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Effect of Social Media on Adolescent Academic Accomplishment and Everyday Activities

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Abstract

The research paper addresses the rising concern of social media addiction among adolescents and its possible influence on students' academic accomplishments and daily activities. This paper entitled "Effects of Social Media on Adolescents' Academic Achievement and Everyday Activities" made an attempt to examine the relationship between social media usage and various aspects of adolescents' lives, including academic grades, studying hours per day, homework and playtime practices, as well as their interpersonal relationships with family members and their urge to use the phone during study time. The researcher adopted an exploratory in nature and Cross-sectional research design. It has studied 198 students ranging from 8th to 10th grade, in addition to first and second PUC students from Belthangady Thaluk. The study followed the purposive sampling method. The questionnaire method was used to collect the data from the respondents. The secondary data was collected from internet sources such as Google Scholar, PubMed, and ERIC. The analysis and interpretation of the data were conducted and presented through percentage analysis and Chi-square test. The study found a statistically significant relationship between the use of social media and many different aspects of adolescents' academic life as well as their everyday routines. These aspects include studying, doing homework, playing, interacting with one's family members, taking care of domestic chores, and overall academic performance.

Introduction

Access to smartphones, high-speed and low-cost internet services, and social networking applications have marked a radical change in the daily lives of adolescents all over the world. Whilst social media is now a staple form of communication, entertainment, information dissemination and many educational activities among young people; Facebook Instagram, WhatsApp, YouTube Snapchat and X (formerly Twitter). While digital technologies offer additional ways for adolescents to learn, collaborate, create, and connect socially, increasing levels of use have given rise to a wide-ranging debate about the impact of social media on adolescent academic achievement, daily activities and subjective well-being (UNICEF 2025& National Academies of Sciences Engineering and Medicine 2024).

Adolescence marks an essential period of development during which rapid physical, cognitive, emotional and social changes occur. Adolescents emerge during this phase by needing peer acceptance, identity development and social connectedness making them particularly susceptible to new technologies for communication and social networks. Increased exposure to smartphones and internet-enabled devices that facilitate access at all times of the day or night during this transitional period has resulted in altered study

time, sleep patterns, recreational activities, and family interactions. While social media usage in moderation can help with communication and learning, excessive or problematic use might hinder academic engagement and healthy development (Odgers, Schueller, & Ito, 2020).

Academic Performance and Social Media Use

Academic achievement is one of the most extensively explored findings of adolescents' social media use. While social media platforms enable online learning materials, collaborative learning, and educational communication, excessive and non-academic use can negatively impact students' academic performance and learning behaviours. Long-term use of social networking sites has been linked to decreased study time, poor time management, delayed homework completion, diminished classroom focus, and worse academic accomplishment. (Singh & Barmola, 2015) investigated the impact of internet addiction on the academic achievements and mental well-being of high school students in India. They discovered that adolescents experiencing high levels of internet addiction exhibited notably worse academic results and mental health compared to those with milder internet addiction. Likewise, (Sowndarya& Pattar,2018) discovered that internet addiction was more common among urban medical students. It was linked to extended internet use among metropolitan medical students. These conclusions are further supported by recent data. Problematic smartphone use was consistently linked to lower academic achievement among school and university students, according to a comprehensive review and meta-analysis by (Paterna et al.,2024). Similarly, (Wang et al.,2024) found that while educational use of digital technologies shown beneficial relationships with learning outcomes, excessive and non-educational usage of digital devices was negatively connected to academic performance through a meta-analysis of 48 empirical research. When taken as a whole, these studies indicate that the influence of social media is dependent not just on the amount of time spent online but also on the purpose and usage patterns. Overindulgence in leisure activities is more likely to disrupt study habits, classroom participation, and homework completion.

Use of social media and Daily Activities

Beyond its impact on academic performance, excessive social media use has been linked to notable shifts in teenagers' daily routines and lifestyle choices. Overuse of social networking sites frequently takes up time that could be spent sleeping, exercising, having fun, and interacting with family members in person. Adolescents' general growth, mental stability, and physical health may all be negatively impacted by these lifestyle modifications.

