



RESEARCH PAPER

Impact of Social Media Usage on Academic Burnout among Undergraduate Students

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ABSTRACT

The aim of the study was to study the impact of social media use on academic burnout among students at the university level. In order to determine how social media affects university students' academic burnout, this descriptive survey study was carried out at the Faisalabad Campus of the University of Education, Lahore with a sample of (N=228) students studying in semester two and four. Study employed research questionnaire comprising two sections; one for measuring the academic burnout and the other used to measure social media usage ($\alpha=.81$) among students. According to the findings of the study, students frequently turn to social media as a stress-reduction strategy, even when it impairs their ability to focus, sleep, and well performance in class. Academic burnout has been associated with a number of factors, including social isolation, poor lifestyle choices, low self-efficacy, scholastic stress, and a lack of social support. It was shown that emotional exhaustion and burnout were more common among female pupils. Furthermore, compared to second semester students, fourth semester students reported higher degrees of academic burnout. According to the findings of the study, universities should recognize social media as a source of academic support as well as a cause of exhaustion. Digital literacy training, time management training, fostering a culture of face-to-face interaction and the establishment of a counseling service focusing on media use and mental health are among the recommendations. The study emphasizes how critical it is that technology and psychological well-being co-exist in educational environments and recommends that remedial actions be taken to intentionally alter online conduct so that students can maintain their academic success while protecting their mental health. Long-term considerations of students' digital behavior may heavily rely on the findings.

Keywords: Academic Burnout, Social Media Use, University, Students

Introduction

Social media has become one of the most significant means of communication in recent years. On the other hand, social networking makes it easier for users to share information such as files, images, videos, and blogs. Regardless of where they are in the world, users can message one another and have in-person discussions. According to O'Keffe (2011), social media refers to any website or network that allows users to interact, connect socially, and exchange ideas or feelings with people worldwide. Over the past decade, viewing and browsing social media has become a normal occurrence for people from every phase of life (Muzaffar, et. al., 2019). The quick development of information technology has made it easier to access the internet. There is increasing pressure to learn new things during university, which is a crucial time for personal development. In addition to academic demands, students face stress from a number of other factors, such as competition and social pressure, a lack of socioeconomic power, and being away from home and family. The health

of university students and academics are now significantly impacted by excessive use of social media.

On Facebook, Instagram, Twitter (X), TikTok, Snapchat, and YouTube, it does in fact offer a platform for communication and entertainment (Asghar, et. al., 2025). Even though social media offers a number of benefits, like peer interaction and access to educational materials, excessive use of these platform has sparked worries about the potential positive or negative effects of this technological advancement on students' mental health and learning engagement (Salam, et. al., 2024; Muzaffar, et. al., 2020; Keles et al., 2020). Academic burnout ranks high on the list. Depersonalization and a decline in academic efficacy are hallmarks of academic burnout; a psychological disorder that drains emotions becomes evident (Schaufeli et al., 2002).

The phrase "burnout," which can be used to describe a variety of conditions, including weakness, exhaustion, dissatisfaction, and other psychological functioning, appears to have become more well-known recently. Freudenberger, an American psychologist, coined the term "job burnout" in the 1970s (Freudenberger, 1974). It describes the weariness that comes with lengthy workdays, a heavy workload, and low job satisfaction that affects helping professions including social workers, teachers, advocates and nurses. More study on burnout has led scholars to propose academic burnout that is also known as burnout in student learning (Balogun et al., 1996; Chang et al., 2000; Yang, 2004).

Zhang et al. (2007) state that academic burnout happens when students experience ongoing stress and burden related to their studies, which causes them to progressively lose their excitement for learning and develop a persistently unfavorable attitude towards their studies. A phenomenon known as burnout occurs when an individual experiences physical and emotional depletion due to increased task demands. Academic burnout, according to Schaufeli (2002), is a syndrome in which students get depressed, lose interest in lectures, feel inadequate and incompetent as learners, and feel exhausted by academic expectations. Repetitive tasks can lead to academic burnout, which is not limited to high school students but is increasingly occurring among college students as well.

