used a variety of methods on how to identify the factors that affects the academic performance of a student (Reynolds & Walberg, 1992).

Literature Review

International Researches:

According to Kietzmann (2012) social media is the development of highly interactive platforms through mobile and web-based technologies that enable users to exchange, co-create, discuss, and edit user-generated content with the community and each other. "Social media" is a term that is often used. This website offers more for you than only offer information; it facilitates communication. It is a collection of web-based applications designed to make it easier for people to create and distribute content created by themselves. It is easy to confuse social media with social news because we call news reporters "the media."

The word "social media" refers to the range of online communities where people create, share, interact, and provide feedback to one other (Andreas and Michael, 2010) state that social media is an umbrella term for a group of online tools that facilitate and broaden the exchange of user-generated content. One of the primary channels for communication is social media, which includes websites like BB Chat, Blogger, and Wiki. There are more options to browse now that mobile social media is more common (Nielsen, 2012) reports that when it comes to their internet usage, students are still spending more time on social media than any other website. The whole duration spent on social media, more than on any website. A 37% increase from 88 billion minutes in July 2011 to 121 billion minutes in July 2012 was spent on social media across mobile devices.

Students use the internet for a wide range of purposes, some of which might lead to addiction (Gryphon and Kuss, 2011). Concern may be warranted given the constantly increasing amount of time youngsters spend online due to the outstanding popularity of social media. Undergraduates spend more time on Facebook, Twitter,

and other social media since these young people own so many cell phones these days. Many students find it impossible to go more than two or three hours without checking and updating their profiles on these social networks, even at the expense of other interests like education and professions.

According to Morahan and Schumacher (2000) social media addiction is the ability of a person to control their excessive internet use, which can have a serious negative affect on their lives. According to an article published in the Daily Trust newspaper (Todo, 2011) adults nowadays appear to be becoming overly fixated on social networking if this trend is not appropriately managed, it could have a detrimental impact on their social, intellectual, and spiritual lives. A great deal of worry has been voiced by worried parents who feel that their young ones and wards are engrossed in the captivating world of social media and are difficult to pull their attention from. Some young people have created a fantasy and illusion-filled world for themselves because they are such social freaks.

According to Bello (2012) of the Sunday Observer, Nigeria's already inadequate educational system may get worse if social media network "obsession" is allowed to continue unchecked. There may be a good reason why students are performing poorly in the classroom these days. Although instructors with low standards can be easily held responsible, people who are not familiar with the term "Facebook frenzy" might need to give it more thought. Young people chit-chatting is not unusual in situations that are delicate and well-organized, such as churches, mosques, and lecture halls. Some people get so enthralled that they converse while strolling down the elevated path. Visible friends are receiving more attention than invisible ones, and significant endeavours like writing and studying are impacted during the educational process.

In research including 884 students from several universities in Nigeria participated in the study (Olowu & Seri, 2012). It has been demonstrated that Nigerian students are spending too much time on social media sites at the detriment of their education and other necessities. They explained that the way young people use these social networking sites even shows that they are obsessed. Social media usage has become a teen's primary obsession, and they never feel satisfied until they use it more. A total of 122 college students took part in the Facebook and Academic Performance in Nigerian Universities study conducted by Odegebe, Emmanuel et al., in 2012. The impact of Facebook on academic achievement among students at the selected universities was examined through the investigation of six hypotheses by the researchers. Among other possibilities, the investigation addressed the possibility that the longer. A student's GPA will decrease with the amount of time they spend on Facebook.

Khan (2009) states that social media users typically do below average academically. Similarly, social media has considerably more negative effects on students' academic performance than positive ones, according to Englander et al., (2010). Due to online addiction, internet usage has increased over the past few decades. Anand and Nalwa (2003) stated that people with internet addictions tend to use it more than they should, ignoring their responsibilities both personally and professionally, which eventually leads to poor academic performance. In a similar vein, Karpinski (2009) observed that students with lower GPAs utilised social media less frequently than their non-using counterparts because the former spent less time studying (Karpinski, 2009). Added that, despite the wide range of varied diversionary activities that modern generations engage in, social media remains a major source of distraction.

Since this is the only way of life that teenagers have ever known, they have become accustomed to it far more than older generations have in recent years (Lewis, 2008). These days, teens spend most of their waking hours on social media, acquiring knowledge, unlike previous generations who relied on media like television and newspapers (Lewis, 2008).