These worries are supported by evidence from India. In cross-sectional research of 10–15-year-old Indian teenagers in Mumbai. (Moitra & Madan ,2022) found a substantial correlation between increasing screen time and poor sleep quality, decreased physical activity, bad eating habits, and more depressed symptoms. Similarly, (Maurya et al.,2022) used data from 16,292 nationally representative UDAYA surveys, longer smartphone screen time was strongly linked to sleep issues, according to data from 16,292 Indian teenagers and young adults, underscoring the growing public health concern over excessive smartphone usage. Evidence from around the world supports these conclusions. In a systematic review of prospective studies (Dibben et al.,2023) found that teens who used smartphones and social media more frequently had lower-quality sleep and shorter sleep durations. Similarly, (Brautsch et al.,2023) found that teens and young adults who use digital media before bed have delayed sleep start and lower quality sleep. In a scoping study conducted more recently, (Yu et al.,2024) found that problematic social media use typically replaced desirable lifestyle behaviours, such as recreation, physical activity, and family interaction, while

increasing sedentary behaviour. All of these results point to the possibility that excessive and uncontrolled social media use could interfere with teenagers' daily schedules, decrease their engagement in healthy activities, and have a detrimental effect on their general wellbeing.

Factors Linked to Overuse of social media

Adolescents' excessive use of social media is influenced by a variety of contextual factors, such as peer interactions, the home environment, parental supervision, and easy access to digital devices like smartphones. While inadequate monitoring and strained family ties may make teenagers more susceptible to problematic social media use, a supportive home environment and good parental supervision can promote appropriate digital behaviour. According to (Taş ,2023) social neglect and problematic social media use among teenagers were mediated by satisfaction with family life, which was found to be adversely correlated with social media addiction. Similarly (Zhu, Deng, & Bai, 2023) discovered that while psychological control raised the likelihood of addictive online behaviours, parenting monitoring was linked to lower levels of problematic internet use. These results emphasize the significance of family ties. During adolescence, peer influence is also important since young people frequently turn to online interactions for peer approval, social connection, and validation. (Odgers, Schueller, & Ito, 2020) contended that the chances and dangers related to social media use are closely tied to the developmental traits of adolescents, which encompass identity development, friendships, and social bonding, in addition to the growing availability of smartphones and digital technologies. Similarly, in a comprehensive review of meta-analyses, in an umbrella review of systematic reviews and meta-analyses (Sanders et al.,2024) came to the conclusion that the impacts of electronic screen use on the health and development of young people are complicated and vary depending on the kind, goal, length, and context of digital engagement. The authors underlined the significance of taking into account how and why teenagers use digital technology rather than concentrating only on-screen time, as screen use may be linked to both positive and negative effects.

Research Gap

By analysing its prevalence, usage patterns, internet addiction, psychological well-being, sleep disruptions, and familial influences, existing literature has significantly increased researchers understanding of teenagers' use of social media. Few research have examined the simultaneous impact of excessive social media usage on daily activities and academic achievement, despite the fact that these studies offer insightful information about the behavioural and psychosocial repercussions of such use. With little focus on how social media use impacts study habits, homework completion, classroom concentration, family interaction, recreation, physical activity, and daily routines within a single framework, the majority of prior research has looked at academic performance, mental health, or lifestyle behaviours separately. Additionally, there is still a dearth of empirical data from Indian school-age adolescents. Although despite the rapid increase in smartphone ownership and internet accessibility, research carried out in Karnataka are especially rare. In order to close this gap, the current study looks at how social media use affects teenagers' everyday activities and academic performance in Belthangady Taluk, Karnataka. It is anticipated that the results will provide context-specific evidence to help educators, parents, school counsellors, social workers, and legislators encourage teens to use social media responsibly and in moderation.

Purpose of the present study

The current study was conducted to fill this significant research gap in view of the growing usage of social media among teenagers and the paucity of data analysing its combined impact on academic attainment and daily activities among school-age adolescents in India. The study's specific goal is to investigate how social media use affects teenagers' everyday activities and academic performance in Belthangady Taluk, Karnataka. The study looks into how teenagers use social media and how it relates to their academic performance, study habits, doing homework, paying attention in class, playtime, family interaction, physical exercise, and certain daily routines. The study aims to add to the body of knowledge and offer useful insights by presenting empirical data from a Karnataka school-based community.

Aim of the Study

The research paper aims to know the "Effect of Social Media on Adolescents Academic Accomplishment and Everyday Activities.".

Specific Objectives

1. To know the academic grades achieved by the students.
2. To understand their studying hour per day, homework, and play time practices
3. To know adolescents'' interpersonal relationships with family members and helping habits in household chores
4. To understand the adolescents' 'urge to see the phone during their study time.

Hypotheses

The current study's hypotheses were developed in light of earlier empirical research that repeatedly showed a strong correlation between teenage social media use and a range of behavioural and academic outcomes. The hypotheses are presented as research hypotheses rather than exploratory assumptions because the current study aims to investigate and validate these links among teenage pupils in Belthangady Taluk, Karnataka.

Ho_1: There is no significant association between social media usage and adolescents' academic accomplishment and everyday activities among adolescents

Research Design

The research is exploratory in nature and Cross-sectional research design is used.