The concept of burnout syndrome is well known in psychology. This three-dimensional structure includes fatigue, cynicism (CY) or depersonalization, lack of personal accomplishment (PA), and inefficiency or declines in personal achievement (c & M.P, 2016). Exhaustion involves, in particular, tension and chronic fatigue. Cynicism can be defined as a lack of interest in one's work, a sense of alienation or apathy to it, or the belief that work is meaningless. A decline in ability, accomplishment, and sense of accomplishment is referred to as a lack of professional efficacy (Sriwilai, & Charoensukmongkol, 2016).

The excessive use and psychological dependence on social media, often termed social media addiction or problematic social media use (PSMU), have been associated with stress, attention deficits, sleep disturbances, and anxiety (Andreassen et al., 2017, George et al., 2018). During the days of the COVID-19 pandemic, it was the growth in social media usage by students as the dominating coping mechanism for social isolation that further blurred the line between healthy engagement and one teetering towards exhaustion (Fu et al., 2020; Kolhar et al., 2021).

Academic burnout among students has received very little attention, despite the fact that a great deal of study has been done on burnout in the workplace, particularly on burnout among teachers, nurses, doctors, managers, and others. University students frequently experience academic burnout for a variety of reasons, including their use of social media. Using a sample of college students, the study investigates this phenomenon in the setting of Pakistani universities.

The study examines the impact of social media usage on academic burnout among students at the university level. It found that excessive social media use, especially for non-academic purposes, significantly contributes to academic burnout. The research suggests that moderate usage can enhance academic engagement, while excessive use can lead to burnout. The study used quantitative methodology to assess the social media use on academic burnout of students.

Literature Review

In some circles, academic burnout is being looked at in terms of social media growth over the last few decades, and the application of psychological and educational influence research seems to have widened. Another important construct to be looked at in this field is that of academic burnout. Burnout refers to a multidimensional construct that involves feelings of emotional exhaustion, cynicism, and feelings of low personal achievement in relation to one's academic engagement (Schaufeli et al., 2002).

In the view of Maslach (1982), burnout is an expression of exhaustion or low personal accomplishment with respect to depersonalization and emotional exhaustion. The contrived definition of academic burnout is that of Pines (1980) and Meier (1985): depletion of students' energy resulting from continuous academic pressure and burdens, progressive loss of interest in academic and extra-curricular events, withdrawal and disinterest towards peers, and lack of motivation for academic work. Schaufeli et al. (2002) speak of academic burnout as an amalgam of cynicism, emotional exhaustion, and ineffectiveness that is fueled by chronic unresponsive coping with learning stress. In retrospect, the question of the relevance of social media in this regard shall be addressed. Surveys indicate that in fact students spend hours on social media.

Symptoms of Academic Burnout

Emotional exhaustion, cynicism, lack of personal accomplishment, and loss of vitality are some of the signs that define academic burnout. Feeling emotionally overburdened and depleted by work is a sign of emotional weariness, which can result in less involvement with pupils and classroom activities. Another significant symptom is depersonalization or cynicism, which manifests as an impersonal and aloof attitude toward coworkers and peers. This can lead to devaluation and de-motivation in the profession. Physical fatigue and lack of energy are common symptoms, resulting in reduced productivity. Irritability and frustration are also common symptoms, resulting from perceived over-demand and inadequacy to meet job demands. Finally, reduced motivation and performance are common symptoms, leading to poor student results, classroom management issues, and mixed results in education (Shaheen & Mahmood, 2024).

Students utilize social media websites and applications extensively. As a component of their everyday routine, they spend a lot of time on these websites. According to studies, university students use social networking the most out of all student age groups (Azizi et al., 2019). Social media platforms have a significant impact on schooling. Actually, by participating in learning groups and other educational systems, students have numerous chances to enhance their education and get the most recent facts (Greenhow & Robelia, 2009). Feng et al. (2025) found a high positive correlation between social media addiction and mental health problems and academic fatigue. Students who use social media excessively risk distraction, academic fatigue, and elevated anxiety.

