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Impact of Social Media on Students' Academic Performance

Dr. Vilasini. D. S[1] and Dr Prashant Madhav Kotasthane[2]
Assistant Professor, Savitribai Phule Pune University, Pune
Professor, Savitribai Phule Pune University, Pune
vilasani.@gmail.com and pmkotas.@gmail.com

Abstract: *This research paper investigates the impact of social media on the academic performance of students. The rise of digital platforms such as WhatsApp , Instagram , Facebook, and Twitter has changed the way students communicate, share information, and learn. While social media provides opportunities for collaboration, information exchange, and online learning, it also poses challenges such as addiction, distraction, and time mismanagement. Using a descriptive research design with a survey of 300 students from Pune city, Maharashtra, India, this study identifies the use profile both the positive and negative influences of social media on academic performance of college students. The findings highlight the dual role of social media, emphasizing the need for balanced and disciplined use among students.*

Keywords: Addiction, Distraction, Time Mismanagement

I. INTRODUCTION

The integration of social media into students' daily lives has transformed how they interact and learn. Studies have shown that excessive use of platforms such as Facebook and Instagram can negatively affect academic performance, while moderate use can enhance collaborative learning.

Academic performance refers to the knowledge, skills, and abilities acquired by learners in a specific subject or academic field determined through the assessment, evaluation, and judgment of learners' progress over a defined period.

Academic performance is a vital indicator for measuring the success of an educational system in achieving its goals. Despite significant government investments in higher education, many learners fail to achieve satisfactory academic performance especially in developing countries

Varying views on the topic

Junco R. (2012). highlighted that higher frequency of Facebook use is linked to reduced academic engagement. Similarly, Kirschner and Karpinski (2010) found a significant negative correlation between time spent on Facebook and students' GPA. On the other hand, Ellison, Steinfield, and Lampe (2007). suggested that social media can improve social capital and indirectly support academic success.

Pempek, T. A., (2009) had highlighted that students balance both academic and entertainment activities on Facebook.Ahn, J. (2011) has concluded that Facebook helps students build social connections, indirectly supporting academic growth.

Review of Literature

Social media has emerged as one of the most influential aspects of students' lives, acting both as an academic resource and as a distraction. Globally, researchers have debated its role in academic development, but in India, the phenomenon has been particularly strong with rapid smartphone penetration.

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Patil 2019) highlighted that digital distractions are increasingly evident in Indian classrooms. Kumar (2020) found that platforms like Facebook and Instagram reduce academic focus and study habits.

Sharma (2017) observed challenges in time management due to constant online engagement. Rao and Iyer (2021) emphasized that WhatsApp may function as both a tool of collaborative learning and a distraction. Deshmukh (2023) argued that social media encourages motivation but simultaneously leads to procrastination. Singh & Kaur (2016) examined Punjab university students and reported that 63% agreed that social media reduces study time. Patel (2018) noted that WhatsApp and YouTube learning groups improved doubt clearance, but excessive engagement delayed assignments. Choudhary & Mehta (2022) studied undergraduate students across Maharashtra, confirming negative academic impacts when screen time exceeded 3 hours daily. Deshmukh (2023) further reinforced that social media's dual role creates imbalance between motivation and procrastination. Joshi (2024) analyzed Indian college students in Delhi and revealed that 70% faced distraction but 30% benefitted from academic networking on Thus, the literature indicates that while minor academic benefits exist, the majority of Indian studies stress negative consequences, aligning with our research findings.

Research problem

Thus, while some scholars argue that social media promotes learning, others emphasize its role in distraction and reduced productivity. This mixed evidence creates the need for further research, especially in the Indian context, to understand how social media affects students' academic performance. Pune is the cultural capital of Maharashtra and also called the Oxford of the East due exceeding number of educational institutions and having a glorious past record in education was chosen for the study.

Research questions.

- How much time does a student spend on social media daily ?
- What are the positive/ negative impacts of social media on academic performance ?
- Which measures can prove effective for balancing social media usage with academic responsibilities ?

Objectives of the Study

1. To analyze the extent of social media usage among students.
2. To evaluate the impact of social media on academic performance.
3. To examine the negative consequences of excessive social media usage on academics.
4. To suggest measures for balancing social media usage with academic responsibilities.

Hypothesis

Research Hypothesis

Social media usage significantly influences students' academic performance, either positively or negative

From the existing literature the following dimensions were shot listed as Dimensions of academic performance through application of factor analysis

Ability to :

- Demonstrating a deep understanding of content
- Applying knowledge to new situations
- Analysing situations
- Generating new concepts
- Interpretation and disseminating findings

Research Methodology

This study adopted a descriptive research design. Sample Size: 300 students from Pune city.

Sampling Technique: Non probabilistic convenience sampling.

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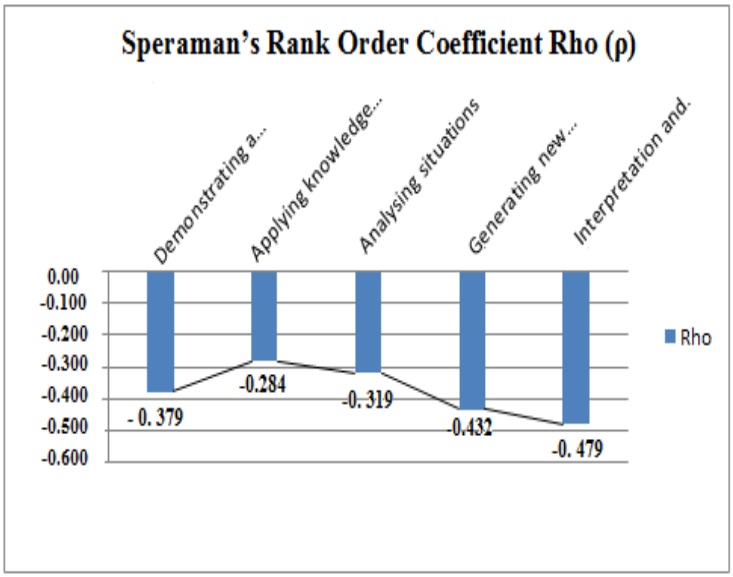
Data Collection:
Primary data – Collected using a structured questionnaire with 10 questions.
Secondary data – Sources from journals, articles, and reports related to social media and education.