Inclusion Criteria

1. Students studying in 8th, 9th, or 10th standard, and first and second Pre-University Course (PUC) in the selected educational institutions.
2. Adolescents of all genders who were enrolled in the selected classes during the period of data collection.
3. Students who were willing to participate in the study and provided informed consent (and parental/guardian consent where applicable).

Exclusion Criteria

1. Students studying in primary schools and degree colleges.

2. Students who were absent during the data collection period or who declined to participate in the study.
3. Students who did not provide complete responses to the study questionnaire.

Universe and Sampling of the Study

The geographical universe of the study comprises students from 8th, 9th, or 10th grades, as well as PUC students from Belthangady Taluk. Purposive sampling was employed in the present study because the research specifically focused on adolescents studying in 8th, 9th, and 10th standards, and first and second Pre-University Course (PUC). These students were intentionally selected as they represent the developmental stage in which social media use is widespread and its influence on academic achievement and everyday activities is particularly relevant. The study was conducted in selected educational institutions of Belthangady Taluk, Karnataka. Purposive sampling enabled the researcher to recruit participants who met the predefined inclusion criteria and were capable of providing information relevant to the study objectives. Since the research sought to examine the relationship between social media usage and selected academic and behavioural variables within this specific population, purposive sampling was considered the most appropriate technique. Rather than aiming for statistical generalization to all students, the study focused on obtaining meaningful data from a defined group of adolescents that was directly relevant to the research problem.

Methods and Tools of the Data Collection

A structured questionnaire created by the researcher based on a thorough analysis of the literature on social media use, academic success, study habits, family dynamics, and teenagers' daily activities was used to gather data for the current study. The study's aims guided the creation of the questionnaire, which included items that addressed the major variables being studied. Experts in the domains of social work, research methodology, and allied subjects evaluated the draft questionnaire to determine its content validity. The experts assessed the items' comprehensiveness, appropriateness, clarity, and relevance in relation to the goals of the study. Before the questionnaire was distributed, the necessary changes were made to enhance its overall substance, language, and sequencing based on their comments. The instrument's content validity and suitability for the research population were improved by the application of the expert validation method. Google Scholar, PubMed, and ERIC sources were used to collect the secondary information.

Data Analysis

The analysis and interpretation of the data were conducted and presented using percentage analysis and Chi-square Test.

Ethical Considerations

Previous permission was obtained from the schools and colleges. Before distributing the questionnaire, the purpose and nature of the study were explained to the respondents. They were informed that their participation is voluntary and that they can withdraw from the study at any time if they are uncomfortable participating. Confidentiality was assured for the students.

Operational Definition of Variables

Table 1: shows the operational definition of the study

Variable	Operational Definition
Social media usage	Frequency and duration of using social networking applications measured through daily hours of use.
Academic achievement	Students' self-reported percentage/grades obtained in the previous examination.
Study hours	Average number of hours spent studying each day.
Homework practices	Frequency of completing homework on time.
Playtime	Average time spent in outdoor or recreational activities.
Family relationship	Self-reported quality of interaction with parents and other family members.
Household chores	Participation in routine household activities such as cleaning, cooking, and helping parents.
Phone-checking behaviour	Frequency of checking mobile phones while studying.

SECTION-1: SOCIO-DEMOGRAPHIC DETAILS

FIGURE 1: PERCENTAGE OF GRADE LEVEL AMONG ADOLESCENTS

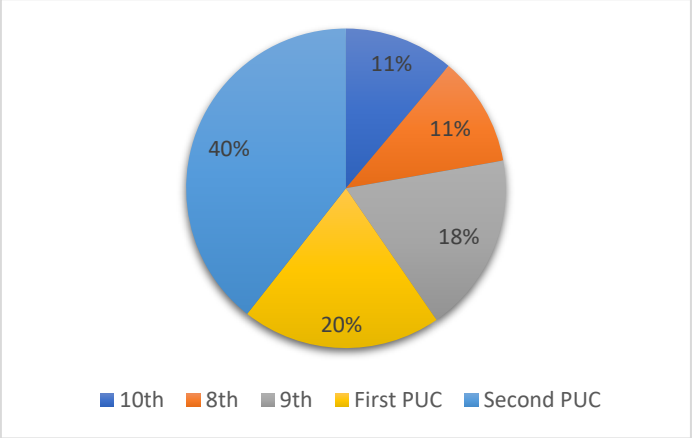


Figure 1 reveals the distribution of the respondents according to their class. The figure depicts that 40% of the respondents' studies in the second PUC, 20% are in the first PUC, 18% are in the 9th standard, 11% are in the 8th standard, and another 11% are in the 10th standard.