A recent survey indicates that 90% of American teenagers have access to the Internet, and 75% of those with access to it utilise social media at least once a day (Kist, 2008). A 2008 poll by Krist found that almost half of teenagers having access to the Internet are also active on social networking sites and use it for planning and communicating with friends. In a study, it was found that teens use social media as an extension of their identity, "to show their friends and the world who they are, what they care about, and to build connections with other like-minded people" (Goodman, 2007). According to Peter and Valkenburg (2009) teenagers in Nigeria are estimated to use social networking sites frequently roughly 20 times a day.

The primary means of direct information discovery, gaming, idea sharing, and communication these days is through social media and networking websites. Even the brightest students use these sites during their free time without considering the potential harm they may cause. Students are using social media more and more, but this is having a negative impact on their education since they are placing less value on grades and are missing out on important knowledge and skills that are necessary for further education, future careers, and jobs. Students' time on social networking sites takes up time that they could be using for extracurricular activities. According to Roberts (2008) as a result, students are unable to commit time for extracurricular activities. While social media platforms are extremely beneficial tool for students? On the other hand, it was discovered by multiple studies that using social media could

have a negative effect on students' academic performance. As a result, students' academic performance appears to decline with increasing amounts of time spent on social media.

Bullying and students' academic achievement have a clear correlation in the educational sector. For one of the main things that influences a student's academic success is bullying. According to Nadine (2014) bullied children feel anxious when they get to university because they think they're in danger. They are unable to concentrate as a result negatively impacts their ability to function intellectually (Block, 2014).

Juvonen (2011) conducted a second study on the connection between academic performance compromise and bullying experiences. They discovered via their analysis that there is a direct link between academic achievement that is degraded and peer victimization. For example, bullying has been linked to bad grades and academic disengagement in students over the course of three years (Juvonen & colleagues, 2011) So, there is a connection between low academic achievement and bullying in universities. For instance, children who have been bullied never get to associate with their classmates, which has an impact on their academic performance. One of the ways they propose that kids avoid learning is through bad peer interactions.

Eisenberg and Neumark (2003) established a negative correlation between academic achievement and peer harassment, sometimes known as bullying (Lillis, 2011) made a similar observation to the one made earlier: students who perform poorly academically are also pupils who have been bullied (Lillis, 2011)).

Furthermore, numerous studies demonstrate that bullying lowers a student's academic performance. As a result, victims of bullying could receive worse marks and are less

likely to plan to pursue further education. For instance, verbal abuse, bullying, and sexual violence at educational institutions are frequently cited as causes of low motivation, absenteeism, and dropout rates in the 2006 UN World Report on Violence against Students.

A new paradigm of communication has been brought forth via the Internet. Our young people today are dependent on technological communication devices. It's indisputable that electronic communication has made a huge difference in our lives, yet this technological innovation is not without its drawbacks. According to Faye (2011) cyberspace can be a place where oppression, violence, and victimization occur. When a student is exposed, repeatedly and over time, to negative actions on the part of one or more other students (Olweus, 1993) states that the student is being bullied or victimized. Therefore, bullying is the intentional and premeditated use of violent behaviour towards an individual with the goal of causing harm.

Cyberbullying also occurs when someone else's name is used to post offensive content online, which damages the victim's reputation. One can use email, chat rooms, SMS, calls, social networks, Facebook, Twitter, Myspace, discussion boards, online forums, blogs, incitement, and rumours to commit character assassination. Cyberbullying is becoming a global issue and is growing rapidly, according to recent data (John, 2011).

According to Bulent (2009) it is no longer possible to overlook the psychological impacts of cyberbullying on our society and institutions. According to Allison (2009) the growth of the social networking industry online invariably gives cybercriminals greater opportunity to prey on naive, youthful internet users. Research has demonstrated that helpless victims of cyberbullying suffer psychological and physical harm (Yavuz, 2010).

The term "determined and repeated hurt caused using PCs, mobile phones, and other electronic gadgets" (Hinduja and Patchin, 2008) has been used to describe cyberbullying. According to Belyse (2004) it can also be defined as "the use of data and communication technologies to help contemplate, repeat, and threaten behaviour by an individual or group that is anticipated to harm others." "A clear, deliberate demonstration of hostility towards someone else online" is how (Ybarra and Mitchell, 2004) defined cyberbullying. It is dangerous to estimate cyberbullying (Kowalski et al., 2014, Menesini et al, 2009). Researchers are faced with several challenges, including the lack of strong definitions and hypotheses, the use of multiple measuring techniques, and the fact that cyberbullying encompasses a variety of negatively charged behaviours that change on a frequent basis fight alongside.

