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ASSESSING THE IMPACT OF SOCIAL MEDIA USE ON ACADEMIC PERFORMANCE AMONG UNDERGRADUATE NURSING STUDENTS IN PESHAWAR

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Abstract

Background: *Social media has become an important part of students' academic and daily lives, providing opportunities for communication, collaboration, research, and learning, while excessive or poorly controlled use may cause distraction and interfere with academic activities. This study assessed the impact of social media use on academic performance among undergraduate nursing students in Peshawar.*

Methods: *A descriptive cross-sectional study was conducted among undergraduate nursing students from three private nursing colleges in Peshawar from 5 July to 5 September 2026. A total of 160 students participated. Data were collected using a standardized adopted questionnaire covering demographic characteristics and the perceived impact of social media use on academic performance. Convenience sampling was used.*

Results: *Most participants were male (81.9%) and aged 19–22 years (71.3%). WhatsApp was the most commonly used platform (61.3%), followed by TikTok (18.8%). Although 63.7% reported 1–3 hours of daily social media browsing, 68.1% reported losing control of time due to social media use. About 31.9% sometimes used social media during class, while 37.5% reported that their concentration was sometimes affected. Similarly, 37.5% sometimes postponed academic tasks because of social media. Conversely, students reported using social media for academic problem-solving, research, online discussions, examination preparation, collaborative learning, and gaining additional knowledge.*

Conclusion: *Social media demonstrated a dual role in students' academic lives. Its educational benefits may be maximized through purposeful use, while time-management strategies and responsible digital habits may help reduce distraction, concentration problems, and academic procrastination.*

INTRODUCTION

Social media has become an essential part of everyone's daily life. In education specifically, it facilitates electronic communication and real-time collaboration between students and educators, supporting both formal learning such as classroom activities, assignments, and educational videos and informal, self-directed learning outside the classroom (1). These platforms have also been shown to improve students' study habits, with

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research even linking their use to students' decisions to pursue nursing, as observed (2).

More broadly, technology plays an important role in promoting education and sustainable development; however, while it can improve learning, it may also negatively affect academic performance and well-being (3). Social media in particular can be used to plan events, hold informal conversations, support courses and reading networks, and create spaces for engagement and communication in educational contexts (4). Students benefit greatly from this use, and it has a significant influence on their academic achievement (5).

At the same time, how students use these platforms matters a great deal, poor time management or excessive use has been linked to negative academic outcomes and excessive use in particular has been associated with poor academic performance (6). Even so, social media can create virtual learning communities that enhance students' academic experiences (7). Yet in the typical college classroom, where instructors aim to foster engagement and deep learning, most students spend class time on social media rather than attending to instruction (8).

University students make up a large share of all social media users, spending several hours online daily and ranking among the platforms' most active users (9). Researchers can't seem to agree on what social media truly does to our grades, which may be due to the fact that we spend so much time on it these days. According to some research, your academic performance deteriorates as you spend more time scrolling. But then other research found that even when nursing students were practically addicted to social media, it didn't really make a dent in their academic achievements (10).

Everything being taken together, social media which contains apps like Facebook, Twitter, Instagram, and Snapchat has fundamentally altered how people interact, share, and communicate with each other. This change has also affected education. Additionally, these channels facilitate student information communication. Yet concerns persist that they may negatively affect academic achievement and grades. Because of this conflicting evidence, scholars and educators have increasingly sought to understand the true relationship between students' social media use and academic performance (11).

To prevent and reduce internet addiction, university students must be able to recognize and distinguish between excessive use that leads to addiction and the interventions needed to address it with millions of people now using Facebook, social media use among both adults and students has increased dramatically worldwide and a strong, direct correlation exists between social media use and academic achievement in colleges and universities. However, this relationship has also produced setbacks, with social media's negative effects on academic performance growing depending on how students use it (12).

MATERIALS AND METHODS

Study Design

This study has used a descriptive cross-sectional design to assess the impact of social media use on academic performance among undergraduate nursing students in Peshawar.

Study Setting

The study was conducted at 3 private nursing colleges in Peshawar:

- Rufaida nursing college
- Ghazali college of nursing
- Afridi college of nursing

Study Duration:

This study has been conducted in two months from 5 July to 5 September 2026.

The study was conducted on nursing students from private nursing colleges in Peshawar.