FIGURE 2: PERCENTAGE OF GENDER AMONG ADOLESCENTS

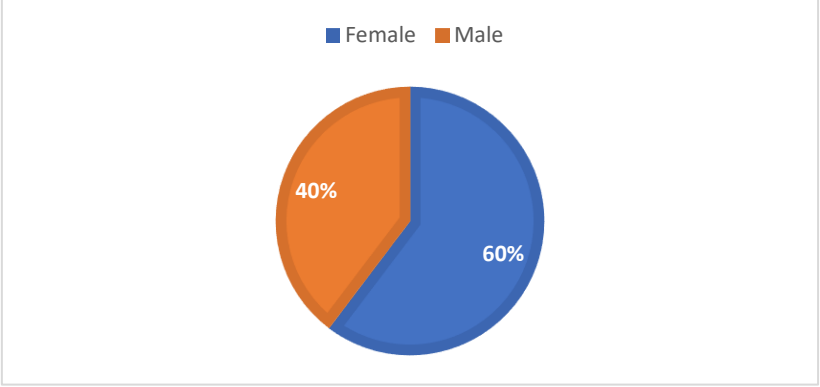
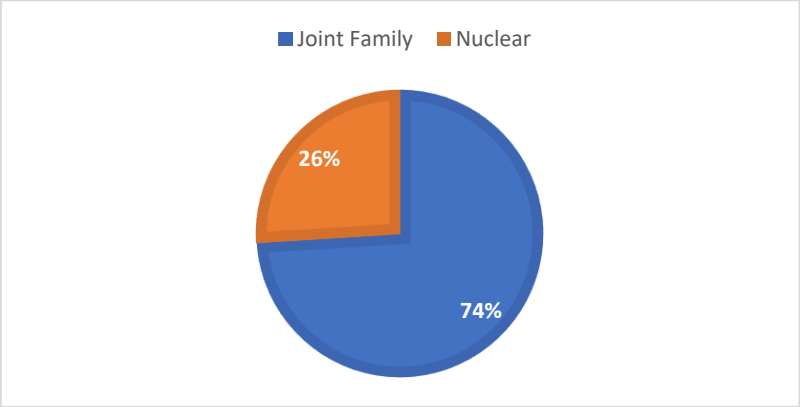


Figure 2 shows the distribution of the respondents according to their gender. The study reveals that 60% of the respondents were females and 40% were males.

FIGURE 3: PERCENTAGE OF TYPE OF FAMILY AMONG ADOLESCENTS



In reference to the respondents' family type, 76% belong to a joint family, while 24% are from a nuclear family.

FIGURE 4: PERCENTAGE OF SOCIO-ECONOMIC STATUS AMONG ADOLESCENTS

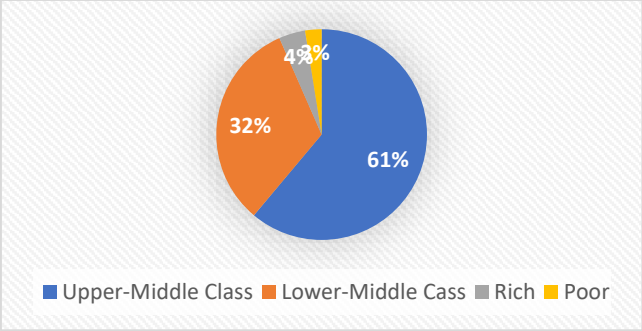


Figure 4 describes the socioeconomic background of the respondents. It's clear from the figure that 61% of the respondents belong to upper-middle-class families, 32% belong to lower-middle-class families, 4% come from rich family backgrounds, and 3% are from poor socioeconomic backgrounds.

Figure 5: Percentage of School Achievement Grades among High School Adolescents

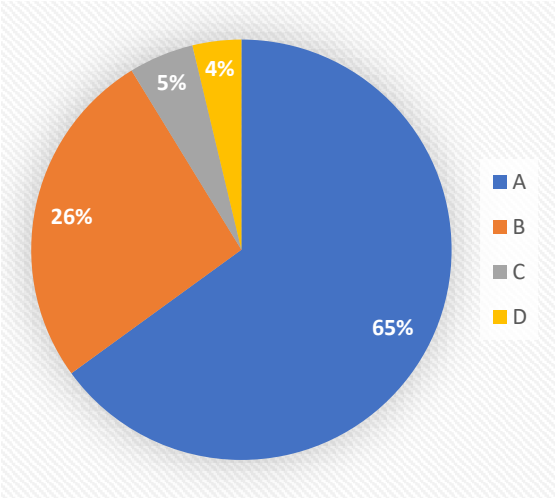


Figure 5 shows that 65% of the respondents said that their academic performance was very good, 26% of the respondents answered that their academic performance was good, 5% of the respondents answered

that their academic performance was fair, and 4% of the respondents answered that their academic performance was poor. Therefore, one may conclude that most of the high school students and PUC students from rural and semi-urban areas view their academic performance as being good. The high proportion of adolescents reporting good or very good academic performance suggests positive academic self-perception among the respondents.

