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Perceived Impact of Social Media Usage on Academic Performance And Psychosocial Well-Being of Students: A Survey-Based Analysis

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Abstract: *Social media has become an integral part of student life, influencing students' communication habits, their approach to learning, their shopping habits, and their leisure time. This paper reports a questionnaire-based survey of 83 school, college and university students from Sirsa District, Haryana, selected through convenience sampling, which examined the extent and nature of social media use and its perceived effect on academic performance and psychosocial well-being. The survey covered questions about demographics, platform preferences, the reasons for using the platform, the impact it has on focus and schoolwork, self-confidence, sleep, experiencing cyberbullying, shopping habits, and dependency symptoms. The data were analysed using descriptive statistics only; no inferential statistical analysis was performed, so the findings describe the sampled respondents and cannot be generalised. Instagram (60.2%) and Snapchat (26.5%) were the most used platforms. The majority of respondents (85.5%) reported that social media affected their concentration while studying, and 89.2% used social media for learning regularly or sometimes, mainly through YouTube and ResearchGate. In addition, 56.6% students reported a positive effect on self-confidence, 25.3% reported experiencing cyberbullying or harassment and 44.6% said social media influenced their buying behaviour or lifestyle. About 70% (58 of 83) felt that students should limit social media use, particularly during examinations. The findings suggest that social media has a dual role in students' lives: it is a useful educational resource, while excessive use may cause some distraction and sleep disturbance. The paper explores and discusses these findings in relation to the existing literature and provides recommendations for balanced and purposeful social media use among students.*

Keywords: Social Media, Academic Performance, Student Well-being, Survey, Digital Behaviour, Cyberbullying, Screen Time.

I. INTRODUCTION

In the past few years, social networking sites like Instagram, YouTube, Snapchat, Facebook, and LinkedIn have become more than just time-pass activities. These become an integral part of student life. The students not only use these platforms for entertainment and communication but are also seeking information, learning informally, networking their career and even shopping online. Given this dual role, the question that arises for educators and researchers is whether or not a student's daily social media use is beneficial or detrimental to their learning process and well-being?

Social media provides unprecedented opportunities to access educational content, work collaboratively with peers, and receive information from around the world, which also has been shown in numerous studies to be associated with

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diminished attention spans, procrastination, disrupted sleep patterns, and increased social comparison.(Alwagait et al., 2015; Bhandarkar et al., 2021; Chandrasena & Ilankoon, 2022)

Meanwhile, students are using social media platforms such as YouTube and ResearchGate for academic support, revealing the overall impact of social media on academic performance is not all negative, but is highly contextual and dependent on how they use it.

The present study is designed to empirically investigate these dynamics using a structured survey of school, college and university students. Specifically, the study explores (i) demographic profile and social media use among students, (ii) the impact of social media on the ability to concentrate and on academic performance, (iii) the impact of social media use on psychosocial measures including self-confidence, sleep and anxiety, and (iv) students' attitudes towards self regulation of social media use.

II. LITERATURE REVIEW

There are a number of studies that have investigated the student outcomes of social media usage. (Gong et al. 2025) surveyed 3,716 Chinese undergraduate students and discovered that the use of social media was associated with negative outcomes on academic performance, which occurred in part via social anxiety and FoMO, but was moderated by the supportive relationship between teacher and student. Similarly, Abdulsalim et al.2025 conducted a cross-sectional study with 269 medical and non-medical students in Saudi Arabia which found that a large proportion of the students spend 4–6 hours per day on social media, with higher levels of social media addiction being linked with higher levels of anxiety, and that there was a negative correlation between social media addiction and cumulative grade point average, although most students also reported that social media platforms are useful for discussing with others and sharing knowledge.

While (Mosharrafa et al.2024) found that Bangladeshi university students' use of social media was positively correlated with academic achievement when mental health was introduced as a mediator, the relationship between social media use and academic performance is not universally negative, and may differ depending on the psychological state of the user. This emotional aspect of social media engagement instead of time spent was further supported by Abd Ellatif Elsayed 2025 who found that fear of missing out (FOMO) is a key factor in explaining the relationship between social media use, psychological well-being and academic performance among university students.

Reviewing the relevant literature, it is clear that the effects of social media on students are complex and contingent on their use of social media in the first place, their addiction to social media, their mental health, and social comparison. The present study extends this research stream by applying a survey data set collected locally to explore the extent to which these patterns emerge within the sampled student population; an additional focus of the current study was given to the students' shopping behaviour, community building platforms and open-ended student perceptions, which were not always measured in combination in one instrument.