Badri et al. (2023) also found a direct correlation between burnout levels among health-care students and SM addiction scores. Moderate but strong positive relationships with burnout were discovered in a meta-analysis of "problematic internet use" (including social media). As a result, students who engage in excessive, compulsive SM behavior are

more likely to feel emotionally spent and detached from their educational pursuits. As a result, the association is consistent.

There are several elements that influence burnout. Social media use is a crucial component that is occasionally overlooked (Han et al., 2020). Interpersonal communication is essential to fulfilling humans' innate need to interact and belong (Baumeister & Leary, 1995; Hou et al., 2019; Liu & Ma, 2020). The way that people communicate with one another has changed significantly in recent years due to the exponential growth and evolution of social media platforms in particular and information technology in general (Hawi & Samanha, 2017; Smith & Anderson, 2018). The accessibility and affordability of smart phones, as well as the ease of using social media, are the main reasons for social media addiction and the internet (Hou et al., 2019). According to Kuss and Griffiths (2011), social media addiction is characterized by excessive and inconsistent use of social media to the point where it adversely affects many facets of life. Previous studies have connected social media addiction to mood, cognitive performance, physical and emotional reactions, and psychological and interpersonal problems (Blachnio et al., 2017). Published literature supports that burnout is impacted by social media addiction. According to Sriwilai and Charoensukmongkol (2016), social media addiction was connected with a decrease in problem-focused work patterns and an increase in emotionally oriented employment patterns, which in turn prompted feelings, related to burnout depletion. According to Junco (2012), social media addiction not only contributes to burnout but also encourages it by reducing regular in-person interactions.

Digital Overload in Academic Burnout

The University students have become very much acquainted with the term 'academic burnout' stemming from excessive exposure to digital overload. Zhao et al. (2021) reported that use of social media at very high frequencies goes on to promote academic stress and emotional exhaustion on the part of students, especially when such platforms provide an avenue for escape. In addition, during the pandemic, Jiang (2021) observed that academic burnout moderated the engagement between the social media use and anxiety; thus, signifying some bi-directionality.

Theoretical Perspective

There are many conceptual models employed. For instance, the JD-R model (for students) considers the academic workload as demands, while SM is perceived as either a potential resource or demand. Du and Wang (2024) interpreted their findings via the JD-R: it was found that engaging with SM tends to improve school engagement if students are in possession of high self-control, suggesting that regulated SM can become a resource against academic demands pubmed.ncbi.nlm.nih.gov. In contrast, uncontrolled SM would act as an additional demand or distraction draining energy (similar to "exhaustion" dimension).

Social Comparison Theory is another framework: students who frequently browse peers' posts may engage in upward comparison, leading to envy and stress. Although most evidence on this comes from general well-being studies, it plausibly links SM use to the cynicism and inefficacy of burnout (feeling "I'm not as good as others"). Relatedly, Uses-and-Gratifications theory suggests that students use SM to satisfy needs (social belonging, entertainment, information). When belonging need is in form of frustration (for example, left out online), then stress might rise. Overall, theories postulate both direct (displacement of study time generates stress) and indirect mechanisms (social comparison, FOMO, and decreased coping skills result in exhaustion).

Research indicates that problematic social media usage, or social media addiction or dependence, is also associated with symptoms such as stress, anxiety, fatigue, and distraction (Andreassen, Pallesen, & Griffiths, 2017; George et al., 2018). It has been found

that such symptoms conceivably match the features of academic burnout, leading one to assume a correlation. Existing evidence has mostly pertained to general internet addictions and workplace burnout and hasn't sufficiently addressed the more specific subject of academic burnout from social media use among university students in developing countries such as Pakistan.

Examining the impact of social media on academic burnout among university students is the objective of current study. The outcome based on the evidence of social media usage potentially linking to burnout symptoms would equip educators, mental health professionals, and academic policymakers with insights on the digital behaviors that could influence students' academic resilience and mental health.