Table 2

Chi-square analysis of the association between the academic sector and Social media usage among adolescents

Variable	N	χ^2	**df**	**p**
Academic performance level	198	229.82	4	< .001
Studying hours per day	198	84.48	4	< .001
Homework/reading	198	121.80	4	< .001
Play time	198	91.24	4	< .001
Talking to family members	198	47.03	4	< .001
Helping with household chores	198	36.14	4	< .001
Tend to see phone during studies	198	22.24	4	< .001
Academic grades	198	147.01	4	< .001

Table 2 shows the findings from the chi-square test of association between the use of social media and selected aspects of students' academic performance and daily activities among 198 participants. Chi-square statistics and p-value provide information about the statistical significance of the association between social media use and selected criteria.

The results indicate that the academic performance level variable yielded an average score of 35.18 (SD = 0.682) and a Chi-square score of 229.816 (df = 4, p=0.0001). The very significant statistical result suggests that social media use is strongly associated with the students' academic performance levels.

In the same way, studying hours per day showed an average score of 42.42 (SD = 1.318) and a Chi-square score of 84.475 (p=0.0001), which means that there is a significant association between social media use and the number of hours spent by students studying daily.

The homework/reading variable generated an average score of 46.95 (SD = 1.231) and a Chi-square score of 121.798 (p=0.0001). It can be inferred that the social media use is significantly associated with the students' homework completion and reading habits.

With regard to playtime, an average score of 51.83 (SD = 1.332) and a Chi-square score of 91.242 (p=0.0001) were observed, indicating a significant association between social media use and the playing time of the adolescents.

Furthermore, communicating with family members had a mean score of 57.31 (SD = 1.454) with a Chi-square value of 47.031 (p = 0.0001). This indicates that there is a high possibility of social media usage significantly influencing the level of communication among adolescents and their family members.

Similarly, assisting with household duties was associated with a mean score of 62.13 (SD = 1.479) with a Chi-square value of 36.143 (p = 0.0001), implying that there was a relationship between the amount of time used on social media and household responsibilities of adolescents.

In regards to the tendency of checking phones when engaged in studying activities, it had a mean score of 65.45 (SD = 0.498) with a Chi-square value of 2.239 (p = 0.0001). The Chi-square value is relatively small

compared to the rest, but there is an indication that the association between social media usage and checking phones while studying is statistically significant based on the p-value.

Finally, the academic marks had a mean of 68.16 (SD = 0.656), with a Chi-square figure of 147.010 (p = 0.0001), signifying that there exists a very high and significant correlation between the use of social networking sites and students

The findings indicate that social media use is highly correlated with all the chosen dimensions of the adolescents' academic as well as non-academic activity, namely academic performance, studying process, doing homework and reading, playing games, interacting within the family, home assignments, the habit of checking phones while studying, and grades. Thus, the null hypothesis should be rejected, as social media use does have an impact on the adolescents' academic success and everyday routines**.** The findings support the study given by (Paterna et al., 2024) that the significant association between social media usage and adolescents' academic performance, study habits, family interactions, and phone-checking behaviour is consistent with recent evidence indicating that problematic smartphone and social media use is associated with poorer academic achievement, reduced study engagement, and adverse behavioural outcomes among students.

Figure 6: showing the results of participants study hours allotted in a day among adolescents