Some definitions of bullying are based on an understanding of the growth of children. They highlight how bullying begins in early childhood when people begin to use others against others to build their own social power. At the beginning, they often act in this manner harshly, trying to intimidate people by, for instance, lashing out at those who are weaker than themselves. But as adolescents grow (Hawley, 1999) notes, they use less socially unacceptable means of controlling others. It has been showed that verbal and indirect types of bullying are more prevalent than physical ones. Eventually, it is discovered that the behaviour that is typically categorized as "bullying" is uncommon. Evidence that physical bullying is far more widespread in early infancy than it is in adults, and that the traits that set bullying distinct disappear gradually as teenagers get noticeably older, are consistent with this perspective (Smith & Sharp, 1994).

Probably, this perspective fails to provide a comprehensive explanation of bullying by ignoring the fact that, despite an overall decline in specific victimization over time, children's placement in less generous environments occurs when they transfer from essential to auxiliary school (Rigby, 1996). Obviously, social natural elements must also be considered. That said, the formative perspective is helpful in providing guidance regarding the management of bully/victim situations. For example, it is believed that older kids will respond differently to critical thinking techniques that call for a higher level of awareness regarding the options available to them (Stevens et al., 2000).

According to Durdle (2008) bullying has been the focus of multiple research projects carried out in Australia and Europe, where it is Bullying has reportedly been the focus of multiple research projects carried out in Europe and Australia, where it is acknowledged as a pervasive problem (Durdle, 2008). (Arseneaut et al., 2006) discovered that, mostly in primary and intermediate classrooms, being bullied is linked to a lower risk of academic failure.

According to a 2009 National Center for Education Statistics research, 90% of students said they had experienced bullying, which had a detrimental effect on their grades. An earlier examination of the research found that bullying and victimization are commonplace in schools across the globe for students of all ages (Veentra et al., 2004). Bullying and victimization rates have been estimated to range from 15% to 25% in Australia (Klepera & Gasteiger K., 1996), England (Whitney & Smirth, 1993; Wolke, Woods, Stanford, & Schulz, 2001), Finland (Kumpulainen et al., 1998; Kumpulainen & Rasanen, 2000), Germany (Wolke et al., 2001), Norway (Olweus, 1978, 1993b), and the United States (Nansel et al., 2001). A survey carried out in around 40 countries revealed that bullying in Australian primary schools was more

widespread among junior university students, especially those in grade 7 (Mullis, Martin, & Foy, 2008) was a common problem. (Arseneaut et al., 2006) discovered that, mostly in primary and intermediate classrooms, being bullied is linked to a lower risk of academic failure. According to a 2009 National Centre for Education Statistics exploration, 90 of scholars said they had been the victim of bullying, which had a mischievous effect on their academic performance. An earlier analysis of the data revealed that bullying and victimization of scholars of all periods do frequently in educational institutions around the world (Veentra et al., 2004). Bullying and victimization rates have been estimated to range from 15% to 25% in Australia (Klepera & Gasteiger K., 1996), England (Whitney & Smirth, 1993; Wolke, Woods, Stanford, & Schulz, 2001), Finland (Kumpulainen et al., 1998; Kumpulainen & Rasanen, 2000), Germany (Wolke et al., 2001), Norway (Olweus, 1978, 1993b), and the United States (Nansel et al., 2001). A survey carried out in around 40 countries revealed that bullying in Australian primary schools was more widespread among younger university students, especially those in grade 7 (Mullis, Martin, & Foy, 2008).

As a result of technological advancements, cyberbullying can now occur on a range of platforms, including blogs, instant messaging, email, mobile phones, and online chat rooms. A lot of undergraduates have become aware of how much time they spend each day on digital devices. According to CTIA-The Cell Phone Association (2010), cell phone use in the US increased by 78% between 2005 and 2009, with 276.6 million customers and over 1.36 trillion text messages exchanged. Social media sites also foster an environment where victims are regularly picked out by online abusers. The most popular social media platforms on which cyberbullying takes place are Instagram, Twitter, and Facebook. Facebook (2010), one of the most

widely used social networking websites, Concepts and Studies You May Utilize: In VISTAS 2016–3, more than 3.5 billion links to websites and news, stories, blog entries, notes, and photographs every week. These websites aim to give users a constructive way to socialize and have fun. People nonetheless suffer harm despite this, and most victims are unaware of the person or people who caused their suffering. Because cyberbullying can happen anywhere, it is very difficult to discipline cyberbullies due to jurisdictional regulations. Monitoring online activity, determining when to report abuse to law enforcement, and differentiating between harassment and first amendment rights of freedom of expression have proven to be challenges for educational institutions (Shariff & Hoff, 2007).

