

# Influence of Social Media on Academic Performance of Undergraduate Students

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## ABSTRACT

The aim of this research was to examine undergraduate students' perceptions of social media usage and its impact on their academic performance at MPC Autonomous College. The study was guided by three objectives, two research questions, and one hypothesis. A descriptive survey research design was employed, focusing on the 811 full-time undergraduate students at MPC Autonomous College in Baripada. Using simple random sampling, a sample of 140 students was selected. Data was collected through a five-point rating scale questionnaire titled "Influence of social media on academic performance of undergraduate students." distributed online via WhatsApp. Descriptive statistics, including frequency counts and percentages, were used to analyse the research questions, while a parametric t-test was employed to test the hypothesis. The findings indicated that a significant number of students frequently use social media, which has a detrimental effect on their academic performance. However, the study also found that students primarily use social media for educational purposes rather than for entertainment. Furthermore, there were no significant differences in social media usage between students in the science and arts streams. The researcher recommends promoting educational use of social media, expanding social networking sites for academic purposes, and encouraging teachers and parents to monitor students' social media usage to maintain a balance between social media engagement and academic responsibilities, thus preventing negative impacts on academic performance.

**Keywords:** Social media, Academic performance, Undergraduate students

## INTRODUCTION:

Not long ago, it was difficult to envision a world without tweeting, snapping, sharing notes, or live streaming our daily activities. Today, thanks to our mobile devices, we can easily showcase and share our opinions and experiences with a global audience. We can bypass traditional media to build our own communities, networks, and personal identities—all achieved with just a few clicks and uploads. This transformation is made possible by the advancement of technological platforms like social media.

Social media refers to online platforms that facilitate connections between people, regardless of distance. These platforms, such as Facebook, Instagram, Blogs, Linked In, Twitter and YouTube are used to foster relationships and enable communication across the globe. Through social media, we can connect with others, listen to music, read books, view photos, and engage in many other activities.

The rise of social networking sites has improved communication methods for enhancing teaching and learning. Recently, social networking has emerged as a crucial tool for connecting people, with numerous

platforms available online that positively influence educational practices. Key areas of focus include identity, network infrastructure, privacy concerns, technological challenges, and the necessity of utilizing social networks as effective tools for education.

Online social networking activities have become increasingly common in higher education worldwide. Many universities have integrated computers, tablets, and other technological tools into their educational frameworks. Students, who represent the largest demographic of social media users, are spending significant amounts of time on these platforms.

However social networks have impacted students' academic performance by diverting their attention, time, and energy to other activities. The online lives of students can distract them from their education, leading them to engage in non-academic pursuits. There is a call for government and international cyber authorities to consider banning such websites.

Teachers, parents, and other stakeholders are deeply concerned about the well-being of students who spend excessive time on social media platforms like Facebook. It is essential for students, educators, and parents to reflect seriously on the use and potential misuse of social media. A balanced approach, combining scientific and humanitarian perspectives, is needed to improve the relationship between social media and students. Additionally, developing a new educational policy regarding social media use in institutions is crucial for promoting healthy personality development and academic success among students.

### **Research effort on effect of education on the level of empowerment**

A study by Elgie E. Postanes (2024) explored the effect of social media on the academic performance of students at Mandaue City College during the 2022-2023 academic year. Using a quantitative correlation design, 336 students were chosen as respondents through stratified random sampling. The research involved adapted survey questionnaires distributed via Google Forms, and academic performance was evaluated based on the general weighted average. The study suggested that students' use of social media for information gathering, social interaction, self-expression, and entertainment did not significantly affect their academic performance in school.

A study by Sadia Khan et al. (2024) aimed to investigate the effect of social media usage patterns on the academic performance and psychological well-being of undergraduate students. A causal-comparative research design, also referred to as ex post facto research, was used to uncover causal relationships between the variables. Using a simple random sampling method, 455 students were randomly selected for the study. Participants completed a standardized questionnaire to evaluate their social media habits, along with a psychological well-being questionnaire to assess their mental health. The data were analyzed using regression analysis and the Pearson correlation coefficient. The results revealed a strong negative correlation between psychological well-being, academic performance, and social media usage patterns. Additionally, the study found that social media usage patterns significantly influence students' academic performance and psychological well-being. These findings provide valuable insights for the existing body of knowledge and have important implications for educational institutions.