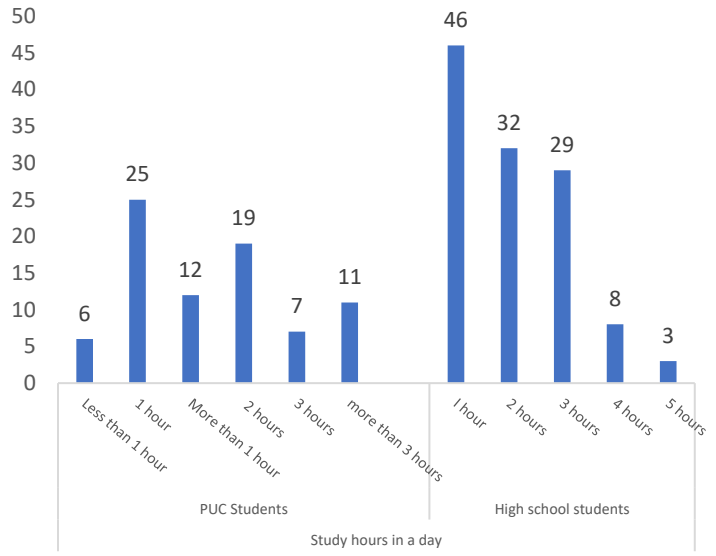


Figure 6 represents the students 'studying hour per day. With regard to PUC students, 25% of the students' studies are 1 hour per day, 19% of the students' studies are 2 hours per day, 12% of the students' studies are over an hour, 11% of the students' studies are more than 3 hours per day, 7% of the students' studies are 3 hours per day, and 6% of the students' studies are less than one hour. With regard to high school students, 46% of the students' studies are 1 hour per day, 32% of the students' studies are 2 hours per day, 29% of the students' studies are 3 hours per day, 8% of the students' studies are 4 hours per day, and 3% of the students' studies are 5 hours per day**.** The results show that most of the respondents from high school and PUC engage in the process of studying for one to two hours a day, implying moderate study behaviour on the part of the respondents. Research studies have shown that there is a positive effect of social flatform on reading habits among students. However, disturbance during the study was noted as a harmful effect.

Students use Facebook, WhatsApp, Google, and YouTube every day. The majority of them operate through cell phones. (Rafiq,2019)

Figure 7: showing the result of academic activity, i.e., homework or reading practices, in a day after school or college hour

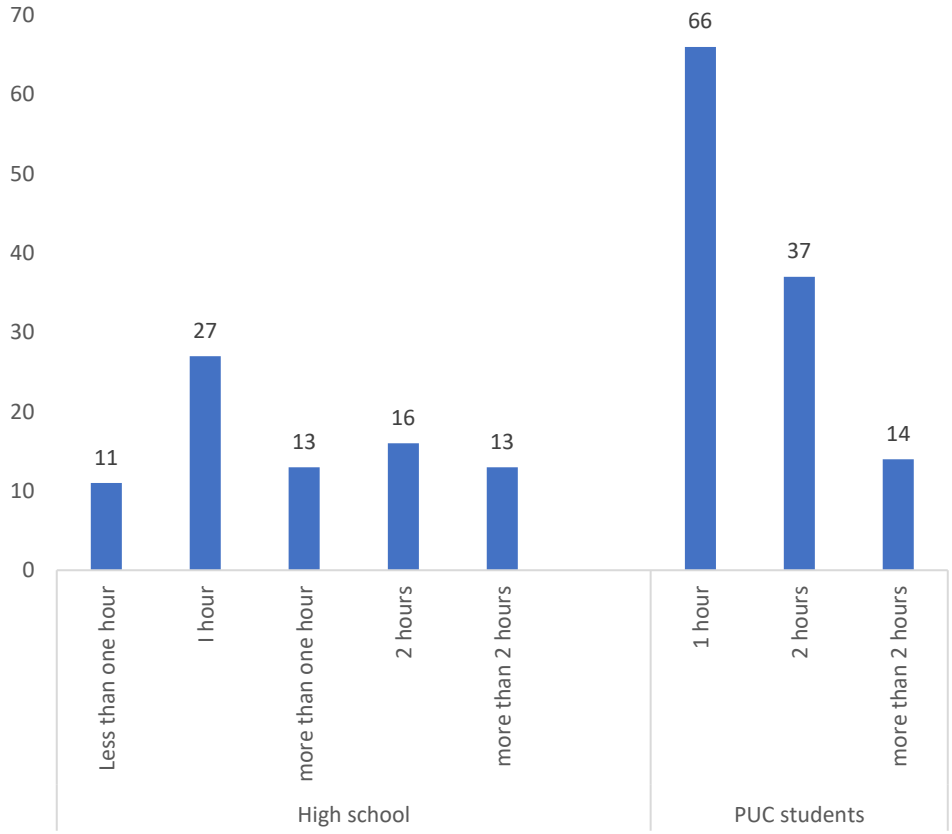


Figure 7 represents the students' homework practices. The study shows that 27% of the students do 1 hour of homework per day, 13% of the students give more than one hour of homework, another 13% of the respondents spend more than 2 hours, 16% of the students give 2 hours of homework, and 11% of the students give less than one hour per day. With respect to PUC students, 66% of the students give one hour for the homework, 37% of the students spend 2 hours per day, and 14% of the students spend in addition to two hours per day. As can be seen from the results, the great majority of high school as well as PUC students devote an hour to their homework daily, which signifies their involvement in educational activity. (Desiron & Petko, 2023) the study on academic dishonesty in secondary schools concentrated on the use of digital technologies to avoid homework. Researchers highlight that many students engage in digitally supported practices to avoid homework. The high proportion of adolescents reporting good or very good academic performance suggests positive academic self-perception among the respondents. Similar findings were reported by (Gordon & Ohannessian, 2024) who observed that most early adolescents demonstrated satisfactory academic achievement; however, more frequent social media use was significantly associated with lower academic achievement.

