Academic Engagement in Relation to Social Media Addiction Among University Students

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Although social media has many great uses nowadays , over usage of social media has been linked with various harmful health effects. The study was quantitative. The methodology was observation and comparison. The study measured academic commitment, social media activity and related attributes. The participants were categorized according to a range of sociodemographic and educational variables. 122 undergraduate (65.3% female) and graduate students from the National University of Chimborazo's Faculty of Health Sciences in Ecuador completed the Utrecht Academic Commitment Scale and the Social Media Addiction Questionnaire (mean age 21.4 years). In the analysis of variance, only three primary categories presented statistically significant differences: excessive use ($p = 0.002$), commitment ($p = 0.038$), and difficulty managing social media use ($p = 0.016$). All dependent variables were statistically significant in terms of social media activity (p values between 0.000 and 0.011). Social media participation has a substantial impact on academic involvement ($p > 0.05$) although the frequency of use does not. The comparative study showed significant disparities between the mentioned categories. Beside enabling an accurate diagnosis and effective teaching techniques, the findings serve as a basis for future theoretical and methodological studies in the field.

Keywords: College Students, Social Comparison, Social Media Usage, Academic Engagement.

Introduction:

The Power of Social Networking:

The Internet is set to change many elements of our everyday life, including our social interactions, political systems, educational systems, economic systems, and cultural traditions. The rise in 2021 was 4.9% vs 2020. According to polls, the average internet user spent 4.54 billion hours, or 2.27 hours every day, on social media in 2022. This work was written by [1][2][3]

Social media has made modern living easier and more convenient. Significant health effects like anorexia, depression, anxiety, and suicidal thoughts can result from excessive use. Various forms of technical abuse include cyberbullying, the dissemination of derogatory comments, the theft of personal information, and privacy violations. Research showing the possible effects of social media addiction on students' academic performance, relationships, and social behavior includes [4] and [5]. Students with this syndrome usually spend too much time on the internet, which leads to neglect of academic responsibilities and poor academic performance. The authors argue that schools should have strong laws governing student engagement, allowing teachers to easily integrate social media into the classroom, and monitoring students' acceptable usage of these platforms.

Maslow argues that for individuals to have belongingness, they need to work to get social relationships [6]. Social media sites facilitate this process due to its detached features,

simplicity of use, and lack of physical presence. The main purpose of the internet platform is to engage young people. Social media therefore helps to increase confidence, facilitates a wider audience to access knowledge and motivates people to take control in many spheres.

However, youths who use social media are more likely to see hazardous content and participate in antisocial conduct. Many suggest that parents should monitor their children's academic activities to ensure the responsible usage of social media. The amount of time the person spends on social media, frequency of social interaction, purpose of using social media and reasons for restricting access to social media should also be taken into account. Therefore, legal engagement is needed in this area [7].

The internet has the ability to radically transform many facets of modern life. These are social interactions, political institutions, economic systems, education structures and societal norms. 4.54 billion people utilized the internet in 2021, up 4.9% of the world population. A 2022 survey found that the average person spends 2.27 hours a day on social media. The papers used as background information for this paper include the following: [3] [2][1].

Social media has become an integral aspect of modern life due to its versatility and a huge number of functions. Examples of inappropriate use of technology: Sending sexually explicit communications Stealing another person's identity Cyberbullying Violating another person's privacy The social media dependency of the student can affect his/her social conduct, academic performance and interpersonal connections [4][5].

Students with this condition tend to spend too much time online, resulting in failure to complete their academic duties and poor performance. The authors are calling for stringent school policies to govern students' engagement, enable teachers to smoothly incorporate social media into classroom activities and monitor the appropriate usage of these platforms by students.

In line with Maslow's theory, individuals need to actively seek social connections to feel they belong [6]. Social media platforms are good for this, because they are physically distant, anonymous and can be withdrawn quickly. The major purpose of the internet platform is to engage the youth.

