

# PERCEIVED IMPACT OF SOCIAL NETWORKS ON THE COGNITIVE FUNCTIONS OF UNIVERSITY STUDENTS

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## INTRODUCTION



Social media is widely used by university students and may affect cognitive functioning and academic processes.



However, students' perceptions of this impact remain underexplored.

## OBJECTIVE

To analyse university students' perceived impact of social media use on:

- Cognitive functioning
- Academic performance
- Study organisation
- Rest



## METHOD

Mixed-methods sequential design.



The quantitative phase consisted of an online self-report questionnaire distributed via Google Forms (n = 99), assessing students' perceived impact of social media use.



The qualitative phase included semi-structured interviews (n = 3) to explore participants' experiences in greater depth.



The study focused on perceived effects on cognitive functioning, academic performance, study organisation, and rest

## FUTURE WORK



Extension of the study to other educational stages and contexts.



Comparative analysis across countries.



Incorporation of tools such as TEXI to explore executive functioning.

## RESULTS & DISCUSSION



Negative impact (excessive / impulsive use)

- Reduced attention and concentration
- Poor time management
- Difficulties in study organisation
- Lower sleep quality
- Feelings of guilt and frustration



Positive impact (planned / purposeful use)

- Access to academic resources
- Support for learning
- Increased motivation



Interpretation

Impact depends on type of use rather than use itself.

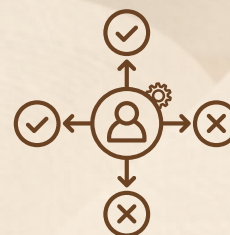
Self-regulation plays a key role.

## CONCLUSION



Social media impact depends on type of use.

Excessive use shows negative effects, while planned use may support learning.

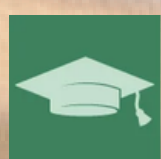


Self-regulation is key.

## REFERENCES (QR)



Facultad de Educación  
Universidad Zaragoza



education sciences