Figure 8: showing the result of play time in a day among adolescents

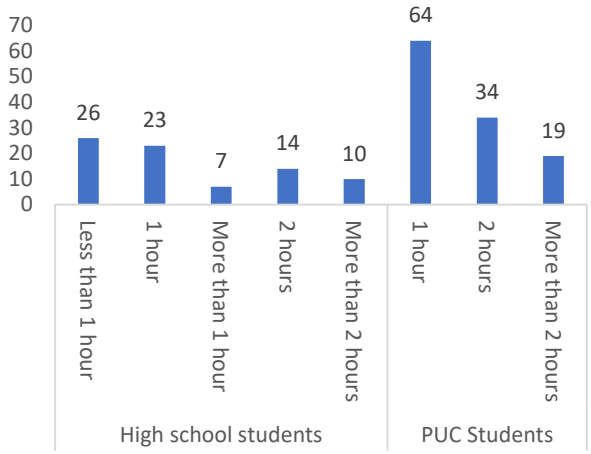


Figure 8 shows that 26% of the respondents give less than one hour for play, 23% of the respondents spend 1 hour, 14% of the respondents give 2 hours, and 10% of the respondents spend more than 2 hours for play. With regard to PUC students, 64% of the respondents give one hour for play, 34% of the respondents spend two hours for play, and 19% of the respondents spend more than two hours for play. The results suggest that, majority of the respondents spend one hour or less on play activities, indicates that, limited recreational time among both high school and PUC students. According to the author, nature resources are not used enough for youth psychosocial wellbeing in a high-tech era. It could act as crucial for the psychosocial wellbeing of children and adolescents. Nature resources include time spent in natural environments and elements (Oswald et al., 2020).

Figure 9: showing the result of talking to family members in a day among adolescents

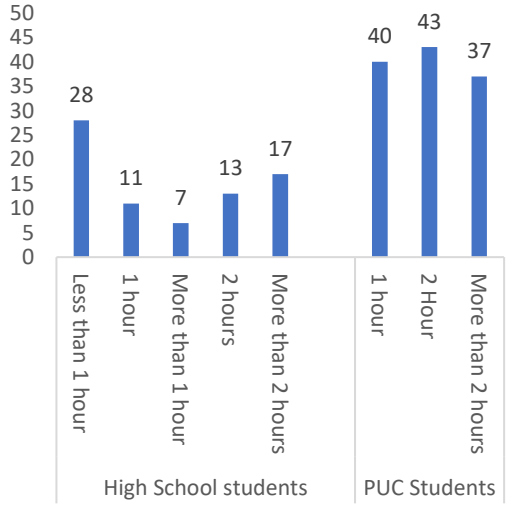


Figure 9 shows that 28% of the respondents communicate less than one hour with their family members, 17% of the respondents communicate more than two hours with their family members, 13% of the respondents spend 2 hours with their family members, 11% of the respondents spend one hour with the kids, and 7% of the respondents communicate more than one hour with their family members. In relation to PUC students, 43% of the respondents spend two hours with their family members, 40% of the respondents spend one hour with their kith and kin, and 37% of the respondents spend more than two

hours with their family members. From these results, one can deduce that the majority of the respondents take at least two hours communicating with their families, meaning that the level of communication within families is quite moderate. According to (Silva, Chein, & Steinberg ,2016) peers influence adolescents 'decisions to begin drinking and to engage in other risk-taking behaviours in the absence of parental supervision.

Figure 10-showing the result Helping with household chores in a day among adolescents

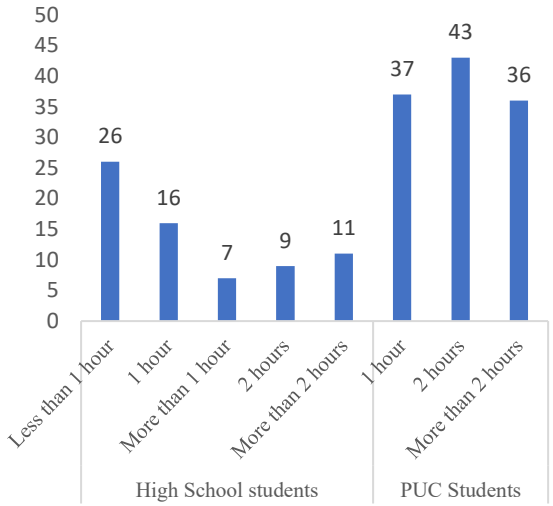


Figure 10 shows the result of helping with household chores in a day among adolescents. With regard to high school students,26% of the respondents gives less than I hour for the household chores,16% of the respondents gives 1 hour for household chores,11% of the respondents gives more than two hours,16% of the respondents gives 1 hour, 9% of the respondents gives 2 hours and 7% of the respondents gives more than 1 hour for the household chores. With regard to PUC students, 43% of the students spend two hours, 37% of the respondents spend an hour, and 36% of the respondents spend beyond two hours on household chores. The result shows that majority of the respondents devote an average of one to two hours in helping their parents around the house on daily basis.