Researchers are now beginning to investigate the psychological effects of teenage social media use (Chukwuere, 2017) asserts that social media platforms have the greatest impact on people's moods because, even when a user is just perusing the site for no apparent reason, they may eventually become aware of a change in mood because of the information they are seeing. Thus, people can easily disseminate both positive and negative emotions throughout society thanks to social media networks (Chukwuere, 2017). This may grow more and more important since students are using social media platforms more often than they used to and because social networking is playing a larger role in their lives. According to Iwamoto and Chun (2020) students who are influenced by posts on social media may start comparing themselves to others or have extraordinarily high expectations of themselves or other people because of society's rising dependency on social media. This may have a range of negative psychological effects.

Due to their ability to create and exchange ideas and concepts that are pertinent to their studies, students who spend a large amount of time on social media

have been found to get better academic results. They use social media for pleasure as well as academic objectives because these platforms are helpful for their studies.

Online social media has improved communication between teachers and students, furthering the development of concepts and curriculum, promoting understanding, and disseminating reliable information, says a linked study. Using social media during class is not recommended, as the data collected makes clear.

Mensah & Nizam's study found that social media platforms have significant effects on students' academic performance in higher education institutions in Malaysia. Out of the six characteristics they assessed in their study, time adequacy and health addiction have a greater influence on students' academic performance. This is because how well someone manages their time has a significant impact on whether they succeed or fail. Students who have trouble managing their time may consequently be more vulnerable to negative consequences from social media. Like how addiction and health are related, students who get involved in social media frequently skip meals, which is bad for their wellbeing.

Owusu-Acheaw & Larson's research found a high positive link between social media use and academic performance in addition to finding that respondents' use of social media had a negative effect on their performance in university. Additionally, most respondents said that they use social media sites for communication rather than education more frequently. The study by Alwagait, Shazad, and Alim shows that weekly social media usage has a positive skew, with most students not using it excessively. Research participants reported that poor academic performance was caused by football and time management, in addition to excessive usage of social media.

Rationale

Social media usually gives a distorted and idealised view of other people's lives, which promotes social comparison and inferiority complexes in users. If students compare themselves to their peers online, they may feel that they are not as happy, successful, or attractive as others. Additionally, students may experience anxiety and stress due to FOMO (fear of missing out) if they observe their classmates' sharing updates about important occasions, events, or social opportunities on social media. Students may find it difficult to effectively manage their time and be significantly distracted by social media. Students may lose hours browsing social media in place of studying, which could negatively impact their academic performance. Students' academic performance and sense of value may suffer because of social media's ability to reduce face-to-face contacts and social skills. Students may grow more withdrawn as a result, losing faith in their ability to interact with people on a human level. However, this surge has also brought about an increase in cyberbullying incidents, affecting the emotional well-being of students. Social media sites' invisibility frequently gives people the confidence to act harmfully online because there are never any immediate consequences. As a result, cyberbullying can create a hostile virtual environment, leading to heightened stress, anxiety, and emotional distress among students. These negative emotional states can, in turn, adversely affect academic performance, with students experiencing difficulties in concentration, motivation, and overall engagement in their studies.

Aims and Objectives

These are the main objectives of the current study:

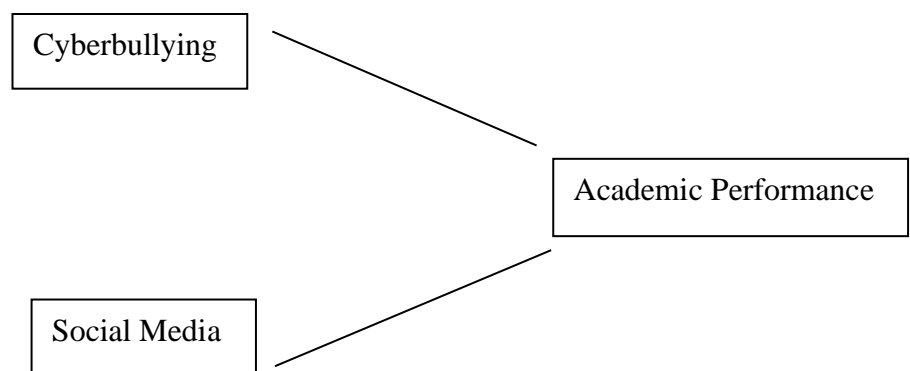
- To investigate the connection between university students' use of social media and cyberbullying.
- Analyse the relationship between university students' academic performance and social media use.
- To determine who might be able to moderate the interaction between academic achievement, cyberbullying, and social media use.