Material and Methods

This study investigated impact of social media usage on academic burnout among university students. A review of the literature was reported, and data was gathered from both primary and secondary sources. The study evaluated students' use of social media in connection to academic burnout using a quantitative approach and a structured questionnaire.

Research Design

The impact of social media use on university students' academic burnout was examined using a quantitative research methodology. The researcher gathered information on students' perceived burnout and social media usage using a descriptive survey design. Standardized responses for quantitative analysis were obtained from the structured questionnaire. The study provided information about university students' academic burnout and social media usage.

Population

Students enrolled in the second and fourth semester were selected for this study with an account of their academic background and heavy social media usage. Considerable emphasis was placed on sampling various disciplines, including computer science, mathematics, English and BBA, to ensure heterogeneity in perspective regarding academic constraints and patterns in possible social media involvement.

Sample and Sampling Method

To see how social media use really shapes academic burnout, researchers surveyed 228 students from the selected departments at the University of Education, Lahore Faisalabad campus. The group included roughly equal numbers of male and female participants, keeping the sample gender-balance. At first, programs were selected and then cluster sampling was used to pick entire classes were picked for fair and broad.

Research instruments

The study gathered information about demographics, social media usage, and academic burnout among university students through a structured questionnaire. The questionnaire was constructed using validated scales to ensure accuracy and dependability in data collection. Khan et al. (2022)'s scale was used to construct the questionnaire, as well as a modified version of the social media usage questionnaire. The survey consisted of 20 items divided into six groups, and the use of social media was indicated by higher scores. Cronbach's alpha was employed to assess the reliability of the scale. The Maslach Burnout Inventory-Student Survey (MBI-SS) was used to measure academic burnout levels, emotional exhaustion, cynicism, and personal accomplishment. The 15 items in the survey

were categorized into three groups: lack of lack of personal accomplishment, cynicism, and exhaustion. The use of social media was indicated by higher ratings on the five-point Likert type scale.

Table 1
Description of the Social Media Usage Scale

Sub-factors	Indicators	Range of statement	No. of statement	Cronbach's alpha	Sample statement
1. Social reason: The different reasons people utilize social media platforms, most of which are interpersonal or community-related	1.1 Emotional support	1-3	3	.70	I use social media to stay in touch with my loved ones.
	1.2 Social interaction				
	1.3 Relationship maintenance				
2. Enjoyment: Entertainment, enjoyment, or the act of finding something amusing	2.1 Entertainment	4-6	3	.75	When I have a bit of free time, I scroll through social media to pass the time.
	2.2 Relaxation				
	2.3 Fun activity				
3. Educational uses: leveraging platforms for educational purposes, including learning, collaboration, and engagement among students.	3.1 Academic engagement	7-10	4	.69	I use social media to find information that relates to my studies.
	3.2 Learning resources				
4. Informativeness: in the context of social media, measures how effectively information shared online helps users understand a topic or situation.	4.1 Awareness	11-14	4	.70	Through social media, I stay up to date on global events.
	4.2 Knowledge gain				
	4.3 News consumption				
5. social media use: excessive use that also significantly disrupts functioning	5.1 Addiction	15-20	6	.80	I often check social media even when I have important work to do.
	5.2 Distraction				
	5.3 Anxiety				

Table 2
Description of Academic Burnout Scale

Sub-factors	Indicators	Range of statement	No. of statement	Cronbach's alpha	Sample statement
1. Emotional Exhaustion (EE): When a student has emotional and mental disengagement from their academics, it is an indication of the first stage of stress.	1.1 Feeling drained	16-20	5	.80	I feel emotionally drained from academic work.
	1.2 difficulty concentrating				
	1.3 reduce performance in everyday task				
2. Cynicism: Students frequently feel dissatisfied and unfairly treated in the educational system, which makes them dislike learning, lack motivation, and think their academic work is pointless.	2.1 Loss of interest in studies	22-25	4	.74	I feel detached from my academic life.
	2.2 Low academic confidence				
	2.3 Self-doubt				
	2.4 Lack of motivation				
3. Lack of Personal Accomplishment: A weakened sense of competence, the perception that their efforts are not producing any notable advancements, and the sensation that they are not accomplishing anything worthwhile in their studies.	3.1 Feeling ineffective	26-31	6	.70	I often feel that I am not living up to my own expectations
	3.2 lack of motivation to pursue goals				
	3.3 Not taking credits for achievement				