According to [7], the length of time spent using social media, the amount of digital contact, the reasons for using social media, and the reasons for restricting access are important factors for legislative action in this area.

Involvement in the Learning Environment:

Academic engagement refers to the extent to which students are engrossed in learning and work to enhance their skills [8]. When we discuss students' "academic motivation," we are referring not just to the desire to succeed academically, but also to the level of interest and happiness in their education. The idea has been proved to be quite difficult in many analyzes [9].

When students' express happiness with their academic environment and the practical education they receive from their school, it is clear that they are emotionally and intellectually invested in their studies. Students assess the school according to its administrative practices, facilities, reputation, and the caliber of its teachers [10][11].

Children's educational engagement is more connected to social links with instructors, classmates, and family members than the development of deep emotional bonds, even the gender and age do not necessarily affect this.

Regardless of age or gender, [12] found no differences in academic engagement among Peruvian university students using Bayesian statistics. There were notable gender differences among Iranian pupils in spite of this. There is no proof that this demographic trait and academic achievement are causally related, according to this study or any others.

Students at vocational schools are encouraged to push themselves to their limits and pursue academic achievement in order to significantly impact the world. Numerous research [13]; It has a major impact on an individual's ability to concentrate and remain on task during learning. To make ends meet, people must engage in a variety of activities, such as teaching and learning.

[8] created a co-design strategy framework based on a participatory construction technique that encourages empathy, accountability, deliberation, and assessment in order to boost student participation in the classroom. In order to make a difference, undergraduates must take the lead.

Scholarly participation has been characterized by [14][15][16], and another framework that evaluates four different criteria. The behavioral component is a person's attitude toward their recreational and academic activities. The affective domain is activated by positive emotions associated with education, such as happiness and job satisfaction. The cognitive aspect involves making an effort to understand abstract ideas and issues. The social component, which evaluates students' collaboration with their peers both in the classroom and outside of it.

677 first-year students from Farhangian University in Kerman using a structural equation model. There was a significant positive relationship between academic engagement and psychological capital ($\beta = 0.58$, $p < 0.01$). There is a substantial association between psychological capital and educational support, and academic engagement and participation (beta coefficient = 0.39, $p < 0.01$).

Academic success techniques and family participation affect children's motivation to learn. Reported parental support was significantly associated with amount of academic activity ($r = 0.23$; $p < 0.01$).

In a survey of 17,341 high school students from 17 different areas in China, A negative correlation between academic participation and anxiety. The results gave a p-value of 0.01 and a correlation coefficient of 0.54 Mental health problems are a big issue as they can greatly impair a child's ability to concentrate in class.

In addition to the background information shown above, you may also refer to the following study:

The amount of social media addiction among college students was a significant predictor of academic involvement ($R2 = 0.112$, $p < 0.001$) thru linear regression analysis.

Research with 9,418 participants from nine different countries has shown that daily use of these platforms is highly related to a moderate level of social media addiction [17]. [18] in research of 598 Taiwanese university students revealed that odds of acquiring a social media addiction rose with increased online time ($r = 0.29$, $p < 0.01$).

The number and kind of social media platforms used by Mexican students had a moderate but substantial effect on their addiction levels. The strong interest of Mexican university students in keeping up with news is related to their social media use.

Continuous Assessment:

The present study addressed a long-standing problem in health science degree programs. Are there significant differences between student demographics and educational backgrounds in terms of their reliance on social media and their engagement with their academic work?

This investigation analyzes the subtle association between academic performance and addiction to social networks of students of the health sciences career of an Ecuadorian institution. The scientific community's need to delve into this issue led to the classification of persons based on a range of sociodemographic and cognitive qualities.

To test this hypothesis, we considered the variation in the students' social media and academic engagement as a function of a variety of demographic and academic characteristics.