Hypotheses

The present study proposed the following hypotheses:

- There is a significant negative correlation between social media use and academic performance in university students.
- There is a significant positive correlation between social media use and cyberbullying in university students.

Hypothetical Model



Method

The method of the current study was explained in this chapter. The goal was to identify and research the method used to evaluate the social media use, cyberbullying, and academic performance. It provides in-depth understanding of the sampling plan, selection criteria, analytic process, and ethical issues. A brief explanation of the measures was also included. This study was carried out with all ethical issues considered, and it received thorough statistical analysis.

Research Design

A Correlational Research design could use in the present study.

Sample

The study was conducted among undergraduate students at different universities of Lahore. The participants should selected from various undergraduate programs through convenient sampling strategy and were required to fill the questionnaire. A total of 300 participants were included, comprising of 156 female and 144 male students. The participants' age range were between 18 to 26 years.

Inclusive Criteria

- Female and Male university students between the age of 18 to 26years.
- Willing participants
- Students using mobile phones more than 3hours per day.

Exclusive Criteria

- Unwilling participants
- Students who do not use social media less than 3 hours per day.
- Students under any medications.

Operational Definitions

Social Networking

Social networking is the new norm of the society, as many of us remain “online” 24*7. However, excessive use of it would result in social networking addiction. There are some existing tools to measure social networking addiction but all of them suffer from conceptual or/and methodological problems (Shahnawaz, 2020).

Cyberbullying

Cyberbullying defined as an aggressive and intentional act, repeated with frequency over time, by an individual or a group, through electronic devices from which a victim cannot defend themselves (Buelga et al., 2010).

Academic Performance

Academic performance is the term that indicates a student's achievement after completing a course or subject from an institution. It measures students' learning across various academic subjects, which has assessed by formative and summative assessments (Christopher, 2015).

Assessment Measures

Informed Consent Form

Participants were informed of the study's objective in the informed consent form and invited to participate voluntarily. The form was also including their written consent to participate.

Demographic Sheet

The demographic information form was including basic information about the participant, such as name (optional), age, gender, qualification, department, religion, family status, and marital status.

Table 4.1*Descriptive Statistics of the Sample's Demographic Characteristics (N=300)*

<i>Variables</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>%</i>
Age	22.68	2.53		
Semester	5.15	2.43		
Gender				
Male			144	48.0
Female			156	52.0
Family status				
Nuclear			192	64.0
Joint			108	36.0
Area of Residence				
Urban			188	62.7
Rural			112	37.3
Employment Status				
Full Time			77	25.7
Part Time			81	27.0
Unemployed			142	47.3
University Type				
Public			193	64.3
Private			107	35.7

Note. M = mean, SD = standard deviation, F= frequency, %= percentage

The table mentioned above showed the descriptive statistics of the demographic characteristics, with frequencies and percentages calculated for categorical variables and mean and standard deviation for continuous variables.

Social Networking Addiction Scale (SNAS: Shahnawaz & Rehman, 2020)

SNAS was a 21-item scale with six factors (Salience, Mood modification, Tolerance, Withdrawal, Conflict, and Replace) with a 7 -Point Likert scale format. The overall test-retest reliability coefficient of scale was found 0.88.

Cyber-Victimization Scale (CYBVICS.A: Buelga & Musitu, 2012)

The scale was composed of 18 items that assess direct and indirect cyber victimization. The scale presents 18 statements, each of which has 4 options (1 = Never, 2 = One or Twice, 3 = Few times (between 3 and 5), 4 = Several times (between 6 and 10), 5 = Many times (more than r0)). It had a reliability score of 0.80. The CYBVIC scale had appropriate psychometric qualities and may be applied as a valid and reliable measure in new studies that could further understand the expanding global issue of adult cyberbullying.