A research by Emon Kalyan Chowdhury (2024) investigated the impact of social media on the academic performance of university students in Bangladesh, analyzing both the advantages and disadvantages of its use. A carefully designed questionnaire was distributed to students across various programs at different universities in Bangladesh to gather data. Using factor analysis and regression models, the impact of social media on academic performance was examined. The findings indicated that social media is vital for enhancing communication, information sharing, and content creation among university students in

Bangladesh. However, over-reliance on social media can foster dependence and stifle innovation, as students may rely too heavily on easily accessible resources.

The Hans India news service (2024) conducted a survey on “How does social media impact school students and their academics” and concluded that social media in education provides innovative opportunities for connection and knowledge sharing beyond traditional classroom settings. Although incorporating social media into education has its advantages, it necessitates that teachers possess a strong understanding of the subject and proficiency with digital tools. Nevertheless, parents play a crucial role in encouraging positive online behavior among students.

Another study on “The significance of social media in shaping students’ academic performance: challenges, benefits, and quality assurance outlook by Najeem Olawale Adelakun et al. (2023) employed qualitative analysis and survey data from pertinent literature to offer in-depth insights into the complex processes involved. The results emphasized the need for balanced usage, recommending a thoughtful incorporation of social media while acknowledging its potential downsides. It advocates for educational institutions to proactively include digital literacy and privacy education. Additionally, the study underscored the necessity of continuous monitoring and evaluation to ensure that the advantages surpass the challenges. Ultimately, the responsible and judicious use of social media could enhance and transform students' academic experiences.

Again, a descriptive study by Faryal Iqbal et al. (2023) aimed to examine and evaluate the impact of social media on academic performance of female students of Khusal Khan Khattak University Pakistan. This study uses a questionnaire, set of “Yes”/“NO” questions to examine the perception of 150 female students from various academic years and disciplines on effect of social media on academic performance. The findings revealed that students have varied opinions and attitudes towards social media’s impact, showing no clear consensus across different contexts and factors. Perceptions seem to shift with academic year, and faculty specific view points suggest that academic disciplines play a role in shaping these perceptions. Overall the results underscore the complexity and diversity of student views, indicating a need for further research and targeted interventions to address the unique challenges and concerns faced by students in different settings.

A study by Alshantiti A et al. (2023) aimed to determine the impact of social media usage, addiction and exposure on academic performance of medical students in Medina, Saudi Arabia. An online cross-sectional study was carried out using convenience sampling with undergraduate medical students in Medina, KSA, during the 2021/2022 academic year. Chi-square and Fisher’s exact tests were utilized to assess the effect of social media usage on academic performance. This study has shown that students with higher academic levels tend to be less addicted to social media, while those who are addicted can benefit from its use to enhance their grades.

A survey by Dr. Rao Shahid et al. (2023) conducted in urban and rural areas to assess the impact of social media on the academic performance of students. The aim of this study was to investigate how urban and rural students utilize social media and their perceptions of it. Additionally, it seeks to evaluate the positive effects of social media on the academic performance of urban students. Data was gathered from a total of 200 students from both urban and rural regions through an online survey. SPSS software was employed for data analysis, and the key findings indicate that social media positively influences the academic performance of students in both settings. However, it also reveals that social media can have negative effects on students' academic performance.

Further a study was conducted on “The use of social media and its effects on students’ academic performance” by Ru Yuan, Hu Yong et al. (2023). The main goal of this study was to assess whether social media usage affects students' academic performance. A descriptive analysis methodology was employed for this research. Data was collected using a "simple random sampling" technique. After gathering the data, it was analyzed using the Statistical Package for the Social Sciences (SPSS), and the results were presented in tables showing frequencies and percentages. The findings indicated that social media does not negatively impact students' overall academic performance; instead, these platforms can serve as powerful tools to significantly improve academic outcomes.

The research studied by Sourabh Sharma & Ramesh Behl (2022) analyzed the impact of social media on students’ academic performance of extraversion and introversion personality students. This comparative study analyzed the two personality types based on education level (postgraduate and undergraduate) and gender (male and female). The research began by identifying the factors related to social media's impact on students' academic performance. Data were gathered from 408 students, comprising 202 males and 206 females. Among them, 234 students are enrolled in postgraduate programs, while 174 are in undergraduate courses. One-way ANOVA was used to compare extraverted and introverted students across different educational levels and genders and introverted students were found to gain advantages in both postgraduate and undergraduate programs.

Again a study by Joginder Goet (2022) aimed to determine the impact of social media on academic performance of students of various colleges. For this study 360 samples were selected by multistage sampling and data were collected by developing a questionnaire. The findings revealed that the social media have been positive and significant impact on academic performance of students. It also found that video watching, media sharing, internet searching and video gaming attract students for study.