Methods and Materials Used:

This study was a cross-sectional, non-experimental study using quantitative design Subjects:

The research was conducted in the Faculty of Health Sciences of the National University of Chimborazo, Ecuador, with 1,200 participants. The students were enrolled in the first academic term of 2023 (semester 1-6) and were between eighteen and twenty-seven years of age. There were 65.3% females, and the average age was 21.4 years.

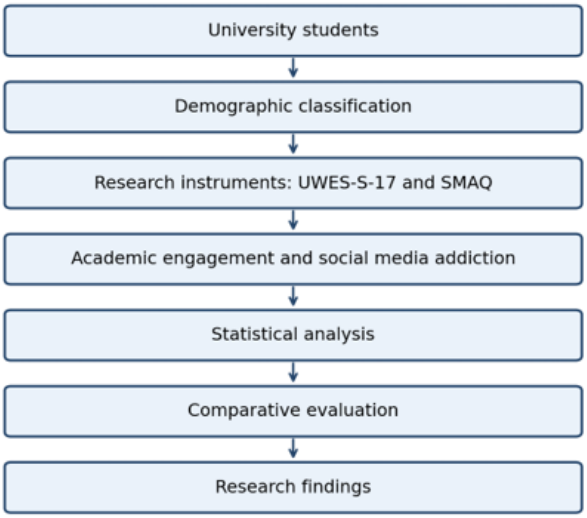

Figure 1. Research Methodological Framework

Table 1. Research Instruments and Measurement Characteristics

Instrument	Items	Scale	Dimensions
UWES-S-17	17	Seven-point	Vigor; dedication; absorption
SMAQ	24	Five-point	Obsession; lack of control; excessive use

Instruments This study employed the Utrecht Work Engagement Scale (UWES-S-17) and Social Media Addiction Scale (SMAQ):

The UWES-S-17 consists of 17 questions measured on a 7-point scale from 0 (never) to 6 (usually) [19]. The middle values are 1 (almost never), 2 (rarely), 3 (often), 4 (often), and 5 (often). These characteristics identify the following components of academic dedication: It takes a lot of inner and outer challenges to go to college or university, and the amount of dedication, energy and mental fortitude someone shows in solving these problems shows how strong he or she is. The amount of commitment of pupils is influenced by items 2, 5, 7, 10 and 13 which represent self-directed learning, intrinsic value, passion, inspiration, accomplishment and tenacity thru adversity accordingly. Items 3, 6, 9, 11, 14, and 16 are the items of measurement for student's involvement level which refers to his or her attempts to improve his or her academic accomplishment.

The dependability of the UWES-S-17 was corroborated in a sample of 223 students from the Autonomous University of San Luis Potosí. Results: The authors found a high level of data adaption (CFI = 0.990, RMSEA = 0.048, Explained Variance = 66.82%). [20] reported high reliability coefficients for the three dimensions of the construct, vigor (McDonald's ¹ = 0.791), devotion (McDonald's ω = 0.829), and absorption (McDonald's ω = 0.709).

[2] identified two sections of the Social Media Addiction Questionnaire (SMAQ). The first section presents important demographic data (e.g., employment status, social media profiles, frequency of connections, network applications and reasons for limiting network access). In this part, we measured the level of social media addiction and its three features using a five-point Likert scale of twenty-four items (0 = never, 1 = seldom, 2 = occasionally,

3 = frequently, 4 = always). The three possible definitions of social media addiction are: Social network obsession Anxiety stemming from an excessive preoccupation with preserving online connections (items 2, 3, 5, 6, 7, 13, 15, 19, 22, 23).

Items 4, 11, 12, 14, 20, and 24 show a lack of personal agency. One common indicator of social media addiction is feeling helpless. One major issue is social media (1, 8, 9, 10, 16, 17, 18, and 21).

Positive evaluations of the SMAQ, i.e., relevance (0.99), coherence (0.97) and clarity (0.92), in all categories. The individual dimension scores varied from.82 to.93, and Cronbach's alpha was.95. The researchers found TLI = 0.929, RMSEA = 0.054 and CFI = 0.936 were coherent after completing more examination.