Academic Performance Scale (APS: Carson, Emily, Sarah, and Christopher, 2015)

The Academic Performance Scale (APS) was developed by Carson, Emily, Sarah, and Christopher (2015) of Saginaw Valley State University. It was an 8-item scale with a 5-point Likert scale format. An internal consistency of APS 0.89 and a test-retest reliability of 0.85.

Procedure

The researcher must obtain approval from their institution's IRB to ensure that the study was ethical and adheres to relevant regulations and guidelines. Participants for the study could be recruited from the student body at a university using a variety of methods, such as email invitations, social media posts, flyers, or in-class announcements. Data for the study could be collected using a combination of self-report measures and objective data provided by the university. Self-report measures could include standardized scales to measure social media use, cyberbullying, and

related constructs. The association between university students' usage of social media, cyberbullying, and their academic performance can be investigated by statistically analysing the data after it has been collected. As an example, correlation analysis, regression analysis, and structural equation modelling are statistical techniques that may be used, dependent upon the study questions and hypotheses under investigation. The study's hypothesis and research questions, as well as relevant theoretical and empirical studies on the subject, should all be taken into consideration when interpreting the study's conclusions. Suggest behavioural topics for further research should be identified, along with the study's advantages and disadvantages.

Ethical Considerations

- Participants should be fully informed about the purpose of the study, the procedures involved, and their rights as participants.
- Participants' privacy should be protected, and their data should be kept confidential and anonymous.
- Researchers should avoid deceiving participants or withholding important information from them.
- Participants should be treated fairly and with respect.

Statistical Analysis

The analysis was performed on IBM SPSS for Windows, Version 24. The demographic characteristics of the participants were analysed through descriptive statistics to find out the significant differences between the variables of the study. Correlation was used to find out the significant differences between the studies variables and then Regression was used to relate and compare findings between the variables in the study. The significance of statistics was set at a value of ≤ 0.05 .

Results

This study investigated into how young adults' academic performance and social media use, as well as cyberbullying, relate to each other. Three steps made up the analysis of the data. Descriptive statistics were calculated for scales in the first phase, and reliability evaluations of all measures were performed using Cronbach's alpha. In the second stage, the relationship between the study variables was analysed using a Pearson product moment correlation analysis. Additionally, a study of the association between demographic and outcome factors using the Pearson Product Moment method was done. To access the occupational differences among the study variables, regression analysis was performed in the third phase.

Table 4.2 depicts descriptive and reliability analysis were carried out for each assessment and their subscales.

Table 4.2

Descriptive Statistics and Reliability analysis of social media (Salience, Mood modification, Tolerance, Withdrawal, Conflict, and Relapse) Cyberbullying and Academic Performance. (N= 300)

<i>Study Variables</i>	<i>K</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>Range</i>
Social Media	21	.98	53.45	14.50	21-100
Salience	4	.77	10.52	3.67	4-18
Mood modification	3	.74	7.96	2.90	3-15
Tolerance	3	.65	7.74	2.69	3-15
Withdrawal	4	.76	9.96	3.49	4-20
Conflict	3	.62	7.22	2.58	3-15
Relapse	4	.79	9.99	3.61	4-20
Cyberbullying	18	.89	35.79	12.38	18-70
Academic Performance	8	.81	25.64	6.35	8-38

Note. k= no. of items, M = mean, SD = standard deviation, α = Cronbach's alpha

All scales showed good reliability which is above 0.6. Alpha values ranged from .6 to .9 seems to be acceptable according to the criterion for judging alpha (Streiner, 2018).

It was hypothesized that there will be a significant correlation between social media, Cyberbullying and Academic Performance. Intercorrelation between demographic factors and study variable is shown in table 3.

Table 3 showed that social media types (Salience, Mood modification, Tolerance, Withdrawal, Conflict, and Relapse) are positively correlated to the cyberbullying as well as the relationship between social media and cyberbullying are also positive. Hence, the hypothesis 1 was approved. Moreover, the table also shows that social media subscales (Salience, Mood modification, Tolerance, Withdrawal, Conflict, and Relapse) are negatively correlated to the academic performance as well as the relationship between social media and academic performance is also negative. Hence, the hypothesis 2 was also approved. As well as gender has negative correlation with both type of social media (mood modification and conflict). And gender has also negative correlation with academic performance. But other types of social media and cyberbullying have positive correlation with gender. However, age has positive correlation with cyberbullying and academic performance, but social media has negative correlation with age. Further, cyberbullying displays significant positive correlation with academic performance. Significant negative and positive correlation of study variables is observed with demographics variables age, gender.