Inclusion Criteria

- Undergraduate nursing students who were enrolled in nursing colleges, in Peshawar.
- Nursing students who were eighteen years old or more.
- Students who used at least one social media platform.
- Students who were willing to participate and provide informed consent.

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- Students who were present during the data collection period.

Exclusion Criteria

- Postgraduate nursing students and students from other academic programs.
- Students on academic leave or not attending classes during the data collection period.
- Students who did not use social media.
- Students who declined to participate or did not provide informed consent.

Sample Size

The sample size for this study was calculated using the Raosoft Sample Size Calculator based on the number of total undergraduate nursing students in Peshawar in the above mentioned nursing colleges.

The following parameters were used:

- Margin of error: 5%
- Confidence level: 95%

Data Collection Tool

A standardized, adopted questionnaire was used as the data collection tool for this study having two sections:

- Demographic Information
- Knowledge Regarding impact of social media use on academic performance.

Sampling Technique:

A non-probability convenience sampling technique was used for this study.

RESULTS

A total of 160 students participated in the study. Most were male (81.9%) and aged 19–22 years (71.3%). The largest proportion were in semester 4 (40.0%), and 43.8% had a GPA of 3.00–3.49.

Most students studied for 1–3 hours daily (73.1%) and reported low absenteeism. Two-thirds (66.3%) had no retake papers. Half of the students slept 7–9 hours per day (50.6%).

Smartphone use was common, with 38.8% reporting 4–6 hours of daily use. However, most students spent only 1–3 hours browsing social media (63.7%). WhatsApp was the most frequently used application (61.3%), followed by TikTok (18.8%).

A major concern was loss of time control, reported by 68.1% of students. Study planning was inconsistent, with 32.5% planning their tasks sometimes and 24.4% often. Parental support and motivation were generally strong, while most students also reported regular academic engagement.

Overall satisfaction with the academic program and teachers was positive. Nearly half were satisfied with their program (48.1%) and teachers (47.5%). Satisfaction with educational resources was comparatively mixed, although access to resources was viewed positively by most students.

Social media also influenced academic habits. About one-third sometimes used social media during class (31.9%), while 37.5% reported that their concentration was sometimes affected while using it. Social media use during boredom was common, and 37.5% sometimes postponed academic tasks.

Despite these distractions, students also used social media for academic purposes. Many used it for research, solving academic problems, online discussions, exam preparation, collaborative learning, and expanding their knowledge. Its use for direct teacher support and support classes was somewhat less frequent.

Overall, social media appears to have a **dual role** in students' academic lives. It provides valuable opportunities for learning, communication, research, and collaboration, but excessive or poorly controlled use may contribute to distraction, reduced concentration, and academic procrastination. Thus, its impact depends largely on **how, when, and why students use it**.

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Table 1. Sociodemographic characteristics

Variable	Category	Frequency (n)	Percent (%)
Gender	Male	131	81.9
Gender	Female	29	18.1
Age	19–22	114	71.3
Age	23–26	44	27.5
Age	Others	2	1.3
Semester	S2	10	6.3
Semester	S4	64	40.0
Semester	S6	44	27.5
Semester	S8	41	25.6
GPA	2–2.49	23	14.4
GPA	2.5–2.99	34	21.3
GPA	3–3.49	70	43.8
GPA	3.5–4	32	20.0
GPA	6.00 (check coding)	1	0.6

Table 2. Academic routine and smartphone/social media use

Variable	Category	Frequency (n)	Percent (%)
Study time	1–3	117	73.1
Study time	4–6	39	24.4
Study time	7 or more	2	1.3
Study time	Missing	2	1.3
Absenteeism	Never	48	30.0
Absenteeism	Rarely	69	43.1
Absenteeism	Sometimes	34	21.3
Absenteeism	Often	7	4.4
Absenteeism	Very often	2	1.3
Retake papers	0	106	66.3
Retake papers	1–3	44	27.5
Retake papers	4–6	6	3.8
Retake papers	Missing	2	1.3
Retake papers	6.00 (check coding)	2	1.3
Sleep hours	4–6	71	44.4
Sleep hours	7–9	81	50.6
Sleep hours	10 or more	8	5.0
Smartphone use time	1–3	58	36.3
Smartphone use time	4–6	62	38.8
Smartphone use time	7–9	26	16.3
Smartphone use time	10 or more	13	8.1
Smartphone use time	Missing	1	0.6
Social media browsing time	1–3	102	63.7
Social media browsing time	4–6	33	20.6
Social media browsing time	7–9	14	8.8

