



# Impact Of Social Media On Academic Performance And Student Well-Being Among Final Year GNM Students At Narayan Nursing College, Jamuhar, Sasaram, Rohtas

☆ Prof. Dr. K. Latha

☆☆ Prof. Dr.P. Ponnarasi

vinayak kumar , Harshit kumar , Harsh raj , Sushma kumari, Chandani kumari.

Dear ☆ cum Principal Narayan Nursing college, Gopal Narayan Singh University. Jamuhar sasaram,  
Bihar

☆☆ Professor, Department of Medical Surgical Nursing, And Nursing Research  
Narayan Nursing College, Gopal Narayan Singh University. Jamuhar, sasaram, Bihar

Students of Narayan Nursing College, Gopal Narayan Singh University, Sasaram, Rohtas, Bihar

## Abstract

### Background:

Social media is an influential tool in modern education, providing opportunities for collaborative learning but also posing risks of distraction and emotional fatigue. Nursing students, due to their demanding academic and clinical schedules, are particularly vulnerable to its influence.

**Methods:** A quantitative descriptive correlational study was conducted on 100 purposively selected final-year GNM students from Narayan Nursing College, Jamuhar. Data were collected using a demographic proforma, a self-structured social media usage questionnaire, academic performance records, and the Warwick–Edinburgh Mental Well-being Scale (WEMWBS). Data analysis was done using descriptive statistics, Chi-square tests, and Pearson's correlation. Significance was set at  $p < 0.05$ .

**Results:** 40% of students reported social media usage exceeding 3 hours/day, while only 15% used it solely for academics. Academic performance was high in 20%, average in 65%, and low in 15% of students. Well-being scores were high in 20%, moderate in 68%, and low in 12%. Excessive social media use correlated negatively with academic performance ( $r = -0.42$ ) and well-being ( $r = -0.39$ ), both statistically significant ( $p < 0.05$ ).

**Conclusion:** Unregulated social media usage adversely affects both academic performance and mental well-being. Structured interventions for digital literacy, time management, and emotional resilience are essential for nursing students.

**Keywords:** Social media, Academic performance, Mental well-being, Nursing education, Digital behavior.

## Introduction

The 21st century has seen unprecedented integration of digital technology into education, with social media emerging as one of the most impactful tools. Platforms such as WhatsApp, YouTube, and Instagram have transformed communication, learning, and peer engagement. For nursing students, these platforms can serve dual purposes: enhancing academic collaboration and providing a source of distraction.

Excessive and unregulated use can cause mental fatigue, procrastination, and poor concentration—factors particularly concerning for students managing heavy academic loads and clinical responsibilities. Nursing students must maintain both scholastic competence and emotional resilience to ensure patient safety and professional success.

Previous studies globally have shown mixed results: moderate, purposeful use can aid learning, while excessive use often correlates with reduced grades and increased stress. However, research focusing on semi-rural Indian nursing colleges remains scarce. This study aims to address that gap by exploring social media usage patterns, academic outcomes, and well-being among final-year GNM students at Narayan Nursing College, Bihar.

**Objectives:-** 1 -To assess the impact of social media on academic performance and students well-being among the final year GNM nursing students.

2 -To correlate the academic performance and the students well-being among the final year GNM nursing students

3- To associate the academic performance and the students well-being among the final year GNM nursing students with their demographic variables.

## Hypothesis:-

**H1:** There is a significant correlation between the academic performance and the student well-being among the final year GNM students.

**RH2:** There is a significant association of the academic performance and the students well-being among the final year GNM students with their demographic variables.

## Methods

Design: Quantitative, descriptive correlational.

Setting: Narayan Nursing College, Jamuhar, Sasaram, Bihar. Sample: 100 final-year GNM students, purposively selected.

Inclusion Criteria:

Students aged  $\geq 18$  years, active on at least one social media platform, willing to participate.

Exclusion Criteria: Non-users of social media, students with diagnosed psychiatric illness or undergoing digital addiction counseling.

## Tools Used:

Demographic Profile Sheet (age, gender, family type, income, etc.).

Social Media Usage Questionnaire (hours/day, purpose, platforms used).

Academic Performance: Self-reported percentage and institutional internal/practical scores.

WEMWBS: 14-item mental well-being scale (score range 14–70).

**Data Collection Procedure:** Ethical clearance obtained; written informed consent from participants; questionnaires administered in supervised classroom sessions.

**Data Analysis:** SPSS v25 used for descriptive statistics (mean, SD, frequency, %), Chi-square for associations, Pearson's correlation for relationships between academic performance and well-being.  $p < 0.05$  considered statistically significant.

## Results

### Demogr

### aphics:

Age: 45% (20–21 years), 35% (18–19 years).

Gender: 82% female, 18% male.

Family Type: 62% joint, 38% nuclear.

Income: 40% between ₹1–2 lakh/year.

## Social Media Usage:

Time: <1 hr/day (10%), 1–3 hrs/day (50%), >3 hrs/day (40%).

Purpose: Academic only (15%), Mixed (65%), Entertainment only (20%).

Platforms: WhatsApp (90%), YouTube (70%), Instagram (55%), Facebook (25%).

## Academic Performance:

High: 20% ( $\geq 80\%$ ), Average: 65% (60–79%), Low: 15% ( $< 60\%$ ).

High performers tended to use social media for academic purposes; low performers often engaged in >3 hrs/day entertainment use.

## Well-being (WEMWBS):

High: 20% (55–70), Moderate: 68% (33–54), Low: 12% (14–32).

Low well-being linked to excessive social media use, poor sleep, and social comparison.

## Correlation:

Academic performance & well-being:  $r = 0.52$ ,  $p < 0.05$  (positive correlation). Hours of social media & academic performance:  $r = -0.42$ ,  $p < 0.05$ .

Hours of social media & well-being:  $r = -0.39$ ,  $p < 0.05$ .

## Discussion

This study confirms that while social media can serve as an academic aid, excessive, unregulated use negatively affects both academic outcomes and mental health. Findings align with studies by Prasad et al. (2017) and Twenge & Campbell (2018) that reported higher stress and lower grades in heavy social media users.

Key factors impacting performance include procrastination, late-night scrolling, FOMO (Fear of Missing Out), and comparison-induced stress. Students with regulated, academic-oriented social media habits scored higher academically and reported better emotional well-being.

## Conclusion

Social media is a double-edged sword for nursing students—offering academic support when used purposefully but reducing concentration, sleep quality, and emotional resilience when overused. Academic policies should integrate digital wellness training alongside core nursing curriculum

## Recommendations

Include Digital Literacy Modules in nursing education.

Conduct time management workshops and social media detox programs. Faculty-led WhatsApp/YouTube academic groups to channel productive use. Regular screen-time monitoring and counseling for at-risk students.

## References

(Formatted in APA 7th edition – drawn from your literature review. Example:)

1. Prasad, R., et al. (2017). Social media use and perceived academic stress among students. *Indian Journal of Social Psychiatry*, 33(4), 322–328.
2. Twenge, J. M., & Campbell, W. K. (2018). Associations between screen time and lower psychological well-being among children and adolescents. *Preventive Medicine Reports*, 12, 271–283.
3. Warwick Medical School. (2007). Warwick-Edinburgh Mental Well-being Scale (WEMWBS). University of Warwick.