Research analysis and interpretation

Hypothesis Testing

Null Hypothesis (H0): Social media usage has no significant impact on students' academic performance.
Alternative Hypothesis (Ha): Social media usage significantly influences students' academic performance.
Observations from the survey were put to test Spearman's rank order coefficient for testing any correlation between variables extent of social media usage and academic performance at n=300 and α =0.05, and degrees of freedom *df*= 298,
The critical value under conditions mentioned above is ± 0.282.
The Speraman's rank order coefficient, rho(ρ) scores for (1) Demonstrating a deep understanding of content (2),Applying knowledge to new situations (3) Analysing situations,.(4) Interpretation and disseminating findings (5) Generating new concepts the studied among students were as follows :-0. 379, -0.284 , -0. 319 ,, -0.432 & -0. 479.
Hence the null hypothesis which states that there is no relationship between he two variables sis rejected and the alternative hypothesis is approved which states that Social media usage significantly influences the students' academic performance negatively.

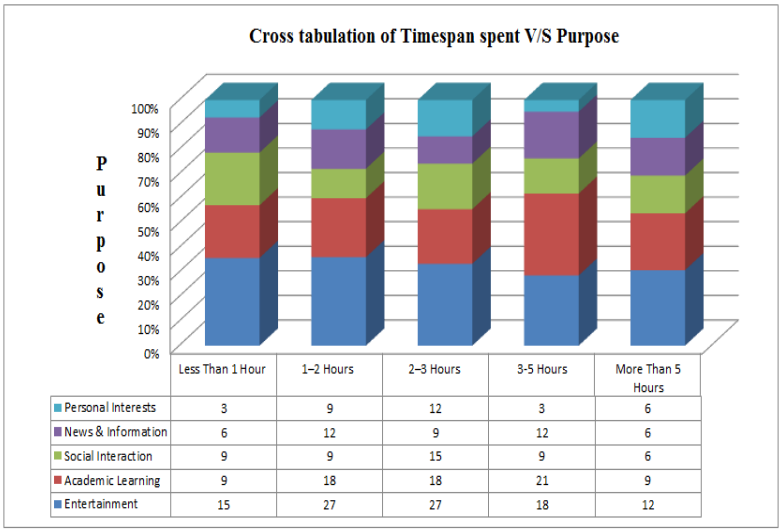
Figure no 1.1 Test results for Spearman's correlation amongst Social media usage and Students' academic performance.



The mean age of the participating students in the study was 20.89 ± 3.14 years, with the majority (64.14%) in the age group of 18 to 22 years. Most respondents were female (66.21%), single (85.86%), studying in the field of commerce, science and management (26.55%), at the undergraduate level (64.48%), and residing in hostels (38.28%). Additionally, 15.17% of the students were employed, having a legitimate and independent source of income.

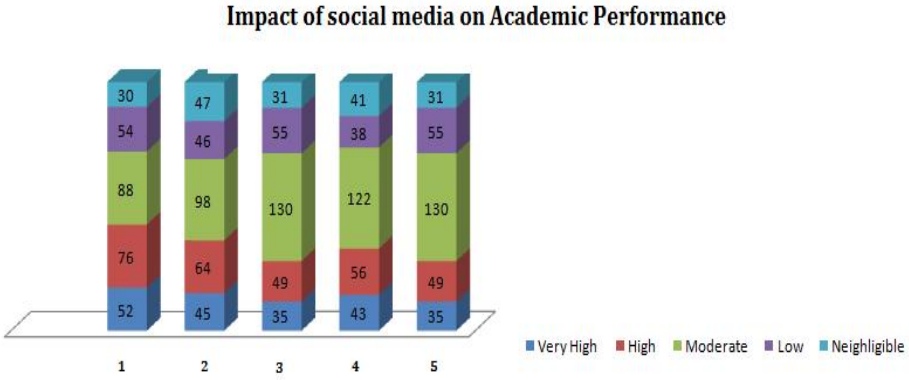
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Figure no 1.2 Cross tabulation for time span spent against purpose of using Social media



Students spent maximum time on entertainment rather than in academic learning (max 15 %) in their time given to social media

Figure no 1.3 Cross tabulation for impact of Social media on academic performance



Sr.No	Impact	Very High	High	Moderate	Low	Neighligible	Total
	Academic Performance						
1	Demonstrating A Deep Understanding Of Content	52	76	88	54	30	300
2	Applying Knowledge To New Situations	45	64	98	46	47	300
3	Generating New Concepts	35	49	130	55	31	300
4	Interpretation And Disseminating Findings	43	56	122	38	41	300
5	Generating New Concepts	35	49	130	55	31	300

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Figure 1.4 Impact of social media on academic performance



The extent of impact on the different parameters for measurement of academic performance when cross tabulated it was found that use of social media moderately helpful for most of the parameters. specially in case of understanding the concept and applying the concepts rather than analyzing and generating a concept.

II. CONCLUSIONS AND SUGGESTIONS

Students mind set to focus on getting entertained rather than on academic learning through to social media needs to be changed. This can be done through institutions and faculties by designing & conduction of training programs and engaging them with assignments to be solved by using internet specially for the purposes of analysing situations, Interpretation and generating new concepts .

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