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Social media browsing time	10 or more	9	5.6
Social media browsing time	Missing	1	0.6
Social media browsing time	6.00 (check coding)	1	0.6
Most-used app	WhatsApp	98	61.3
Most-used app	Facebook	12	7.5
Most-used app	Instagram	11	6.9
Most-used app	TikTok	30	18.8
Most-used app	YouTube	8	5.0
Most-used app	Others	1	0.6

Table 3. Perceived impact and self-management

Variable	Category	Frequency (n)	Percent (%)
Perceived effect on academic performance	1	110	68.8
Perceived effect on academic performance	2	47	29.4
Perceived effect on academic performance	3	2	1.3
Perceived effect on academic performance	4	1	0.6
Lose control of time	Yes	109	68.1
Lose control of time	No	46	28.7
Lose control of time	Missing	5	3.1
Planning study tasks	Never	13	8.1
Planning study tasks	Rarely	32	20.0
Planning study tasks	Sometimes	52	32.5
Planning study tasks	Often	39	24.4
Planning study tasks	Very often	21	13.1
Planning study tasks	Missing	3	1.9
Parent support	Never	15	9.4
Parent support	Rarely	22	13.8
Parent support	Sometimes	24	15.0
Parent support	Often	28	17.5
Parent support	Very often	69	43.1
Parent support	Other 'sometimes'	2	1.3
Motivation to learn	Never	6	3.8
Motivation to learn	Rarely	13	8.1
Motivation to learn	Sometimes	24	15.0
Motivation to learn	Often	56	35.0
Motivation to learn	Very often	61	38.1
Active academic engagement	Never	3	1.9
Active academic engagement	Rarely	28	17.5

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Active engagement	academic	Sometimes	37	23.1
Active engagement	academic	Often	57	35.6
Active engagement	academic	Very often	34	21.3
Active engagement	academic	Missing	1	0.6

Table 4. Academic satisfaction and educational environment

Variable		Category	Frequency (n)	Percent (%)
Satisfaction program	with	Very dissatisfied	5	3.1
Satisfaction program	with	Dissatisfied	16	10.0
Satisfaction program	with	Neutral	47	29.4
Satisfaction program	with	Satisfied	77	48.1
Satisfaction program	with	Very satisfied	11	6.9
Satisfaction program	with	Missing	4	2.5
Satisfaction teachers	with	Very dissatisfied	7	4.4
Satisfaction teachers	with	Dissatisfied	5	3.1
Satisfaction teachers	with	Neutral	32	20.0
Satisfaction teachers	with	Satisfied	76	47.5
Satisfaction teachers	with	Very satisfied	37	23.1
Satisfaction teachers	with	Missing	3	1.9
Satisfaction educational resources	with	Very dissatisfied	13	8.1
Satisfaction educational resources	with	Dissatisfied	15	9.4
Satisfaction educational resources	with	Neutral	54	33.8
Satisfaction educational resources	with	Satisfied	40	25.0
Satisfaction educational resources	with	Very satisfied	28	17.5
Satisfaction educational resources	with	Missing	9	5.6

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Satisfaction with educational resources	54.00 (check coding)	1	0.6
Current academic performance	Very dissatisfied	3	1.9
Current academic performance	Dissatisfied	9	5.6
Current academic performance	Neutral	44	27.5
Current academic performance	Satisfied	72	45.0
Current academic performance	Very satisfied	31	19.4
Current academic performance	Missing	1	0.6
Access to educational resources	Very dissatisfied	10	6.3
Access to educational resources	Dissatisfied	16	10.0
Access to educational resources	Neutral	30	18.8
Access to educational resources	Satisfied	70	43.8
Access to educational resources	Very satisfied	33	20.6
Access to educational resources	Missing	1	0.6

Table 5. Social media use and academic behavior

Variable	Category	Frequency (n)	Percent (%)
Revision at home	Never	28	17.5
Revision at home	Rarely	30	18.8
Revision at home	Sometimes	55	34.4
Revision at home	Often	26	16.3
Revision at home	Very often	19	11.9
Revision at home	Missing	2	1.3
Browsing social media during class	Never	47	29.4
Browsing social media during class	Rarely	33	20.6
Browsing social media during class	Sometimes	51	31.9
Browsing social media during class	Often	15	9.4
Browsing social media during class	Very often	11	6.9
Browsing social media during class	Missing	3	1.9