III. RESEARCH METHODOLOGY

Primary data were collected from students by using a structured and self-administered online questionnaire (Google Forms). The instrument consisted of 27 questions divided into four main parts: (a) Demographic information, (b) Social Media usage patterns and educational use, (c) Academic and psychosocial impact, and (d) Shopping behaviour and open-ended qualitative responses. Several questions were used, including closed-ended (single and multi select) and open-ended questions, to obtain quantitative trends and student perspectives.

The survey link was sent to school, college and university students, a convenience sampling approach was used and responses were received from March to June in the year 2025. Eighteen responses were discarded as being incomplete or duplicate from 101 total responses, and 83 valid responses were used for analysis. Descriptive statistics (frequency and Percentage distribution) were analyzed in Python (pandas) and multi-select responses were coded and normalised for spelling variations (e.g. YouTube, You Tube, and Youtube were all coded as a single category). Cross-tabulation

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were employed to examine patterns of association between daily social media usage duration and self reported academic impact.

IV. RESULTS AND ANALYSIS

4.1. Demographic Profile of Respondents

The demographic data of the 83 respondents are summarised in Table 1. The majority of respondents were female (71.1%) and the majority of the respondents were postgraduates, age above 19 years.

Table 1. Demographic Profile of Respondents (N = 83)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Age	15–18 years	2	2.4
	19–22 years	39	47.0
	Above 22 years	42	50.6
Gender	Female	59	71.1
	Male	23	27.7
	Prefer not to say	1	1.2
Education	10th	1	1.2
	12th	12	14.5
	Graduation	28	33.7
	Masters	42	50.6
Daily social media use	Less than 1 hour	10	12.0
	1–3 hours	35	42.2
	3–5 hours	25	30.1
	More than 5 hours	13	15.7

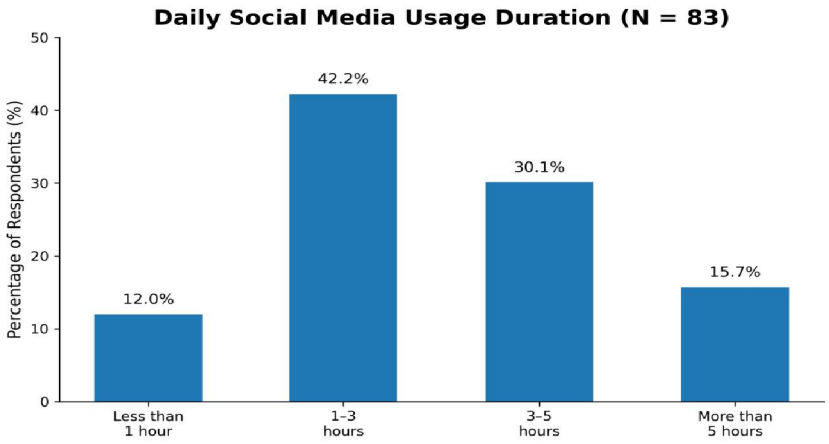


Figure 1. Daily social media usage duration among respondents (N = 83).

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4.2. Platform Usage and Purpose

Instagram, the most popular platform used by 60.2% of respondents, was followed by Snapchat (26.5%) and YouTube (19.3%) (which, again, adds to more than 100%, as multiple answers were allowed to respondents). When it comes to purpose, entertainment was the top use case (37.3% selected only entertainment, and another large share, 26.5%, selected both entertainment and communication/media and news consumption). A smaller, but notable, share focused mostly on education or study-related activities. One salient finding is the substantial role of social media in informal learning, with 89.2% of respondents using social media for learning purposes either regularly (43.4%) or sometimes (45.8%). YouTube was the most preferred educational platform (67 of 83 respondents) followed by ResearchGate. Both platforms served as important supplementary learning resources in this sample, meaning that both are now being used as a common supplementary learning tool to the traditional way of studying.

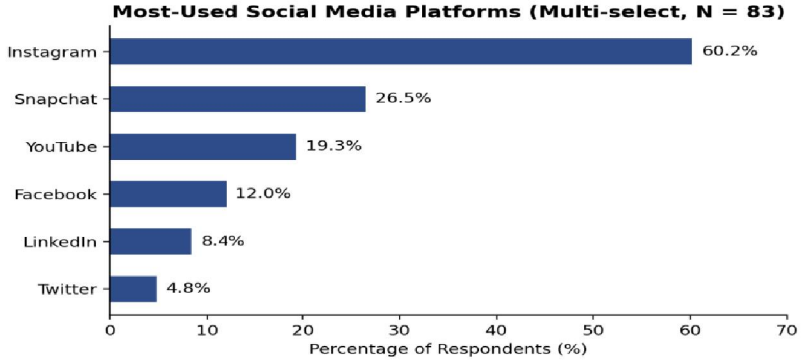


Figure. 2. Most-used social media platforms, multi-select (N = 83).

