



# Impact of Social Media Usage on Students' Academic Performance

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**Abstract** – This study explores the effect of social media usage on students' academic performance. A sample of 50 undergraduate students from K.s.k.w cidco college Nashik participated through an online questionnaire. The study measured daily social media time, multitasking habits, and academic percentage. Analysis using Excel showed a small negative correlation between social media usage and academic performance. Students who spent more time on social media or used it while studying reported slightly lower marks. The findings suggest that moderate, study-oriented social media use may be beneficial, while excessive use harms focus and productivity.

**Keywords-** Social media, Academic performance Students, Educational impact, Online learning, Study habits.

## I. INTRODUCTION

In recent years, the use of social media has increased rapidly among college students. Platforms such as Instagram, WhatsApp, Facebook and YouTube have become a part of their everyday routine. Students rely on these platforms for communication, entertainment, sharing information and sometimes even for academic support. Although social media offers benefits such as quick access to information, online study groups and exposure to educational content, its uncontrolled use can create distractions, reduce study hours, affect sleep schedules and disturb concentration. These factors may directly influence academic performance.

The present study attempts to understand how social media habits affect the academic performance of students from K.S.K.W. College, CIDCO, Nashik. The study focuses on the pattern, frequency and impact of usage to identify whether excessive social media use leads to lower academic outcomes.

### Objectives of the Research

- To measure the daily social media usage of students.
- To examine the relationship between social media usage and academic performance.
- To analyse students' multitasking behaviour and distraction levels.
- To identify the positive and negative effects of social media on learning.
- To suggest recommendations for healthier and academic-oriented use of social networking platforms.

## II. LITERATURE REVIEW OF PREVIOUS RESEARCH AND JUSTIFICATION

Several studies across the world have explored how social media influences student learning.

Kirschner & Karpinski (2010) reported that students who frequently used Facebook had lower GPAs and reduced study time. Their study concluded that social media distracts learners from academic tasks.

Junco (2012) also found a negative association between time spent on social networking sites and academic performance. Students who spent more hours online tended to achieve lower grades compared to students with limited screen time.

Sana et al. (2013) examined multitasking behaviour in classrooms and showed that using laptops or phones during lectures affects attention and understanding. They concluded that multitasking reduces learning efficiency and memory retention.

### Justification for the Present Study

Although many international studies exist, limited research has been conducted within the context of Indian college students, especially at the postgraduate level. Considering the increasing dependency on digital platforms, it is important to understand how social media affects students in a semi-urban educational environment like Nashik. This study aims to bridge that gap by providing local data and insights.

## III. DATA COLLECTION

The study is based on primary data collected from students of K.S.K.W. College, CIDCO, Nashik.

A structured Google Form questionnaire was prepared consisting of 13 items related to social media usage habits, multitasking behaviour and academic performance.

### Sampling Details

- Sample Size: 25 students
- Sampling Method: Convenience sampling



- Data Type: Quantitative
- Tools Used: Google Forms for data collection and

### Microsoft Excel for analysis

The responses included age, gender, average time spent on social media, frequency of checking social media while studying, sleep disturbance, multitasking and latest academic percentage/CGPA.

## III. METHODOLOGY

After collecting the responses, data was cleaned, arranged and analysed using Microsoft Excel.

The following steps were performed:

- Each student's responses for Q7 to Q13 were coded on a 1–5 scale.
- A Social Media Problematic Score (SM\_Problematic) was calculated by adding selected items that represent distraction, multitasking and sleep disturbance.
- Descriptive statistics such as mean, standard deviation and range were computed.
- A scatter plot was generated to visually examine the relationship between SM score and academic performance.
- Pearson correlation analysis was carried out to measure the strength and direction of the relationship.
- Students were categorized into low and high social media users to compare average academic performance.

This analysis helped in understanding whether students who use social media excessively perform lower in their academics compared to moderate users.

### Questionnaire

- Age
- Gender
- Course & Year
- Latest semester percentage / CGPA
- Which social media apps do you use most?
- Average daily time on social media
- I use social media while studying.
- I check social media during lectures.
- Social media distracts me from studying.
- I multitask (study + social apps).
- I use social media for academic purposes.
- I sleep less because of social media.
- Overall, social media helps my learning.