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Concentration while using social media	Never	33	20.6
Concentration while using social media	Rarely	23	14.4
Concentration while using social media	Sometimes	60	37.5
Concentration while using social media	Often	27	16.9
Concentration while using social media	Very often	12	7.5
Concentration while using social media	Missing	5	3.1
Use social apps when bored	Never	13	8.1
Use social apps when bored	Rarely	18	11.3
Use social apps when bored	Sometimes	34	21.3
Use social apps when bored	Often	58	36.3
Use social apps when bored	Very often	29	18.1
Use social apps when bored	Missing	8	5.0
Postpone academic tasks	Never	23	14.4
Postpone academic tasks	Rarely	34	21.3
Postpone academic tasks	Sometimes	60	37.5
Postpone academic tasks	Often	30	18.8
Postpone academic tasks	Very often	8	5.0
Postpone academic tasks	Missing	5	3.1
Use strategies to avoid social media in class	Never	26	16.3
Use strategies to avoid social media in class	Rarely	32	20.0
Use strategies to avoid social media in class	Sometimes	48	30.0
Use strategies to avoid social media in class	Often	33	20.6
Use strategies to avoid social media in class	Very often	16	10.0

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Use strategies to avoid social media in class	Missing	5	3.1

Table 6. Academic uses of social media

Variable	Category	Frequency (n)	Percent (%)
Use social media to solve academic problems	Never	10	6.3
Use social media to solve academic problems	Rarely	21	13.1
Use social media to solve academic problems	Sometimes	42	26.3
Use social media to solve academic problems	Often	54	33.8
Use social media to solve academic problems	Very often	31	19.4
Use social media to solve academic problems	Missing	2	1.3
Use social media for research	Never	17	10.6
Use social media for research	Rarely	8	5.0
Use social media for research	Sometimes	38	23.8
Use social media for research	Often	58	36.3
Use social media for research	Very often	36	22.5
Use social media for research	Missing	3	1.9
Online academic discussions	Never	14	8.8
Online academic discussions	Rarely	16	10.0
Online academic discussions	Sometimes	46	28.7
Online academic discussions	Often	52	32.5
Online academic discussions	Very often	25	15.6
Online academic discussions	Missing	7	4.4
Communicate with friends for exam preparation	Never	13	8.1

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Communicate with friends for exam preparation	Rarely	28	17.5
Communicate with friends for exam preparation	Sometimes	46	28.7
Communicate with friends for exam preparation	Often	47	29.4
Communicate with friends for exam preparation	Very often	20	12.5
Communicate with friends for exam preparation	Missing	5	3.1
Communicate with friends for exam preparation	33.00 (check coding)	1	0.6
Collaborative learning via social media	Never	6	3.8
Collaborative learning via social media	Rarely	20	12.5
Collaborative learning via social media	Sometimes	52	32.5
Collaborative learning via social media	Often	50	31.3
Collaborative learning via social media	Very often	27	16.9
Collaborative learning via social media	Missing	5	3.1
Use social media to learn more	Never	5	3.1
Use social media to learn more	Rarely	18	11.3
Use social media to learn more	Sometimes	43	26.9
Use social media to learn more	Often	46	28.7
Use social media to learn more	Very often	38	23.8
Use social media to learn more	Missing	10	6.3
Ask teacher for help via social media	Never	18	11.3
Ask teacher for help via social media	Rarely	30	18.8
Ask teacher for help via social media	Sometimes	56	35.0