Method:

The writers have respected the ethical norms of science throughout, including beneficence, non-male ficence, and autonomy. The participants and institutional authorities were informed and consent was taken before using the instruments. The data were analyzed using IBM SPSS software version 18.0. The content will be restricted to academic and scientific institutes.

Data Statistical Analysis:

The data were tabulated and analyzed using Statistical Package for the Social Sciences version 18.0 (IBM, New York, NY, USA). To minimize the chance of bias, during the stage of data collection and processing the participants were told to behave in an impartial way. Moreover, there was not a single incidence of missing data. After delineation, descriptive statistics were used to investigate the association between the research variables and their dimensions such as Pearson $\chi 2$ test and relative frequency analysis.

The researchers employed inferential statistical approaches, such as Tukey-Kramer multiple comparisons, Tukey's HSD, and one-way ANOVA, to study the relationship between social media addiction and academic commitment. These approaches were created by [21], and [22]. The population was segmented based on utilization of social media platforms, frequency of network contact, occupation, and reasons for social media regulation.

Outcome:

The Tukey-Kramer multiple comparisons test found a statistically significant difference in degrees of devotion between clinical laboratory science and physical therapy ($p = 0.041$). Subgroup analysis using the Tukey HSD test showed that the lowest mean score was in the clinical laboratory (2.480) and the highest mean score was in the dentistry subset (2.689).

The Tukey-Kramer multiple comparisons test showed significant differences in the levels of social media control for the Clinical Psychology (0.046), Dentistry (0.009) and Nursing (0.0146) programs compared to the Clinical Laboratory program.

Research findings comparing academic dedication with associated qualities. The findings of the present study revealed statistically significant differences among the dependent variables (p-values ranging from 0.000 to 0.011). The Tukey-Kramer multiple comparisons analysis revealed that Instagram was significantly different from Facebook and/or WhatsApp and Twitter were significantly different from Facebook and/or WhatsApp ($p < 0.05$).

There was a statistically significant difference in commitment levels between clinical laboratory science and physical therapy, according to the Tukey-Kramer multiple comparisons test ($p = 0.041$).

According to the Tukey HSD test subset analysis results, the clinical laboratory had the lowest average score (2.480), while the dental industry had the highest (2.689).

Clinical Psychology (0.046), Dentistry (0.009), and Nursing (0.0146) exhibited significantly different degrees of social media control compared to the Clinical Laboratory program, according to the Tukey-Kramer multiple comparisons test.

Table 2. Differences in Social Media Control Across Academic Programs

Academic program	Reference program	p-value	Interpretation
Clinical Psychology	Clinical Laboratory	0.046	Significant
Dentistry	Clinical Laboratory	0.009	Significant
Nursing	Clinical Laboratory	0.0146	Significant

Consequently, we identified dependent variables with substantial differences (p-values between 0.000 and 0.011). When comparing Instagram with Facebook and/or WhatsApp to Twitter with Facebook and/or WhatsApp, the Tukey-Kramer multiple comparisons analysis showed statistically significant differences in every case ($p < 0.05$).

Based on the social networks of the individuals.