Linear regression analysis was used to assess predictors of social media, cyberbullying, and academic performance in Table 4.

Table 4.4

Regression of social media and Cyberbullying. (N =300)

<i>Model for Academic Performance</i>				
	<i>B</i>	<i>Std. Error</i>	<i>t</i>	<i>Sig.</i>
(Constant)	35.19	1.370	25.68	.001
Social Media	-.233	.022	-10.42	.001
Cyberbullying	.081	.026	3.102	.002

The simple linear regression model in SPSS is performed and reported in table.

$$(Academic P) = 35.19 - .233(Social Media) - .081(Cyberbullying)$$

From the above model of regression between as dependent variable and social media and cyberbullying as independent variable. one can see from the model that increase

by -.233 is one-unit changes occur in social media, cyberbullying remains same,

similarly one unit change in cyberbullying cause a decrease of 0.81 in Aggression.

This model significantly predicts Aggression on the bases of social media and cyberbullying.

Summary of Findings

Following is the summary of findings:

- Cyberbullying and social media were found to be significantly positively connected, according to correlation analysis.
- The results of the correlation study showed a significant negative relationship between social media use and academic performance.
- To evaluate the predictors of social media, cyberbullying, and academic achievement, regression analysis was also conducted. The findings showed that while social media has positive effects on cyberbullying, it has negative effects on academic performance.

Discussion

The current study was aimed to investigate the relationship between social media addiction, cyberbullying, and academic performance in young adults. For this purpose, Shahnawaz, perceived Social Networking Addiction scale, Buelga, Cyber-Victimization scale and Christopher Academic Performance scale were utilized. It was hypothesized that social media, cyberbullying, and academic performance are likely to be related with one another.

Secondly, social media usage and cyberbullying are likely to predict academic performance in young adults.

The hypothesis that there would be correlation between social media usage and academic performance is well supported by existing research. Research has constantly show a negative correlation between social media usage and academic performance because students who spend too much time on social media may struggle with time management and become less productive in the classroom. Students are easily distracted from their studies by constant alerts, endless scrolling feeds, and the appeal of viral material. These findings can be fulfilled in the light of previous researches. According to Roberts (2008) study indicates that using social media could have a negative effect on students' academic performance. As a result, students' academic performance appears to decline with increasing amounts of time spent on social media. So, this research is supported to first hypothesis. Which indicates that excessive usage of social media may result in distractions, delays, and a reduction in study time.

Zhao (2018) studied the connection between Chinese university students' use of social media and their academic performance. The researchers showed a strong negative correlation between social media usage and GPA. They also found variables that moderated this association, such as delays, performing multiple tasks, and less focus on academic tasks. Additionally, they found that using social media especially for university could improve performance, highlighting the significance of appropriate and focused use.

The impact of social media alerts on students' academic performance and cognitive control was investigated by (Kutner, 2020). They discovered that during a study session, students who got more social media notifications performed worse on later memory tests. These results show that memory and knowledge formation might be severely compromised by even regular distractions in the form of notifications.

Another study by Karpinski (2013) discovered that delay and sleep difficulties were more common among students who used social media more often. Additionally, the study discovered that students who used social media more regularly experienced higher levels of anxiety and depression.

According to Khan U (2009) social media users frequently have inadequate academic results. In a similar vein (Englander, Terregrossa and Wang, 2010) argue that social media has a greater negative impact on students' academic performance than positive ones. Over the past few decades, internet usage has increased because of online addiction (Anand and Nalwa, 2003) suggested that internet addiction causes users to prioritise utilising it over their personal and professional obligations, which eventually affects their academic performance. Similarly (Karpinski, 2009) noted that students who used social media less than those who did not spent less time studying

and, as a result, had worse GPAs (Karpinski, 2009). It was also said that social media is still a key distraction for the present age amidst the many distinct diversions that affect every generation.