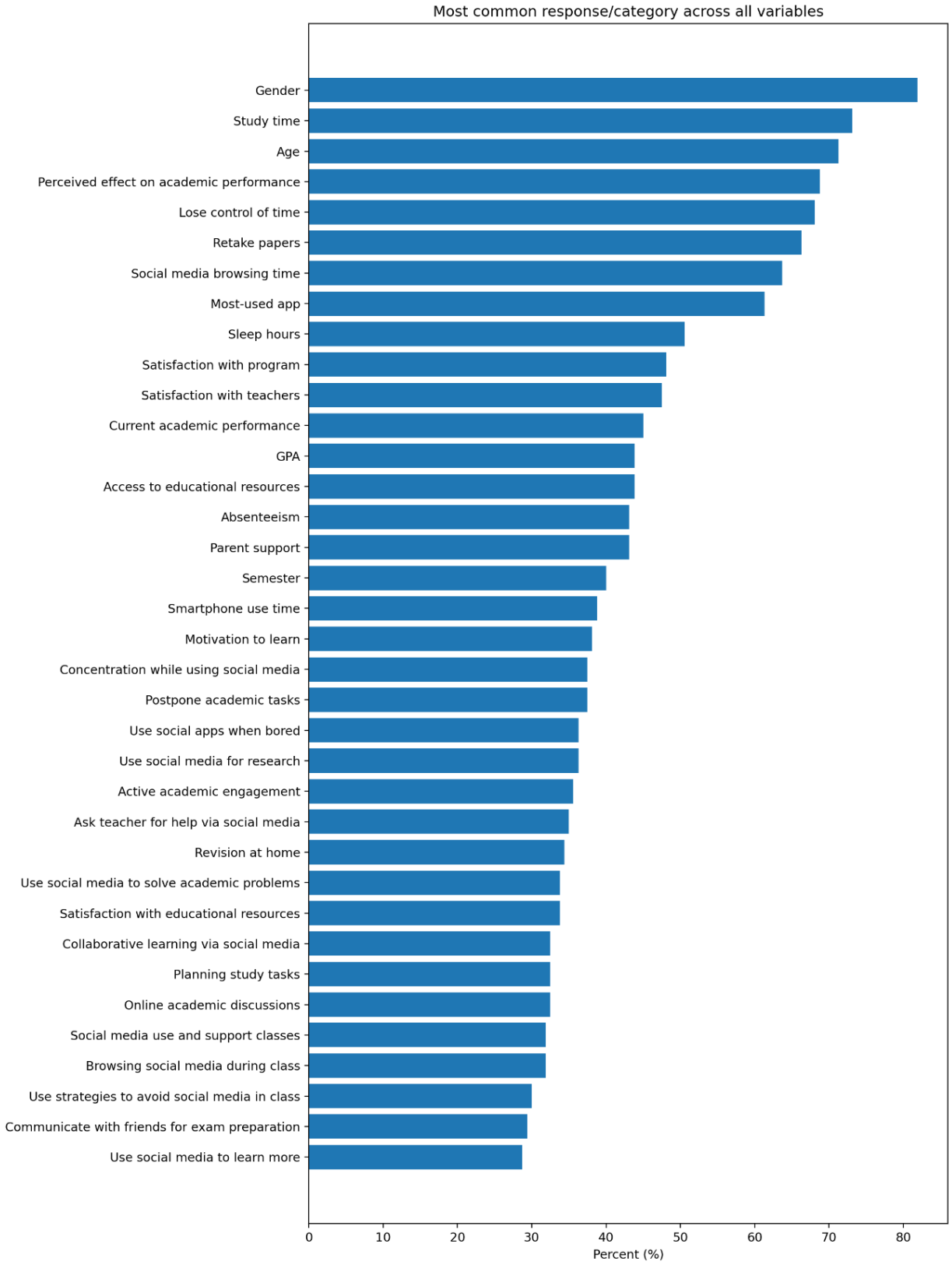
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Ask teacher for help via social media	Often	31	19.4
Ask teacher for help via social media	Very often	19	11.9
Ask teacher for help via social media	Missing	6	3.8
Social media use and support classes	Never	14	8.8
Social media use and support classes	Rarely	29	18.1
Social media use and support classes	Sometimes	51	31.9
Social media use and support classes	Often	45	28.1
Social media use and support classes	Very often	18	11.3
Social media use and support classes	Missing	3	1.9

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DISCUSSION

The present study was conducted to assess the impact of social media use on academic performance among undergraduate nursing students in Peshawar. A total of 160 students from three private nursing colleges participated in the study. The findings provide a mixed picture of social media use. On one hand, students used social media for academic activities such as research, solving academic problems, online discussions, examination preparation, collaborative learning, and gaining additional knowledge. On the other hand, the findings also showed that social media could interfere with concentration, time management, classroom attention, and completion of academic tasks. This suggests that the effect of social media on students' academic lives is not simply positive or negative; rather, it depends largely on the purpose, timing, and extent of its use.

The demographic findings showed that most participants were male (81.9%) and between 19 and 22 years of age (71.3%). The largest group of participants was from the fourth semester (40.0%), while 43.8% had a GPA between 3.00 and 3.49. Since the participants were predominantly young adults, regular access to smartphones and social networking platforms was expected. The concentration of participants in the 19–22-year age group also reflects the typical age range of undergraduate nursing students. However, the large difference between male and female participation should be considered when interpreting the findings, as the results may not represent the experiences of female nursing students equally.