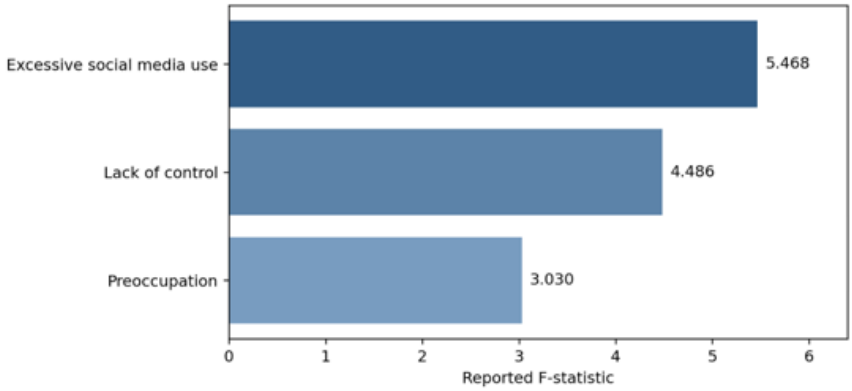

Figure 2. Comparison of Social Media Addiction Dimensions

There are significant differences between the groups with respect to the following variables: excessive use of social networks ($p = 0.001$, $F = 5.468$), lack of control over social network usage ($p = 0.004$, $F = 4.486$), and preoccupation ($p = 0.028$, $F = 3.030$). These differences relate to how dependent people are on social media.

When comparing the usage of Facebook and/or WhatsApp alone with the use of Twitter in addition to Facebook and/or WhatsApp, the Tukey-Kramer multiple comparisons test showed statistically significant differences across all three variables ($p < 0.05$).

Table 3. Statistical Differences in Social Media Addiction Dimensions

Variable	F-statistic	p-value	Interpretation
Excessive social media use	5.468	0.001	Significant
Lack of control	4.486	0.004	Significant
Preoccupation	3.030	0.028	Significant

The predominance of social network connections, which corresponds with important traits and their related dimensions, is used to evaluate groups.

With a p-value of 0.000, there is a statistically significant difference in all social media addiction measures among students. This trait did not appear when the entire variable was taken into account ($p=0.121$).

To determine how dependent people are on social media, researchers used the Tukey-Kramer multiple comparisons test. The result of the Tukey HSD test was 2.7349.

Every dependent variable investigated in the study of the relationship between students' social media involvement and their degree of commitment, together with its associated characteristics, shows statistically significant fluctuations ($p =.000$).Based on how frequently the students used social media, we divided the class into smaller cohorts. All social media addiction variables showed statistically significant differences ($p = 0.000$). However, when the entire variable was evaluated, different results were seen ($p=0.121$).

The degree of social media addiction was assessed using the Tukey-Kramer multiple comparisons test. The result of the Tukey HSD test was 2.7349.

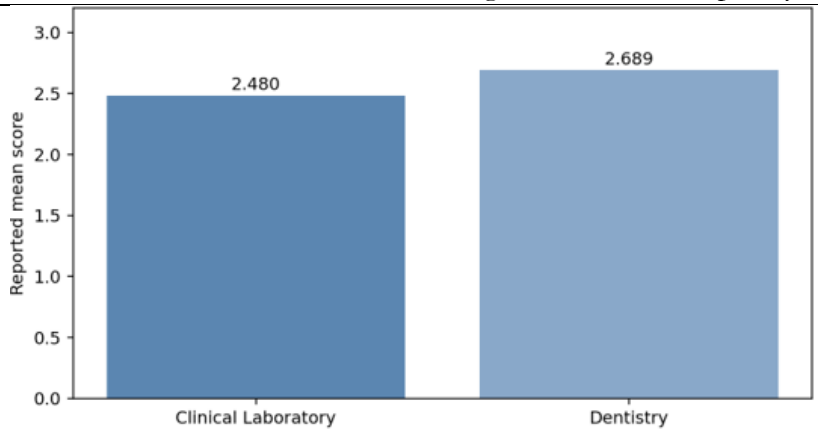

Figure 3. Academic Engagement Across Selected Academic Programs

Students' use of social networks changes their commitment to their studies and other relevant characteristics. For each dependent variable, this change is statistically significant ($p = 0.000$).

Based on the population's use of social networks, classifies the important characteristics and the dimensions that go along with them for evaluation.

The population's use of social networks was used to create subgroups for the Tukey's HSD test evaluation of these traits. The greatest variation was found in the distribution of academic information (3.8468 to 4.2523) and satisfaction ratings (3.3839 to 3.8150).

Researchers used the Tukey-Kramer multiple comparisons technique to regulate addiction at the population level. Students' use of social media varied significantly, according to a statistical analysis using the Tukey-Kramer multiple comparisons test. Students in their networks were primarily recommended academic things ($p = 0.037$) and recreational goods ($p = 0.023$).