Data collection and analysis

A systematic questionnaire was used in the study to evaluate the academic burnout, social media use, and demographics of 228 University of Education, Lahore students. The impact of social media use on academic burnout was examined using descriptive statistics, SPSS version 27, correlational analysis, and other inferential statistical techniques.

Research Ethics

The study complied with ethical guidelines to safeguard the rights of participants and guarantee the validity of the results. Informed consent, anonymity and confidentiality, voluntary involvement, and academic integrity were important ethical factors. The study was fully disclosed to the participants, who were free to leave at any time without facing any repercussions. To preserve academic integrity and prevent plagiarism, data was anonymized and sources, references, and earlier research contributions were appropriately attributed.

Data Analysis and Interpretation

This section uses statistical analysis and Likert type scale data to examine how university students' social media usage affects their academic burnout. Descriptive statistics, the t-test, and correlation were used to statistically analyze the data gathered using this approach. The analysis of the data consisted of two components: preliminary analysis is presented in the first section, which includes participant descriptions by gender and semester. The study analysis using t-test, correlation, regression, and descriptive statistics is presented in the second section.

Table 3
Gender-based Frequency Distribution of the Respondents

Gender	Frequency	Percent
Male	118	51.8
Female	110	48.2
Total	228	100.0

The demographic data of university students is displayed in the above table. The study involved 228 university students from different departments. Of the respondents, 48% were girls and 51% were boys.

Table 4
Distribution of Respondents by Semester

Semester	Frequency	Percent
2 nd semester	114	50.0
4 th semester	114	50.0
Total	228	100.0

Table 4 displays the respondents' equal distribution by semester. The 2nd semester accounted for 114 students (50.0%), whereas the 4th semester accounted for the remaining 114 students (50.0%). This equal distribution implies that the study sought to ensure that participants were fairly represented at both academic levels so that the two groups could be fairly compared.

Table 5
Descriptive Statistics on Social Media Usage and its Indicators

Variables	N	Mean	SD
Social Reason	228	3.86	.70
Entertainment		3.96	.69
Educational Use		3.87	.66
Informative-ness		3.66	.66
Social Media Use		3.74	.46
Total social media usage		2.64	4.69

Table 5 shows that students used social media most for entertainment ($M = 3.96$, $SD = 0.69$), followed by educational use ($M = 3.87$, $SD = 0.66$), and social reason ($M = 3.86$, $SD = 0.70$). Informativeness had a slightly lower mean ($M = 3.66$, $SD = 0.66$). Overall social media usage was moderate ($M = 3.74$, $SD = 0.46$), while total usage had a lower mean ($M = 2.64$) and high variability ($SD = 4.69$).

Table 6
Descriptive Statistics on Academic Burnout and its Dimensions

Variable	N	Mean	SD
Emotional exhaustion		3.50	.95
Cynicism	228	3.26	.83
Lack of personal accomplishment		3.59	.51
Total Academic Burnout		3.47	.55

Table 6 shows that the EE had a score ($M=3.50$, $SD=.95$) indicating a moderate to high fatigue. CY scored ($M=3.26$, $SD=.83$) reflecting a moderate level on academic detachment. PA shows a highest mean ($M=3.59$, $SD=.51$) suggesting reduce academic efficacy with more consistent responses. The overall academic burnout score ($M=3.47$, $SD=.51$) indicating generally moderate to high burnout level. Among all dimensions, PA was most prominent, followed by EE and CY.