The study also found that smartphone use was relatively high among the participants. Although 38.8% reported using their smartphones for 4–6 hours per day, the largest proportion of students, 63.7%, reported spending 1–3 hours browsing social media. This difference is important because smartphone use and social media use are not necessarily the same. Students may use their phones for educational applications, communication, clinical information, entertainment, and other activities in addition to social networking. WhatsApp was the most commonly used platform (61.3%), followed by TikTok (18.8%). The high use of WhatsApp may be related to its convenience for communication among students, sharing class information, discussing assignments, and preparing for examinations.

A notable finding was that 68.1% of students reported that they sometimes or otherwise experienced losing control of their time because of social media use. This finding is particularly relevant to academic performance because effective time management is essential for nursing students who have to balance lectures, self-study, assignments, examinations, and clinical responsibilities. The study also found that students did not consistently plan their academic tasks. While 32.5% reported planning their study tasks sometimes and 24.4% reported doing so often, a smaller proportion reported very frequent planning. These findings suggest that difficulties in managing time may allow social media use to compete with academic responsibilities.

The findings regarding classroom use of social media also deserve attention. Nearly one-third of students (31.9%) reported using social media sometimes during class, while 9.4% reported doing so often and 6.9% very often. In addition, 37.5% reported that their concentration was sometimes affected while using social media, with further students reporting this occurring often or very often. These findings indicate that social media can become a source of distraction when it is used during academic activities. Even when the actual time spent online is not excessive, checking messages or browsing content during lectures may divide students' attention and reduce their ability to remain focused on teaching.

Another important finding was the use of social media during periods of boredom. More than half of the students reported using social applications often or very often when they were bored. This pattern may indicate that social media has become a routine response to unoccupied time rather than being used only for a specific purpose. When this habit occurs during study periods, it may gradually reduce the time available for revision and other academic activities. This interpretation is supported by the finding that 37.5% of students

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sometimes postponed academic tasks because of social media, while additional participants reported postponing tasks often or very often.

At the same time, the findings demonstrate that social media is not only a distraction. Students reported using these platforms for several educational purposes. Many participants used social media to solve academic problems, conduct research, participate in online academic discussions, prepare for examinations, collaborate with classmates, and learn additional information. For example, 33.8% reported often using social media to solve academic problems and another 19.4% reported doing so very often. Similarly, 36.3% used social media for research often and 22.5% very often. These findings indicate that students are actively incorporating social media into their learning process rather than using it solely for entertainment.

The study further showed that students used social media for examination preparation and communication with friends. This suggests that social networking platforms can support peer learning when students use them purposefully. Similarly, a considerable proportion of participants reported using social media to learn more about academic topics. These findings are consistent with the educational role of social media described in previous literature included in this study. Giroux and Moreau described the use of social media by nursing students as part of their learning, while Almutairi and colleagues highlighted its potential value in improving nursing student engagement.

However, the present findings also support the other side of the existing literature. Previous work included in this study has emphasized that social media can promote communication, collaboration, engagement, and learning. The current participants reported using social media for research, academic problem solving, online discussions, examination preparation, collaborative learning, and increasing their knowledge. Therefore, completely discouraging social media use among nursing students may not be appropriate. Instead, students need guidance on how to use these platforms in a way that supports their education while reducing unnecessary distraction.

Conclusion

The present study concludes that social media has become an important part of the academic and everyday lives of undergraduate nursing students in Peshawar. The majority of students used smartphones regularly, with WhatsApp being the most commonly used social media platform. Although most students reported relatively limited daily social media browsing, smartphone use overall was considerably higher. The findings indicate that social media has both beneficial and unfavorable effects on students' academic behavior. Students used social media for research, solving academic problems, online discussions, examination preparation, collaborative learning, and gaining additional knowledge. These uses show that social media can serve as a useful learning and communication tool when it is used with a clear academic purpose. However, the study also identified several concerns. A considerable proportion of students reported losing control of their time, using social media during class, experiencing reduced concentration, using social applications when bored, and postponing academic tasks. These behaviors may interfere with effective study habits and academic engagement if they become frequent or uncontrolled.