4.3. Effect on Concentration and Academic Performance

Table 2 presents the self-reported effect of social media on concentration while studying and on overall academic performance.

Table 2. Self-Reported Academic Effects of Social Media Use (N = 83)

Indicator	Response Category	Frequency (n)	Percentage (%)
Effect on concentration while studying	Yes, significantly	24	28.9
	Yes, slightly	47	56.6
	No effect	6	7.2
	Helped focus better	6	7.2
Used social media to seek academic help	Frequently	34	41.0
	Occasionally	31	37.3
	Rarely	12	14.5
	Never	6	7.2
Perceived impact on academic performance	Mostly positive	42	50.6
	No significant effect	23	27.7

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Indicator	Response Category	Frequency (n)	Percentage (%)
	Mostly negative	18	21.7

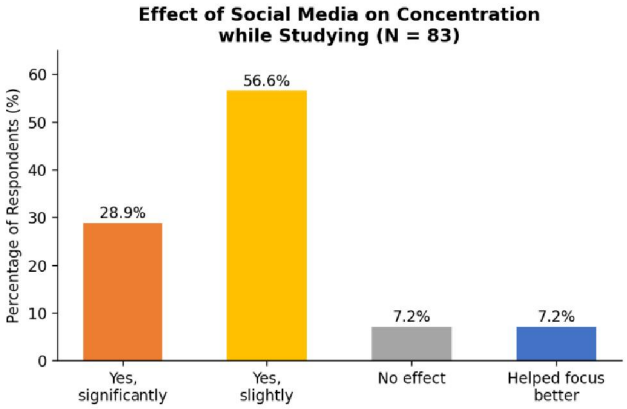


Figure. 3. Effect of social media on concentration while studying (N = 83).

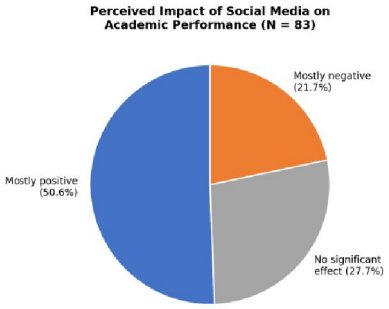


Figure 4. Perceived overall impact of social media on academic performance (N = 83).

A notable finding is that 85.5% of respondents reported social media had some impact on their concentration when studying with half of the sample (50.6%) believing the overall impact on academic performance was mostly positive. The apparently paradoxical finding indicates that there is a potential for both disruption of attention and sense of overall academic gain to occur simultaneously in the short term. During study time, social media can be a distraction, but learners can also see that there are educational advantages to websites like YouTube and ResearchGate. The cross-tabulation did not show a clear pattern between daily usage duration and perceived academic impact. However, respondents reporting more than five hours of daily use showed a higher proportion of "mostly negative" responses, which is directionally consistent with earlier studies (Abdulsalim et al., 2025; Gong et al., 2025). As no inferential test was applied, this observation is descriptive only.

4.4. Psychosocial and Behavioural Impact

The results of indicators related to self-confidence, social comparison, cyberbullying exposure, sleep and behavioural dependency are summarized in Table 3.

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Table 3. Psychosocial and Behavioural Indicators (N = 83)

Indicator	Response Category	Frequency (n)	Percentage (%)
Effect on self-confidence	Yes, positively	47	56.6
	No impact	26	31.3
	Yes, negatively	10	12.0
Frequency of comparing self to others	Never / Rarely	39	47.0
	Sometimes	30	36.1
	Often / Always	14	16.9
Experienced cyberbullying / harassment	No	62	74.7
	Yes (once or twice / very much)	21	25.3
Effect on sleep schedule	No impact	24	28.9
	Yes, slightly	40	48.2
	Yes, significantly	19	22.9
Anxiety when unable to check social media	No	42	50.6
	Maybe	22	26.5
	Yes	19	22.9
Influence on buying behaviour / lifestyle	Yes	37	44.6
	Maybe	27	32.5
	No	19	22.9

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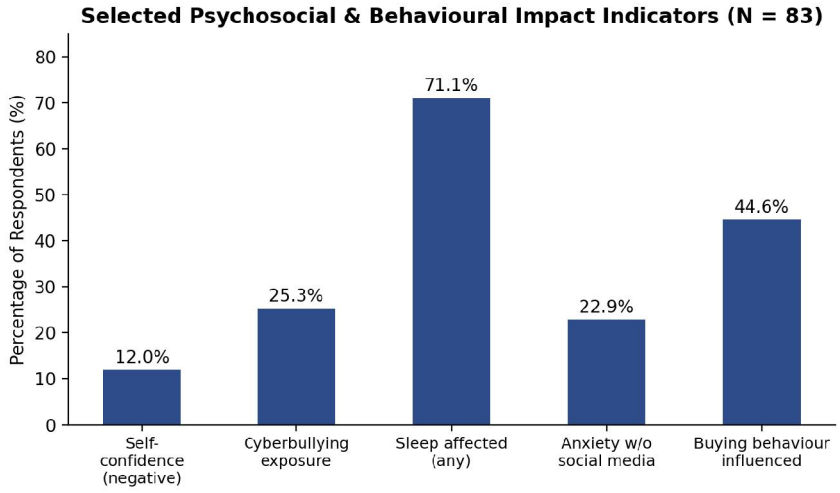


Figure 5. Selected psychosocial and behavioural impact indicators (N = 83).