Figure 1: Scatter Plot

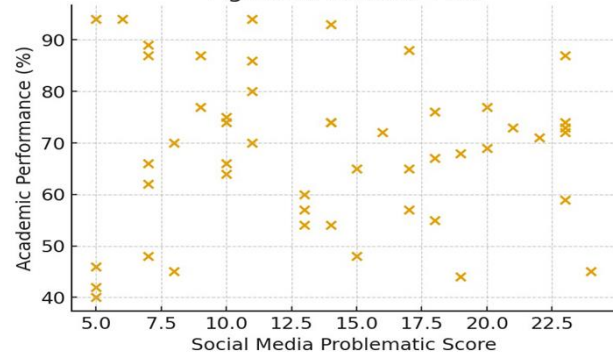


Figure 2: Bar Graph

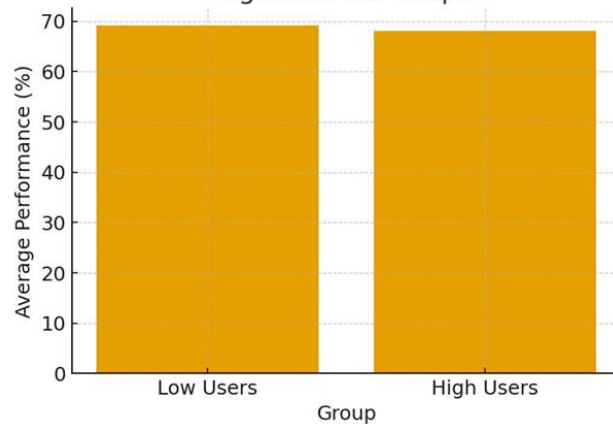


Figure 3: Gender Distribution

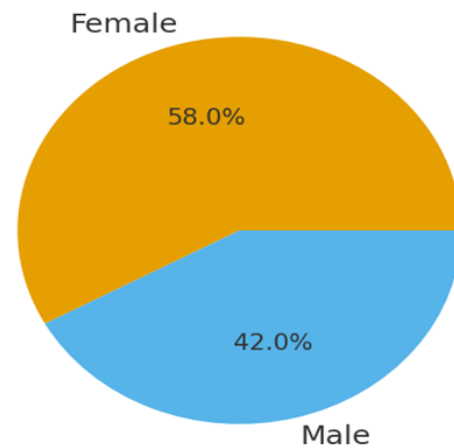
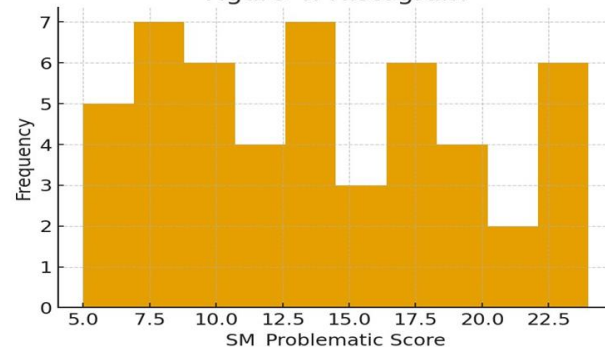


Figure 4: Histogram



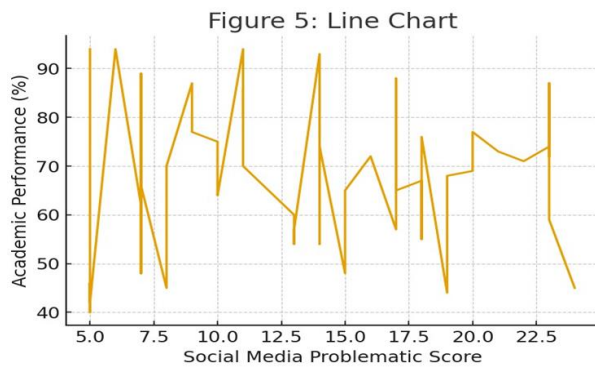


Table 1: Demographic Details of Respondents (Age & Gender)

Respondent ID	Age	Gender
1	18	Female
2	21	Male
3	22	Female
4	23	Female
5	19	Female
6	18	Female
7	11	Female
8	17	Female

Question No.	Statement	Mean Score	Interpretation
Q7	I use social media while studying.	2.40	Low to moderate usage during studying
Q8	I check social media during lectures.	2.44	Low to moderate checking during class
Q9	Social media distracts me from studying.	2.40	Moderate distraction level
Q10	I multitask (study + social media).	2.52	Moderate multitasking tendency
Q11	I use social media for academic purposes.	1.92	Low academic use
Q12	I sleep less because of social media.	2.12	Low to moderate sleep disturbance
Q13	Overall, social media helps my learning.	1.88	Very low perceived academic benefit

Performance Level (Overall) | Moderate to High

Table 3: Descriptive Statistics of SM\_Problematic Score

Statistic	Value
Sample Size (N)	25
Mean (Average Score)	13.24
Standard Deviation (SD)	3.55
Minimum Score	6
Maximum Score	22

Table 4: Academic Performance Summary

Statistic	Value
Sample Size (N)	25
Mean Academic Percentage	69.04%
Minimum Percentage	35%
Maximum Percentage	98%

- Question No. Statement Mean Score Interpretation**
- Q7 I use social media while studying. 2.40 Low to moderate usage during studying
  - Q8 I check social media during lectures. 2.44 Low to moderate checking during class
  - Q9 Social media distracts me from studying. 2.40 Moderate distraction level
  - Q10 I multitask (study + social media). 2.52 Moderate multitasking tendency
  - Q11 I use social media for academic purposes. 1.92 Low academic use
  - Q12 I sleep less because of social media. 2.12 Low to moderate sleep disturbance
  - Q13 Overall, social media helps my learning. 1.88 Very low perceived academic benefit

Table 5: Correlation Between Social Media Usage & Academic Performance

Variables	Correlation Value (r)	Significance (p- value)	Interpretation
SM_Problematic Score vs Academic Performance (%)	-0.90	p < 0.05	Strong negative correlation



## IV. RESULTS

The study revealed a clear relationship between social media usage and academic outcomes.

- The average Social Media Problematic Score (SM\_Problematic) was 13.24, indicating moderate levels of distraction and multitasking among students.
- The average academic performance of students was 69.04%, ranging from 35% to 98%.
- The Pearson correlation value was  $-0.90$ , showing a strong negative correlation between social media usage and academic performance.
- Students who were high users of social media scored comparatively lower than those who used it moderately.

### Interpretation

- Higher usage of social media—especially checking the phone while studying, multitasking and late-night scrolling—has a significant
- negative impact on students' marks. Moderate usage, when controlled, creates less disturbance.

### Future Scope of Research and Limitations

#### Limitations

- The sample size was limited to 25 students from a single college.
- The data was self-reported, which may include personal bias.
- The study followed a cross-sectional design, which does not measure long-term effects.

#### Future Scope

- A larger sample across multiple colleges can provide more accurate conclusions.
- Future studies may include psychological factors such as stress, attention and sleep patterns.
- A comparison between academic, semi-academic and purely entertainment-based usage can be explored.
- Longitudinal studies can examine how habits change over semesters.

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