Classification was based on a participant's level of academic involvement, characteristics of that involvement, and reasons for self-regulating social media use. There were significant statistical differences in enthusiasm ($p = 0.008$) and devotion ($p = 0.015$). Tukey's HSD test was used to evaluate the characteristics of demographic cohorts grouped by their use of social media. Academic data (3.8468 to 4.2523) and satisfaction scores (3.3839 to 3.8150) showed the biggest distributional swings.

Based on the students' demographics, addictive tendencies, and social media usage, the evaluations' global metrics ($p = 0.011$) and obsessive framework ($p = 0.014$) show significant heterogeneity.

We looked at the population's levels of addiction using the Tukey-Kramer multiple comparisons test. The data showed a wide range in how pupils used social media. We discovered that students used social media to spread instructional materials ($p = 0.037$) and media-related items ($p = 0.023$).

In relation to academic commitment levels and their dimensions, the parameters vigor ($p = 0.008$) and dedication ($p = 0.015$) showed statistically significant differences across the groups for self-regulating social network utilization.

Significant individual variation was found in the "potential risk of falling victim to crimes or harassment" and the reasons for limiting social media use, according to the Tukey-Kramer multiple comparison analysis ($p = 0.002$).

The statement "I see no reason to avoid using social networks" received the lowest mean score of 3.196 when Tukey's HSD test was applied to the vigor level subgroups. At 3.582, the risk of encountering crimes or harassment received the highest average rating.

The results of our assessment of the students' levels of addiction and related traits, which matched their stated goals for reducing social media use. Preoccupation was the only

region where a statistically significant difference was found (p=0.005)."The likelihood of experiencing crimes or harassment" and "I find no rationale for eschewing social networks" differed statistically significantly (p = 0.012), according to a Tukey-Kramer multiple comparisons test. According to Tukey's HSD analysis, the average score for the likelihood of encountering crime based on various degrees of social media activity was the lowest (2.4382). On the other hand, "I see no reason not to use social networks" had the highest average score of 2.6304.

Dialog Initiators:

The Value of social media:

According to [23], there is a strong correlation ($p < 0.05$) between the likelihood of students being immersed in social media and the length of time they spend on these platforms.

Facebook received 90.4% of the votes in Guayaquil, while WhatsApp received 98.8% in Quito, according to a survey done in Ecuador in 2022. These results are consistent with their findings. The results show significant gender differences in social network involvement ($T = 1.751$), individual regulation of social network engagement ($T = 0.414$), and worry ($T = 0.780$). These differences have statistical significance ($p < 0.01$).

According to research by [24], 83.6% of Cuban college students use WhatsApp, 79.7% use Facebook, and 74.2% use TikTok as their primary means of communication and entertainment.

According to [25], students in Shahada Taluka, Nandurbar District University's urban and rural sectors exhibit significantly different degrees of social media addiction ($p < 0.01$; $t = 7.70$).

According to research, high school students in western Turkey used the internet for 1.3–3.5 hours a day on average, had been using social media for 1.3–3.5 years, and 53.8% of them slept with their phones close at hand.

The psychological effects of social media addiction on a group of 254 college students. There were negative connections with joy ($r = -0.128$) and positive associations with sadness-depression ($r = 0.320$), anxiety ($r = 0.358$), and anger-hostility ($r = 0.358$), even tho gender was unimportant.

In order to evaluate the social media usage habits of 123 high school students in the San Francisco municipality of Zulia state, Venezuela. Excessive usage ($p = 0.001$), obsession ($p = 0.002$), and social media addiction ($p = 0.003$) were the topics of statistical analysis for differences. Teenagers who use social media frequently are more likely to become dependent on it, according to research. The study found that students who spent five hours or more a day on social media were more likely to exhibit symptoms of addiction, obsession, excessive engagement, and poor self-control. The veracity of these conclusions is confirmed by the current investigation.