Moreover, a study by Mercy A. Asante (2021) aimed to determine the effect of social media usage on academic performance. Utilizing a descriptive research design, the primary data collection method involved structured questionnaires. For data collection a simple random sampling technique was applied to select 354 students from 3 schools of Ghana district. The analysis employed descriptive statistics, factor analysis, and multiple regression analysis. Findings indicated that the majority of students used Facebook, followed by WhatsApp, Instagram, YouTube, TikTok, Twitter, and Snapchat. The results confirmed a significant positive relationship between social media use and students' academic performance at a 5% significance level. It is recommended that parents and teachers provide adequate guidance on effective social media usage to enhance academic outcomes.

A study was designed by Sivakumar Ramaraj (2020) to find out the effects of social media on academic performance of the students in Cuddalore district. The survey method was utilized to gather pertinent data for the study, with a sample size of 1,000 participants selected through random sampling. Statistical techniques were then applied for data analysis. The findings revealed that, despite public concerns about the misuse of social media by students, the majority of school students expressed a positive interest in using social media for academic purposes. This suggests that social media can positively influence students' academic performance. However, ANOVA results indicated significant differences in academic achievement related to the impact of social media among students. Both teacher educators and students can leverage social media as a valuable tool for teaching and learning, enhancing the educational experience.

Further a research by Manahil Jamil et al. (2020) aimed to examine the effect of social networking on students' academic performance in Islamabad and Rawalpindi, Pakistan. The cross-sectional study took

place from April 2019 to February 2020 and included 385 students aged 15 to 25 from various educational institutions in the twin cities. Data was gathered through a self-created questionnaire, and analysis was conducted using SPSS V.21. Ultimately, 348 participants from different schools and colleges in Rawalpindi and Islamabad were included in the findings. The study indicated that the teenage demographic among youth showed a higher addiction to social networking, with many participants using social media for over three years primarily for leisure and relaxation. It also found that extended use of social media tends to have a detrimental impact on academic performance.

Again, a study by Imad Bou Hamad (2020) conducted on “The impact of social media usage and life style habits on academic achievement: insights from a developing country context”. The aim of this study was to investigate how social media usage and various behavioural factors—like smoking, alcohol consumption, and romantic relationships—affect academic performance in developing countries. Analyzing a sample of 112 undergraduate students from a university in Lebanon, the research revealed that high levels of social media engagement, smoking, and involvement in romantic relationships were significantly linked to decreased academic success.

Further the aim of a study by Shazia Kouser (2020) is to explore the influence of social media on the academic achievement of students at the Central University of Punjab. To accomplish this, a descriptive survey research design was employed, utilizing a stratified random sampling method to select 100 students. The findings indicated that many students at the university are addicted to social media. It was revealed that social media positively influences the academic performance of postgraduate students, as educational resources and study materials available online contribute to improved academic outcomes. Additionally, the study found no significant difference in social media usage between science and humanities students, with both groups using social media at similar rates. However, a significant disparity was observed in usage between male and female students, with boys using social media more than girls.

## Research Problem

Social media is increasingly popular among students, providing a new means of leisure and serving as a distinct platform for accessing both educational and entertaining information. Some believe that this trend may lead to neglect and challenges in students' academic performance. It was observed that this trend has raised concerns among those who value knowledge and skill development, especially regarding undergraduate students. Because students' life is more precious than gold dust and the undergraduate level is the most crucial and important stage of every student's life for their future purpose. But though numerous studies have examined the effects of social media on different academic programs, still very few have specifically targeted undergraduate students. Hence the aim of this study is to identify which social networking sites undergraduate students are using, assess their level of addiction to social media, analyze the frequency and manner of their usage, and explore how this affects their academic performance. Additionally, a comparison will be made between students in the arts and science streams of, as previous research has highlighted differences in social networking participation based on gender, but this study will focus on academic streams. Furthermore, there has been no significant research conducted in Odisha to assess the impact of social media on academic performance. This study specifically focuses on students at MPC Autonomous College, Baripada, Odisha.

## Objectives of the study

1. To study the perception of undergraduate students about social media.

2. To find out the purposes behind the use of social media.
3. To study the difference between undergraduate student's usage of social media with regard to their stream.

**Research Questions:**

1. How do the undergraduate students are perceived about social media?
2. What are the purposes behind the use of social media?

**Hypothesis:**

There is no significant difference between undergraduate students' usage of social media with regard to their stream.