Approximately one-quarter of respondents (25.3%) reported experiencing cyberbullying and harassment. Sleep disturbance was more common, 71.1% of respondents reported some degree of disruption to their sleep schedule, including 48.2% who reported slight disruption and 22.9% who reported significant disruption.Nearly half the sample (44.6%) also admitted that social media has influenced their purchasing decisions or lifestyle, highlighting the platforms' influence in consumer decision making as well as its social and academic uses.

4.5. Shopping Behaviour and Trust

Social Media also influences consumer behaviour because 44.6% of respondents reported that social media influenced their purchasing behaviour or lifestyle, while 32.5% were uncertain. When it comes to shopping-related answers, Amazon and Flipkart were the most used platforms, closely trailed by Meesho. When it comes to trust in online shopping, 50.6% percent said they trust it, 36.1 percent said “maybe” and 13.3% said that they don't trust it.

4.6. Qualitative Insights

The qualitative trends were supported by open-ended responses. When asked what was best about social media, there was a lot of discussion about the availability of information and new skills, connecting with friends and family who are not in the immediate area, fun/relaxation, and for some of the participants, social media's role in education. Negative aspects mentioned by respondents included time wastage, distraction, fake news and fake profiles a few respondents mentioned exposure to inappropriate content. In response to the question of whether students should limit their social media use, approximately 70% (58 of 83) explicitly "yes" with the majority of students saying that they should not use it during exams, protect their mental health and avoid addiction, while a small minority said that they should "yes" but only if it is a personal choice.

V. DISCUSSION

The results of this survey basically confirm with recent literature, and provide some patterns that are unique to this particular area. Consistent with the patterns reported by (Abdulsalim et al., 2025; Gong et al., 2025)., respondents with heavier social media use showed a higher proportion of negative school related effects in the present sample and sleep disturbance and mild anxiety over disconnection were both highly prevalent features in this sample, indicating that a subset of respondents experienced discomfort or anxiety when unable to access social media. Meanwhile, as did (Mosharrafa et al.) most agreed on the overall effect of the use of social media on academic

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performance as either positive or neutral, as many have resorted to such platforms like YouTube and ResearchGate for study support, The challenges the view of social media as merely a source of distractiom and instead upports a more contxt dependent interpertation of its academic role. This is a significant contrast to the literature on FoMO that largely focuses on negative consequences, as the proportion of respondents reporting a positive effect on self-confidence (56.6%). However, 25% of respondents reported exposure to cyberbullying and 12% reported a significant effect on self-confidence, suggesting that a vulnerable sub-population exists, and more effective digital well-being interventions should be designed to address this group, instead of any universal restrictions. Overall, it is suggested that anuanced institutional approach could be adopted to encourage and support students' use of social media, rather than simply banning it, by promoting its educational benefits (e.g., curated YouTube/ResearchGate content, study groups), as well as awareness programmes for students on screen-time management, sleep hygiene, and safe online conduct, especially during examination periods when students themselves feel the urge for self-regulation.

VI. CONCLUSION AND FUTURE SCOPE

The results of this survey study of 83 students reveal that social media plays a dual role in students' lives, as a source of distraction and psychosocial risk, but at the same time, it is also used as a widely used and valuable educational and social resource. The majority of respondents (72.3%) were spending one to five hours per day on platforms, with Instagram and Snapchat being the most popular, with most students reporting that it had some impact on their concentration and sleep, while half reported the academic impact as being positive, mainly because of consuming educational material on YouTube and ResearchGate. Approximately 70% of respondents felt that social media use should be limited, mainly during examinations. They are becoming more aware of the importance of balance. This study has a few limitation, such as convenience sampling, small sample size (n = 83) and a self-reported perception instead of objective academic records and usage-tracking data. Future study may explore the relationship between actual screen time data, verified academic scores (CGPA/percentage) and survey responses following inferential statistical analysis using chi-square test, correlation test or structural equation modelling as used in (Gong et al., 2025;Mosharrafa et al., 2024)
for statistically significant relationships and increase the sample size from various institutions for generalisation.

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