[1] conducted this study with 300 undergraduate students from a Peruvian psychology department. Researchers discovered that 17% of respondents had encountered online harassment, and many people voiced concern about the frequency of cyberbullying. An estimated 38.3% to 48.3% of people are moderately addicted to social media.

In their study of social media interaction patterns in the Mexican setting, statistically significant differences ($p < 0.001$) in usage frequency ($t = -32.33$) and weekly hours dedicated ($t = -32.83$). The collected data supports the conclusions. The results show that kids use social media less than their teachers think.

In a number of social media engagement domains, including connecting with friends and family ($t = -31.24$; $g = 0.584$), socializing ($t = -55.952$; $g = 1.176$), researching ($t = -15.53$; $g = 0.385$), and academic activities ($t = 13.91$; $g = 0.350$), Ararat Cuberos (2017) found significant differences ($p \leq 0.001$). There were significant differences in the results on how different people used specific social networking sites ($t = -37.550$; $g = 0.71017$).

University Involvement:

Among 402 college students in Lima, Peru, [26] found statistically significant differences ($p < 0.01$) in academic procrastination and social media dependency. Participation in academic endeavors is significantly correlated with social media use during free time [27]. Assignments that use social media for collaboration typically do better when students participate fully in class (2021).

This study found no significant differences in academic dedication according to years or semesters of involvement, which is consistent with previous research ($F = 3.02$; $p = 0.06$; eta $= -0.23$). This finding is consistent with the findings of [28].

[29] classified 337 students by academic year in order to analyze their academic engagement at a Chilean institution. With a p-value less than 0.001, significant differences were seen in the energy ($F = 5.35$), devotion ($F = 5.59$), and absorption ($F = 3.29$) categories. First-year college students exhibited the highest levels of concentration, zeal, and resolve, according to a study that used Tukey's post hoc analysis.

In a study with 370 Chinese university students, Scientist found a negative association between social media addiction and subjective well-being ($\beta = -0.387$, $p < 0.001$). According to the author, using social media for leisure is a significant predictor ($\beta = 0.150$; $p < 0.05$). The results were similar for the group of students who did not use hooks ($\beta = -0.497$, $p < 0.001$).

Academic scholars frequently used this technology ($p < 0.05$) to achieve their learning objectives, which included managing ambiguity, task completion, and teamwork.

Possibilities and Restrictions:

The study's very homogeneous sample, according to the authors, is its main flaw. The same group of people gave all of the lectures on the same subject. As a result, the results have limited practical significance. This component helps us get a deeper understanding of the subject under study, improving our ability to recognize problems and implement effective teaching techniques. By providing theoretical and methodological frameworks, the study lays the groundwork for further research on the subject.

Conclusion:

With the exception of individuals who were reliant on social media, the great majority of people shown a strong commitment to their academic endeavors and used it sparingly. There is a strong correlation between each of the important variables.

The prevalence of social media addiction and its contributing factors varied significantly among disciplines. This is particularly clear when social media addiction and control concerns are taken into account. Commitment was also demonstrated by traits of intellectual zeal and academic fire.

When social media usage was used to assess academic engagement levels and associated factors, all dependent variables showed statistically significant differences. On the other hand, the examination of these characteristics revealed characteristics of social media addiction, such as fixation, reduced self-control, and excessive participation.

There were notable differences in all facets of social media addiction, but there was no relationship between students' levels of academic engagement and its components and how often they used social media.

We found no statistically significant differences in the dependent variables after looking at academic engagement and social media use from different angles. When these factors were taken into account, significant differences were found regarding anxiety levels and overall dependency on social media.

Groups driven by different reasons to control their social media use exhibit noticeably different levels of academic involvement, such as zeal and commitment. But that only dealt with the obsessive aspects of social media.

The theoretical and methodological foundations of this work may be expanded upon in future research to improve problem diagnosis and the implementation of successful teaching techniques.

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