Table 7
Gender-based Comparison of Academic Burnout among Respondents

Variables	Gender	N	Mean	SD	t-value	df	Sig
Emotional Exhaustion	Male	118	3.44	.81	-1.043	226	.767
	Female	110	3.57	1.08			
Cynicism	Male	118	3.26	.84	.035	226	.717
	Female	110	3.25	.85			
Lack of Personal Accomplishment	Male	118	3.58	.51	.333	226	.714
	Female	110	3.60	.51			
Total Score of AB on Gender	Male	118	3.45	.52	.707	226	.514
	Female	110	3.50	.59			

Note: N = Sample Size, SD=Standard Deviation, t = t-value, p = Significance Level

Table 7 shows the analysis revealed no significant differences between male and female. For EE, males ($M=3.44$, $SD=.81$) and females ($M=3.57$, $SD=1.81$) did not differ significantly, $t(226) = -1.043$, $p=.767$. Similarly, CY scores were nearly identical for males ($M = 3.26$, $SD = 0.84$) and females ($M = 3.25$, $SD = 0.85$), $t(226) = 0.035$, $p = .717$. For lack of PA, males ($M = 3.58$, $SD = 0.51$) and females ($M = 3.60$, $SD = 0.51$) also showed no significant difference, $t(226) = -0.333$, $p = .714$. The overall academic burnout scores were comparable between genders (males: $M = 3.45$, $SD = 0.52$; females: $M = 3.50$, $SD = 0.59$), $t(226) = 0.707$, $p = .514$. Similar across gender among all dimensions academic burnout levels are relatively similar across gender.

Table 8
Comparison of Academic Burnout on Semester wise Distribution of Respondents

Variables	Semester	N	Mean	SD	t-value	df	Sig
Emotional Exhaustion	2nd	114	3.43	.69	-1.208	226	.019*
	4th	114	3.58	1.16			
Cynicism	2nd	114	3.26	.81	.079	226	.527
	4th	114	3.25	.86			
Lack of Personal Accomplishment	2nd	114	3.57	.47	-.453	226	.269
	4th	114	3.60	.55			
Total Score of AB on semester	2nd	114	3.44	.46	-.829	226	.001**
	4th	114	3.50	.64			

*Significant at 0.05 and **significant at 0.01 level

An independent samples t-test comparing academic burnout in 2nd and 4th semester students is presented in Table 8. The findings showed that 4th semester students had significantly higher total burnout scores ($M=3.50$, $SD=0.64$) than 2nd semester students

($M=3.44$, $SD=0.46$), $t(226) = -0.829$, $**p = .001$ **, and significantly higher EE ($M=3.58$, $SD=1.16$) than 2nd semester students ($M=3.43$, $SD=0.69$). Neither CY nor the absence of PA showed any discernible differences. These findings suggest that succeeding semesters see larger degrees of burnout, most likely due to growing academic responsibilities.

Table 9
Factors wise Correlation between Social Media Usage and Academic Burnout

Social Media usage Factors	EE	CY	PA	Total Academic Burnout
Social reason	.211**	.249**	.365**	.356**
Entertainment	.144*	.168*	.299**	.261**
Educational use	.232**	.225**	.435**	.385**
Informative ness	.152*	.162*	.377**	.292**
Social media usage	.316**	.176**	.351**	.383**
Total social media usage	.305**	.134*	.355**	.360**

Note= $p^{**} < 0.01$, $p^{*} < 0.05$,

Table 9 shows the values above indicate the Pearson correlations between social media use and academic burnout, particularly focused on EE, CY, and PA. The findings indicate that all different forms of social media use-social, entertainments, educational, and informational- correlate significantly and positively with all dimensions of academic burnout ($p < .05$ or $p < .01$). Of all, educational use was the most strongly associated with a lack of personal accomplishment ($r = .435$). In conclusion, increased social media use was associated with increased levels of academic burnout, indicating a wide psychological impact.