The hypothesis that there would be correlation between social media usage and cyberbullying is well supported by existing research. Research has constantly show a positive correlation between social media usage and academic performance because individuals with social media addiction may have increased exposure to cyberbullies or cyber victims due to spending more time on these sites thus, the addiction to social media increases the likelihood of cyberbullying to occur. These findings can be fulfilled in the light of previous researches. According to Shariff & Hoff (2007) study indicates that using social media could have a positive effect on cyberbullying. As a result, cyberbullying a growing problem associated with social media use, has become a significant public health concern that can lead to mental and behavioural health issues and an increased risk of suicide. Cyberbullying has been associated with face-to-face confrontations, concern about going to school, and physical altercations. Social media sites allow people to share their thoughts and feelings anonymously, making it easier to be mean or hurtful.

Hinduja and Patchin (2018) develop the legal ramifications of cyberbullying. They set up that 25 of council scholars reported having been the victim of cyberbullying in the former time, suggesting that cyberbullying is a common circumstance for scholars. Also, the study demonstrated a connection between cyberbullying and other negative consequences like low academic performance, anxiety, and depression.

The prevalence of cyberbullying among middle and high academy scholars worldwide was examined by (Kowalski, McCord, and Limber, 2019). Studies show that 15 of middle and high academy scholars reported having been the victim of cyberbullying in the time before, suggesting that cyberbullying is a serious problem for these youthful people. The study also set up that there are mischievous side goods of cyberbullying, like an increased threat of self-murder and tone- detriment.

Gazelle, Mishna, Cook and Bear (2012) investigated the effects of classmates, families, and school environment on middle school students' problems with cyberbullying. The findings demonstrated the many evil effects cyberbullying has on both its offenders and victims. Cyberbullies are more likely to engage in other risky conditioning, such as drug use and criminal activity, than victims of cyberbullying, who are more prone to experience internal health issues like depression and anxiety.

Tokunaga (2010) concluded that the complex issue of cyberbullying is influenced by several elements, such as personality traits, social media use, and the academic environment. The study also found that there is a chance that cyberbullying can cause harm, which emphasizes the need for effective settlement and redress initiatives.

The study shows a significant positive correlation between cyberbullying and social media use among undergraduates. This suggest that cyberbullying tends to rise along with the use of social media. The study Suggest that several factors, including the private nature and longevity of social media messages and the constant flow of notifications and updates on social media, and the convenience with which criminals can reach a large audience with potential victims, are likely responsible for the correlation and uses four relevant studies to support this hypothesis.

Limitations and Suggestions

- Due to the extremely small sample size, the study's conclusions are only applicable to a very specific demographic. Different conclusions could arise from a larger and more diverse sample set.
- The socioeconomic situation, family history, and prior academic performance are only a few examples of the variables that the study did not take into account as potential influences on academic success. The study also involved a relatively small group of participants, which limits the generalizability of the findings to a broader population. It's possible that a larger, more diverse sample might yield different results.
- The study did not distinguish between different social media platform types or individual usage habits. More in-depth understanding might be gained by looking at particular social media behaviours and how they might affect academic achievement.
- The study's failure to evaluate individuals' mental health may have affected the association between academic performance and social media use.
- Because the study did not look at how individuals used other technologies, including television or video games, it is challenging to pinpoint the precise effects of social media.
- Cyberbullying can take many different forms, and each has special effects on the victims. For example, academic performance may be negatively impacted by harassment, flaming, impersonation, outing, deceit, exclusion, cyberstalking, and cyberbullying.

- Addiction to social media can make cyberbullying's negative effects on studying worse. Overuse of social media can cause delay, distractions, and poor sleep, all of which can impair academic performance.

Implications of Study

- According to the findings, parents, students, teachers, and stakeholders in mental health would all benefit from knowing how social media and cyberbullying affect academic achievement. The findings provide designers of programmes that educate coping skills and increase public awareness of cyberbullying valuable information.
- The results show that by enforcing stricter standards and keeping them up to date, social media companies can help greatly to the reduction of cyberbullying. The precise behaviours that constitute cyberbullying should be specified in these policies, along with the severe penalties that will apply to offenders. Through the processes the platforms provide, victims of cyberbullying should be able to report incidents and get assistance.
- Students should feel comfortable reporting incidents of cyberbullying to their parents and schools. Parent-child communication can help in the early discovery of any problems associated with cyberbullying.

Conclusion

In summary, the study highlighted the significance of using social media responsibly and being aware of the risks associated with online interactions by illuminating the intricate relationship between cyberbullying, academic achievement, and social media usage. Social media has revolutionised communication, interaction, and information sharing, making it a vital component of modern life. These platforms offer a lot of advantages, such as facilitating global communication and allowing individuals to express themselves, but they also have problems and disadvantages.

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