**Methodology:**

The research design adopted for the study was descriptive survey. The population in this research was all the full-time undergraduate students at MPC autonomous college in 2021-2024 session. The total population comprised 811 undergraduate full-time students. Using simple random sampling 140 students are selected as sample which includes 70 students from science stream and 70 from arts stream.

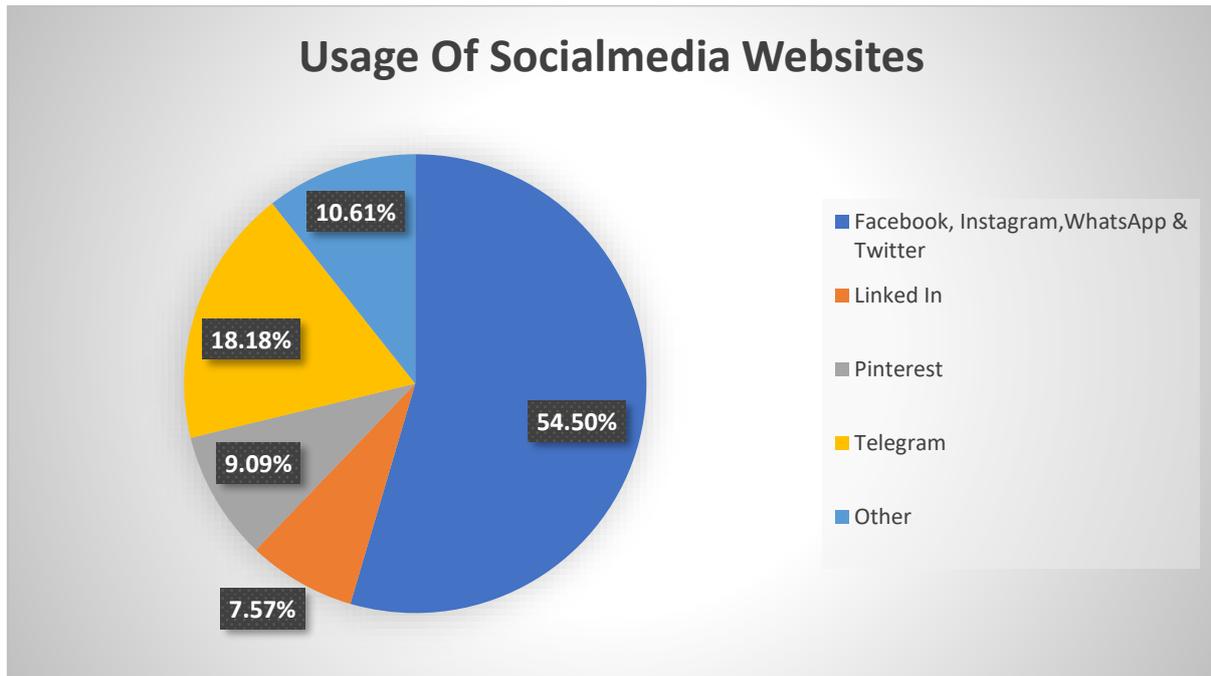
**Tools Used:**

A well-constructed and self-made questionnaire consists of 20 items including gender, age, time spent on studies, time spent on social media, the influence of social media on academic performance was used to get the desired information from students. The questionnaire was divided into 2 sections (A&B). Section A was for collection of information on personal data of respondents while section B consisted of questions that elicited responses from the respondents with response options: Strongly Agree (SA), Agree(A), Neutral(N), Disagree(D) and Strongly Disagree (SD). It covered following 6 dimensions.

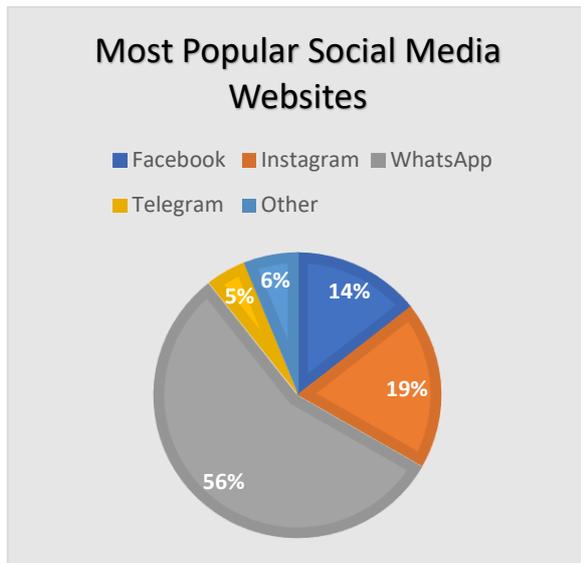
- Use of social media websites
- Influence of social media use on academic performance
- Interaction with peers
- Interaction with teachers
- Engagement
- Collaborative learning