Figure 11- showing the result of adolescents tending to see the phone often during studies

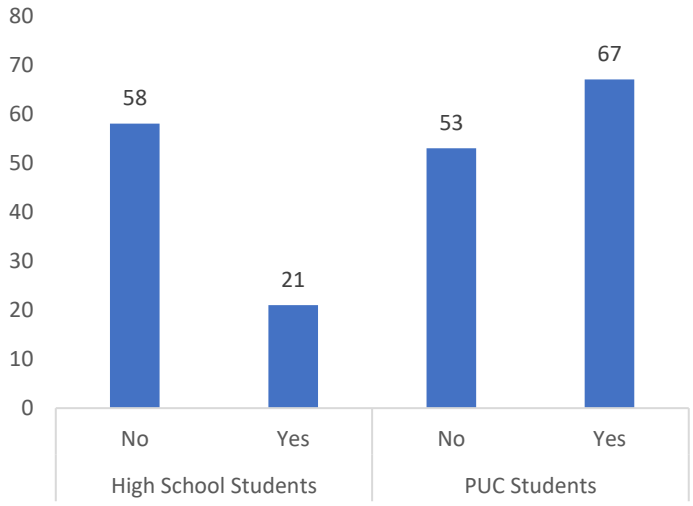


Figure 11shows the result of adolescents' eagerness to pick out the phone during study hours. With regard to high school students' 58% of the respondents said that they don't see the phone in between their study time, while 21% of the respondents opined that they tend to take the phone during their study time. In respect to PUC students, 67% of the students are eager to pick up the phone during their study hours, and 53% of the students don't see the phone while studying. The results show that a significant number of the teenagers, especially those attending PUC, have a habit of checking their phones when studying, which shows that they might be distracted by the use of social media and smartphones. The present finding is supported by (Siebers et al.,2024) who found that fragmented and frequent smartphone use was associated with increased distraction among adolescents. Their experience-sampling study demonstrated that adolescents who engaged in frequent smartphone checking reported significantly higher levels of distraction during everyday tasks, suggesting that habitual phone use may interfere with sustained attention during academic activities.

Limitations

The study only included students in the 8th, 9th, and 10th grades and PUC students. Therefore, the results may not be applicable to primary school students or college students. Additionally, the study is limited to four selected schools (two schools and two PUC institutions) in Belthangady Taluk. The data can be generalized from the small sample size, and the study has covered a few concepts of social networking usage.

Conclusion

The study looked at the connection between high school and PUC students' use of social media and a few aspects of their daily activities and academic performance. The results showed statistically significant correlations between social media use and overall academic grades, study hours, homework and reading habits, playtime, family communication, involvement in household chores, and the propensity to check phones while studying. These findings show a strong correlation between social media use and a number of facets of teenagers' everyday lives and educational experiences. Nonetheless, the results also reveal that most of the participants reported having good or very good academic achievement, studying for one to two hours every day, completing homework on a regular basis, interacting with family, and taking part in domestic tasks. This implies that the respondents' usage of social media does not always result in subpar academic performance or decreased family involvement. Instead, it seems that social media can coexist with both productive and potentially distracting behaviours in a complicated and context-dependent relationship.

Frequent smartphone and social media use may disrupt focus and affect study habits, as seen by the strong correlation between social media use and study-related behaviours, especially the propensity to check phones during study time. Social media use may also influence how teenagers divide their time between academic, recreational, and family-related activities, according to the correlation between playtime and family communication. Overall, the study shows that social media is now an essential part of teenagers' daily life and is linked to a number of behavioural and academic aspects. However, the current research does not prove a direct causal link between poor academic performance and social media use. It is advised that future studies employing longitudinal or mixed-method techniques investigate the degree, intent, and patterns of social media use as well as their long-term impacts on teenagers' social connections, academic performance, and psychological health. The findings of this study may be useful for parents, teachers,

school counsellors, social workers, and policymakers in designing awareness programmes and interventions that encourage balanced and responsible social media use among adolescents while supporting their academic and psychosocial development.

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