Recomendations

Based on the findings of the present study, the following recommendations are proposed:

1. **Students should be encouraged to develop better time-management skills.** They should allocate specific periods for social media use and protect dedicated study time from unnecessary online activities.
2. **Nursing colleges should provide awareness sessions on responsible social media use.** These sessions can focus on distraction, time management, concentration, academic procrastination, and healthy digital habits.
3. **Students should avoid unnecessary social media use during lectures and other academic**

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activities. Mobile phones should be used in class when they have a clear educational purpose.

4. **Social media should be incorporated into learning in a structured manner.** Teachers can use appropriate platforms for sharing educational materials, discussing academic topics, communicating important information, and supporting collaborative learning.

5. **Students should be encouraged to use social media for academic purposes.** Research, educational videos, peer discussions, examination preparation, and collaborative learning can make social media a useful extension of classroom learning.

6. **Teachers should guide students toward reliable educational information.** Since social media contains information of varying quality, students should be taught how to identify credible sources and avoid relying on unverified academic or clinical information.

7. **Colleges should encourage strategies that reduce distraction.** Students can use notification controls, screen-time limits, study schedules, and distraction-free study periods when preparing for examinations or completing assignments.

8. **Peer learning groups can be used more effectively.** Since many students already communicate with classmates through social media, structured academic groups can be developed for discussion, revision, examination preparation, and sharing learning resources.

9. **Parents and teachers should provide supportive rather than purely restrictive guidance.** Students may benefit more from learning how to manage their social media use than from simply being told to stop using these platforms.

10. **Further research should use analytical study designs.** Future studies should examine the statistical relationship between social media use and objective academic outcomes such as GPA, examination marks, absenteeism, and retake papers.

11. **Future studies should include students from both public and private nursing institutions.** This would provide a broader understanding of social media use among nursing students in Peshawar and other areas of Khyber Pakhtunkhwa.

12. **Future research should consider the purpose and type of social media use separately.** Academic use, entertainment, communication, and passive browsing may have different effects on students' academic behavior and should not be treated as one category.

Limitations of the study

The present study has several limitations that should be considered when interpreting its findings.

1. **Cross-sectional design:** The study was conducted using a descriptive cross-sectional design. Data were collected during a limited period from 5 July to 5 September 2026. Therefore, the study provides information about students' social media use at a particular point in time and cannot establish cause-and-effect relationships.

2. **Convenience sampling:** A non-probability convenience sampling technique was used. As a result, students who were available and willing to participate may have been more likely to be included than those who were unavailable, which may limit the representativeness of the sample.

3. **Limited study setting:** Data were collected from three private nursing colleges in Peshawar: Rufaida Nursing College, Ghazali College of Nursing, and Afridi College of Nursing. Therefore, the findings may not be directly generalizable to students studying in public-sector institutions, other cities, or other provinces.

4. **Unequal gender representation:** Most participants were male (81.9%), while females represented only 18.1% of the sample. This unequal distribution may limit the ability to understand whether social media use differs between male and female nursing students.

5. **Self-reported information:** The study relied on students' own reports regarding their smartphone use, social media browsing, academic habits, concentration, and other behaviors. Self-reported information may be affected by recall errors or the tendency of participants to provide socially acceptable responses.

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6. **Limited measurement of academic performance:** Academic performance was represented in the study through information such as GPA and students' reported academic experiences. However, the descriptive results presented do not establish a statistical relationship between the amount of social media use and GPA.
7. **Potential influence of other factors:** Academic performance can be affected by many factors, including motivation, study habits, family support, teaching quality, educational resources, sleep, workload, and personal circumstances. The present study did not establish the independent contribution of each of these factors.
8. **Short study period:** Data collection was completed over approximately two months. Students' social media use and academic behavior may vary during different periods of the academic year, particularly during examinations, holidays, or clinical rotations.
9. **No longitudinal follow-up:** The study did not follow students over time. Therefore, it was not possible to determine whether changes in social media use were followed by changes in academic performance.
10. **Some data require coding verification:** The provided results contain a few entries marked as "check coding," including some categories with values such as 6.00 or 54.00. These entries should be reviewed in the original SPSS dataset and corrected or removed before the final thesis or manuscript is submitted.

Ethical Considerations

1. **Ethical Approval:**Prior to data collection, ethical approval will be obtained from the Institutional Review Board (IRB) or Ethical Committee of the Nice College of Nursing.
2. **Informed Consent:**All participants will give written consent before taking part.
3. **Confidentiality and Anonymity:**Every piece of information gathered will be kept completely private.
4. **Voluntary Participation:** Participation will be completely voluntary.

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