**Analysis and Interpretation:**

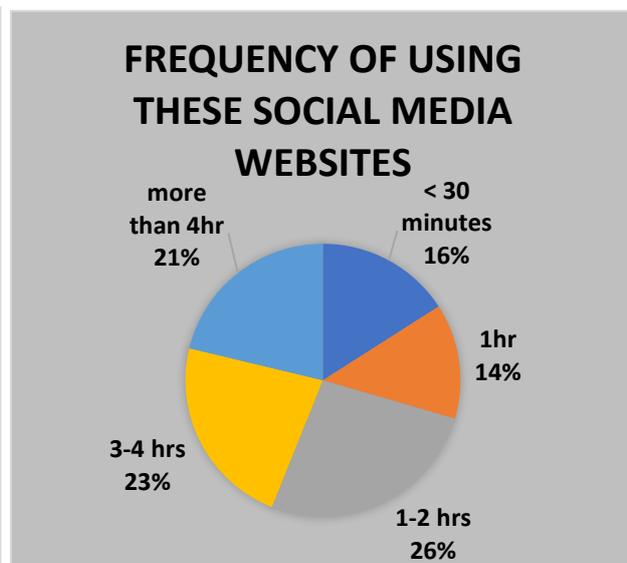
From chart-1 we found that most of the undergraduate students are using Facebook, Instagram, WhatsApp and Twitter at a time which is 54.55% from the total responses. The chart 2 clearly indicates that among the various kinds of social media websites most of the undergraduate students are using WhatsApp. Hence WhatsApp is the most popular social media website among the undergraduate students at MPC autonomous college. From chart-3 we found that the most of UG students of MPC Autonomous college are spending 1-2 hours in a day on social media which indicates that it's a good sign that they are using less time as compared to the students who are spending more than 4 hours in a day on social media which may affect their future life.



[Chart-1]



[Chart-2]



[Chart-3]

Sl No.	Statements	Responses					Total Responses
		SA	A	N	D	SD	
1	Social media positively affects my study timing	26 (18.57%)	53 (37.87%)	30 (21.42%)	24 (17.14%)	7 (5%)	140
2	Usage of social media in routine life affect my academic	20 (14.28%)	48 (34.28%)	43 (30.71%)	25 (17.85%)	4 (2.88%)	140

	performance						
3	Social media are affecting the speaking and writing skills of students	20 (14.04%)	62 (44.28%)	25 (17.85%)	26 (18.57%)	7 (5.26%)	140
4	Social media has a positive influence on academic performance	23 (16.66%)	80 (56.81%)	29 (20.45%)	4 (3.04%)	4 (3.04%)	140
5	I am addicted to social media	14 (9.84%)	50 (35.61%)	37 (26.51%)	32 (22.72%)	7 (5.32%)	140

[Table-1: Influence of social media use on their academic performance]

The above representation of five statements about the influence of social media use on academic performance clearly indicates that there has some negative impact and also have some positive impact. Among these on an average of 57% UG students are agreeing that use of social media has positive influence on their academic performance, 38% are agreeing that use of social media has some positive impact too such as groups and study related pages are created by the scholars on social media helps other students in their study. However, 34% students are agreeing that usage of social media affect their academic performance, 44% students are agreeing social media are affecting their speaking and writing skills and 35.61% are getting addicted to social media which is not a good sign for their future purpose.

Sl.no	Dimensions	Sl.no.	Statement	Responses (N=140)				
				SA	A	N	D	SD
1	Interaction with Peers	1	Gives opportunity to discuss with peers	17 (12.12%)	73 (52.27%)	31 (21.96%)	18 (12.87%)	1 (0.78%)
		2	Facilitates dialogue with peers	11 (7.75%)	61 (43.93%)	50 (35.6%)	15 (10.6%)	3 (2.12%)
		3	Allows the exchange of information with peers	15 (20.6%)	71 (50.75%)	34 (24.24%)	16 (11.36%)	4 (3.05%)
2	Interaction with teachers	1	Facilitates interaction with teacher	18 (12.87%)	69 (49.24%)	37 (26.51%)	13 (9.09%)	3 (2.29%)
		2	Gives opportunity to discuss	18 (12.87%)	76 (54.54%)	32 (22.72%)	10 (6.81%)	4 (3.06%)