Table 10
Correlation between Social Media Usage and Academic Burnout

Variables	N	M	SD	r	p
Social media usage	228	26.64	4.69	.360**	.001
Academic Burnout		52.10	8.31	.360**	.001

Note: r =Pearson correlation coefficient, $**p < .001$

Table 10 shows the correlation analysis revealed a statistically positive relation between social media usage and academic burnout ($r = .360^{**}$, $p = .001$) suggesting that higher levels of social media use are moderately associated with increase academic burnout among university students.

Table 11
Linear Regression Analysis Predicting Academic Burnout from Social Media Usage

Model	Beta	Standard Error	t	P-value
Constant	36.35	2.75	13.176	.000**
Social media usage	.639	.110	5.81	.000**

Table 11 revealed that data from regression analysis show that social media usage significantly predicts academic burnout among university students. The relation between the two variables was statistically established. ($B = .639$) is the unstandardized regression coefficient for social media employment with a standard error of .110, the result being very significant ($t = 5.81$, $p < .001$). That indicates that every increase made with regard to social media use unit increases academic burnout scores in roughly 0.639 units. It is a constant of 36.35 as proposed by the model, expecting that this would be the value of academic burnout when social media usage would be zero. Results indicate a positive and significant correlation: students reporting higher usage of social media also tend to report higher degrees of academic burnout.

The analysis presents evidence that social media use significantly predicts academic burnout among students, hence making a case for theorizing on the extent to which such digital influence indicates impacts on university students' psychological well-being in academics.

Discussion

The study's conclusion revealed that university students frequently used social media for various purposes including entertainment, social interaction, and for information. However, it seems that this extensive involvement raises the risk of academic burnout. In alignment with earlier research, the result suggests that excessive social media usage may lead to negative impact on students' psychological well-being and their academics (Andreassen et al., 2017; Fu et al., 2020; Kolhar et al., 2021).

Surprisingly, there is no statistical difference were found in burnout level among gender, indicate that both male and female students are equally prone to the psychological effects of excessive social media usage. This finding aligned with the prior research that burnout influences more by contextual and behavioral factors than gender alone (Schaufeli et al., 2002).

The close connection between educational use of social media and academic burnout especially lack of personal accomplishment, can result from pupils being exposed to idealized depictions of academic achievement, which could cause performance anxiety or comparison-based stress (Liu & Ma, 2020). Although social media could serve as a constructive academic technique, these outcomes denote that overindulging the academic life through this medium brings forth feelings of inadequacy and loss.

The regression analysis further supports that excessive social media use is a significant predictor of academic burnout. The results align with earlier research that have demonstrated that social media usage is linked to an increase in stress and emotional exhaustion (George et al., 2018; Jiang, 2021; Zhao et al., 2021). The direction of social media usage in educational settings is highlighted in this study. To reduce the risk of academic burnout, it suggests that both students and instructors use social media in a balanced and thoughtful manner.

Conclusion

The study found that students who use social media are more likely to drop out of school and have lower grades. The excessive use of digital platforms, particularly for non-academic objectives, leads to apathy in academic obligations, emotional tiredness, and a diminished sense of accomplishment. Social media use can be a predictor of burnout. These consequences are heavily influenced by TikTok, Facebook, and Instagram. The absence of effective coping mechanisms, emotional strain, social comparison, irrational self-expectations, and a lack of effective coping mechanisms are all factors that lead to the advancement of female students, and advanced students are especially susceptible to academic burnout. The issue prevailed on worse due to the cultural elements of high academic standards and widespread use of digital media. The findings of the study supported that while social networking is a valuable resource for social and academic activities, overuse may negatively impact students academically and psychologically. It demands that academic courses, student support services, and university students' digital literacy be transformed.

Recommendations

According to the results of the study, universities should recognize social media as a source of academic support as well as a cause of exhaustion. Digital literacy training, time

management training, fostering a culture of face-to-face interaction and the establishment of a counseling service focusing on media use and mental health are among the recommendations. The study emphasizes how critical it is that technology and psychological well-being co-exist in educational environments and recommends that remedial actions be taken to intentionally alter online conduct so that students can maintain their academic success while protecting their mental health. Long-term considerations of students' digital behaviour may heavily rely on the findings.

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