			with teachers					
		3	Facilitates dialogue with teachers	12 (8.33%)	68 (48.48%)	37 (26.51%)	20 (14.39%)	3 (2.29%)
3	Engagement	1	Using of social media helps to facilitate academic activities and coordinate with peers	14 (9.84%)	84 (59.84%)	35 (25%)	5 (3.78%)	2 (1.51%)
		2	Using of social media helps to facilitate academic activities and coordinate with teachers	15 (10.6%)	90 (64.39%)	29 (20.45%)	5 (3.78%)	1 (0.78%)
		3	Group discussions can be arranged with my classmates using of social media and this will improve my academic performance	30 (21.53%)	85 (60.6%)	19 (13.63%)	6 (4.24%)	-
		4	Using of social media helps to build a student-lecture relationship with my lectures and this improves my academic performance	18 (12.85%)	77 (55%)	31 (22.14%)	8 (5.71%)	6 (4.30%)

4	Collaborative e-learning	1	I felt that using social media for collaborative learning in my group is effective	12 (8.33%)	79 (56.81%)	34 (24.24%)	14 (9.84%)	1 (0.78%)
		2	Able to develop research skills through peer collaboration	21 (15.15%)	80 (56.81%)	34 (24.24%)	3 (2.27%)	2 (1.53%)
		3	Able to develop new skills and knowledge from other members in my group	21 (15.15%)	86 (61.36%)	30 (21.21%)	1 (0.75%)	2 (1.53%)
		4	Collaborative learning experience in the social media environment is better than face to face learning environment	14 (9.84%)	49 (34.84%)	31 (21.96%)	30 (22.72%)	15 (10.6%)

[Table-2: - Purposes behind the use of social media]

From above table we found that the students’ major purposes behind the use of social media are to interact with peers, interact with the teacher, students’ engagement and collaborative learning, which indicates that the UG students are most of the time using these social media websites for the educational purposes rather than entertainment purposes.

Students’ Stream	N	Mean	SD	SE <sub>d</sub>	Df	LS	‘t’ table value	Calculated ‘t’ value	Decision(H <sub>0</sub> <sup>1</sup> )
Science	70	63.05	32.30	3.86	139	0.05	1.77	0.07	Accepted
Arts	70	63.45	35.30	4.21					

[Table-3: - The significant difference between science and arts stream undergraduate student’s usage of social media.]

The table shows that the calculated t value, 0.07 is smaller than the t table value of 1.77 at 0.05 level of significant, with df 130. Hence the null hypothesis which states that the stream does not have significant difference between the usage of social media hereby accepted.

### **Findings and Discussion of result:**

Through the overall presentation it is found that the social media website has positive influence on the academic performance of undergraduate students of MPC autonomous College. Through the social media websites students are making their academic work easier. Some also perceived that the use of social media has some negative impact also like their speaking and writing skills are getting affected and day by day they are getting addicted to social media which are not good sign for their future. This is supported by Elgie E. Postanes (2024) Ru Yuan, Hu Yong et al. (2023) Sourabh Sharma & Ramesh Behl (2022). But according to Dr. Rao Shahid et al. (2023) social media can have negative effects on students' academic performance. Hence parents and teachers should guide students how to use social media wisely.

### **Recommendation:**

Further research can be undertaken to study the impact of social media on other subject area like physical health, mental health, social & family life, level of depression, personality development etc. And also, the research can be undertaken by using more sample in a broader area so that the better result can be drawn. There are some recommendations for students of this era which are mentioned below.

1. Students should be monitored by the teachers and parents on how they use websites.
2. Teachers should ensure that they use the social media as a tool to improve the academic performance of students at university.
3. Students should better manage their study timing and prevent distraction that can be provided by the social media. There should be decrease in the frequency in the time spent on social media by the students.
4. Social media websites should be expanded and new pages should be created to enhance academic activities and avoid set backs in the students' academic performance.

### **Conclusion:**

The students are the future of nation and social media is becoming the first and foremost important things in everyone's life in this digitalized era. After Covid-19 pandemic the social media became the basic necessity of a student as they became familiar with various sites of social media during the pandemic. But everything has its own worth. Excess in everything is bad. Hence students should not have addicted to social media other wise it would affect their academic life. Therefore, students should maintain balance between the chit chatting and academic activities. If all students use the social media websites properly for their academic career, then this generation students can reach in another level of success like forming online communities for a project, group discussion, peer tutoring, peer counselling etc.

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